

# 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Irvine Unified School District
<b>CDS Code:</b>	30736500000000
<b>LEA Contact Information:</b>	Name: Tammy Blakely Position: Executive Director Phone: 949-936-5079
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$339,646,391
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$19,950,314
<b>All Other State Funds</b>	\$62,154,324
<b>All Local Funds</b>	\$20,800,240
<b>All federal funds</b>	\$20,881,690
<b>Total Projected Revenue</b>	\$443,482,645

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$470,922,985
<b>Total Budgeted Expenditures in the LCAP</b>	\$35,497,169
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$24,213,291
<b>Expenditures not in the LCAP</b>	\$435,425,816

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b>	\$5,311,000
<b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>	\$3,502,909

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	\$4,262,977
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	\$-1,808,091

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	The General Fund supports programs with additional spending in the following categories: Certificated/Classified Salaries and Benefits: \$345,987,824 Books and Supplies: \$55,107,066 Services/Other Operating Expenses: \$33,685,926 Capital Outlay: \$645,000
<b>The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-</b>	Title III funds are centralized at the district level to ensure the flexibility needed to support English learners in all schools, academic models, and instructional settings. IUSD continues to use Title III supplemental

<b>21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.</b>	resources to increase and support the sustainability of its strong and successful EL programming districtwide that includes, Newcomer/SEI instructional settings and substantially supported courses at the secondary level that ensure English learners have equitable access to college prep and career readiness programs. Paraprofessionals and co-teaching models are used to reduce student-to-teacher ratios, allowing for more individualized instruction and targeted assistance. Placement in language acquisition programs and supported instructional settings is determined by student performance on the language proficiency assessment, district-wide universal screeners, and/or progress monitoring.
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# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Irvine Unified School District

CDS Code: 30736500000000

School Year: 2021-22

LEA contact information:

Tammy Blakely

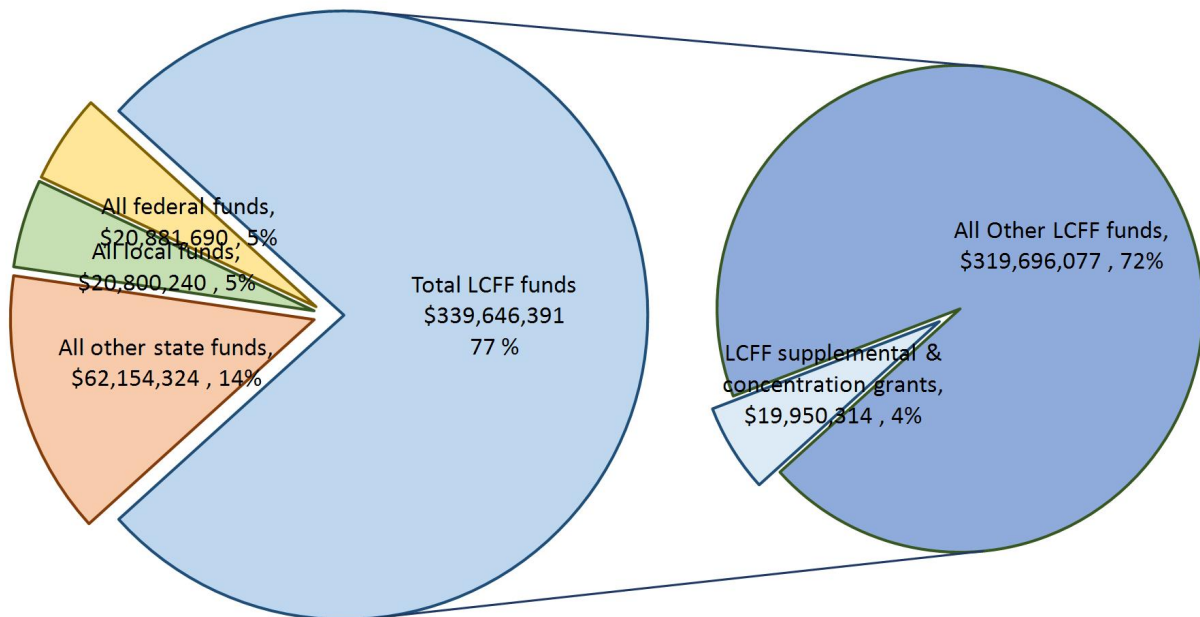
Executive Director

949-936-5079

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2021-22 School Year

### Projected Revenue by Fund Source

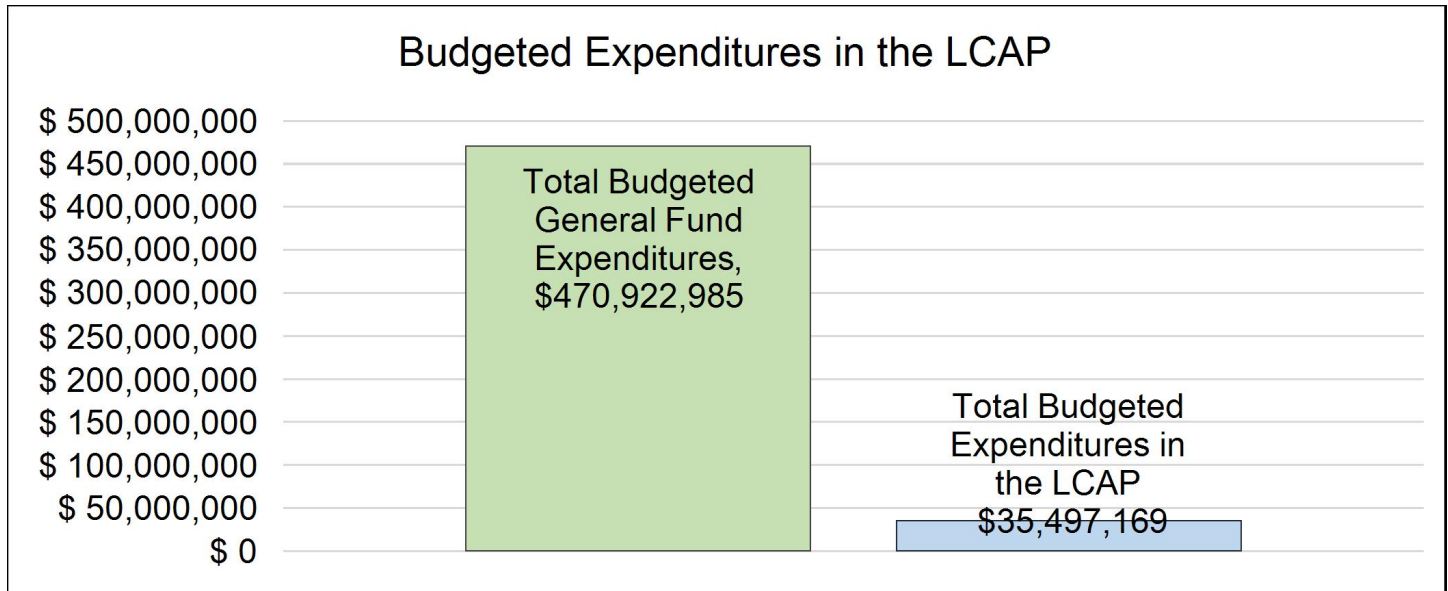


This chart shows the total general purpose revenue Irvine Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Irvine Unified School District is \$443,482,645, of which \$339,646,391 is Local Control Funding Formula (LCFF), \$62,154,324 is other state funds, \$20,800,240 is local funds, and \$20,881,690 is federal funds. Of the \$339,646,391 in LCFF Funds, \$19,950,314 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Irvine Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Irvine Unified School District plans to spend \$470,922,985 for the 2021-22 school year. Of that amount, \$35,497,169 is tied to actions/services in the LCAP and \$435,425,816 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Fund supports programs with additional spending in the following categories:

Certificated/Classified Salaries and Benefits: \$345,987,824

Books and Supplies: \$55,107,066

Services/Other Operating Expenses: \$33,685,926

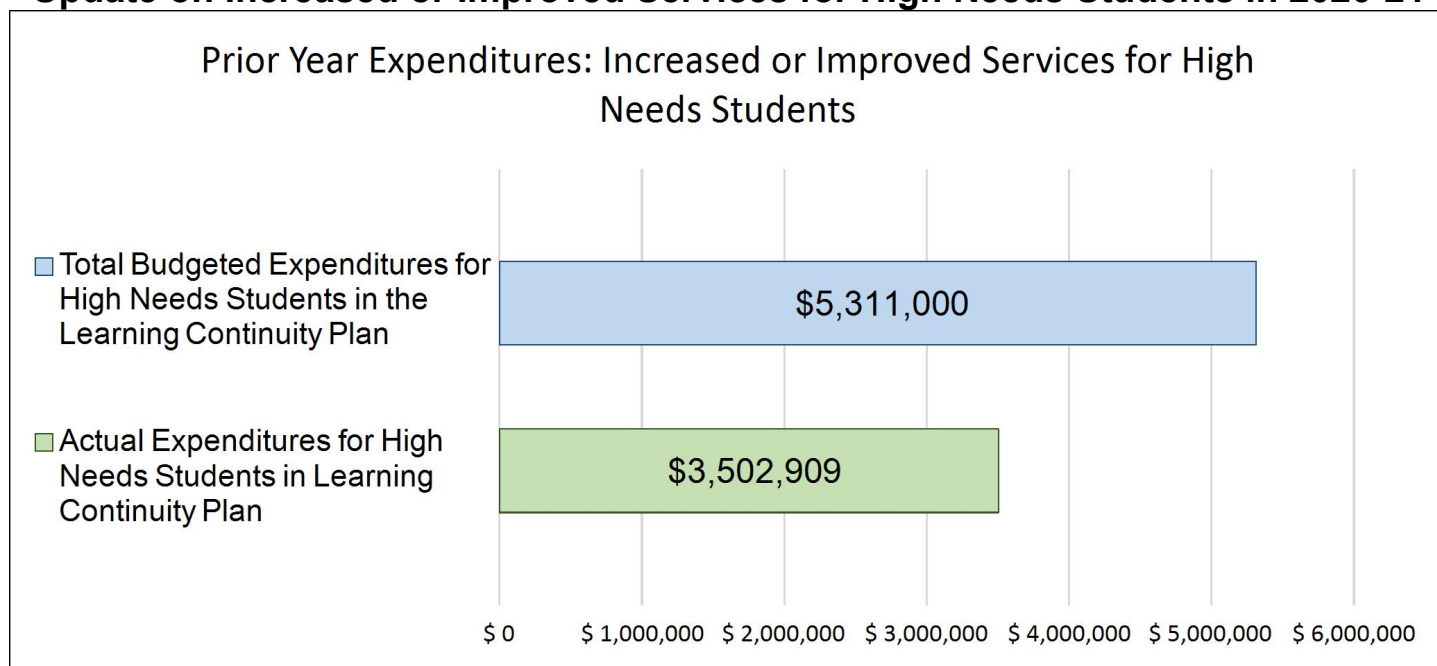
Capital Outlay: \$645,000

## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Irvine Unified School District is projecting it will receive \$19,950,314 based on the enrollment of foster youth, English learner, and low-income students. Irvine Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Irvine Unified School District plans to spend \$24,213,291 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Irvine Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Irvine Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Irvine Unified School District's Learning Continuity Plan budgeted \$5,311,000 for planned actions to increase or improve services for high needs students. Irvine Unified School District actually spent \$3,502,909 for actions to increase or improve services for high needs students in 2020-21.

Title III funds are centralized at the district level to ensure the flexibility needed to support English learners in all schools, academic models, and instructional settings. IUSD continues to use Title III supplemental resources to increase and support the sustainability of its strong and successful EL programming districtwide that includes, Newcomer/SEI instructional settings and substantially supported courses at the secondary level that ensure English learners have equitable access to college prep and career readiness programs. Paraprofessionals and co-teaching models are used to reduce student-to-teacher ratios, allowing for more individualized instruction and targeted assistance. Placement in language acquisition programs and supported instructional settings is determined by student performance on the language proficiency assessment, district-wide universal screeners, and/or progress monitoring.

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Irvine Unified School District	Tammy Blakely Executive Director	tammyblakely@iusd.org 949-936-5079

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

Ensure all students attain proficiency in the current content standards.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 7: Course Access (Conditions of Learning)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> (Metric A) Increase student proficiency on ELPAC Summative.  (Metric B) Increase number of students reclassified to Fluent English Proficient.  (Metric C) Students will increase proficient scores on the universal screeners.  (Metric D) Increase percent of students meeting or exceeding standard on Smarter Balanced summative assessment.  (Metric E) Increase the percent of students considered ready for college-level coursework as measured by the 11th grade Smarter Balanced ELA/Literacy Assessment.  (Metric F) Increase the percent of students considered ready for college-level coursework as measured by the 11th grade Smarter Balanced Mathematics Assessment.	<b>Metric/Indicator</b> 20-21 (Metric A) Increase student proficiency on ELPAC Summative. 20-21 Progress: Target Not Met. District performance is very high compared to state level of 48.3% making progress toward English language proficiency. Overall, English learners continue to demonstrate steady growth in the language proficiency development. The ELPAC summative was administered for the first time in Spring 2018. After a threshold study, a new baseline for measuring student acquisition of English language proficiency was determined in January 2019 and was used to calibrate the results of the 2019 ELPAC Summative. With the suspension of the administration of the ELPAC Summative in March 2020, not all EL students were able to participate in and/or complete the assessment in its entirety.  (Metric B) Increase number of students reclassified to Fluent English Proficient. 20-21 Progress: Target Met. 10.1% of English Language Learners reclassified to Fluent English Proficient 2019-2020.



Expected	Actual
<p>(Metric G) Implement the State Standards for all students at all sites.</p> <p>(Metric H) The district will maintain the percent of students in all subgroups that are demonstrating college going behaviors.</p> <p>(Metric I) District will provide training to educational leaders at every site in Professional Learning Communities and the use of common assessment data to increase student achievement.</p>	<p>(Metric C) Students will increase proficient scores on the universal screeners. 20-21 Progress: Target Partially Met. 1. The district met the overall target of 80% students at benchmark on the winter Literacy Performance Assessment BPST and OTR with a total of 89%. African-American (75.2%), Hispanic (76.7%), SWD (77%), and SED (77.7%) subgroups did not meet the target. 2. The district met the overall target of 80% of students in grades 3-8 at benchmark on the winter STAR Reading assessment with a total of 82%. African-American (58.8%), Hispanic (64.5%), English Learner (71.5%), SWD (63.7%), and SED (66.1%) subgroups did not meet the target. 3. The district met the overall target of 80% of students grades 3-8 at benchmark on the Winter STAR Math assessment.</p>
<p><b>19-20</b></p> <p>(Metric A) Increase student proficiency on ELPAC Summative. Maintain a percentage of 80% or above of English Language Learners demonstrating annual progress in learning English. After a threshold study, a new baseline for measuring student acquisition of English language proficiency was determined in January 2019 and will be used to calibrate the results of 2019 ELPAC Summative. 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 and eligibility for reclassification.</p> <p>(Metric B) Increase number of students reclassified to fluent English proficient. 10% or higher of English learner students will be reclassified to Fluent English Proficient based on the District's Reclassification Criteria and student readiness indicators.</p> <p>(Metric C) Students will maintain a minimum of 80% proficient scores on the universal screeners. 1. The district will maintain a minimum of 80% of K-2 students at benchmark on the winter Literacy Performance Assessments BPST and OTR. 2. The</p>	<p>(Metric D) Increase percent of students meeting or exceeding standard on Smarter Balanced summative assessment. 20-21 Progress: Due to SBAC test suspension in 2019-20, percentage of students meeting benchmark on local STAR Renaissance Reading assessment is being reported. 75% met or exceeded ELA/Literacy assessment benchmark and Mathematics 86.7% students met or exceeded benchmark.</p> <p>(Metric E) Increase the percent of students considered ready for college-level coursework as measured by the 11th grade Smarter Balanced ELA/Literacy Assessment. 20-21 Progress Note: Due to test suspension in 2019-20, percentage of students meeting benchmark on PSAT NMSQT is being reported. 97% of students considered ready for college-level coursework as measured by the PSAT NMSQT ELA.</p> <p>(Metric F) Increase the percent of students considered ready for college-level coursework as measured by the 11th grade Smarter Balanced Mathematics Assessment. 20-21 Progress Note: Due to test suspension in 2019-20, percentage of students meeting benchmark on PSAT NMSQT is</p>



Expected	Actual
<p>district will maintain a minimum of 80% of 3-8 students at benchmark on the winter STAR Reading assessment. 3. The district will maintain a minimum of 80% of 1-8 students at benchmark on the winter STAR Math assessment.</p> <p>(Metric D) Increase percent of students meeting or exceeding standard on Smarter Balanced summative assessment.</p> <p>(Metric E) Increase the percent of students considered ready for college-level coursework as measured by the 11th grade Smarter Balanced ELA/Literacy Assessment.</p> <p>(Metric F) Increase the percent of students considered ready for college-level coursework as measured by the 11th grade Smarter Balanced Mathematics Assessment.</p> <p>(Metric G) Implement the State Standards for all students at all sites. District will provide all teaching staff professional development in ensuring students achieve the State Standards.</p> <p>(Metric H) The district will maintain the percent of students that are demonstrating college going behaviors. These include: 1. Maintain over 95% of students in grades 9-12 completing 2 or more college preparatory classes. 2. Maintain over 85% of students assessed scoring a 3 or higher on AP examinations. 3. Maintain over 80% of students assessed meeting benchmark in English, Math, Reading and Science on the ACT assessment.</p> <p>(Metric I) District will continue to provide training on PLCs and the use of common assessment data to increase student achievement. The district will increase common assessment use in SchoolCity. (IUSD's online assessment delivery platform)</p> <p><b>Baseline</b> (Metric A: Increase student proficiency on annual CELDT/ELPAC.</p>	<p>being reported. 91% of students considered ready for college-level coursework as measured by the PSAT NMSQT Math.</p> <p>(Metric G) Implement the Common Core State Standards (CCSS) for all students at all sites. 20-21 Progress: Target Met. District continues to provide ongoing professional development for all teachers in the implementation of the Common Core State Standards through district and site based professional learning. The current focus is on strengthening our Professional Learning Communities through implementation of The Learning Cycle and a focus on using data to make instructional decisions.</p> <p>(Metric H) The district will maintain the percent of students in all subgroups that are demonstrating college going behaviors. 20-21 Progress: Target Met Goal: Maintain over 95% of students in grades 9-12 completing 2 or more college preparatory classes.</p> <ul style="list-style-type: none"> <li>Preliminary data reflects 98.7% of students completed 2 or more college preparation courses. All subgroups with the exception of one (SWD- 90.5%) met the target.</li> </ul> <p>Advanced Placement Assessments:</p> <ul style="list-style-type: none"> <li>87% of students attained 3 or higher.</li> </ul> <p>American College Testing (ACT):</p> <ul style="list-style-type: none"> <li>Goal: The district will maintain over 80% of student's assessed meeting benchmark in English, Math, Reading and Science on the ACT assessment.</li> <li>Goal met in English (94%), Math (89%), and Reading (82%). Goal nearly met in Science (79%).</li> </ul> <p>(Metric I) District will provide training to educational leaders at every site in Professional Learning Communities and the use of common assessment data to increase student achievement. Goal: Increase use of Common Formative Assessments.</p>

Expected	Actual
<ul style="list-style-type: none"> <li>• Goal: Maintain the steady increase of a minimum of 1% in the number of English Language Learners demonstrating annual progress in learning English.</li> <li>• Preliminary data reflects Very High results at 81.3% district rates showed a slight decrease.</li> </ul> <p>Metric B: Increase number of students reclassified to fluent English proficient.</p> <ul style="list-style-type: none"> <li>• Goal: Maintain the steady increase of 14-15% of English Language Learners being reclassified to Fluent English Proficient.</li> <li>• Data reflects reclassification rate of 8.3%.</li> </ul> <p>Metric C: Students will increase proficient scores on the universal screeners.</p> <p>Literacy Performance Assessment:</p> <ul style="list-style-type: none"> <li>• Goal: The district will maintain a minimum of 80% of K-2 students at benchmark on the winter Literacy Performance Assessments BPST and OTR.</li> <li>• 89.71% of K-2 students met benchmark on BPST and 82.17% on the OTR.</li> </ul> <p>STAR Renaissance Reading Assessment:</p> <ul style="list-style-type: none"> <li>• Goal: The district will maintain a minimum of 80% of 3-8 students at benchmark on the winter STAR Renaissance Reading assessment.</li> <li>• 76.76% of students met benchmark</li> </ul> <p>STAR Mathematics:</p> <ul style="list-style-type: none"> <li>• Goal: The district will maintain a minimum of 80% of 2-8 students at benchmark on the winter STAR Renaissance Mathematics assessment.</li> <li>• 88.40% of students met benchmark.</li> </ul> <p>Metric D: Increase percent of students meeting or exceeding standard on Smarter Balanced summative assessment.</p>	<ul style="list-style-type: none"> <li>• Goal met, 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.</li> </ul>

Expected	Actual
<ul style="list-style-type: none"> <li>• Goal: The district will increase the percent of students meeting or exceeding standard on Smarter Balanced summative assessment.</li> <li>• ELA/Literacy 79% met or exceeded benchmark and Mathematics 75% met or exceeded benchmark.</li> </ul> <p>Metric E: Increase the percent of students considered ready for college-level coursework as measured by the 11th grade Smarter Balanced ELA/Literacy Assessment.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 52% of students met readiness.</li> </ul> <p>Metric F: Increase the percent of students considered ready for college-level coursework as measured by the 11th grade Smarter Balanced Mathematics Assessment.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 45% of students met readiness.</li> </ul> <p>Metric G: Implement the Common Core State Standards (CCSS) for all students at all sites.</p> <ul style="list-style-type: none"> <li>• Goal: Implement the Common Core State Standards (CCSS) for all students at all sites.</li> <li>• District continues to provide ongoing professional development for all teachers in the implementation of the Common Core State Standards through district and site based professional learning. The current focus is on strengthening our Professional Learning Communities through implementation of The Learning Cycle and a focus on using data to make instructional decisions.</li> </ul>	

Expected	Actual
<p>Metric H: The district will maintain the percent of students in all subgroups that are demonstrating college going behaviors.</p> <p>College Course Completion:</p> <ul style="list-style-type: none"> <li>• Goal: Maintain over 95% of students in grades 9-12 completing 2 or more college preparatory classes.</li> <li>• Goal will most likely be met by end of the year, preliminary data reflects 94.47% of students completed 2 or more college preparation courses.</li> </ul> <p>Advanced Placement Assessments:</p> <ul style="list-style-type: none"> <li>• Goal: The district will maintain over 85% of students assessed scoring a 3 or higher on AP examinations.</li> <li>• 89% of students attained 3 or higher.</li> </ul> <p>American College Testing (ACT):</p> <ul style="list-style-type: none"> <li>• Goal: The district will maintain over 80% of student's assessed meeting benchmark in English, Math, Reading and Science on the ACT assessment.</li> <li>• Goal met in English (94%), Math (89%), and Reading (82%). Goal nearly met in Science (79%).</li> </ul> <p>Metric I: District will provide all administrators and multiple staff teams training in development of Professional Learning Communities and use of common formative assessments.</p> <ul style="list-style-type: none"> <li>• Goal: Increase use of Common Formative Assessments.</li> <li>• Goal met, 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</li> </ul>	

Expected	Actual
formative assessments. This platform will be operational in 2018-19.	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>THROUGH PROFESSIONAL DEVELOPMENT, ANNUALLY INCREASE THE PERCENTAGE OF STUDENTS WHO ARE PROFICIENT/ADVANCED IN ELA AND MATH BY DEEPENING THEIR UNDERSTANDING OF THE COMMON CORE STATE STANDARDS.</p> <ul style="list-style-type: none"> <li>-----</li> </ul> <p>A Professional learning for classified instructional staff. (FUNDING ELIMINATED FROM LCAP)  B Provide assistance to teachers to support their successful development as educators. Induction program.  C Reduce Induction fees for new teachers to continue to attract high quality teachers in support of our growing district. Induction program. (Funding of \$300,000 is \$150,000/year for 2019-20 and 2020-21.)</p>	<p>1.1.A \$0  1.1.B 1000-1999: Certificated Personnel Salaries LCFF Base \$190,000  1.1.C 0000: Unrestricted LCFF Base \$300,000</p>	<p>1.1.A \$0  1.1.B 1000-1999: Certificated Personnel Salaries LCFF Base \$190,000  1.1.C 0000: Unrestricted LCFF Base \$150,000</p>
<p>THROUGH PROFESSIONAL DEVELOPMENT, STAFFING AND PURCHASING OF MATERIALS ANNUALLY INCREASE THE PERCENTAGE OF ENGLISH LEARNER, LOW-INCOME AND FOSTER YOUTH STUDENTS WHO ARE PROFICIENT/ADVANCED IN ELA AND MATH BY DEEPENING THEIR UNDERSTANDING OF THE STATE STANDARDS.</p> <ul style="list-style-type: none"> <li>-----</li> </ul> <p>A Provide professional learning opportunities ensuring access and equity for English Learners, low income and foster youth. Focusing on: 1) culturally responsive teaching, 2) integration of CA State standards and ELD standards, 3) strategies for providing differentiated support, 4) components of effective academic language development, and 5) assessment design.  B Research, pilot and implement effective learning strategies and materials that provide appropriate support for EL learner's success in</p>	<p>1.2.A 1000-1999: Certificated Personnel Salaries Supplemental \$604,000  1.2.B - Certificated salaries and materials/supplies 0000: Unrestricted Supplemental \$47,000</p>	<p>1.2.A 1000-1999: Certificated Personnel Salaries Supplemental \$604,000  1.2.B - Certificated salaries and materials/supplies 0000: Unrestricted Supplemental \$47,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
meeting grade-level content standards. Focused on EL learners.		
<p>PROVIDE OPPORTUNITIES FOR STUDENTS TO EXTEND THE LEARNING DAY OR YEAR TO INCREASE ACCESS AND IMPROVE ACHIEVEMENT.</p> <ul style="list-style-type: none"> <li>-----</li> </ul> <p>A Host 9-12 summer school programs allowing secondary students to access a variety of courses for credit recovery, credit completion or accelerated learning.  B Continue to extend summer school offerings (piloted in 2015-16) increasing the ability to support students through the addition of:  * Second high school site with a focus on blended learning options  * Two middle school sites offering ELA and math programs  * Math programs at elementary  * Math bridge classes at secondary sites supporting acceleration options  C Provide base funding to ensure adequate supervision and safety of the IUSD summer athletic camp program.</p>	<p>1.3.A - Certificated and Classified salaries 0000: Unrestricted LCFF Base \$100,000</p> <p>1.3.B - Certificated and Classified salaries 0000: Unrestricted LCFF Base \$300,000</p> <p>1.3.C - Certificated and Classified salaries 0000: Unrestricted LCFF Base \$30,000</p>	<p>1.3.A - Certificated and Classified salaries 0000: Unrestricted LCFF Base \$100,000</p> <p>1.3.B - Certificated and Classified salaries 0000: Unrestricted LCFF Base \$300,000</p> <p>1.3.C - Certificated and Classified salaries 0000: Unrestricted LCFF Base \$30,000</p>
<p>PROVIDE OPPORTUNITIES FOR ENGLISH LEARNER, LOW-INCOME AND FOSTER YOUTH STUDENTS TO EXTEND THE LEARNING DAY OR YEAR TO INCREASE ACCESS AND IMPROVE ACHIEVEMENT.</p> <ul style="list-style-type: none"> <li>-----</li> </ul> <p>A Allocate all sites funding to support intervention programs before, during and after school through stipends for teachers and aides (Extended learning). Focused on supplemental learners, EL learners, low-income and foster youth.  B Host K-6 summer school for struggling students--targeting our EL learners, low-income and foster youth. (Extended learning K-6 Summer School)</p>	<p>1.4.A - Certificated and Classified salaries 0000: Unrestricted Supplemental \$256,000</p> <p>1.4.B - Certificated and Classified salaries 0000: Unrestricted Supplemental \$100,000</p>	<p>1.4.A - Certificated and Classified salaries 0000: Unrestricted Supplemental \$256,000</p> <p>1.4.B - Certificated and Classified salaries 0000: Unrestricted Supplemental \$100,000</p>
<p>HIRE STAFF TO TRAIN AND COORDINATE SUPPORT TO ANNUALLY INCREASE THE PERCENTAGE OF STUDENTS WHO ARE PROFICIENT/ADVANCED IN ELA AND MATH THROUGH CLEAR UNDERSTANDING OF THE CORE CONTENT STANDARDS.</p>	<p>1.5.A 1000-1999: Certificated Personnel Salaries LCFF Base \$1,625,000</p>	<p>1.5.A 1000-1999: Certificated Personnel Salaries LCFF Base \$1,625,000</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>-----</li> </ul> <p>A Continue funding district level TOSAs. Support teachers to successfully implement state standards and to develop and curate curriculum resources to support best instruction.</p> <p>B Provide stipends to existing district teachers to serve as mentors and provide professional learning opportunities for continued implementation of core content standards. (Funding of \$300,000 is \$150,000/year for 2019-20 and 2020-21.)</p> <p>C Moved to 1-7-A</p> <p>D District office support staff and resources to identify, monitor student progress and provide professional learning and support for Gifted and Advanced Learner programs.</p> <p>E Fully fund ongoing commitment to elementary science, music and art programs through LCAP and Enrichment Fund resources. (Partially funded by The Irvine Company)</p> <p>F Moved to 1.7.E</p> <p>G Attract and retain highly qualified and motivated staff to provide a world class education for students.</p> <p>H Maintain elementary PE paraprofessionals at each site to support teacher collaboration, preparation for new standards and to ensure equity in programs.</p> <p>I Restore art instruction in the elementary primary grades by providing six standards-aligned art lessons to students in 1st-3rd grade. (Funding of \$600,000 is \$300,000/year for 2019-20 and 2020-21.)</p> <p>J Continue to fund an Early Childhood Coordinator to oversee Transitional Kindergarten, support Kindergarten transitions and assists in development of professional learning.</p> <p>K Moved to 1.7.B</p> <p>L Maintain VAPA instrument repair specialist to reduce repair costs, increase response time and reduce fiscal impact on sites.</p> <p>M Science Equipment Repair Contract: Contract for annual maintenance and repair of science laboratory equipment to reduce replacement costs and to ensure that students have equitable access to well-equipped laboratories district-wide.</p>	<p>1.5.B 1000-1999: Certificated Personnel Salaries LCFF Base \$300,000</p> <p>1.5.C moved to 1.7.A \$0</p> <p>1.5.D 0000: Unrestricted LCFF Base \$278,000</p> <p>1.5.E 1000-1999: Certificated Personnel Salaries Other Funding Source \$2,000,000</p> <p>1.5.F moved to 1.7.E \$0</p> <p>1.5.G 0000: Unrestricted LCFF Base \$0</p> <p>1.5.H 2000-2999: Classified Personnel Salaries LCFF Base \$660,000</p> <p>1.5.I 1000-1999: Certificated Personnel Salaries LCFF Base \$600,000</p> <p>1.5.J 1000-1999: Certificated Personnel Salaries LCFF Base \$160,000</p> <p>1.5.K moved to 1.7.B \$0</p> <p>1.5.L - Classified salaries and supplies 0000: Unrestricted LCFF Base \$90,000</p> <p>1.5.M 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$18,000</p>	<p>1.5.B 1000-1999: Certificated Personnel Salaries LCFF Base \$102,000</p> <p>1.5.C moved to 1.7.A \$0</p> <p>1.5.D 0000: Unrestricted LCFF Base \$289,290</p> <p>1.5.E 1000-1999: Certificated Personnel Salaries Other Funding Source \$2,000,000</p> <p>1.5.F moved to 1.7.E \$0</p> <p>1.5.G 0000: Unrestricted LCFF Base \$0</p> <p>1.5.H 2000-2999: Classified Personnel Salaries LCFF Base \$654,420</p> <p>1.5.I 1000-1999: Certificated Personnel Salaries LCFF Base \$310,710</p> <p>1.5.J 1000-1999: Certificated Personnel Salaries LCFF Base \$174,987</p> <p>1.5.K moved to 1.7.B \$0</p> <p>1.5.L - Classified salaries and supplies 0000: Unrestricted LCFF Base \$88,801</p> <p>1.5.M 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$0</p>
PURCHASE AND/OR DEVELOP INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS TO ANNUALLY INCREASE THE PERCENTAGE OF STUDENTS WHO ARE PROFICIENT/ADVANCED	1.6.A 2000-2999: Classified Personnel Salaries LCFF Base \$83,000	1.6.A 2000-2999: Classified Personnel Salaries LCFF Base \$83,000



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>IN ELA AND MATH THROUGH CLEAR UNDERSTANDING OF THE CORE CONTENT STANDARDS.</p> <ul style="list-style-type: none"> <li>-----</li> </ul> <p>A Middle/ K-8 district site-based technology support to maintain technology equipment.</p> <p>B Provide stipends and/or release time for secondary teachers to develop course progressions, curriculum, assessments, interventions and other materials to support the implementation of Next Generation Science Standards.</p> <p>C PE Support: Provide leadership and trainings for teachers and PE Paraprofessionals; facilitate the new lending library for PE equipment.</p> <p>D Special Education Program Support: Allocation will be utilized to support instruction and target student progress. Funding supports IEP writing software that includes embedded instructional supports, modified curriculum materials and training, and assistive technology for Special Education students.</p> <p>E Develop a library of devices that can be used on a trial basis to determine if they support the learning of students with disabilities. Guidelines for Dyslexia Assessment and Intervention will be provided by the California Department of Education on July 1, 2017. Staff need appropriate assessment tools to diagnose and respond to this reading disorder. (ACTION ENDED)</p>	<p>1.6.B 1000-1999: Certificated Personnel Salaries LCFF Base \$132,000</p> <p>1.6.C 1000-1999: Certificated Personnel Salaries LCFF Base \$125,000</p> <p>1.6.D - Supplies and Operating Expenses 0000: Unrestricted Special Education \$125,000</p> <p>1.6.E \$0.00</p>	<p>1.6.B 1000-1999: Certificated Personnel Salaries LCFF Base \$107,440</p> <p>1.6.C 1000-1999: Certificated Personnel Salaries LCFF Base \$132,384</p> <p>1.6.D - Supplies and Operating Expenses 0000: Unrestricted Special Education \$125,000</p> <p>1.6.E \$0.00</p>
<p>Hire staff to support Foster Youth, Limited Income and English Language Learners</p> <p>A (Formerly 1.5.C) Provide each elementary site with additional education specialist/instructional aide time to support intervention and response to instruction.</p> <p>B (Formerly 1.5.K) Fund part-time facilitator teacher coaches at each school to support the development of Professional Learning Communities to increase instructional effectiveness and student learning.</p> <p>C (Formerly 3.3.B) Provide release days for site based Professional Learning Communities to meet as a team to engage in the work of increasing instructional effectiveness and student learning.</p> <p>D Language Development Programs administration and support staff</p>	<p>1.7.A certificated and classified salaries 0000: Unrestricted Supplemental \$1,040,000</p> <p>1.7.B 1000-1999: Certificated Personnel Salaries Supplemental \$1,245,000</p> <p>1.7.C 1000-1999: Certificated Personnel Salaries Supplemental \$725,000</p> <p>1.7.D 0000: Unrestricted Supplemental \$721,000</p>	<p>1.7.A - Certificated and Classified Salaries 0000: Unrestricted Supplemental \$1,040,000</p> <p>1.7.B 1000-1999: Certificated Personnel Salaries Supplemental \$1,294,501</p> <p>1.7.C 1000-1999: Certificated Personnel Salaries Supplemental \$511,713</p> <p>1.7.D 0000: Unrestricted Supplemental \$817,622</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
E Fund classroom aides at each elementary site. F Student Support Services administration and support staff.	1.7.E 2000-2999: Classified Personnel Salaries Supplemental \$800,000  1.7.F - Certificated and Classified salaries 0000: Unrestricted Supplemental \$248,000	1.7.E 2000-2999: Classified Personnel Salaries Supplemental \$800,000  1.7.F - Certificated and Classified Salaries 0000: Unrestricted Supplemental \$254,033

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Action 1.1.C - Reduce Induction Fees - These dollars were allocated for 2 years, 19-20 and 20-21 were spent accordingly.

Action 1.5.B - Mentor Stipends - These dollars were allocated for 2 years, 19-20 and 20-21 and were spent accordingly.

Action 1.5.I - Primary Art - These dollars were allocated for 2 years, 19-20 and 20-21, and were spent accordingly.

Action 1.5.M - Science Equipment Repair contract - Due to Covid-19 school closures the equipment repair did not occur. These funds were reallocated for this purpose in 20-21.

Action 1.7.C - PLCs - Due to Covid-19 school closures not all the planned Professional Learning Community release time was able to occur. These funds were reallocated for PLCs in 20-21 to continue with professional learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

District and site staff were successfully implementing Goal 1 actions and services until March, 2020 when all schools closed to in-person instruction. Once school closures were enacted, the primary challenges in implementing the actions and services described in our LCAP arose from the restrictions on physical attendance for both teachers and students, as well as the increase in competing demands for instructional focus as we shifted to accommodate the guidelines for operating within a pandemic. Given the restrictions for in-person professional learning opportunities, our training for teachers shifted to a synchronous virtual format held outside the school day and also included the development of self-guided modules offered through our professional learning platform, Compass. Curriculum staff, including our Teachers on Special Assignment (TOSAs), adjusted the focus of training and development of resources for teachers to support their efforts in delivering instruction within a distance learning format. TOSAs and curriculum staff also shifted to convert our planned summer school opportunities for students in both K-8 Extended Learning and High School Summer School from in-person instruction to online format.

Additional resources were developed by curriculum TOSAs throughout the year to continue to support teachers in identifying and addressing student learning need, including instructional planners, formative assessments, and instructional resources to support re-

teaching following benchmark assessments in literacy and mathematics. Additional resources to support re-teaching following benchmark assessments in literacy and mathematics.

1.2; 1.5 Self-guided modules and live question/answer sessions were successfully implemented to continue the work that focuses on culturally and linguistically responsive teaching and learning in the classroom. Professional support was provided through 1) resource guides and links to research-based strategies for differentiation, integrated and designated ELD, and use of components of the adopted curriculum 2) on-call and readily available support from department TOSAs for site staff, and 3) Site EL Coordinators at all levels, supported by release periods or stipends, who individualized support specific to their site's needs.

1.4. Summer programs for English language learners were successfully provided in the distance learning format. Students were able to be actively engaged in lessons focused on building academic vocabulary and oral fluency across the content areas. Upper elementary students were provided Science labs to further their development of content knowledge through interactive activities.

1.5. CAASPP assessments were suspended in spring 2020 as a result of school closures due to COVID-19. In the absence of this data, district level curriculum TOSAs developed pre-assessments and instructional response toolkits for each grade level and core course to support teachers in identifying and addressing potential student learning loss at the beginning of the year. Professional learning resources were also developed to support teachers in administering pre-assessments, interpreting results, and planning targeted instruction to close any gaps in learning related to the essential standards.

Universal screening results from December 2020 indicate that the percent of students meeting benchmarks in reading and math is similar to prior years, with a .02% decrease in reading and a 0.6% decrease in math compared to January 2020.

## Goal 2

Ensure access to rigorous and relevant learning tools, resources and skills for all staff and students.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 2: State Standards (Conditions of Learning)  
                             Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> (Metric J) Students and teachers will have access to technology at all sites.  (Metric K) Students and staff will continue to have access to quality teachers, textbooks and quality facilities.  <b>19-20</b> (Metric J) Students and teachers will have access to technology at all sites. Using on-line survey information including BrightBytes, the district will measure use of and access to programs, technology and training that support skill development. Student access to technology and access to training and programs will increase as shown by collected results.  (Metric K) Students and staff will continue to have access to quality teachers, textbooks and quality facilities. 1. Teachers are appropriately assigned to the pupils they are instructing. 2. Students have access to standards-aligned instructional materials. 3. All school facilities are in good repair.  <b>Baseline</b>	<b>Metric/Indicator</b> (Metric J) Students and teachers will have access to technology at all sites. 20-21 Progress Note: The Brightbytes was not conducted during the 20-21 school year due to the pandemic and the importance of having students and teachers focus on instruction and student mental wellness. Based on District surveys for Emergency Distance Learning (EDL) and the Learning Continuity Plan, students have access to technology and connectivity devices and staff have access to technology training and programs.  Target Met. The district committed a significant investment in devices and connectivity to ensure students had the ability to engage due to pandemic school closures and beyond. The average student-to-device ratio is 1:1  (Metric K) Students and staff will continue to have access to quality teachers, textbooks and quality facilities. 20-21 Progress: Target Met. Teachers: Teachers are appropriately assigned and fully credentialed. Textbooks: Materials are available for all students.

Expected	Actual
<p>Metric J: Students and teachers will have access to technology at all sites.</p> <ul style="list-style-type: none"> <li>Goal: Increase student access to technology.</li> <li>Goal partially met, the average student-to-device ratio is now better than 2:1 (two students to each device).</li> </ul> <p>Metric K: Students and staff will continue to have access to quality teachers, textbooks and quality facilities.</p> <p>Teachers:</p> <ul style="list-style-type: none"> <li>Goal: Teachers are appropriately assigned to the pupils they are instructing.</li> <li>Goal met, teachers are appropriately assigned and fully credentialed.</li> </ul> <p>Textbooks:</p> <ul style="list-style-type: none"> <li>Goal: Students have access to standards aligned instructional materials.</li> <li>Goal met, materials available for all students.</li> </ul> <p>School facilities:</p> <ul style="list-style-type: none"> <li>Goal: All school facilities are in good repair.</li> <li>Goal met, all facilities reported in good repair for all systems inspected.</li> </ul>	<p>School facilities: All facilities reported in good repair for all systems inspected.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>PROVIDE 21ST CENTURY LEARNING EXPERIENCES AND PREPARE STUDENTS FOR COLLEGE AND CAREER THROUGH USE OF TECHNOLOGY, ON-LINE LEARNING AND ASSESSMENT, AND MANAGEMENT TOOLS.</p> <ul style="list-style-type: none"> <li>-----</li> </ul> <p>A Purchase and keep technology equipment up-to-date:</p> <ul style="list-style-type: none"> <li>Funding to support Technology Matching program-where district matches funds raised by sites for technology purchases.</li> </ul>	<p>2.1.A 4000-4999: Books And Supplies LCFF Base \$500,000</p> <p>2.1.B 0000: Unrestricted LCFF Base \$1,000,000</p> <p>2.1.C - Certificated Salaries and Licensing Costs 0000: Unrestricted LCFF Base \$355,000</p>	<p>2.1.A 4000-4999: Books And Supplies LCFF Base \$500,000</p> <p>2.1.B 0000: Unrestricted LCFF Base \$1,000,000</p> <p>2.1.C - Certificated Salaries and Licensing Costs 0000: Unrestricted LCFF Base \$355,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>Expanding resources to manage and repair existing computers and mobile devices.</li> </ul> <p>B Technology Maintenance Fund-This action would provide a resource (similar to deferred maintenance) for updating our technology infrastructure. Funding would include necessary repair and upgrades of network equipment, servers, projectors and projector bulbs, telecommunications, wireless access points and data center equipment.</p> <p>C Student Online Assessment Technology: In 2018-19, IUSD selected and implemented School City, a new assessment platform. The assessment system, which officially launched in February 2019, will provide teachers and other staff, who support students, with immediate access to information on student understanding of key concepts, progress over time, and the need for learning supports. The ongoing funding reflects the cost of annual licensing and support for the software. Additionally, the license includes access to rich standards-aligned item banks and learning resources to provide teachers with multiple high-quality assessment options. The one-time costs associated with this item fund staff to support the initial implementation. (FUNDING RENEWED IN LCAP)</p> <p>D Professional Learning Software-In 2018-19, IUSD selected and implemented iPL, a new professional learning platform that is designed to support in-person professional learning events and provide rich on-demand learning resources for IUSD staff. The new system better supports IUSD's Professional Learning Communities model by allowing teachers and other staff to connect to each other and to valuable resources online to extend learning. The ongoing funding proposed reflects the annual licensing and support costs for iPL. The one-time costs fund staff to support the initial implementation, including setting up the system, providing training, and developing and curating professional learning content. (FUNDING RENEWED IN LCAP)</p> <p>E Classroom Technology Grants-Issue 40 grants to support 1:1 technology access in classrooms. The grants would include devices, carts, necessary software and professional learning time. (ACTION ENDED)</p> <p>F Funding to support Bright Bytes survey implementation. (ELIMINATE FROM LCAP)</p>	<p>2.1.D - Certificated Salaries and Licensing Costs 0000: Unrestricted LCFF Base \$245,000</p> <p>2.1.E \$0.00</p> <p>2.1.F \$0.00</p>	<p>2.1.D - Certificated Salaries and Licensing Costs 0000: Unrestricted LCFF Base \$245,000</p> <p>2.1.E \$0.00</p> <p>2.1.F \$0.00</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>SUPPORT 21ST CENTURY LEARNING WITH STAFFING AND PROFESSIONAL LEARNING TO SUPPORT TECHNOLOGY-BASED PROGRAMS</p> <ul style="list-style-type: none"> <li>-----</li> </ul> <p>A Provide support for IUSD’s learning and course management systems.</p> <p>B Educational technology TOSAs: Education Technology Teachers of Special Assignment (TOSAs) provide professional learning (in-person and on-demand resources), guidance and support for teachers who are interested in integrating technology in their classrooms. The EdTech TOSAs focus on elementary and middle school support for high-impact use of technology in schools. They also help teachers design lessons and leverage new facilities and technology to engage students and deepen learning.</p> <p>C Site Tech Mentors: Each high school receives sections to release a teacher to provide instructional technology professional learning and support. Because the EdTech Mentors are part of the school site staff, they are immediately available to assist teachers who want to increase or refine their use of technology in the classroom. EdTech Mentors connected to their schools uniquely position themselves to provide personalized support and guidance in educational technology. Irvine, Northwood, Portola, University and Woodbridge high schools a .4 (full time employee) FTE. Creekside High School has a .2 FTE.</p> <p>D Position Control - This system connects personnel, payroll, and budget information to ensure accurate accounting and reliable processes for staffing and distributing personnel costs. This funding covers a consultant programmer to help bridge gaps between our current systems. This project would include a replacement or re-engineering of our Human Resources data system, Personnel Requisition Form, and Change of Status form and developing automated processes to update staff information.</p> <p>E Provide professional learning on integration of technology with CA State Standards and preparation of students for SBAC assessment.</p>	<p>2.2.A 0000: Unrestricted LCFF Base \$295,000</p> <p>2.2.B 1000-1999: Certificated Personnel Salaries LCFF Base \$375,000</p> <p>2.2.C 1000-1999: Certificated Personnel Salaries LCFF Base \$250,000</p> <p>2.2.D 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$100,000</p> <p>2.2.E 5000-5999: Services And Other Operating Expenditures LCFF Base \$25,000</p>	<p>2.2.A 0000: Unrestricted LCFF Base \$295,000</p> <p>2.2.B 1000-1999: Certificated Personnel Salaries LCFF Base \$375,000</p> <p>2.2.C 1000-1999: Certificated Personnel Salaries LCFF Base \$250,000</p> <p>2.2.D 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$500</p> <p>2.2.E 5000-5999: Services And Other Operating Expenditures LCFF Base \$25,000</p>
PURCHASE INSTRUCTIONAL SUPPLEMENTAL MATERIALS TO ANNUALLY INCREASE THE PERCENTAGE OF STUDENTS WHO	2.3.A 4000-4999: Books And Supplies LCFF Base \$1,530,000	2.3.A 4000-4999: Books And Supplies LCFF Base \$1,530,000



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>ARE PROFICIENT/ADVANCED IN ELA AND MATH THROUGH CLEAR UNDERSTANDING OF CORE CONTENT STANDARDS.</p> <ul style="list-style-type: none"> <li>-----</li> </ul> <p>A Allocate funds to high schools to support the purchase of textbooks and associated instructional materials. Centralize funds at district level for K-8 textbook purchases.</p> <p>B Funding for the purchase of textbooks and instructional materials aligned to state content standards.</p>	<p>2.3.B 4000-4999: Books And Supplies LCFF Base \$1,500,000</p>	<p>2.3.B 4000-4999: Books And Supplies LCFF Base \$330,580</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Action 2.2.D - Position Control - Due to Covid-19 school closures this project was delayed. The funds were reallocated for this project in 20-21.

Action 2.3.B - Textbooks - Due to the proposed 10% cut to the 20-21 Adopted Budget, some of the textbooks funds were not allocated in an effort to cover the projected deficit. The State's Budget improved after the 20-21 Adopted Budget and the funds were reallocated to support textbooks.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Challenges in implementing the actions and services to achieve goal 2 were predominantly due to COVID-19 school closures. As IUSD shifted toward virtual learning for both students and teachers in response to the pandemic, both of our online professional learning platform, Compass, and our online assessment platform, SchoolCity, became a critical component of our continuing efforts to provide effective training to teachers and ongoing instruction based on essential learning targets. To ensure student access, the district committed a significant investment in devices and connectivity to ensure students and families had the ability to engage during Emergency Distance Learning (EDL) for the remainder of the 2019-20 school year and into the current 2020-21 school year.

## Goal 3

Cultivate a positive school culture and system of supports for student personal and academic growth.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                              Priority 5: Pupil Engagement (Engagement)  
                              Priority 6: School Climate (Engagement)  
                              Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            (Metric L) Continue to maintain high graduation rates.</p> <p>(Metric M) Increase % of students completing UC/CSU course requirements.</p> <p>(Metric N) Increased participation and completion of Career Technical Education pathways. (CTE).</p> <p>(Metric O) Successfully implement PBIS with fidelity at each school site.</p> <p>(Metric P) Decrease the number of expulsions.</p> <p>(Metric Q) Decrease out of school suspensions.</p> <p>(Metric R) Decrease dropout rate.</p> <p>(Metric S) Maintain high attendance rates and low chronic absenteeism numbers while working to decrease truancy and absenteeism annually.</p>	<p>Metric/Indicator            (Metric L) Continue to maintain high graduation rates.            Progress: Goal Met. 95.8% (DataQuest)</p> <p>(Metric M) Increase % of students completing UC/CSU course requirements.            Progress: Goal met, 72.4% of pupils satisfied UC/CSU requirements in 2019-20.</p> <p>(Metric N) Increased participation and completion of Career Technical Education pathways (CTE).            Progress: Goal Met, 3,083 pupils participated in pathways during the 2019-20 school year.</p> <p>(Metric O) Successfully implement PBIS with fidelity at each school site.            Progress Note: The Tiered Fidelity Inventory (TFI) was not conducted during the 2019-20 school year due to COVID-19 school closures so progress information is not available.</p>

Expected	Actual
<p>(Metric T) Maintain a balanced budget.</p> <p><b>19-20</b></p> <p>(Metric L) Continue to maintain high graduation rates. Decrease achievement gap between subgroups.</p> <p>(Metric M) Increase % of students completing UC/CSU course requirements.</p> <p>(Metric N) Increased participation and completion of Career Technical Education pathways (CTE). The district will monitor and measure the number of students participating in a career technical course or pathway and receiving a passing grade. Increase participation rate and maintain high level of passing rate.</p> <p>(Metric O) Successfully implement PBIS with fidelity at each school site. 1. Increase the number of schools above 80% composite on the Self-Assessment Survey (SAS) by 10% over the 18/19 level. 2. Increase number of sites above 70% on core features in each tier of the Tiered Fidelity Inventory (TFI).</p> <p>(Metric P) Decrease the number of expulsions. Maintain a low number of expulsions to below .1% of the student population.</p> <p>(Metric Q) Decrease out of school suspensions. Decrease the number of suspensions to below 1.5% of student population.</p> <p>(Metric R) Decrease the overall dropout with all subgroups being under 1% for 2018-19 for students in grade 9-12. Maintain low number for middle school students.</p> <p>(Metric S) Improve attendance rates and decrease the number of students chronically absent. 1. Increase attendance rate by .25%</p>	<p>(Metric P) Decrease the number of expulsions. Maintain a low number of expulsions to below .1% of the student population. Progress: Goal met, .01% of pupils expelled. (Dataquest)</p> <p>(Metric Q) Decrease the number of suspensions to below 1.5% of student population. Progress: Goal met, 0.7 % of pupils suspended. (Dataquest)</p> <p>(Metric R) Decrease dropout rate with all subgroups being under 1% for 2019-20 for students in grades 9-12. Maintain low number for middle school students.. Progress: Goal met. Drop out rate for high school students is .4%. Middle school drop out rate for 19-20 is .4% (CALPADS)</p> <p>(Metric S) Improve attendance rates and decrease the number of students chronically absent. 1. Increase attendance rate by .25% district-wide compared to 2018-19. 2. Reduce chronically absent students by .25% compared to 2018-19. Progress: Goal met. 2019-20 Attendance Rates: 96.5% (Aeries). Chronic absenteeism rate: 4.8% (Aeries)</p> <p>(Metric T) Continue to create and maintain a balanced budget that meets the needs of our diverse student population in a rapidly growing district. Progress: Goal Met: IUSD continues to maintain a balanced budget totaling \$249,900,000.</p>

Expected	Actual
<p>district-wide compared to 2018-19. 2. Reduce chronically absent students by .25% compared to 2018-19.</p> <p>(Metric T) Continue to create and maintain a balanced budget that meets the needs of our diverse student population in a rapidly growing district.</p> <p><b>Baseline</b></p> <p>Metric L: Continue to maintain high graduation rates.</p> <ul style="list-style-type: none"> <li>• Goal: Maintain high graduation rates.</li> <li>• Goal met, 96.3% graduation rate in 2015-16. (Dataquest)</li> </ul> <p>(Metric M): Increase % of students completing UC/CSU course requirements.</p> <ul style="list-style-type: none"> <li>• Goal: Maintain high graduation rates.</li> <li>• Goal met, 69.4% of pupils satisfied UC/CSU requirements in 2014-15.</li> </ul> <p>Metric N: Increased participation and completion of Career Technical Education pathways. (CTE).</p> <ul style="list-style-type: none"> <li>• Goal: Increased participation rates.</li> <li>• Goal met, 2379 pupils participated in pathways during the 2015-16 school year.</li> </ul> <p>Metric O: Successfully implement PBIS with fidelity at each school site.</p> <p>Self-Assessment Survey:</p> <ul style="list-style-type: none"> <li>• Goal: Increase number of sites that achieve 80% on self-assessment survey.</li> <li>• Goal met, 23 of 37 sites surpassed 80%.</li> </ul> <p>Tiered Fidelity Inventory:</p> <ul style="list-style-type: none"> <li>• Goal: Increase number of schools with implementation scores above 70% on the core features on the Tiered Fidelity Inventory.</li> </ul>	

Expected	Actual
<ul style="list-style-type: none"> <li>• Goal met, 27 of 37 sites surpassed 70% on Tier I, 16 of 37 sites surpassed 70% on Tier II, and 24 of 37 sites surpassed 70% on Tier III.</li> </ul> <p>Metric P: Decrease the number of expulsions.</p> <ul style="list-style-type: none"> <li>• Goal: Maintain a low number of expulsions to below .1% of the student population.</li> <li>• Goal met, 0.0 of pupils expelled. (Dataquest)</li> </ul> <p>Metric Q: Decrease out of school suspensions.</p> <ul style="list-style-type: none"> <li>• Goal: Maintain the low number of suspensions to below 1.5% of student population.</li> <li>• Goal met, 1.4% of pupils suspended. (Dataquest)</li> </ul> <p>Metric R: Decrease the overall dropout with all subgroups.</p> <ul style="list-style-type: none"> <li>• Goal: Decrease the overall dropout with all subgroups being under 1% for 2016-17 for students in grade 9-12.</li> <li>• Goal met, .4% of students dropped out in 2015-16.</li> <li>• 2016-17 Goal: Maintain low number for middle school students.</li> <li>• 2016-17 Progress: Goal met, .01% of middle school students dropped out in 2015-16.</li> </ul> <p>Metric S: Continue annual improvement of attendance rates and maintain low percentage of students chronically absent.</p> <p>Attendance:</p> <ul style="list-style-type: none"> <li>• Goal: Increase attendance rate .25% district-wide.</li> <li>• Undetermined, 70 % of students were not truant for any time during the 2015-16 year. We are waiting on new data from Dataquest.</li> </ul> <p>Chronic Absenteeism:</p> <ul style="list-style-type: none"> <li>• Goal: Reduce chronically absent students by .25%.</li> <li>• Goal met, 4.2% chronically absent students in 2016-17</li> </ul> <p>Metric T: Continue to create and maintain a balanced budget that</p>	

Expected	Actual
<p>meets the needs of our diverse student population in a rapidly growing district:</p> <ul style="list-style-type: none"> <li>• Goal: Maintain a balanced budget.</li> <li>• Goal Met: IUSD continues to maintain a balanced budget totaling \$249,900,000.</li> </ul>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>REDUCE DISCIPLINE INFRACTIONS AND INCREASE STUDENT ENGAGEMENT BY DEVELOPING A POSITIVE SCHOOL CLIMATE AT EACH SITE.</p> <ul style="list-style-type: none"> <li>• -----</li> </ul> <p>A Moved to 3.2.H B Moved to 3.2.I C Moved to 3.2.G D Moved to 3.2.J E Continue funding additional 50% Campus Control Assistant and 50% FTE counselor at each high school to ensure a safe campus environment. (Campus Security/Violence Prevention) F One-time funding for maintenance of existing security systems and upgrades. (Maintain safe schools) (ACTION ENDED)</p>	<p>3.1.A moved to 3.2.H \$0 3.1.B moved to 3.2.I \$0 3.1.C moved to 3.2.G \$0 3.1.D moved to 3.2.J \$0.00 3.1.E-certificated and classified salaries 0000: Unrestricted LCFF Base \$500,000 3.1.F \$0.00</p>	<p>3.1.A moved to 3.2.H \$0 3.1.B moved to 3.2.I \$0 3.1.C moved to 3.2.G \$0 3.1.D moved to 3.2.J \$0 3.1.E - Certificated and Classified Salaries 0000: Unrestricted LCFF Base \$500,000 3.1.F \$0</p>
<p>REDUCE DISCIPLINE INFRACTIONS AND INCREASE ENGLISH LEARNER, LOW-INCOME AND FOSTER YOUTH STUDENT ENGAGEMENT BY DEVELOPING A POSITIVE SCHOOL CLIMATE AT EACH SITE.</p> <ul style="list-style-type: none"> <li>• -----</li> </ul> <p>A Fund wellness staff including Project Success paraprofessional staff at high schools, Guidance Assistant paraprofessional staff at elementary schools, and other site based wellness support staff to address the social-emotional needs of students. Partially funded by Educational Partnership Fund. B Merged with 3.2.A C Provide short-term therapy for students and their parents at the Irvine</p>	<p>3.2.A 2000-2999: Classified Personnel Salaries Supplemental \$575,000 3.2.B \$0 3.2.C 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$100,000 3.2.D 1000-1999: Certificated Personnel Salaries Supplemental \$1,200,000</p>	<p>3.2.A 2000-2999: Classified Personnel Salaries Supplemental \$567,505 3.2.B \$0 3.2.C 2000-2999: Classified Personnel Salaries Supplemental \$100,000 3.2.D 1000-1999: Certificated Personnel Salaries Supplemental \$1,200,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Family Resource Center (IFRC) to support mental health and wellness.  D Maintain a stronger counseling program to help students meet graduation and A-G requirements. Continue to fund a reduced ratio of students to counselors at 450:1 resulting in greater attention, on-going monitoring, social-emotional support, and increased number of college-ready students. Train counselors in strategies that will focus additional support on ELL, low income and foster youth to increase the numbers of these students attending college.  E Elementary Resource Specialists: Trained staff at elementary schools, who provide social-emotional support to students through short-term, solution-focused individual or small group counseling, resource referrals and linkages, and parent and staff workshops.  F Elementary Site Support TOSA to provide administrative support and provide increased services for unduplicated students. (EL, LI and FY)  G Education Services Counseling TOSA to support all students, especially within targeted groups, with their college and career readiness, academic, and social-emotional needs.  H Prevention and Intervention administration and support staff  I Mental health licensed specialists placed at each district high school and a team to support middle schools. Supporting the mental health needs of students at assigned sites, consult with feeder schools, and support families.  J Increased nursing staff to provide increased services for unduplicated students. (EL, LI and FY)</p>	<p>3.2.E 2000-2999: Classified Personnel Salaries Supplemental \$1,160,000  3.2.F 1000-1999: Certificated Personnel Salaries Supplemental \$740,804  3.2.G 1000-1999: Certificated Personnel Salaries Supplemental \$130,000  3.2.H 0000: Unrestricted Supplemental \$529,000  3.2.I 2000-2999: Classified Personnel Salaries Supplemental \$1,095,000  3.2.J 1000-1999: Certificated Personnel Salaries Supplemental \$373,000</p>	<p>3.2.E 2000-2999: Classified Personnel Salaries Supplemental \$1,171,462  3.2.F 1000-1999: Certificated Personnel Salaries Supplemental \$733,824  3.2.G 1000-1999: Certificated Personnel Salaries Supplemental \$0  3.2.H 0000: Unrestricted Supplemental \$531,484  3.2.I 2000-2999: Classified Personnel Salaries Supplemental \$1,111,349  3.2.J 1000-1999: Certificated Personnel Salaries Supplemental \$385,693</p>
<p>CONTINUE TO IMPLEMENT EDUCATIONAL PROGRAMS AND PURCHASES THAT WILL SUPPORT POSITIVE SCHOOL CLIMATES, SAFE LEARNING ENVIRONMENTS, PROFESSIONAL LEARNING COMMUNITIES, AND BUILD CLASSROOM STRUCTURES THAT WILL SUPPORT STUDENT LEARNING.</p> <ul style="list-style-type: none"> <li>-----</li> </ul> <p>A Moved to 3.4.E  B Moved to 1.7.C  C Moved to 3.4.F  D Purchase emergency preparation materials for school sites and other district facilities to create a higher level of safety and equity. (Maintain safe schools) (ACTION ENDED)  E Stipends for increased performance/event support for all school sites</p>	<p>3.3.A moved to 3.4.E \$0  3.3.B moved to 1.7.C \$0  3.3.C moved to 3.4.F \$0  3.3.D \$0.00  3.3.E 2000-2999: Classified Personnel Salaries LCFF Base \$20,000  3.3.F 4000-4999: Books And Supplies LCFF Base \$500,000</p>	<p>3.3.A moved to 3.4.E \$0  3.3.B moved to 1.7.C \$0  3.3.C moved to 3.4.F \$0  3.3.D \$0  3.3.E 2000-2999: Classified Personnel Salaries LCFF Base \$20,000  3.3.F 4000-4999: Books And Supplies LCFF Base \$500,000</p>



<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>needing theater technology support for district and site events in theaters, gymnasiums or large presentation spaces. Such events include: musicals, theater performances, pep rallies, science fair and community meetings.</p> <p>F (NEW) Provide funding for schools to innovate their collaborative spaces, media centers, classrooms, STEAM labs, innovative labs, etc.</p> <p>G (NEW) Classroom sound systems places systems in three to five classrooms at each of our schools that do not have comprehensive sound systems.</p>	<p>3.3.G 4000-4999: Books And Supplies LCFF Base \$224,000</p>	<p>3.3.G 4000-4999: Books And Supplies LCFF Base \$224,000</p>
<p>CONTINUE TO IMPLEMENT EDUCATIONAL PROGRAMS AND PURCHASES THAT WILL SUPPORT POSITIVE SCHOOL CLIMATES, SAFE LEARNING ENVIRONMENTS, PROFESSIONAL LEARNING COMMUNITIES, AND BUILD CLASSROOM STRUCTURES THAT WILL SUPPORT ENGLISH LEARNER, LOW-INCOME AND FOSTER YOUTH STUDENT LEARNING.</p> <ul style="list-style-type: none"> <li>-----</li> </ul> <p>A Supplemental funding to sites at a rate of \$325-375 per student to target instruction and intervention for English language learner and \$40-60 per student for low income and foster youth.</p> <p>B Intervention Support K-12, online learning for reading, general education and special education. Maintain yearly license for reading intervention software targeting all at-risk students. (General and Special Education)</p> <p>C Cluster English Language Learners in mainstream classrooms at their home school with appropriate level of support (substantial, moderate, light), integrated and designated English Language Development, and reduced teacher/student ratio allowing for systematic and structured language learning opportunities.</p> <p>D Support the unique needs of homeless/McKinney-Vento students by allocating funds for academic supports and remediation; transportation; and access to sports and extracurricular programs.</p> <p>E (Formerly 3.3.A) TOSAs and site coordinator support for PBIS to provide continued coaching and professional learning with fidelity to support a classroom environment aligned with Common Core instructional strategies and culturally proficient behaviors.</p> <p>F (Formerly 3.3.C) Provide each site a stipend to fund one or more intervention lead teachers and district intervention psychologists to</p>	<p>3.4.A 0000: Unrestricted Supplemental \$2,450,240</p> <p>3.4.B 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$80,000</p> <p>3.4.C - Certificated and Classified salaries 0000: Unrestricted Supplemental \$353,000</p> <p>3.4.D-operating expenses, supplies and staff 5800: Professional/Consulting Services And Operating Expenditures Title I \$16,000</p> <p>3.4.E 1000-1999: Certificated Personnel Salaries Supplemental \$437,000</p> <p>3.4.F 1000-1999: Certificated Personnel Salaries Supplemental \$329,000</p>	<p>3.4.A 0000: Unrestricted Supplemental \$2,450,240</p> <p>3.4.B 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$80,000</p> <p>3.4.C - Certificated and Classified Salaries 0000: Unrestricted Supplemental \$353,000</p> <p>3.4.D - Operating Expenses, Supplies and Staff 5800: Professional/Consulting Services And Operating Expenditures Title I \$16,000</p> <p>3.4.E 1000-1999: Certificated Personnel Salaries Supplemental \$440,154</p> <p>3.4.F 1000-1999: Certificated Personnel Salaries Supplemental \$359,134</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
support the implementation of a multi-tiered system of support at every school site.		
<p>REDUCE CLASS SIZE AT ALL LEVELS TO CLOSE THE ACHIEVEMENT GAP ALLOWING ALL STUDENTS TO REACH HIGH PERFORMANCE LEVELS RESULTING IN STUDENTS WHO ARE COLLEGE AND CAREER READY.</p> <ul style="list-style-type: none"> <li>-----</li> </ul> <p>A Continue to fund the Naviance college and career planning software for schools, students and parents.  B Continue to provide online learning options for secondary students with increased choice and flexibility for students. This funding will also maintain credit recovery labs at each of our high schools and strengthen San Joaquin (Independent Study Program) as a blended online learning model.  C Moved to 3.6.E  D Supplement donations for "zero period" classes on middle school campuses in order to provide opportunities for all middle school students to access an additional course during the school day.  E Provide a stipend for a staff member to monitor and support Career Technical Education programs. (ACTION ENDED)  F Moved to 3.6.F  G Support for Career and Technical Education (CTE) programs at secondary schools. Maintain Regional Occupation Programs (ROP) courses at each of our high schools.  H Moved to 3.6.D  I (Formerly 3.6.C) Maintain funding for Regional Occupational Programs.</p>	<p>3.5.A 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$45,000</p> <p>3.5.B 0000: Unrestricted LCFF Base \$700,000</p> <p>3.5.C moved to 3.6.E \$0</p> <p>3.5.D 1000-1999: Certificated Personnel Salaries LCFF Base \$50,000</p> <p>3.5.E \$0</p> <p>3.5.F \$0</p> <p>3.5.G 1000-1999: Certificated Personnel Salaries LCFF Base \$200,000</p> <p>3.5.H moved to 3.6.D \$0</p> <p>3.5.I 7000-7439: Other Outgo LCFF Base 1,124,950</p>	<p>3.5.A 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$42,113</p> <p>3.5. 0000: Unrestricted LCFF Base \$700,000</p> <p>3.5.C moved to 3.6.E \$0</p> <p>3.5.D 1000-1999: Certificated Personnel Salaries LCFF Base \$85,876</p> <p>3.5.E \$0</p> <p>3.5.F \$0</p> <p>3.5.G 1000-1999: Certificated Personnel Salaries LCFF Base \$200,000</p> <p>3.5.H moved to 3.6.D \$0</p> <p>3.5.I 7000-7439: Other Outgo LCFF Base \$870,399</p>
<p>REDUCE CLASS SIZE AT ALL LEVELS TO CLOSE THE ACHIEVEMENT GAP ALLOWING ENGLISH LEARNER, LOW-INCOME AND FOSTER YOUTH STUDENTS TO REACH HIGH PERFORMANCE LEVELS RESULTING IN STUDENTS WHO ARE COLLEGE AND CAREER READY.</p> <ul style="list-style-type: none"> <li>-----</li> </ul> <p>A Maintain funding to the continuation and alternative high school programs and continue to support lower staff ratios to provide support to</p>	<p>3.6.A 1000-1999: Certificated Personnel Salaries Supplemental \$750,000</p> <p>3.6.B - merged with 3.6.A</p> <p>3.6.C - moved to 3.5.I \$0</p>	<p>3.6.A 1000-1999: Certificated Personnel Salaries Supplemental \$750,000</p> <p>3.6.B - merged with 3.6.A \$0</p> <p>3.6.C -moved to 3.5.I \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>keep students continually enrolled. Focused on supplemental learners, EL learners, low income and foster youth.  B Merged with 3.6.A  C Moved to 3.5.I  D (Formerly 3.5.H) Increased secondary allocation to support impacted and intervention classes: Provides additional sections for middle and high schools in order to continue to provide intervention courses and meet student enrollment needs.  E (Formerly 3.5.C) Class size reduction:</p> <ul style="list-style-type: none"> <li>Elementary: Maintain reduction of class size in grades TK-6 by two students in each grade in 14-15. Allow flexibility at sites to reduce combination classes. (TK-K = 31; Grades 1-3 = 30; Grades 4-6 = 33)</li> <li>Secondary: Maintain reduction of class sizes by one student. Allowing middle and high schools to add additional sections where needed to improve student academic performance in core subjects.</li> </ul> <p>F (Formerly 3.5.F) Reduce class size at secondary level: Ongoing funding at middle and high schools to reduce class size utilizing a 30.5 to 1 student to staff ratio.</p>	<p>3.6.D 1000-1999: Certificated Personnel Salaries Supplemental \$1,000,000  3.6.E 1000-1999: Certificated Personnel Salaries Supplemental \$6,100,000  3.6.F 1000-1999: Certificated Personnel Salaries Supplemental \$1,000,000</p>	<p>3.6.D 1000-1999: Certificated Personnel Salaries Supplemental \$1,385,462  3.6.E 1000-1999: Certificated Personnel Salaries Supplemental \$6,100,000  3.6.F 1000-1999: Certificated Personnel Salaries Supplemental \$1,000,000</p>
<p>CREATE A BALANCED BUDGET THAT SUPPORTS MAINTENANCE OF QUALITY FACILITIES AND ASSETS.</p> <ul style="list-style-type: none"> <li>-----</li> </ul> <p>A Funding for athletic safety equipment and trainer supplies to assist with the ongoing costs of running quality high school athletic programs. (Maintain safe schools)  B Funding for deferred maintenance to maintain facilities in good repair.  C Develop multi-year budget projections that maintain fiscal solvency and establish reserves to ensure fiscal stability.  D Provide funding to rebuild aging district maintenance service fleet that supports school sites for maintenance and repair issues. (ACTION ENDED)</p>	<p>3.7.A 4000-4999: Books And Supplies LCFF Base \$25,000  3.7.B-Transfer to Deferred Maintenance 0000: Unrestricted LCFF Base \$750,000  3.7.C 0000: Unrestricted LCFF Base \$0  3.7.D \$0.00</p>	<p>3.7.A 4000-4999: Books And Supplies LCFF Base \$25,000  3.7.B - Transfer to Deferred Maintenance 0000: Unrestricted LCFF Base \$750,000  3.7.C 0000: Unrestricted LCFF Base \$0  3.7.D \$0</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Action 3.2.G - Counseling TOSA - A coordinator was hired through the K-12 Strong Workforce Grant and assumed all of the functions of this TOSA position.

Action 3.5.I - The ROP Contract was renegotiated in 19-20 and the District received a refund that was not expected. The savings were reallocated in 20-21 to support all District programs.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Staff allocated to support student mental wellness, campus safety, and targeted support and interventions for unduplicated students were successfully being implemented prior to COVID-19 school closures. Upon school closures, site and district staff worked diligently to address the challenges of supporting student mental wellness and targeted support and interventions for unduplicated students while on Emergency Distance Learning. The district successfully implemented telehealth protocols to continue providing mental health supports to students in need. The mental wellness coordinator role was integral to supporting 48 site-based mental health staff. This role supported consistent communication between Prevention & Intervention staff and site administrators and was a critical element in providing organized and dedicated support to students during the 19-20 pre-COVID conditions and especially during school closures. In addition, the implementation of school based and district wide interventions were invaluable in decreasing student discipline and increasing the use of restorative practices during pre-COVID conditions and disengagement and/or chronic absenteeism once students shifted to emergency distance learning, with particular focus and attention on English learner, low income, and foster youth.

Actions and services supporting English Learner, low income, and foster youth were implemented with fidelity from September to March 2020. Once COVID-19 school closures took effect, administrative leaders were intentional about providing clustered support for EL students in Emergency Distance Learning to concentrate instructional resources that ensured equitable access and maximum impact on student learning. Companion courses for necessary skill building were provided. The additional sections, reduction in class size and use of paraprofessionals in substantially supported classrooms have been essential to the continued success of individualized and targeted instruction for English language learners.

As a whole, programs are reaching students to address needs at Tier I, Tier II, and Tier III levels for academic, behavioral and social-emotional support, whether online or in person.

- Funds are being used to support English Learner, low-income and foster youth with additional site allocations to support intervention programs and extended learning.
- Counselors continue to be staffed at a 450:1 ratio to provide adequate levels of student support.
- College and Technical Career programs continue to thrive with additional sections and pathways in place at all high schools. Middle schools continue to develop and implement pathways. CTE courses have been making necessary adjustments for success in a hybrid or virtual learning environment and online learning programs continue to be developed allowing students

expanded choices in the selection of coursework and scheduling flexibility and this has been successfully implemented during the COVID-19 era.

With respect to California's Multi-Tiered System of Support (MTSS), sites continue to implement and develop multi-tiered systems that meet the unique social emotional, behavioral, academic and health needs of all students.

The district provides clean, safe schools that are in good repair. Irvine voters passed Measure E in 2016 to ensure all students have access to modern learning environments and technology to support IUSD's high academic standards and to prepare students for 21st century college and career. Measure E will provide a maximum available bond issuance of \$319 million providing significant facilities improvement in 28 of the District's aging schools.

## Goal 4

Communicate effectively and form strategic alliances to secure the support and resources necessary to deliver the district's vision.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <p>(Metric U) Increase parent, family and community engagement activities.</p> <p>(Metric V) Increase the number of parents, families, and community members attending engagement activities and opportunities.</p> <p>(Metric W) Improve communication to stakeholder groups through media and website.</p>	<p>20-21</p> <p>Metric U) Increase parent, family and community engagement activities. IUSD will explore various methods of involving parents and community members in the process of formulating future actions and prioritizing proposed actions in the Local Control Accountability Plan. Documentation will reflect these actions. 20-21 Progress: Goal met. IUSD continues to provide parent involvement activities at the site and district level. In addition, the district has expanded collaboration with community organizations for parent involvement activities.</p>
<p><b>19-20</b></p> <p>Metric U) Increase parent, family and community engagement activities. IUSD will explore various methods of involving parents and community members in the process of formulating future actions and prioritizing proposed actions in the Local Control Accountability Plan. Documentation will reflect these actions.</p> <p>(Metric V) Increase the number of parents, families, and community members attending activities. IUSD will actively seek and have documentation of input on district decisions from parents and stakeholder groups of unduplicated pupils (ELL, low</p>	<p>(Metric V) Increase the number of parents, families, and community members attending activities. IUSD will actively seek and have documentation of input on district decisions from parents and stakeholder groups of unduplicated pupils (ELL, low income and foster youth) and pupils with exceptional needs (Special Education and Gifted). Progress: Goal met. 20-21: The district continues to actively seek input on district decisions from parents and stakeholder groups of unduplicated pupils (ELL, low income and foster youth) and pupils with exceptional needs (Special Education and Gifted).</p> <p>(Metric W) Improve communication to stakeholder groups through media and website. IUSD will actively seek and have</p>



Expected	Actual
<p>income and foster youth) and pupils with exceptional needs (Special Education and Gifted).</p> <p>(Metric W) Improve communication to stakeholder groups through media and website. IUSD will actively seek and have documentation demonstrating methods the district has used to improve communication to stakeholder groups through surveys, mass communication, media and website. Use surveys to inform the district about LCAP, school safety, connectedness and implementation of the state standards. These include: District Annual Survey, Spring LCAP Survey and the California Healthy Kids Survey.</p> <p><b>Baseline</b></p> <p>(Metric U: Increase parent involvement activities.</p> <ul style="list-style-type: none"> <li>• Goal: Provide increased numbers of parent involvement activities.</li> <li>• Goal met, IUSD continues to provide many parent involvement activities at the district and site level.</li> </ul> <p>Metric V: Increase parent involvement activities.</p> <ul style="list-style-type: none"> <li>• Goal: Increase the number of parents attending activities.</li> <li>• Goal met, IUSD continues to provide many parent involvement activities at the district and site level.</li> </ul> <p>Metric W: Improve communication to stakeholder groups through media and website.</p> <ul style="list-style-type: none"> <li>• Goal: The district continues to improve communication and increase participation in parent surveys.</li> <li>• Goal met, 27,747 participants in the District Annual Survey and 1,576 participants in the Spring LCAP Investments Survey.</li> </ul>	<p>documentation demonstrating methods the district has used to improve communication to stakeholder groups through surveys, mass communication, media and website. Use surveys to inform the district about LCAP, school safety, connectedness and implementation of the state standards. These include: District Annual Survey, Spring LCAP Survey and the California Healthy Kids Survey.</p> <p>Progress Note: Goal met. IUSD conducted the district Annual Survey, LCAP survey, and California Healthy Kids Survey prior to the COVID-19 school closures. 28,120 participants in the District Annual Survey and 916 participants in the Spring LCAP Investments Survey.</p>



## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>ENGAGE STAKEHOLDERS IN PARTICIPATING AND PLANNING THE EDUCATIONAL PROGRAM OF THEIR CHILDREN.</p> <ul style="list-style-type: none"> <li>-----</li> </ul> <p>A Encourage increased parent involvement, with targeted outreach to all subgroups, through parenting classes, regular communication of district policies and practices (attendance, SARB, report cards, volunteer options and participation opportunities).</p>	<p>4.1.A - Classified salaries and materials/supplies 0000: Unrestricted Supplemental \$16,000</p>	<p>4.1.A - Classified Salaries and Materials/Supplies 0000: Unrestricted Supplemental \$16,000</p>
<p>INCREASE KNOWLEDGE OF DISTRICT PROGRAMS, SUPPORTS AND OPPORTUNITIES FOR INVOLVEMENT.</p> <ul style="list-style-type: none"> <li>-----</li> </ul> <p>A Provide site and district based parent education and outreach programs that target ELL families, low income and foster youth.</p>	<p>4.2.A 1000-1999: Certificated Personnel Salaries Supplemental \$198,000</p>	<p>4.2.A 1000-1999: Certificated Personnel Salaries Supplemental \$198,000</p>
<p>INCREASE FAMILY INVOLVEMENT.</p> <ul style="list-style-type: none"> <li>-----</li> </ul> <p>A Increase parent involvement and communication by providing timely notification, translation services, interpretation services, parent liaisons, bilingual aides and professional learning.</p>	<p>4.3.A 2000-2999: Classified Personnel Salaries Supplemental \$229,000</p>	<p>4.3A 2000-2999: Classified Personnel Salaries Supplemental \$229,000</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds allocated for the planned actions and services were allocated and expended.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Parent engagement opportunities were flourishing until February 2019. Once COVID-19 cases began to impact the IUSD and surrounding communities, site and district activities were cancelled for health and safety reasons. During COVID-19 school closures,

district and site staff continued to seek parent input through virtual meeting platforms such as Zoom and Google meet, online surveys and district social media communication.

Examples of district and site-level committees utilizing parent leadership in advisory roles include:

Educational Advisory Committee (EAC)

Community Advisory Committee (CAC- Special Education)

District English Language Advisory Committee (DELAC)

Community Advisory Committee (CAC-GATE)

School Site Council (SSC)

Parent-Teacher Association (PTA)

English Language Advisory Committee (ELAC)

The district has established structures for communicating through multiple avenues and in multiple languages to communicate with as many families as possible. Examples include, family surveys, parent-teacher conferences, Parent Portal, School Messenger, site and district websites, Canvas pages, mailings and newsletters, emails, in-person and virtual trainings/webinars, and social media.

During COVID-19 school closures, IUSD provided uninterrupted services and supports for students and their families in terms of language support for communication, assistance with technology and connections to community resources. Additionally, our parent education program, IPEP, successfully added online videos/modules to continue providing parent education in multiple languages. The district was able to increase interpretation and translation services to help support more families, students, and staff during emergency distance learning. The feedback and support for this increased outreach and service has been positive from all stakeholders and will continue to be prioritized.

The Special Education Department found that virtual Facilitated IEP meeting trainings were not appropriate at this time as much of the training is based on role playing and active engagement by the trainers and the audience. The Special Education Department did continue to provide consultative support virtually through the end of the school year. However, there are approximately 10 school sites in the District and many new staff who have yet to experience the foundational Facilitated IEP training. A success would be the continued efforts of the Community Advisory Committee and district staff to continue to have meetings and trainings virtually at the end of the 19-20 school year.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Allocation of certificated staff to reduce the ratio of students present within classrooms at any given time	2,200,000	2,107,219	
Allocation of support staff to reduce the ratio of students present within classrooms at any given time	316,100	312,266	
Learning Environment Enhancement Projects to increase outdoor/indoor learning environments	1,760,000	1,966,727	
Facility Upgrades-Safety-Outdoor PA Expansion	1,200,000	750,000	
Facility Upgrades-Safety-Thermal Scanners	250,000	0	
Purchase Personal Protective Equipment and Sanitizing equipment (student masks, student and teacher face shields, plastic study carrel desk shields)	1,800,000	3,504,546	
Purchase Classroom HEPA Air Purifiers	460,000	467,037	
Hybrid Model Professional Learning	96,000	22,358	

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

In order to adapt to the changing needs of school sites \$700,000 of the \$1,450,000 allocated in the LCP for Facilities Upgrades - Outdoor PA Expansion and Thermal Scanners was reallocated to purchase additional Personal Protective Equipment (PPE) needed for the in-person and hybrid academic models. Other district funds outside the LCP were used to complete the Outdoor PA Expansion project. Thermal scanners were not purchased because infra-red thermometers were determined to be a more efficient method of temperature screening at the school sites.

## Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Allocation of staff to reduce the ratio of students present within classrooms at any given time was an essential element in IUSD's ability to reopen our schools in person as soon as local conditions and guidelines permitted. Using the additional staff allowed IUSD to offer both a traditional academic model, 5 full time days of in-person instruction per week, as well as a hybrid academic model, 2 days of modified in-person instruction with 3 days of online instruction, to all elementary students and offered a hybrid academic model to all secondary students in grades 7-12. Through a combination of the use of student cohorts, additional instructional staff, and the use of all available space on campus (including outdoors and common areas), IUSD was able to offer options for in-person instruction to all of our students in grades TK-12 as soon as permitted. The investments in modifying our outdoor spaces, including the installation of PA systems, created additional functional instructional spaces where in-person learning could take place safely. The purchase of safety equipment listed within the LCP also enabled IUSD to maintain the health and safety of both our staff and students while operating in-person instructional models. Finally, professional learning modules and instructional planners were developed to support teachers in implementing the hybrid academic models.

The Special Education Department mirrored the offerings that general education students had access to. Students with mild to moderate disabilities were able to access an in person five day a week, hybrid two day a week, or virtual program for students preschool age through sixth grade. Middle school and high school students with mild to moderate disabilities also had the same options, virtual or hybrid, as their general education counterparts. However, middle school and high school students who present with moderate to severe disabilities, also had the option of a five day a week program. Challenges that were addressed included a great deal of training for our staff when they were interfacing with students who are unable to maintain social distancing, tolerate masks, or following other health and safety protocols. A great deal of support and training was required for PPE use and classroom structures. Some of the students in our specialized programs require intensive and frequent adult support. Some of our classrooms have a 1:2 or greater adult to student ratio. At times when there was COVID exposure in a classroom, some of our classrooms were unfortunately closed for a ten day period as we faced substitute staffing shortages. However, as we are approaching the sixth month of in person instruction, the number of classrooms that needed to close for a duration of time were very small. Success can be found in the positive feedback and gratitude that has been shared with us from our parent community.

Administrative leaders were intentional in clustering EL students in an effort to concentrate instructional resources in supported courses that ensure equitable access and maximum impact on student learning. Companion courses for necessary skill building were provided. Newcomers placement continued to be available for in-person (traditional/hybrid) instruction. The additional course sections at the secondary level, reduction in class size and use of paraprofessionals in substantially supported classrooms were essential to the continued success of individualized and targeted instruction for English language learners.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Florida Virtual Academy Curriculum for IUSD Virtual Academy (IVA)	1,000,000	736,000	
IVA Textbooks	117,000	803,300	
IVA Professional Learning Licenses	12,000	44,535	
IVA Administrative/Clerical positions	380,000	763,056	
IVA Certificated EL Staff	80,000	121,289	Yes
Software to Support Distance Learning	1,450,000	845,003	
Professional Learning (Distance Learning 2.0, IVA Training)	224,000	204,496	
Devices (chromebooks, laptops, document cameras)	5,130,000	3,168,687	Yes
Connectivity (Hotspots)	93,000	204,496	Yes
Information Technology (IT) Infrastructure	410,000	419,573	
IT Professional Learning	20,000	22,238	
IT Support- Stipends	12,000	144,980	

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

In order to adapt to changing need of IUSD students \$697,792 of the \$5,130,000 allocated for devices was reallocated to prevent learning loss for students with special needs. IUSD was unable to provide some of the service specified in the student's IEPs due to distance learning. Parents were reimbursed through settlement agreements for services provided outside the district. Of the \$5,130,000 allocated for devices \$226,081 was also reallocated for in person and hybrid model clerical support, nursing services, and additional supplies and equipment needed to prevent sharing across cohorts. Unspent funds allocated for devices and software will be spent in 2021-22.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Due to the continuing pandemic, IUSD was required to begin school in the fall of 2020 using a distance learning format. Professional learning modules and synchronous learning days were provided to teachers at the start of the school year to support the implementation of distance and virtual learning. IUSD developed training specifically to support effective learning and promote student engagement in a virtual environment for both the IUSD Virtual Academy and Distance Learning for the in-person models. The training included a focus on strategies to build and maintain relationships with and between students, tools to support live interaction and peer collaboration, and methods for delivering direct instruction in a virtual environment. This training remains a part of our Compass professional learning platform and is available to all teachers on-demand to support learning needs whenever and wherever they arise.

A variety of software programs (including screen-casting, LMS platforms, editing tools, and instructional content libraries) were purchased to support the implementation of both distance learning as well as our virtual academic model. During the summer, IUSD was able leverage new and existing staff and technology to create the new IUSD Virtual Academy as a year long option for our families who preferred a virtual learning environment. Additional investments in technology, software, instructional materials, and staffing supported the successful implementation of the IUSD Virtual Academy within a very limited timeline.

Distance Learning resulted in an array of challenges for students who access Special Education services. Students who require frequent prompting either verbal or physical were often unable to have that in the home setting. Students who regularly have difficulty following in person oral or written directions had difficulty following directions virtually. Students with substantial social emotional issues were not always able to access environments that are essential to them in order to make progress on their goals. Also, many of our students have goals in the area of community access so that they can practice essential life skills. This continues to be an area where staff have had to be very creative as it comes to working on these types of goals. The department promptly and successfully provided devices for students who do not have access at home. In addition, the department physically delivered a number of tactile and instructional materials that our students would need in their homes in order to work on designated goals. Special Education TOSA's were essential in supporting this new way of teaching through professional learning opportunities. Department Program Specialists and Coordinators provided additional support to ensure that students had necessary materials and that staff were as prepared as possible to support students virtually.

The district committed a significant investment in technology and devices to ensure all students had access to instructional learning. Designing and implementing protocols for students to check in/out technology devices with particular emphasis on unduplicated students and students with exceptional needs on such a large scale.



# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Supplemental 2020 Summer School Support for EL students	8,000	8,437	Yes
TK-12 Curriculum and Professional Learning Development	69,000	98,215	

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

\$697,792 of the funds allocated to Distance Learning devices has been reallocated to prevent learning loss for some of IUSD's special needs students. Due to Distance Learning constraints the district was unable to provide some IEP specified services. Through settlement agreements, IUSD is reimbursing parents for services provided outside the district.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Summer programs for English language learners were successfully provided in the distance learning format. Students were actively engaged in lessons focused on building academic vocabulary and oral fluency across the content areas. Upper elementary students were provided Science labs to further their development of content knowledge through interactive activities.

To measure the status of individual student learning, IUSD curricular and support staff developed pre-assessments for use with students at the start of school to measure critical core standards from the prior course or grade. These pre-assessments provided teachers with diagnostic information to support them in identifying the specific standards and skills students had not mastered prior to starting the school year. After administering pre-assessments, teachers analyzed results and planned targeted instruction and enrichment to support students in mastering critical skills throughout the 2020-21 school year. This cycle of formative assessment continued throughout the year as teachers utilized both district benchmarks as well as PLC team created assessments to monitor student learning.

Pre-assessments and instructional response toolkits were developed for each grade level and core course to support teachers in identifying and addressing potential student learning loss in the absence of CAASPP data in fall 2020. The district's online assessment tool supported teachers in administering pre-assessments remotely. Professional learning resources were then

developed and shared via the district's professional learning software to support teachers in interpreting pre-assessment results and planning targeted instruction to close any gaps in learning related to the essential standards.

Throughout the year, teachers continued to use formative and summative assessments within their own classrooms to assess student mastery of essential standards. Universal screening results from December 2020 indicate that the percent of students meeting benchmark in reading and math is similar to prior years, with a 0.2% decrease in reading and a 0.6% decrease in math compared to January 2020.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

From the spring of 2020, Prevention and Intervention (P&I) staff anticipated the need for increased SEL instruction, as well as district-wide professional development for trauma-informed practices. We began the school year with new SEL instructional content that was specifically designed for school re-entry. Site teachers, counselors, and administrators were trained and provided resources to proactively address SEL in the classroom, and were given resources to help identify students exhibiting signs of trauma, anxiety, and depression. Prevention and Intervention staff also worked closely with administrators, mental health staff, and school counselors to use a data-driven approach to identify students who were struggling academically, socially, and emotionally. Using an MTSS approach, sites were trained in analyzing multiple data points to create school-wide interventions to support struggling students, in addition to providing individualized student supports.

Virtual and distance learning presented unique challenges for staff and parents. It was difficult to identify students who were struggling, particularly those with internalizing factors such as depression and anxiety. It was particularly challenging to identify students in the IVA model of learning. This warranted a multifaceted approach, including increased parent outreach and webinars around surveyed topics such as resilient parenting, self-care, and how to support students in their learning. P&I staff continue to pilot and evaluate SEL screeners to be able to approach monitoring and supporting students in a more systematic and targeted manner. We are also evaluating new SEL curriculum that is designed to be delivered both in-person and online, so that our students in all learning models can be supported.

In anticipation of reaching caseload capacity from site mental wellness staff due to increased student need, we contracted with Care Solace mental health services to connect families to outside care providers. Care Solace provides concierge services to assist families, students, teachers, and staff in navigating mental health services in the community. This added layer of support helped provide warm hand-offs from IUSD staff to the provider, direct follow-through for families and staff seeking outside resources, and provided IUSD with useful data to evaluate whether further school-based services were warranted.

Allocated funds for staff to support mental health, campus safety, and disengaged students were all implemented and were successful in reducing discipline infractions and increasing overall student engagement. The implementation of various school based and district wide attendance interventions as well as restorative practices were valuable in decreasing student discipline and chronic absenteeism, which the allocated funds for staffing were able to support and reinforce.

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Pupil and family engagement has been a significant point of emphasis during the during this COVID-19 era. School sites have provided tier 1, tier 2, and tier 3 interventions to students to help increase engagement and ensure students have access to their educational opportunities. Site and district staff have implemented reengagement protocols that include teacher, counselor and mental health supports, including home visits following all health and safety protocols. Successes include parent participation in district-facilitated attendance interventions including District Attorney and SARB meetings for students who have not responded to reengagement strategies at the site level. Having a virtual option and language interpretation services for these meetings has significantly increased attendance and participation by eliminating barriers to parents being able to attend and fully engage. The use of district community liaisons has been another bright spot in regards to family engagement and outreach. School sites and district staff have utilized district community liaisons to connect families and students to resources at their school as well as in the community. They have helped liaise the communication and assisted families and students in feeling more connected to their school community.

Challenges include connecting with individual students who are disengaged and the families who are non-responsive. This has mostly applied to students attending the Irvine Virtual Academy, which was established at the start of the 2020-21 school year in response to parent request to have a 100% virtual academic model option, because the school sites don't have direct access to the student. Many of these students have been away from a school campus for a full calendar year and have lost connection with their peers and school community. The school sites have enlisted the District Outreach Team as a bolstered intervention to try to connect with these families through a home visit, which often includes language interpreters and/or community liaison.

For the Special Education Department, parent communication has not been a large obstacle. The Community Advisory Committee (CAC) has continued with regularly scheduled business meetings and trainings for the 20-21 school year which have all been held virtually. Parent participation has slightly increased in these meetings and trainings as accessing these opportunities virtually has made attendance easier for some. Parents have been successfully participating in virtual IEP meetings with staff. Overall, parents who have students that are experiencing significant social emotional challenges at this time, have been agreeable to added services on their child's IEP.

Likewise, the District English Language Advisory Committee (DELAC) has continued regularly scheduled business meetings, trainings, and parent education workshops for the 20-21 school year in a virtual format and have reported consistent or increased parent attendance due to the virtual format. As a result, it is likely that virtual meeting options may continue once full-time in-person instruction options to maximize parent participation.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Nutrition Services has successfully served meals, both breakfast and lunch, to our students on campus in the cafeteria at all of our sites. We offer our virtual and hybrid students curbside meals daily at 6 different locations. In addition, we served the community drive-through meals twice a week at one location. The challenges have been that we still are not serving the number of students that we have in previous years. The Nutrition Services department has used all of its three month reserve and is projected to deficit spend for the 20-21 school year.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Supplemental mental health services contracts	180,000	160,417	
Mental Health and Social and Emotional Well-Being	Social-Emotional Learning (SEL) Online Curriculum	78,000	22,267	
Mental Health and Social and Emotional Well-Being	Professional Development in Trauma-Informed Practices and Social-Emotional Learning (SEL)	30,000	87,435	
Pupil Engagement and Outreach	Translation Stipends	1,625	2,352	

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The mental health contract with a third party mental health services company (Care Solace), signed this year, was originally priced at \$160,500. The total cost was less as the vendor pro-rated the cost to the date range of service for starting the contract in September. In addition, the total cost for outside professional development for trauma-informed practices and SEL was less than anticipated as IUSD MTSS TOSAs delivered Professional Development to staff as part of their regular job duties, rather than bringing in outside consultants. Additionally, many webinars and conferences were no-cost this year, related to topics such as SEL implementation, trauma-informed practices for disruptions caused by COVID-19, and equity and social justice practices in education.

With respect to translation needs, any differences in budgeted and actual totals are more inclined to be higher than planned due to the extensive information needing to be translated for the Superintendent's office around the IUSD Emergency Distance Learning and Reopening plans. Totals costs were inclined to be higher than planned also due to the increased need for family outreach during emergency distance learning to ensure students had access and were engaged in online instruction. IUSD continues to develop easily translatable directions for completion of course work, assigned tasks, and school/home communication that can be translated through translation applications.



## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Overall, the support of our curriculum and instructional TOSAs and Educational Services administrators has been invaluable in developing resources and professional learning that supports effective instruction within all three academic models. Likewise, the support of the Special Education TOSA's as well as Special Education Department administrators has been essential to providing teachers and related services providers with instructional support, aid with identifying essentials materials that students and other staff would require, and the knowledge to support compliance mandates to the greatest extent possible. This information has confirmed the importance of developing goals and actions that involve support for Curriculum and Instruction TOSAs for the 21-24 LCAP to continue this important work. This year has reinforced the need to provide differentiated and on-demand training and supports to meet the wide variety of teacher needs as well as to adjust to changing circumstances and challenges. LCAP goals that include support for professional development and teacher training will be important as well.

During the 20-21 year, we learned that students are experiencing learning loss due to the pandemic and that some students are impacted significantly in terms of being able to stay on track for graduation. There remains a need to support student learning recovery especially during this time in the pandemic and to find a multitude of ways to provide interventions and supports, which may include extended learning opportunities, intervention classes or sections during the school day or school year, reducing class size, and increasing paraprofessional supports to maximize student learning. Over the next three years, developing and implementing goals and actions that support interventions is critical.

Finally, two significant lessons learned from implementing in person and distance learning programs are to have sufficient supports in place to address student social emotional and behavioral needs and access to technology. The long term effects of this pandemic on student mental wellness has not even begun to be measured so goals and actions in the 21-24 LCAP will need to address significant supports for student mental wellness. In addition, whether in-person or virtually, students need to have access to technology and devices, and the district must design and implement an Information Technology (IT) infrastructure to be able to provide equitable access to technology needs and the capacity to have all students and staff accessing the wifi at the same time.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

A focus on essential standards for each grade level as well as key prerequisite skills remains an emphasis for IUSD moving forward. Student learning will be assessed using a combination of formative and summative assessments aligned to these essential standards. These assessments include district benchmarks, PLC team common assessments, and teacher developed assessments. As teachers analyze assessment results, they will develop plans to provide targeted instruction and/or enrichment activities based on the needs of

the individual students in their classrooms. We will continue our work to develop the capacity of our teacher-led PLC teams to engage in the Learning Cycle as they respond to the results of these assessments by adjusting instruction and targeting support to meet individual student needs. Sites will also continue to implement a Multi-Tiered System of Supports, reflecting on data throughout the year and implementing targeted instruction and intervention to address the academic, behavioral, and social-emotional needs of all students.

Students with IEP's are assessed through the school year in a variety of ways and have a variety of measurements utilized to measure their progress. Students who participate in general education classrooms and courses are exposed to the same types of assessments as their general education peers. Progress for students who access specialized programs is measured utilizing assessment tools designed uniquely for this population. In addition, the progress of all students who have IEP's, may be measured by analyzing the progress of their individual IEP goals. An analysis of a student's individual benchmarks or anticipated progress on an annual goal, will be the best measurement of learning loss. Fortunately, most of our students returned to in person instruction in September of 2020 and learning loss may not have been as significant as it may have been with a later in person start date. Also, it has been reported that some students did not find the same challenges as others with virtual learning, therefore may have experienced minimal or any measurable learning loss. Therefore, over the course of the 20-21 school year, individual students have had a range of experiences as it relates to learning loss. As the school staff continues to analyze progress on goals and other measurements, adjustments to current IEP's may be made, augmentation to current services are considered, and recommendations for additional instructional services may be made during break times such as summer.

For students with unique needs, specifically students with 504 plans, case carriers will review existing accommodations and how their specific impairment may impact their ability to recoup academic regression or impact social/emotional wellness and other areas pertaining to social interaction, work habits, and citizenship. For students who continue to participate in virtual learning, the teachers and 504 case carriers will continue to assess if the student is receiving equal access to all components of virtual learning and determine which accommodations may be required or are applicable for a virtual setting. Teachers will continue to use formative and summative assessments to assess learning loss. For students in virtual learning who may have learning loss and/or are frequently disengaged, administrators and teachers will need to meet with families to determine the reason why they are continuing in virtual learning (concerns with the pandemic or otherwise) and if appropriate encourage a model change. If learning loss is significant, teams will need to consider additional interventions or assessment to qualify for special education services.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Any difference between the actions/services identified and implemented are minimal. Title III funds are centralized at the district level to ensure the flexibility needed to support English learners in all schools, academic models, and instructional settings. IUSD continues to use Title III supplemental resources to increase and support the sustainability of its strong and successful EL programming

districtwide that includes, Newcomer/SEI instructional settings and substantially supported courses at the secondary level that ensure English learners have equitable access to college prep and career readiness programs. Paraprofessionals and co-teaching models are used to reduce student-to-teacher ratios, allowing for more individualized instruction and targeted assistance. Placement in language acquisition programs and supported instructional settings is determined by student performance on the language proficiency assessment, district-wide universal screeners, and/or progress monitoring.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

As we look toward the future, one of the primary lessons learned from implementing in-person and distance learning programs during this past year is to continue to develop supports and resources that remain flexible in both use and format so that they may continue to be used as local conditions and requirements change. This past year has also emphasized the need to focus on the essentials for both teachers and students and to reinforce what research shows to be effective instruction. Our goals and actions identified within the 2021-24 LCAP reflect this focus on the essential goal of ensuring that EVERY student learns at high levels.

The district used different funds to support devices and technology that were identified as contributing to unduplicated students. Unspent identified in the LCP in distance learning will be spent in 2021-22 for technology needs.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,



- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



## Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	42,076,994.00	40,189,676.00
	0.00	0.00
LCFF Base	15,304,950.00	13,161,500.00
Other Funding Source	2,000,000.00	2,000,000.00
Special Education	125,000.00	125,000.00
Supplemental	24,631,044.00	24,887,176.00
Title I	16,000.00	16,000.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	42,076,994.00	40,189,676.00
	0.00	0.00
0000: Unrestricted	10,828,240.00	10,793,470.00
1000-1999: Certificated Personnel Salaries	20,838,804.00	20,515,878.00
2000-2999: Classified Personnel Salaries	4,622,000.00	4,736,736.00
4000-4999: Books And Supplies	4,279,000.00	3,109,580.00
5000-5999: Services And Other Operating Expenditures	25,000.00	25,000.00
5800: Professional/Consulting Services And Operating Expenditures	359,000.00	138,613.00
7000-7439: Other Outgo	1,124,950.00	870,399.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	42,076,994.00	40,189,676.00
		0.00	0.00
0000: Unrestricted	LCFF Base	4,943,000.00	4,803,091.00
0000: Unrestricted	Special Education	125,000.00	125,000.00
0000: Unrestricted	Supplemental	5,760,240.00	5,865,379.00
1000-1999: Certificated Personnel Salaries	LCFF Base	4,007,000.00	3,553,397.00
1000-1999: Certificated Personnel Salaries	Other Funding Source	2,000,000.00	2,000,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	14,831,804.00	14,962,481.00
2000-2999: Classified Personnel Salaries	LCFF Base	763,000.00	757,420.00
2000-2999: Classified Personnel Salaries	Supplemental	3,859,000.00	3,979,316.00
4000-4999: Books And Supplies	LCFF Base	4,279,000.00	3,109,580.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	25,000.00	25,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	163,000.00	42,613.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	180,000.00	80,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	16,000.00	16,000.00
7000-7439: Other Outgo	LCFF Base	1,124,950.00	870,399.00

\* Totals based on expenditure amounts in goal and annual update sections.



Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	12,902,000.00	12,187,901.00
Goal 2	6,175,000.00	4,906,080.00
Goal 3	22,556,994.00	22,652,695.00
Goal 4	443,000.00	443,000.00

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$8,082,100.00	\$9,130,153.00
Distance Learning Program	\$8,928,000.00	\$7,477,653.00
Pupil Learning Loss	\$77,000.00	\$106,652.00
Additional Actions and Plan Requirements	\$289,625.00	\$272,471.00
All Expenditures in Learning Continuity and Attendance Plan	\$17,376,725.00	\$16,986,929.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$8,082,100.00	\$9,130,153.00
Distance Learning Program	\$3,625,000.00	\$3,983,181.00
Pupil Learning Loss	\$69,000.00	\$98,215.00
Additional Actions and Plan Requirements	\$289,625.00	\$272,471.00
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$5,303,000.00	\$3,494,472.00
Pupil Learning Loss	\$8,000.00	\$8,437.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$5,311,000.00	\$3,502,909.00

# Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Irvine Unified School District	Tammy Blakely Executive Director	tammyblakely@iusd.org 949-936-5079

## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

Located in Orange County, California, the Irvine Unified School District educates a diverse population of more than 35,000 TK-12 students. This district-wide strategic plan outlines our mission to enable all students to become contributing members of society, empowered with the skills, knowledge and values necessary to meet the challenges of a changing world. A commitment to excellence is the hallmark of the Irvine Unified School District. As a school and community partnership, our promise is to provide the highest quality educational experience we can envision.

#### District Overview:

35,676 students enrolled  
1,746 teachers  
197 administrators  
2,008 support staff

#### Schools:

1 Early Childhood Center  
25 Elementary Schools  
4 K-8 Schools  
6 Middle Schools  
5 High Schools  
1 Alternative High School

#### Subgroups:

Low Income: 6,283 – 17.6%  
English Learners: 5,274 - 14.8%

Homeless/Foster Youth: 81 - <1%  
GATE: 6,874 – 19.3%  
Special Ed: 3,258 – 9.13%

#### TO THAT END WE ARE DEDICATED TO:

The joy of reading for all  
Respect for each individual's worth and uniqueness  
A celebration of diversity  
An environment that nurtures the quest for quality  
A culture founded on relationship and inclusion

#### OUR MISSION

How we'll get there:

We will leverage our collective resources in order to make a meaningful difference in today's and tomorrow's world by:  
Nurturing the diverse gifts and capabilities within each individual  
Challenging every student and adult learner to persevere for excellence  
Developing competent, resourceful, resilient, and empowered learners prepared to meet the challenges of a complex future  
Enhancing the human capacity for courage, compassion, and contribution

#### OUR VALUES

What we believe:

As a district, we weave our core values into all that we do. Lived individually and exhibited organizationally they are: \* Integrity \* Collaboration  
\* Learning \* Empowerment \* Trustworthiness

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

CALIFORNIA DASHBOARD: The CALIFORNIA DASHBOARD (2019) report continues to indicate that Irvine Unified School District (IUSD) students are performing at high levels.

Highest Performance Level

English Language Arts State Assessment - 61 points above standard

Math State Assessment - 57.9 points above standard

Graduation Rates - 95.7%

Suspension Rates - 1%

High Performance Level

College/Career Readiness - 71.5% prepared

Chronic Absenteeism - 4.8%

In addition, the state has identified English Learner progress as Very High.

DATAQUEST: 19-20 DataQuest reports also continue to indicate that IUSD students are performing at high levels.

Graduation Rates- 95.8%

Suspension Rates- 0.6%

Chronic Absenteeism- 4.8%

CALPADS: 19-20

MS Dropout Rate: .4%

HS Dropout Rate: .4%

#### LOCAL INDICATORS AND METRICS:

STAR Renaissance Reading -Percentage of Students Meeting/Exceeding ELA Standards- 74.7%

STAR Renaissance Math- Percentage of Students Meeting/Exceeding Math Standards- 86.7%

English Learner progress toward proficiency- 75%

Percentage of students who have completed Physics before graduation-42%

College/Career Readiness- 71.5% prepared

Students completing 2 or more college preparatory classes - 98.7%

Students assessing a score of 3 or higher on Advanced Placement Assessments - 87%

Percentage of students meeting UC/CSU entrance requirements: - 78%

The District has "met" the requirements of all 5 CA Dashboard Local Indicators including: Implementation of Academic Standards, Access to Broad Course of Study, Basics: Teachers, Instructional Materials, and Facilities, Parent and Family Engagement and Local Climate Survey

IUSD is most proud of continued high performance on local performance assessments, strong graduation rates and English Learner progress towards proficiency. Additionally, IUSD is proud of the progress we have made in reducing suspensions and chronic absenteeism.

To continue the successes, the district will:

Local and State Assessments: Teachers will assist students in the mastery of the essential standards and provide immediate remediation in classes as warranted. In addition, intervention supports at the Tier 1 and Tier 2 levels will be strengthened and expanded to build an accessible network of support focused on English language Arts and Math.

Graduation Rates and College and Career Readiness: Provide graduation support for all students to maintain high graduation rates. Provide identified supports to student in subgroups

Suspension Rates and Chronic Absenteeism: Implement focused training for staff on student engagement strategies, restorative practices, other means of correction, and alternatives to suspension to reduce suspensions and chronic absenteeism.

#### ANNUAL SURVEY: January, 2021

The district Annual Survey evaluated stakeholder perceptions of the instructional environment, support for learning, school climate, diversity/equity/inclusion, work environment, and the Local Control Accountability Plan (LCAP). The survey reflects responses from 20,234 students, 6,446 parents, and 1,892 staff. The following key findings from the Annual Survey indicate areas of strength.

Survey respondents report high levels of satisfaction with the overall educational experience (T-89% , P-76% , S-72%) and high quality of academic facilities and materials (T-84% , P-80% ). Teacher and instructional quality were noted as especially high, with strong majorities agreeing that classes were engaging (S- 73-89% varying by subject area) and that teachers use a variety of strategies and activities to help students learn (T-94% , P-78% , S-81% ). Further, nearly all staff agree that all students can learn at high levels when supported (S-90%) and they use strategies to support instructional differentiation and targeted intervention (92%). Additionally, 82 percent of students and 74 percent of parents agree that students have access to the classes that interest them, AP and advanced classes, clubs and organizations, and sports.

Technology is commonly used in the classroom, and respondents agree that students have access to enough technology to meet their needs. Nearly 89% of respondents agree that students have access to enough technology to meet their needs. Nearly 85% of students agree that their classrooms have the technology needed, and 95% indicate they use technology to learn, especially in the current environment of COVID-19. Most parents and teachers agree that classrooms have the technology students need (P-79%, T-82%).

Most respondents are satisfied with the overall sense of community at school (T-75% , P-71% , S-67% ) and feel safe at school (T-83% , P-84% , S-80%). Reflecting their overall high level of satisfaction, most stakeholders agree that teachers and students create a respectful and supportive environment at school. For example, 89% parents and 84% students agree that teachers treat students with respect and 82% parents and 86% students agree that students have friends at school. Stakeholders generally perceive a positive relationship between school staff and students' families. A majority of responding parents perceive that their family feels welcome participating in school activities and that the school supports effective communication between teachers and parents.

As a district, we continue to focus on continuous improvement. The data collected through the California Dashboard, Annual Survey, California Healthy Kids Survey, BrightBytes Survey, and local data all inform on site decisions and focus areas for individual sites and for the district. As sites develop their School Plan for Student Achievement (SPSA), they will focus on the referenced data to determine focus and improvement areas. Similarly, as the district plans for this three year LCAP (2021-24), district administration and stakeholders will be determining focus areas for improvement using district level data.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

#### ANNUAL SURVEY:

The following key findings from the Annual Survey indicate areas of potential improvement for the Irvine Unified School District:

Students' workload and their level of stress continues to be a concern for stakeholders. Although a majority of stakeholders report having a positive outlook on the future (65-81%) and the challenge of learning (72-76%), only about half of students agree that they have health strategies to manage stress (58%) and can explain their feelings (54%). Relatedly, 70 percent of students report signs of depression at least once during the past 12 months. One-third also reported missing school due to stress. Of note, this survey was taken by students who may be in one of three different academic models including in-person (grades K-6), hybrid, or virtual learning due to COVID-19.

Some stakeholders report differing experiences with homework and grading. Students generally report higher amounts of homework than parents or staff. In particular, secondary students are more likely to report receiving more homework than staff report assigning. Respondents also offer mixed responses regarding the effects and use of homework. For example, 61 percent of students report using homework to identify when they need help, while 87 percent of student respondents report their teachers provide them the opportunity to show what they have learned through a variety of activities including homework, projects, and writing assignments. Only 43 percent of staff report using homework to identify when students need help.

As a district, we are committed to continuous improvement. The data collected through the California Dashboard, Annual Survey, BrightBytes Survey, California Healthy Kids Survey and local data all have impact on site decisions and focus areas for sites as well as the district. As sites develop their School Plan for Student Achievement (SPSA), site staff will focus on the above data to determine focus and improvement areas.

The district is focusing on the following actions as part of our continuous improvement efforts:

The Continuous Improvement Council is focusing on developing a multi-year Diversity, Equity, and Inclusion plan.

School sites continue to refine and strengthen their Professional Learning Communities (PLCs) with the guidance of PLC facilitator coaches. Through the PLC training process, all schools are reviewing grading, testing, and homework practices that can be barriers to student learning.

A Multi-Tiered System of Supports (MTSS) continues to be implemented and expanded. IUSD continues to build district-wide systems based on training from the 2017-18 participation in OCDE MTSS Grant with Cohort 2.

The district has partnered with Equal Opportunity Schools to identify low-income students and students of color who qualify but are missing from Advanced Placement classes.

Reviewing and revising graduation requirements to ensure all students have access to participate in college preparation classes.

Support English learners, low-income and foster youth students with additional site allocations to support intervention programs and extended learning.

Funding counselor ratios at 450:1 to ensure adequate levels of student support.

Supporting thriving College and Career Technical Education programs with additional sections and pathways at all high school. Supporting middle schools in the process of developing and implementing Career Technical Education pathways.

Irvine Unified School District is committed to ensuring that ALL students meet high levels of performance. All 6 state indicators are at the High (Green) or Very High (Blue) level and all 5 local indicators have been met. The California Dashboard provides additional clarity on subgroups that need additional support to close the gaps that exist between sub-groups.

## 6 STATE INDICATORS:



IUSD has identified "significant gap" to mean those groups performing at the two tiers below the "all students" subgroup on the Dashboard and at least 5% below the "all students" subgroup on local indicators. The list below identifies sub-groups that have been identified for additional support looking at the 6 state indicators:

#### CA DASHBOARD

English Language Arts State Assessment: African-American, Foster Youth, Homeless, Students with Disabilities

Math State Assessment: African-American, Foster Youth, Students with Disabilities, Homeless, Hispanic

College/Career Readiness: African-American, Socioeconomic-Disadvantaged, Students with Disabilities

Graduation Rates: Students with Disabilities, African-American

Chronic Absenteeism: African-American, Students with Disabilities, Homeless Youth, Socioeconomic-Disadvantaged, Pacific Islander, White, Two Or More Races

Suspension Rates: Homeless, African-American, Students with Disabilities

#### LOCAL PERFORMANCE INDICATORS

STAR Renaissance- Students Meeting/Exceeding Standards-Reading: African-American, Hispanic, Students with Disabilities, Socioeconomic-Disadvantaged

STAR Renaissance- Students Meeting/Exceeding Standards-Math: African American, Students with Disabilities, Socioeconomic-Disadvantaged

Students who have completed Physics before graduation- African American, Students with Disabilities, Socioeconomic-Disadvantaged

College/Career Readiness: Students with Disabilities, Homeless, Foster Youth

Graduation Rates: Students with Disabilities

Chronic Absenteeism: Hispanic, African-American, Socioeconomic-Disadvantaged, Students with Disabilities, Homeless, Foster Youth

Suspension Rates: African-American, Students with Disabilities, Homeless

#### 5 LOCAL INDICATORS - All have been met:

Implementation of Academic Standards

Access to Broad Course of Study

Basics: Teachers, Instructional Materials, and Facilities

Parent and Family Engagement

Local Climate Survey

#### STEPS TAKEN TO ADDRESS GAPS :

The district will implement the following in an effort to eliminate the achievement gaps:

+Continuing implementation of high quality professional learning and maintaining focus on recruiting and retaining highly qualified professionals as the highest leverage strategy to support positive student outcomes.

+Partnering with Equal Opportunity Schools to identify low income students and students of color who qualify but are missing from Advanced Placement courses.

- +Support diversity, equity, and inclusion.
- +Reviewing grading, testing, and homework practices that can be barriers to student learning.
- +Addressing performance gaps by ensuring timely data analysis, placement in supports, and monitoring of all student subgroups' performance per all state and local indicators.
- +Continuing examination of our graduation supports: Examining courses accepted from transfer students (national and international), expanded use of blended/online programs and creative problem solving to find unique options for students to access different classes and curricula.
- +Student Services staff will focus on attendance and will work closely with sites to support student engagement and connection to school.
- +Student Services staff will work with sites regarding discipline practices to reduce suspension and build alternatives to suspension and restorative practices.
- +Student Support Services staff will track and monitor homeless and foster youth and provide access to additional resources and supports to ensure regular attendance and ability to participate in a quality educational program.
- +MTSS will continue to be implemented and expanded.

Strengthening the district's MTSS system and the connection with PLCs will continue to have direct impact on the performance of subgroups and the performance gaps that exist between different groups.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The following Executive Summary reflects the actions that Irvine Unified School District is implementing for the 2021-22 Local Control Accountability Plan (LCAP) to support the eight state priorities and three district goals.

### Irvine Unified School District Executive Summary

The Local Control Funding Formula (LCFF) is the state's funding formula for K-12 public schools. The LCFF establishes three categories by which school districts receive funding.

#### PER-PUPIL BASE FUNDING

School districts receive a base level of per-pupil funding that varies slightly depending on the grade level of each student.

#### SUPPLEMENTAL FUNDING

This funding source adds 20 percent to the base funding for each English language learner, low income, and foster youth student.

#### CONCENTRATION FUNDING

The third level of funding is equal to 50 percent of the entire base. This funding is only received if a district's enrollment of English language learners, low income and foster youth students exceed 55 percent of the total district enrollment. IUSD does not receive this third level of funding due to enrollment not exceeding the 55 percent threshold.

The LCAP is the District's three-year plan outlining how it will use LCFF funding to align IUSD's strategic planning with our budget to accomplish both state and District goals. This comprehensive process enables the District to serve all IUSD students.

The LCAP requires school district to identify annual goals, take action, and measure progress in the areas of academic achievement, school climate, and parent engagement.

#### District Overview:

35,676 students enrolled  
1,746 teachers  
197 administrators  
2,008 support staff

#### Schools:

1 Early Childhood Center  
25 Elementary Schools  
4 K-8 Schools  
6 Middle Schools  
5 High Schools  
1 Alternative High School

#### Subgroups:

Low Income: 6,283 – 17.6%  
English Learners: 5,274 - 14.8%  
Homeless/Foster Youth: 81 - <1%  
GATE: 6,874 – 19.3%  
Special Education: 3,258 – 9.13%

#### LCAP GOALS AND ACTIONS

Goal #1: Create a positive school climate and system of support for student personal and academic growth

Graduation Rate: 95.7%

Students satisfying UC/CSU requirements: 78%

Low suspension rate: 1%

Low expulsion rate: 0.1%

Low chronic absenteeism rate: 5.7%

Low MS Drop out rate: .4%

Low HS Drop out rate: .4%

Data is from 19-20 DataQuest and CALPADS, and 20-21 AERIES

Annual Survey Participation- January-February 2021

1,892 Staff

6,446 Parents

20,234 Students

Spring LCAP Investment Survey Participation-March 2021

1,157 Staff

328 Parents

118 Students

Initiatives/Programs Summary Goal #1:

Allocate site funding and staffing to support student achievement

Provide summer programs and summer athletic augmentation

Provide support for English language learners

Maintain PBIS programs

Maintain alternative to suspension and behavioral consultation programs

Support student mental health and Social-Emotional Learning (SEL) services

Provide materials, programs, and staff targeting English Learners, low income and foster youth

Maintain parent engagement programs and services

Support needs of homeless/McKinney Vento students

Implement Equal Opportunity Schools program at high schools

Design and implement programs and supports to build student essential capacities

Goal #2: Ensure all students attain proficiency in state standards and local assessments through access to rigorous and relevant learning tools, resources and skills for all staff and students

English learners making progress toward English proficiency: 75%

English Learner Reclassification Rate:10.1%

Students meeting/exceeding proficiency standard in STAR Renaissance-ELA/Literacy: 74.73%

Students meeting/exceeding proficiency standard in STAR Renaissance-Math: 86.72%

Students enrolled in Physics before graduating: 42%

Students in grades 9-12 completing 2 or more college prep classes: 98.7%

Students scoring a three or higher on Advanced Placement exams: 87%

Students ready for college level work as evidenced by meeting benchmark on the ELA PSAT NMSQT: 85.8%

Students ready for college level work as evidenced by meeting benchmark on the Math PSAT NMSQT: 75.9%

STAR Renaissance Data is from Winter, 20-21

EL Proficiency, College Preparation, Advanced Placement, ACT, PSAT NMSQT, and College Board data is 19-20 and 20-21 AERIES.

#### Initiatives/Programs Summary Goal #2

Implement the Common Core State Standards (CCSS) for all students at all sites

Support professional development in implementation of State Standards

Support professional learning and teacher coaching

Develop and maintain a technology rich environment including: Technology matching programs, Technology maintenance fund, Student online assessment technology, Professional learning software, and Site technology support staff

Maintain elementary art programs

Provide elementary physical education professionals and physical education support

#### Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

1:1 ratio of students to devices

Students with access to standards aligned materials: 100%

Teachers appropriately assigned and credentialed: 100%

Facilities are maintained in good repair: 100%

Percentage of students prepared by College and Career Inventory (CCI) level: 72.8%

Student participation in AP courses: 37%

#### Initiatives/Program Summary Goal #3

Maintain previously implemented class-size reduction

Provide additional secondary sections to reduce class size

Maintain middle school zero period program

Maintain site staffing with full-time assistant principals, 450:1 counseling ratio, support for large elementary school and elementary classroom aides

Support interventions and supplemental programs impacting English learners, low income and foster youth students

Increase student safety

Create learning opportunities that every student, regardless of characteristics and identified needs, is presented with the challenge to reach high standards

Provide all students with equitable access to college and career and advanced coursework

Continue to purchase and adopt textbooks and instructional materials

Support successful development of educators through the Induction program

Provide support for quality facilities

Continue to build Career Technical Education (CTE) pathways and Regional Occupational Program (ROP) learning opportunities for students

Data is from 2020-21

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

No schools identified

## Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

No schools identified

## Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

No schools identified

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The district uses a variety of stakeholder groups, activities and surveys to solicit the input from all stakeholders and to ensure that their voices are a part of our approved LCAP. Stakeholder engagement throughout the 2020-21 school year includes input and feedback for the Learning Continuity Plan (LCP) and the LCAP and is considered one continuous engagement process rather than two separate cycles. In addition, a needs assessment activity regarding District LCAP priorities that was concluding at the onset of COVID-19 school closures was considered during this stakeholder engagement cycle. The district provided the following opportunities for stakeholders to participate in the LCAP development process.

November 2019-March 2020 EDUCATE/ENGAGE

Educate stakeholders on LCFF, LCAP, and reviewing current LCAP actions.

- Sites meet with Parent Teacher Association (PTA), School Site Council (SSC), student leadership and staff to review LCAP actions.
- Meeting with Key Stakeholder Groups: Irvine Unified Council Parent Teacher Association (IUCPTA) and District English Learner Advisory Committee (DELAC).
- Students in grades 7, 9 and 11 participate in California Healthy Kids Survey (CHKS)
- Meeting with all principal groups to discuss site needs based on SPSA needs assessment. ES 10/31/19 and 1/30/20; MS 10/24/19 and 1/29/20; HS 10/23/19 and 1/29/20
- Needs Assessment Activity with Key Stakeholder and other parent groups. Based on previous survey results identifying causes and potential solutions for student stress, parent engagement, rigor, technology usage, and others.

In Winter 2020, The District held meetings with stakeholders to conduct a needs assessment to gather input and suggestions regarding LCAP priorities. During the activity, District staff presented questions about areas of need that were identified by looking at data from the CA Dashboard, Annual Survey and district BrightBytes survey. Stakeholders were asked to provide input and consider the following items: How the District could improve on the areas identified on the CA Dashboard, Annual Survey, and BrightBytes survey; what could be the causes of students reflecting different performance bands within specific subgroups or in certain areas; and, what were some potential solutions. Information gathered from the needs assessment was instrumental in informing planned LCAP action items for the new LCAP cycle that was expected for 2020-21. Information gleaned from the needs assessment was instrumental in determining proposed actions for the 2021-22 LCAP. Needs assessment data was gathered at the following meetings:

IUCPTA - 1/15/20

DELAC – 10/17/19

CAC-GATE – 12/12/19

CAC –SPED – 11/14/19

Teachers on Special Assignment (TOSAs) – 10/18/19

Irvine Teachers Association (ITA) – 12/16/19

\*Annual Survey, district-wide climate survey, administration for students, parents and staff- January 2020



Student participation: 23,000  
Staff participation: 2,096  
Parent participation: 7,508

#### August-September 2020

The District held meetings with stakeholders to gather input and suggestions regarding priorities for the LCP as the guiding document for the 2020-21 school year with the suspension of the LCAP.

\*Meeting with Key Stakeholder Groups Irvine Unified Council Parent Teacher Association (IUCPTA) and District English Learner Advisory Committee (DELAC).

\*Meeting with site principals to discuss site needs

\*District survey to address stakeholder input and feedback regarding academic model choice, student support needs and technology access due to COVID-19 school closures.

Parent participation: 34,803

February-April 2021 - RE-ENGAGE/REFLECT Provide an opportunity for stakeholders to reflect and provide feedback on the draft LCAP for 2021-22.

\*Annual Survey, district-wide climate survey, administration for students, parents and staff- January 2021

Student participation: 20,234

Staff participation: 1,892

Parent participation: 6,446

\*Sites meet with Parent Teacher Association (PTA), School Site Council (SSC), student leadership and staff to share and discuss draft actions- February-March 2021

Meeting with Key Stakeholder Groups: Irvine Unified Council Parent Teacher Association (IUCPTA) and District English Learner Advisory Committee (DELAC). February 2021

CAC SPED, which included SELPA administrator- 2/11/21

Irvine Teachers Association (ITA) 2/22/21

\*Spring LCAP Survey – Stakeholder feedback on draft actions -March 2021

\*Board Study Session, April 21, 2021

#### PHASE 4: June 2021 – APPROVE

Approve the LCAP.

\*June 8, 2021 – Board Presentation on LCAP, LCAP Local Indicators, Parent Budget Overview and IUSD budget

\*June 22, 2021 – Board Approval of LCAP, LCAP Local Indicators, Parent Budget Overview and IUSD Budget

\*LCAP submitted to Orange County Department of Education for final review, approval and posting

#### A summary of the feedback provided by specific stakeholder groups.

During the 18-19 and 19-20 school years stakeholders provided feedback on what actions they considered to be the highest priority for ongoing funding and sustainability.

Stakeholder groups identified the following actions as top priority for funding:

- +Elementary Resource Counselors (ERCs)
- +Elementary PE Paraprofessionals
- +Computer Maintenance Fund
- +Matching funds for site computer purchases
- +Secondary intervention sections

During the 20-21 school year, stakeholders continued to identify actions they considered to be the highest priority for ongoing funding and sustainability

- +Elementary Resource Counselors (ERCs)
- +Elementary PE Support
- +Computer Match and Maintenance Funds
- +Secondary intervention sections
- +Graduation Support

#### A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The district will continue improving the LCAP process and opportunities for stakeholders to provide input. In developing the LCAP for the 2021-22 school year, stakeholders participated in a process to identify the actions of highest and lowest priorities. Principals and department leads obtained input from stakeholder groups and shared this input via an electronic survey. The prioritized action items were shared with Curriculum Directors and Superintendent's Cabinet. After review and careful consideration of stakeholder feedback during the prioritization process, the Superintendent and Cabinet drafted a LCAP to support our three district goals and eight state priorities.

Based on specific feedback from the LCAP process in 2019-20, efforts were made to provide different opportunities to provide input, such as virtual stakeholder activities due to the COVID-19 environment. In addition, stakeholders have consistently identified the following action items as requested on-going: ERCs, Elementary PE paraprofessionals, computer maintenance fund, computer match program, and secondary intervention sections.

#### ANNUAL SURVEY 2021:

In the Annual Survey, parents and staff were asked about their knowledge of the LCAP. 6,446 parents and 1,892 staff members participated in the survey. Parent and staff participation were encouraged from the district and at each site. Several questions were asked about stakeholder understanding of the LCFF and development and participation in the LCAP. An examination of the data revealed the following:

#### LCAP KNOWLEDGE

Opportunity to learn about the LCFF and LCAP through school site meetings and communication

45 percent parents  
52 percent staff

Opportunity to share my opinions on the actions in the LCAP through district surveys

57 percent parents  
54 percent staff

In March 2021, IUSD provided a Proposed Renewed Investments document containing "draft" new and one-time investments. These new and one-time investments were included in response to stakeholder input and designed to support our three district goals and the eight state priorities (See Attachment #1 LCAP Proposed Renewed Investments).

Stakeholders were encouraged to provide feedback on our "Planned Investments" by participating in our spring "LCAP Activity Survey". In general, stakeholders' responses supported the new and one-time investments. 1,609 stakeholders participated in the survey (1,157 staff, 328 parents, 118 students).

After presenting the draft LCAP/Focus Area document to PTA Presidents, DELAC and at our board meeting, we received very few comments. As outlined in the Education Code, Superintendent Walker responded to all comments and questions. These responses were shared with our stakeholders by email and communicated across our district by openly posting the statements, comments, and responses on our district website. (See Attachment #2-Stakeholder Comments Q and A)

Based on the Annual Survey, Spring LCAP survey, Annual Update and Board input:

New actions and services were suggested and discussed at the Cabinet-level and actions were funded that reflected stakeholder input, fiscal impact, ability to meet our intended goals and ability to fund. Stakeholder feedback informed how we:

- Determined which actions would be moved into ongoing funding
- Identified actions to fund with other available resources outside the LCAP
- Selected items to fund with one-time funds for one or more additional years

The final product of this work was presented at the Board of Education at a public hearing on June 8, 2021.

To help stakeholders have a better understanding of key terms and different acronyms, the district has created a "LCFF and LCAP Key Terms" document. (See Attachment #3-Key Terms)

# Goals and Actions

## Goal

Goal #	Description
1	Create a positive school climate and system of supports for student personal and academic growth

An explanation of why the LEA has developed this goal.

### Description:

Our goal is to create a positive and safe school climate and systems of support for student personal and academic growth. We created this goal because we believe that all students should be engaged and successful learners and our continuous improvement efforts are integrated into comprehensive school-wide academic, behavioral and social-emotional systems of support that are designed to cultivate a positive, predictable and safe environment. We also want to engage all stakeholders in the educational process because high engagement is an indicator that can lead to increased success. Our students are being provided with intentional and deliberate educational, counseling and mental wellness services. We recognize and support the different learning needs of all students by providing opportunities to extend the school day and year.

All stakeholders must be engaged in the educational process as high engagement is an indicator that can lead to increased success. The District continuous improvement efforts support intellectually safe and engaging learning environments for students and this is accomplished through the implementation of MTSS systems of support which include academic, behavioral, and social-emotional tiers of support. Low suspension and expulsion rates are indicators that our school environment is safe and welcoming through positive behavioral interventions and supports and the use of academic and behavioral interventions, including an alternative to suspension program. Low chronic absenteeism and drop out rates for all students indicate students are engaged and connected to their school sites. This is supported by data that is collected through an annual stakeholder survey to assess and evaluate how our efforts are impacting instruction.

### Metrics:

#### SCHOOL CLIMATE:

Pupil Suspension Rates  
Alternative to Suspension Program  
PBIS  
Pupil Expulsion Rates

#### PUPIL ENGAGEMENT:

Attendance Rates  
Chronic Absenteeism: SARB program  
Middle School Dropout Rates

High School Dropout Rates  
High School Graduation Rates

**PARENT INVOLVEMENT:**

Parents provide input in making decisions  
Parent participation in programs for unduplicated students  
Parent participation programs for students with exceptional needs  
Annual survey and CHKS on safety and school connectedness

**STATE PRIORITIES:**

3: Parent Involvement  
5: Pupil Engagement  
6: School Climate

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A. Attendance Rates Aeries	ALL STUDENTS: 93% African-American: 92% American Indian: 92% Asian: 93% English Learner: 92% Filipino: 93% Foster Youth: 91% Hispanic: 92% Homeless: 86% Pacific Islander: 92% Socioeconomic-disadvantaged: 92% Students with disabilities: 91% Two or More Races: 92% White: 92%				Increase attendance rates by minimum of 1% districtwide <b>ALL STUDENTS:</b> 94+% African-American: 93+% American Indian: 93+% Asian: 94+% English Learner: 93+% Filipino: 93+% Foster Youth: 92+% Hispanic: 93+% Homeless: 91+% Pacific Islander: 93+% Socioeconomic-disadvantaged: 93+%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Students with disabilities: 92+% Two or More Races: 93+% White: 93+%
B. Chronic Absenteeism Aeries	ALL STUDENTS: 4.8% African-American: 12.2% Homeless: 46.7% Pacific Islander: 11.6% Socioeconomic-disadvantaged: 10.9% Students with disabilities: 12.8% Two or More Races: 5.8% White: 6.0%				Reduce chronically absent students by .5% district wide ALL STUDENTS: 4.0% African-American: - 7.4% Homeless: -41.9% Pacific Islander: -6.8% Socioeconomic-disadvantaged: -6.1% Students with disabilities: -8.0% Two or More Races: - 1.0% White: -1.2%
C. Middle School Dropout Rate CALPADS	ALL STUDENTS: .4% African-American: .05% American Indian: Asian: .1% English Learner: Filipino: .01% Foster Youth: Hispanic: .3% Homeless: Pacific Islander:				Decrease middle school drop out rate by .25% with all subgroups ALL STUDENTS: Decrease to .2% or less African-American: - .01% or more American Indian: Asian: - .01% or more English Learner:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomic-disadvantaged: Students with disabilities: Two or More Races: White: .1%				Filipino: Foster Youth: Hispanic: -.01% or more Homeless: Pacific Islander: Socioeconomic-disadvantaged: Students with disabilities: Two or More Races: White: -.01% or more
D. High School Dropout Rate CALPADS	ALL STUDENTS: .4% African-American: American Indian: Asian: .2% English Learner: Filipino: Foster Youth: Hispanic: .06% Homeless: Pacific Islander: .02% Socioeconomic-disadvantaged: Students with disabilities: Two or More Races: N/A White: .1%				Decrease high school drop out rate by .25% with all subgroups ALL STUDENTS: Decrease to .02% or less African-American: American Indian: Asian: English Learner: Filipino: Foster Youth: Hispanic: Homeless: Pacific Islander: Socioeconomic-disadvantaged: Students with disabilities: Two or More Races: White:



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
E. High School Graduation Rates DataQuest	ALL STUDENTS: 95.7% African-American: 93% American Indian: 96.7% Asian: 96.7% English Learner: 93% Filipino: 97% Foster Youth: 95.2% Hispanic: 95.2% Homeless: 93% Pacific Islander: 78.2% Socioeconomic-disadvantaged: 93% Students with disabilities: 78.2% Two or More Races: 97.2% White: 94.2%				Maintain high graduation rates and decrease rates between subgroups ALL STUDENTS: Maintain 95.7% or increase African-American: +2.6% American Indian: Maintain minimum 96.7% Asian: Maintain minimum 96.7% English Learner: +5.6% Filipino: Maintain 97% Foster Youth: +.5% Hispanic: +.5% Homeless: +2.7% Pacific Islander: +10% Socioeconomic-disadvantaged: +2.7% Students with disabilities: +10% Two or More Races: Maintain minimum 97.2% White: +1.5%
F. Pupil Suspension Rates Aeries	ALL STUDENTS: 1.0% African-American: 4.7% American Indian: 1.6% Asian: 0.5%				Maintain low suspension rates and decrease number of suspensions in subgroups by a minimum of .5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learner: 0.9% Filipino: 0.4% Foster Youth: 1.5% Hispanic: 2.1% Homeless: 7.1% Pacific Islander: N/A Socioeconomic-disadvantaged: 2.4% Students with disabilities: 3.1% Two or More Races: 0.8% White: 1.4%				<b>ALL STUDENTS:</b> Maintain or decrease 1% African-American: - 3.7% American Indian: -.6% Asian: Maintain 0.5% English Learner: Maintain 0.9% Filipino: Maintain 0.4% Foster Youth: -0.5% Hispanic: -1.1% Homeless: -6.1% Pacific Islander: Maintain Socioeconomic-disadvantaged: -1.4% Students with disabilities: -2.1% Two or More Races: Maintain 0.8% White: -0.4%
G. Pupil Expulsion Rates DataQuest	<b>ALL STUDENTS:</b> .03% African-American: .14% American Indian: N/A Asian: .02% English Learner: N/A Filipino: .10% Foster Youth: N/A Hispanic: .14% Homeless: N/A Pacific Islander: N/A				Maintain low expulsion rates <b>ALL STUDENTS:</b> Maintain .03% or decrease African-American: - 0.11% American Indian: N/A Asian: Maintain .02% English Learner: N/A Filipino: -0.07% Foster Youth: N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomic-disadvantaged: N/A Students with disabilities: N/A Two or More Races: N/A White: .01%				Hispanic: -0.11% Homeless: N/A Pacific Islander: N/A Socioeconomic-disadvantaged: N/A Students with disabilities: N/A Two or More Races: N/A White: Maintain .01%
H. Parent engagement and community engagement Activities Professional Learning Logs	District Parent Engagement Activities Parent Education Program (IPEP) classes: 43  District community engagement courses: 14				Increase District Parent, family and community engagement activities. IUSD will actively seek and have documentation demonstrating engagement activity opportunities for parents, families, and community members.
I. Parent, family, and community member attendance at engagement activities and opportunities Professional Learning Logs, PL Attendance Logs	Stakeholder participation in District engagement activities IPEP: 1,740 Prevention & Intervention Community Activities: 1,455				Increase parent, family, and community member attendance at IUSD activities. IUSD will actively seek and have documentation of input on district decisions from parents and stakeholder groups of unduplicated students (EL, low income, and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					foster youth) and students with exceptional needs.
J. Communication with district stakeholder groups through media and website(s). Surveys	Stakeholder participation California Healthy Kids Survey: 6,047 District Annual Survey: 28,572 LCAP Investment Priority Survey: 1,603 Stimulus Funding Priority Survey: 5,953				Increase communication to stakeholder groups through media and website. IUSD will actively seek and have documentation demonstrating methods the district has used to increase communication to stakeholder groups through survey, mass communication, media and website. Use surveys to inform the district about LCAP, school safety, connectedness, and implementation of the state standards. These include: District Annual Survey, LCAP Survey, California Healthy Kids Survey

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Targeted Academic Support Programs	DESCRIPTION: The Prevention and Intervention department will continue to provide supports to school sites in the implementation of a multi-tiered system of support to build site capacity and ensure that	\$384,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>students have access to additional more intense supports when they do not master essential learning standards. This also includes support for gifted and advanced learners who need differentiated support to be successful. Providing this academic support in conjunction with strong initial instruction has impacted the numbers of students mastering essential standards as they progress to the next grade level. Staff will continue to focus attention on closing the achievement gap for English Language Learners (ELL) and low income (LI) and Foster Youth (FY) students. This will have direct impact on maintaining high state assessment results and very high graduation rates for all students targeting identified subgroups that are not performing with their grade level peers.</p> <p>1.1.A) District intervention psychologists and stipends for site Intervention Lead Teachers (ILTs).</p> <p>EXPENDITURE NOTE: 1.1.A) \$384,000</p>		
2	IUSD Summer School Programs	<p>DESCRIPTION: Continue to expand summer school programs to provide opportunities for students to extend the learning year to increase access and improve achievement. The impact of this continued action has been to provided to targeted students who demonstrate academic deficits in English Language Arts and Math based on benchmark indicators in current content standards, support ELL progress in reaching proficiency, and provide funding to ensure adequate supervision and safety of district summer camp programs. The long term impact of this action would be increased student academic performance over time.</p> <p>1.2.A) High School Summer School for students who need remediation or credit recovery. 1.2.B) Provide continuity of services for students with an articulated need for extended year instruction. 1.2.C) Provide funding to ensure adequate supervision and safety of district summer camp programs.</p>	\$230,000.00	No

Action #	Title	Description	Total Funds	Contributing
		EXPENDITURE NOTE: 1.2.A) \$100,000 1.2.B) \$100,000 1.2.C) \$30,000		
3	Positive Student Behavior Programs and Services	<p>DESCRIPTION: The Prevention and Intervention department supports school sites with the implementation of a multi-tiered system of support to build site capacity and ensure that students learn fundamental behavior skills as outlined in their site Positive Behavior Interventions and Supports plan. In addition, students and teachers are exposed to a variety of resources such as Restorative Practices, Calm Classroom and others. Sites also have access to alternative to suspension program in grades 7-12 and a behavioral consult program supporting students with unique behavioral challenges. The impact of this continued action item supports resources for teacher use that meet the learning styles of different students and district level guidance, coaching, and support as they implement at their site. Successful implementation will result in more connected students who have been taught how to understand site and district expectations. The outcome will include continued declines in expulsion, suspension, dropout and chronic absenteeism rates, with intervention programs principally focused on underserved subgroups including ELL, low income and foster youth, students with disabilities.</p> <p>1.3.A) District Teachers on Special Assignment (TOSAs) and mentor support.</p> <p>EXPENDITURE NOTE: 1.3.A) \$574,000</p>	\$574,000.00	Yes
4	Student Mental Health and Social Emotional Learning Services	<p>DESCRIPTION:</p> <p>Continue to build mental wellness support at the district and site level to respond to student needs based on the California Healthy Kids Survey and the Annual Survey. The impact of this continued action has been to reduce suspension, increase attendance rates and have</p>	\$4,427,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>positive responses to school culture on Annual Survey results. Our focus with this continued action item is to further reduce suspension and chronic absenteeism rates, increase student attendance and student academic performance over time as well as students exhibiting more resilient behaviors. Although the services are provided to everyone, this action item provides additional services and greater benefit to our LI, EL and FY services based on local data that indicates these students are facing greater challenges.</p> <p>1.4.A) Site-based Guidance Assistants (elementary) and Project Success (high school)  1.4.B) Mental health staff placed at middle and high schools and the Irvine Family Resource Center  1.4.C) School Counselors  1.4.D) Elementary Resource Counselors</p> <p>EXPENDITURE NOTE:  1.4.A) \$335,000 1.4.B) \$1,261,000 1.4.C) \$1,280,000 1.4.D) \$1,551,000</p>		
5	Materials, Programs and Staff Targeting English Learners, Low-Income and Foster Youth	<p>DESCRIPTION:  IUSD continues to research, pilot, and provide supplemental resources and instructional programs that ensure access and equity for ELL, LI and FY to all learning opportunities. Materials and supplemental programs provide 1) culturally responsive teaching and learning strategies, 2) integration of academic language and literacy standards across content areas, 3) targeted skill development, 4) scaffolds for differentiation - content, process, and products, 5) appropriate formative and summative assessments for monitoring/assessing student progress, and 6) parent and family engagement activities that support learning at home.</p> <p>District TOSAs and Site EL Coordinators continue to provide IUSD teachers and instructional support staff with coaching and professional learning opportunities for developing best instructional practices in meeting the needs of ELL and immigrant students. District-facilitated</p>	\$2,580,159.00	Yes



Action #	Title	Description	Total Funds	Contributing
		<p>cross-curricular PLC team collaboration focuses specifically on the use of research-based strategies and supplemental materials that facilitate and improve 1) student attainment of English language proficiency and 2) development of the academic language/literacy skills needed across the curricular areas.</p> <p>Professional learning ensures the development of integrated programs, the replication of best instructional practices for differentiation and sheltered instruction, common formative assessments, and monitoring of student progress towards language fluency/proficiency and content knowledge development.</p> <p>Paraprofessionals continue to be assigned to classrooms as well as intersession and extended learning programs to provide supplemental instructional support for ELL, LI, and FY. Training opportunities for bilingual staff focus on the strategies needed to assist students in the classroom.</p> <p>1.5.A) Implement materials focused on ELL access to core curriculum  1.5.B) Reading intervention software targeting at-risk students  1.5.C) Support needs of homeless/McKinney-Vento students  1.5.D) Increased parent involvement classes/communication  1.5.E) ELL Program administration and staff  1.5.F) Student Support Services Admin/support staff  1.5.G) Prevention and Intervention administration and support staff  1.5.H) Clustering ELL</p> <p>EXPENDITURE NOTE: 1.5.A) \$20,000, 1.5.B) \$110,000, 1.5.C) \$18,000, 1.5.D) \$20,000, 1.5.E) \$729,029, 1.5.F) \$275,227, 1.5.G) \$885,000, 1.5.H) \$522,903,</p>		
6	Parent Engagement Programs and Services	<p>DESCRIPTION:</p> <p>IUSD continues to provide multiple ways for parents/guardians of IUSD students, especially Title I, ELL and immigrant students, to be involved in the work of the school and the learning of their children. Through the Irvine Parent Education Programs seminars, workshops</p>	\$507,015.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>and course offerings coordinated through multiple district level departments, parents/guardians access district and community resources, develop an understanding of the learning process, learn and practice effective strategies that support student learning and wellness at home, establish home/school connections, and become active participants of the learning community (volunteers, committee members).</p> <p>Training opportunities for bilingual staff focus on the development of skills needed to facilitate parent courses and family engagement activities. Parent and family activities facilitated by certificated and bilingual classified employees ensure access to community programs, parent education courses, and support programs for immigrant parents.</p> <p>Parent Notification: IUSD continues to utilize the messaging system, Parent Portal, and the district website to provide readily available information about activities, programs and services, graduation requirements, identification and reclassification procedures, and student assessment, program placement, and achievement results. IUSD has established a district-wide team of in-house interpreters who provide assistance and support in multiple languages, enhancing effective home/school communication our linguistically diverse learning community members.</p> <p>1.6,A) Provide site and district-based parent education 1.6.B) Parent involvement translation/interpretation.</p> <p>EXPENDITURE NOTE: 1.6.A) \$202,770 and 1.6.B) \$304,245</p>		
7	Optimistic Advantage	<p>Description: This funding would support creating and publishing a series of interactive modules designed to help students build essential capacities so they are prepared for the complex world they will enter as young adults and professionals. This includes supporting the skills students need to be college and career ready, as well as engaged</p>	\$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>citizens. Skills acquired will help them become resilient and resourceful learners who are able to adapt, pivot and demonstrate grit as they face academic and other challenges.</p> <p>1.7.A) NEW Optimistic Advantage</p> <p>EXPENDITURE NOTE: 1.7.A) \$100,000</p>		

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
2	Ensure all students attain proficiency in state standards and local assessments through access to rigorous and relevant learning tools, resources and skills for all staff and students

An explanation of why the LEA has developed this goal.

### Description:

Our goal is to ensure all students attain proficiency in state standards by providing them with access to rigorous and relevant learning tools, and by ensuring staff have access to the resources and skills they need to provide the highest quality educational experience we can envision. We believe preparing all students for their respective futures requires empowering students to own their learning. Teachers must infuse creativity and innovation, thinking and problem-solving, as well as the application of skills and concepts into the curriculum. In order to improve learning outcomes for all students, we must rely on evidence to inform instruction and implement prevention and intervention strategies as needed. Based upon our belief that people are our most valuable resource, we are committed to developing, supporting and retaining employees who understand and embrace our vision and values. The bulk/majority of our fiscal resources are spent on the people who comprise our organization and deliver services to students. It is therefore imperative that we leverage and empower personnel as they develop essential capacities to support students.

We will accomplish this goal by utilizing PLCs as a proven vehicle to support instruction to increase student learning, cultivating essential capacities in students and staff, and leveraging technology. Technology is a transformative tool that can elevate student learning and leverage a teacher's ability to enhance the educational process. Technology allows us to personalize learning, expand opportunities, and promote creativity. By doing so, students have access to relevant, rigorous and engaging material and interactions. Technology will help the district meet the challenges of growing enrollment, rising expectations and recurrent economic uncertainties. We will use technology to connect our staff, students and community to our vision and goals ([iusd.org/technology](http://iusd.org/technology)).

### METRICS:

#### PUPIL ACHIEVEMENT:

Implementation of the Common Core State Standards (CCSS)

High performance on state-wide CAASPP assessments (ELA, Math, Science)

High performance on local STAR Renaissance assessments (ELA/Literacy, Math)

High percentage of students taking Physics before graduation

Percentage of students that have successfully completed A-G requirements or CTE Pathways

EL students making progress towards proficiency as measured by the ELPAC

EL reclassification rate

Percentage of students that pass AP exams with a score of 3 or higher

Students prepared for college by the EAP in ELA and Math  
 Students prepared for college as evidenced by meeting benchmark on the ELA/Math PSAT NMSQT

PUPIL OUTCOMES:  
 Students meeting UC/CSU requirements

STATE PRIORITIES:  
 2: Implementation of State Standards  
 8: Pupil Outcomes  
 4: Pupil Achievement

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performance on CAASPP - ELA	<p>Data reported as distance from standard per 2019 CA Dashboard (% of students meeting/exceeding standard)</p> <p>ALL STUDENTS: +65.8 (78%)            African-American: -11.5 (50%)            American Indian: +62.1 (73%)            Asian: +88.1 (85%)            English Learner: +32.2 (49%)            Filipino: +76.2 (82%)            Foster Youth: -3.9            Hispanic: +15.4 (57%)</p>				<p>ALL STUDENTS: Maintain            African-American: -2.5 distance from standard (+3 per year)            Foster Youth: +5.1 distance from standard (+3 per year)            Homeless Youth: +3.8 distance from standard (+3 per year)            Students with disabilities: -4.3 distance from standard (+7.5 each year)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Homeless Youth: -5.2 (37%) Pacific Islander: +48.5 (68%) Socioeconomically-disadvantaged: +18.2 (56%) Students with disabilities: -26.8 (38%) Two or More Races: +67.5 (81%) White: +51.9 (74%)				
Performance on CAASPP - Math	Data reported as distance from standard per 2019 CA Dashboard (% of students meeting/exceeding standard)  ALL STUDENTS: +57.9 (74%) African-American: -40.4 (35%) American Indian: +35.7 (66%) Asian: +95.8 (87%) English Learner: +43.9 (59%) Filipino: +57.4 (74%) Foster Youth: -42.7 Hispanic: -16.1 (44%) Homeless Youth: -43 (29%)				ALL STUDENTS: Maintain African-American: -22.4 distance from standard (+6 per year) Foster Youth: -24.7 distance from standard (+6 per year) Students with Disabilities: -22.6 distance from standard (+8 per year) Hispanic: -7.1 distance from standard (+3 per year) Homeless: -25 distance from standard (+6 per year)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Pacific Islander: +53 (74%) Socioeconomically-disadvantaged: +1.7 (48%) Students with disabilities: -46.6 (33%) Two or More Races: +51 (74%) White: +31.6 (65%)				
Performance on CAASPP - Science	Data not yet included in CA Dashboard, reported as % of students meeting/exceeding standard in 2019  ALL STUDENTS: 64% African-American: 31% American Indian: 47% Asian: 74% English Learner: 23% Filipino: 64% Hispanic: 39% Homeless Youth: 29% Pacific Islander: 40% Socioeconomically-disadvantaged: 40% Students with disabilities: 28% Two or More Races: 68% White: 59%				Increase the percent of students meeting/exceeding the standard as measured by the California Science Test.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performance on STAR Renaissance-ELA/Literacy	ALL STUDENTS: 74.9% African-American: 51.4% American Indian: Asian: 78.3% English Learner: 36.4% Filipino: Hispanic: 60% Homeless Youth: Pacific Islander: Socioeconomically-disadvantaged: 57% Students with disabilities: 41.7% Two or More Races: 72% White: 73.5%				ALL STUDENTS: maintain 75% African-American: - 23.6 from ALL (+8 per year) American Indian: Asian: 78 % English Learner: -39 from ALL (+10 per year) Filipino: Hispanic: -15 from ALL (+5 per year) Homeless Youth: Pacific Islander: Socioeconomically-disadvantaged: -18 from ALL (+6 per year) Students with disabilities: -34 from ALL (+10 per year) Two or More Races: - 3 from ALL (+1 per year) White: -1.5 from ALL (+.5 per year)
Performance on STAR Renaissance-Math	ALL STUDENTS: 87.3% African-American: 61.3% American Indian: Asian: 93.7%				ALL STUDENTS: Maintain 87% African-American: -26 from ALL (+8 per year) American Indian:



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	English Learner: 80% Filipino: Hispanic: 70.5% Homeless Youth: Pacific Islander: Socioeconomically-disadvantaged: 75.7% Students with disabilities: 59.4% Two or More Races: 82% White: 83.8%				Asian: 93% English Learner: -7 from ALL (+2 per year) Filipino: Hispanic: -17 from ALL (+6 per year) Homeless Youth: Pacific Islander: Socioeconomically-disadvantaged: -12 from ALL (+4 per year) Students with disabilities: -27 from ALL (+8 per year) Two or More Races: -5 from ALL (+2 per year) White: -3 from ALL (+1 per year)
Students completing Physics prior to graduation	ALL STUDENTS: 42% African-American: 21% American Indian: 50% Asian: 51% English Learner: 23% Filipino: 33% Hispanic: 24% Homeless Youth: 50% Pacific Islander: 40% Socioeconomically-disadvantaged: 31% Students with disabilities: 14%				ALL STUDENTS: Increase African-American: +7/year American Indian: maintain 50% Asian: minimum 51%/year English Learner: +6/year Filipino: +3/year Hispanic: +6/year Homeless Youth: maintain 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Two or More Races: 37% White: 37%				Pacific Islander: +1/year Socioeconomically-disadvantaged: +3/year Students with disabilities: +3/year Two or More Races: +1/year White: +2/year
EL reclassification rate	11.7% of English Learners are reclassified to Fluent English Proficient				14% of English Learners are reclassified to Fluent English Proficient
Students meeting UC/CSU requirements	ALL STUDENTS: 78% African-American: 51% American Indian: 67% Asian: 87% English Learner: 27% Filipino: 85% Hispanic: 52% Homeless Youth: 100% Pacific Islander: 60% Socio\economically-disadvantaged: 62% Students with disabilities: 14% Two or More Races: 73% White: 76%				ALL STUDENTS: Maintain African American, American Indian, English Learner, Hispanic, Pacific Islander, Socioeconomically disadvantaged, Students with disabilities, Two or More Races, White increase percent of students completing UC/CSU course requirements by a minimum of 4%/ year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL students making progress towards proficiency as measured by the ELPAC	70.9% of English Learners are demonstrating progress of at least one ELPI level and/or maintenance of ELPI level 4				75% of English Learners demonstrating progress of a least one ELPI level and or maintenance of ELPI level 4 - higher than the state average
AP exams passed with a score of 3 or higher	ALL STUDENTS: 83% African-American: 25% American Indian: 100% Asian: 100% English Learner: 35% Filipino: 75% Hispanic: 30% Homeless Youth: 13% Pacific Islander: 63% Socioeconomically-disadvantaged: 37% Students with disabilities: 6% Two or More Races: 45% White: 70%				ALL STUDENTS: Maintain African American, English learner, Hispanic, Homeless, Socioeconomically-disadvantaged, Students with disabilities: Increase the percent of students passing AP exams with a 3 or higher by a minimum of 5%/year.
Pupils prepared for college by the EAP in ELA and Math 2019	ELA: ALL STUDENTS: 50% African-American: 17% Asian: 61% English Learner: 6% Hispanic: 23%				Increase the percent of students considered ready for college-level coursework as measured by the 11th grade Smarter Balanced

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Socioeconomically-disadvantaged: 30% Students with disabilities: 11% White: 47%</p> <p>Math: ALL STUDENTS: 45% African American: 10% Asian: 64% English Learner: 20% Hispanic: 14% Socioeconomically-disadvantaged: 26% Students with disabilities: 10% White: 33%</p>				assessments by a minimum of 5%/year
Pupils prepared for college as evidenced by meeting benchmark on ELA/MATH PSAT NMSQT	<p>ELA: ALL STUDENTS: 85.8% African-American: 43.9% Asian: 90.6% English Learner: 21.4% Hispanic: 71.6% Socioeconomically-disadvantaged: 70.6% Students with disabilities: 36.8% White: 83.5%</p>				Increase the percent of students considered ready for college-level coursework as measured by the PSAT NMSQT by .5% per year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Math: ALL STUDENTS: 76% African-American: 24.4% Asian: 89.2% English Learner: 45.6% Hispanic: 51.8% Socioeconomically-disadvantaged: 56.7% Students with disabilities: 20% White: 65%				
Implementation of the academic content and performance standards adopted by the state- Common Core State Standards (CCSS) for all students at all sites. District will provide all teaching staff professional development in implementation of the State standards	Professional Learning Opportunities provided: 2020-21: 594				Implement Common Core State Standards (CCSS) for all students at all sites. District will provide all teaching staff professional development in implementation of CCSS.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Learning	DESCRIPTION: The district will continue to provide ongoing professional development for all teachers in the implementation of the Common Core State	\$516,483.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Standards through district and site-based professional learning. The current focus is on strengthening our PLCs through implementation of The Learning Cycle and using data to make instructional decisions. Professional learning opportunities support access and equity for ELL, LI and FY by developing essential capacities in staff to help close the achievement gap for unduplicated students.</p> <p>This action includes: 2.1.A) Professional learning opportunities for Common Core</p> <p>EXPENDITURE NOTE: 2.1.A) \$516,483</p>		
2	Professional Learning Communities (PLCs)	<p><b>DESCRIPTION:</b> The district will continue to fund and train part-time PLC Facilitator Coaches at each school to support the development of PLCs, including using common assessment data to improve instruction. Release days will be provided for site-based PLCs to meet as a team to engage in the work of increasing instructional effectiveness and student learning. The work of PLCs, including coaching from PLC Facilitator Coaches and release days to meet as teams, supports teachers in identifying the learning needs of all students. The impact of this continued action item has been designed to ensure that ELL, LI and FY students have the supports they need to master essential standards and will be evidenced by increased performance over time by underserved student populations.</p> <p>This action includes: 2.2.A) Funding part-time Facilitator Coaches at each site to develop PLCs 2.2.B) Providing three teacher release days each year to meet as a PLC</p> <p>EXPENDITURE NOTE: 2.2.A) \$1,372,000 and 2.2.B) \$720,000</p>	\$2,092,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Teachers on Special Assignment (TOSAs) and Mentors	<p>DESCRIPTION:</p> <p>We will continue funding district level TOSAs to support teachers in successfully implementing state standards and to develop and curate curriculum resources to support best instruction. Stipends will be provided to existing district teachers to serve as mentors and develop professional learning opportunities for continued implementation of core content standards. District-level curriculum TOSAs and teacher mentors assist in developing curricular resources and providing professional learning opportunities to ensure that all students master the essential standards, including targeted student groups.</p> <p>Technology TOSAs will provide professional learning, guidance and support for teachers who are interested in integrating technology in their classrooms. The Ed Tech TOSAs focus on elementary and middle school support for high-impact use of technology in schools. They also help teachers design lessons and leverage new facilities and technology to engage students and deepen learning. Each high school receives sections to release a teacher to provide instructional technology professional learning and support. Because the EdTech Mentors are part of the school site staff, they are immediately available to assist teachers who want to increase or refine their use of technology in the classroom, and are uniquely positioned to provide personalized support and guidance.</p> <p>This action includes:</p> <p>2.3.A) Curriculum and Special Education TOSAs</p> <p>2.3.B) Stipends for mentor teachers and department leads</p> <p>2.3.C) Education Technology TOSAs</p> <p>2.3.D) Site Education Technology Mentors at high schools</p> <p>EXPENDITURE NOTE: 2.3.A) \$1,950,000, 2.3.B) \$500,000, 2.3.C) \$390,000 and 2.3.D) \$50,000</p>	\$2,890,000.00	No
4	Technology Programs and Resources	<p>DESCRIPTION:</p> <p>Funding supports a Computer Matching program in which the district matches funds raised by sites for technology purchases. The</p>	\$1,330,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Technology Maintenance Fund provides a resource (similar to deferred maintenance) for updating our technology infrastructure. Funding supports necessary repair and upgrades of network equipment, servers, projectors and projector bulbs, telecommunications, wireless access points and data center equipment. This action also funds online assessment technology, which provides teachers and other staff who support students with immediate access to information on student understanding of key concepts, progress over time, and the need for learning supports. The license includes access to rich standards-aligned item banks and learning resources to provide teachers with multiple high-quality assessment options. Funding for professional learning software supports in-person professional learning events and provides rich on-demand learning resources for IUSD staff. The system allows teachers and other staff to connect to each other and to valuable resources online to extend learning. Ongoing funding reflects the annual licensing and support costs, while one-time costs fund staff to support initial implementation.</p> <p>This action includes:  2.4.A) Computer Match program  2.4.B) Technology Maintenance Fund  2.4.C) Student online assessment technology  2.4.D) Professional learning software registration system.</p> <p>EXPENDITURE NOTE: 2.4.A) \$300,000, 2.4.B) \$600,000, 2.4.C) \$270,000 and 2.4.D) \$160,000</p>		
5	Art, Music and Science Programs and Staff	<p>DESCRIPTION:  Restore art instruction in the elementary primary grades by providing six standards-aligned art lessons to students in 1st - 3rd grade. Maintain VAPA Instrument Repair Specialist to reduce repair costs, increase response time and reduce fiscal impact on sites. In order to maintain equity and access of the upper grade music program, there is</p>	\$402,000.00	No



Action #	Title	Description	Total Funds	Contributing
		<p>a need to purchase an additional 500 instruments to ensure each child can access the 4-6 music program.</p> <p>This action includes:  2.5.A) Primary art  2.5.B) VAPA Instrument Repair Specialist and supplies</p> <p>EXPENDITURE NOTE: 2.5.A) \$300,000, 2.5.B) \$102,000</p>		
6	Physical Education and Secondary Athletic Program Support	<p>DESCRIPTION:  The district has an interest in supporting the health of our students through a strong physical education program and equitable access to a myriad of athletic programs at our sites. This action includes: Maintain elementary PE paraprofessionals at each site to support teacher collaboration, preparation for new standards and to ensure equity in programs. In addition, Physical Education educators and paraprofessionals are supported in their efforts to collaborate and continue to build quality physical health activities for students across all grade levels through a part-time administrator and TOSA. This includes a shared equipment check-out system, development of lesson plans, hiring and training of paraprofessionals, and PLC coordination. PE Support Staff provide students with physical education opportunities that promote a healthy lifestyle. According to the CDC, "Students who are physically active tend to have better grades, school attendance, cognitive performance, and classroom behaviors".</p> <p>This action includes:  2.6.A) Elementary PE Paraprofessionals  NEW 2.6.B) Physical Education Support</p> <p>EXPENDITURE NOTE: 2.6.A \$800,000 and NEW 2.6.B \$100,000</p>	\$900,000.00	No

Action #	Title	Description	Total Funds	Contributing
7	Special Education Support Programs	<p>DESCRIPTION: This action funds curriculum and materials to support instruction for students with disabilities, including instructional materials to support the learning of students with dyslexia.</p> <p>This action includes: 2.7.A) Special Education curriculum and materials (including dyslexia).</p> <p>EXPENDITURE NOTE: 2.7.A) \$125,000</p>	\$125,000.00	No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
3	Address barriers limiting student participation in programs and provide equity in allocation of resources

An explanation of why the LEA has developed this goal.

DESCRIPTION: EQUITY AND ACCESS AND WHAT IT MEANS TO IUSD.

Our goal is to ensure educational equity by addressing barriers limiting student participation in programs, and by providing an equitable allocation of resources. We believe that every learner should have full access to the highest quality educational experience we can envision, including qualified teachers, challenging curriculum, full opportunity to learn, and appropriate, sufficient support for learning so they can achieve at high levels in academic and other student outcomes.

Qualified staff, well-maintained facilities and learning spaces, technology for curriculum-related activities, instructional materials and equipment, and all other instructional supports will be distributed in an equitable manner such that all diverse learners have the tools and resources they need to achieve high academic standards and other school outcomes. School environments are characterized by acceptance, valuing, respect, support, safety and security such that students feel challenged to become invested in the pursuits of learning and excellence without fear of threat, humiliation, danger or disregard. All students will have equitable access to school resources, including entrance into and full participation within the advanced coursework, programs and activities offered within our schools. Learning opportunities will be created so that every child, regardless of characteristics and identified needs, is presented with the challenge to reach high standards and is given the requisite academic, social, emotional and psychological supports needed to achieve the high standards of excellence that are established.

### BASIC SERVICES:

Teachers appropriately assigned and credentialed  
Every student has access to standards aligned instructional materials  
School facilities are maintained in "good repair"

### COURSE ACCESS:

Access to a broad course of study

### METRICS

Percentage of Teachers appropriately assigned and credentialed  
Percentage of Student Access to standards aligned instructional materials  
Percentage of School facilities maintained and repaired

Percentage of students prepared by College and Career Inventory (CCI) level  
 Student participation in Advanced Placement (AP) courses

How programs and services will enable EL learners to access the CCSS and ELD standards  
 Access to a broad course of study  
 Programs and services for unduplicated services  
 Programs and services provided to individuals with exceptional needs. (Other areas)

**STATE PRIORITIES:**

- 1: Basic Services (Conditions of Learning)
- 2: Implementation of Common Core State Standards (CCSS)
- 7: Course Access

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of Teachers appropriately assigned and credentialed	ALL TEACHERS: 100%				ALL TEACHERS: Maintain 100%
Percentage of Pupils who have access to standards aligned instructional materials	ALL STUDENTS: 100%				ALL STUDENTS: Maintain 100%
Percentage of School facilities maintained in good repair	ALL FACILITIES: 100%				ALL FACILITIES: Maintain 100%
Percentage of students prepared by College and Career Inventory (CCI) level	ALL STUDENTS: 72.8% African-American: 39.7% American Indian:				ALL STUDENTS: Maintain or increase 72.8% African-American, American Indian,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Asian: 84.4% English Learner: 47.5% Filipino: 77.9% Hispanic: 45.6% Homeless Youth: 38.5% Pacific Islander: Socioeconomically-disadvantaged: 57% Students with disabilities: 21.1% Two or More Races: 63.6% White: 68.1%				English Learner, Hispanic, Pacific Islander, Socioeconomically-disadvantaged, Students with disabilities, Two or More Races, White increase percent of students prepared based on College and Career Inventory by a minimum of 2% per year.
Students participation in one or more AP courses	ALL STUDENTS: 37% African-American: 20% American Indian: 37% Asian: 46% English Learner: 11% Filipino: 36% Hispanic: 19% Homeless Youth: 8% Pacific Islander: 31% Socioeconomically-disadvantaged: 26% Students with disabilities: 3% Two or More Races: 26% White: 34%				ALL STUDENTS: +2% per year African American: 26%+ American Indian: 43% + Asian: 52% + English Learner: 17%+ Filipino: 42% + Hispanic: 25% + Homeless Youth: 15% + Pacific Islander: 37% + Socioeconomically-disadvantaged students: 32% + Students with disabilities: 10% +

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Two or More Races: 32% + White: 40% +
Implement the State Standards for all students at all sites. Programs and services will be provided to train all teaching staff in the ELA/ELD Standards. District will provide all teaching staff professional development in implementation of the State Standards.	Professional Learning Opportunities provided: 2020-21: 64				Implement the State Standards for all students at all sites. Programs and services will be provided to train all teaching staff in the ELA/ELD Standards and enable EL learner to access these standards. District will provide all teaching staff professional development in implementation of the State Standards.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Class Size Reduction	<p>DESCRIPTION: Continue to use resources to maintain current class sizes and leverage adult to student ratios through district signature programs such as elementary art, music, science and physical education programs. The impact of an increased adult to student ratio will be more individual attention, increased participation, and better communication between the instructor and students. Increased individual attention and participation directly benefit and support the needs of district ELL, LI and FY to close the achievement gap.</p> <p>This action includes:</p>	\$9,276,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>3.1.A) District class size support, use of instructional support staff at each elementary site.</p> <p>3.1.B) Impacted/intervention sections 7-12, additional class sections for secondary schools to support implementation of intervention and support programs.</p> <p>3.1.C) Class size reduction for elementary, maintain reduction of class size in grades TK-6 by two students in each grade in 2014-15. Allow flexibility at sites to reduce combination classes.</p> <p>3.1.D) Class size reduction for 7-12, maintain class size reduction by one student in 2014-15 and another 1/2 student in 2019-20. Allowing middle and high schools to add additional sections where needed to improve student academic performance in core subjects.</p> <p>EXPENDITURE NOTE: 3.1.A) \$800,000, 3.1.B) \$1,176,000, 3.1.C) \$4,400,000, 3.1.D) \$2,900,000</p>		
2	Direct Site Support Funding for Resources and Staff Support	<p>DESCRIPTION: Implement programs and resources that target the needs of district ELL, LI and FY. These include extended learning opportunities, site supplemental direct funding, increased staffing allocation and targeted funds at secondary for student academic, social-emotional and safety support. The impact of these programs and funding allows site staff the flexibility to target the resources to meet their unique needs of the students at their school facility.</p> <p>Funding teacher leaders (MS and HS) in the area of supervision of students, supporting student learning opportunities, special education instructional assistants and providing opportunities for teachers to develop ongoing leadership skills by leading important school tasks (testing, survey development, PLC support, wellness programs etc.) Each school will have the flexibility to utilize stipends for teachers in support of students and their safety. Students and staff will benefit from the additional presence and support of teacher leaders in the areas of supervision of events; safety before schools, after school and at lunch; and key event management such as testing, survey, technology support, and site plan development.</p>	\$3,856,634.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>This action includes:</p> <p>3.2.A) Allocate all sites funding to support intervention programs before, during and after school and additional site supplemental funding to target the unique needs of ELL, LI and FY.</p> <p>3.2.B) Elementary Site Support TOSA/assistant principal to provide administrative support and provide increased services for ELL, LI and FY.</p> <p>3.2.C) Increased nurse funding to target the needs of ELL, LI and FY.</p> <p>NEW 3.2.D) Student Support and Safety MS</p> <p>NEW 3.2.E) Student Support and Safety HS</p> <p>NEW 3.2.F) Partnership with Equal Opportunity Schools (EOS)</p> <p>NOT ALL COSTS ARE FINAL</p> <p>EXPENDITURE NOTE: 3.2.A) \$2,229,055, 3.2.B) \$716,579, 3.2.C) \$451,000, NEW 3.2.D) \$50,000, NEW 3.2.E) \$285,000, NEW 3.2.F) \$125,000</p>		
3	Student accessibility to textbooks and standards-aligned resources	<p>DESCRIPTION:</p> <p>This action will support the purchase and adoption of textbooks to ensure all students are provided an individual textbook or instructional material as well as establish reserves for future purchases as needed. All core textbooks and instructional materials are state-adopted in Kindergarten through 8th grade, and Board approved in grades 9 through 12.</p> <p>This item includes:</p> <p>3.3.A) Textbooks-district level</p> <p>3.3.B) Textbooks-high school</p> <p>3.3.C) Textbook adoptions.</p> <p>EXPENDITURE NOTE: 3.3.A) \$1,000,000, 3.3.B) \$530,000, 3.3.C) \$1,500,000</p>	\$3,030,000.00	No



Action #	Title	Description	Total Funds	Contributing
<b>4</b>	Induction Program	<p><b>DESCRIPTION:</b> Provide assistance to teachers to support their successful development as educators through the Induction program. Reduce Induction fees for new teachers to continue to attract high quality teachers in support of our growing district.</p> <p>This action includes: 3.4.A) Providing assistance to teachers to support their successful development as educators through the Induction program 3.4.B) Reducing Induction fees for new teachers to continue to attract high quality teachers</p> <p>EXPENDITURE NOTE: 3.4.A) \$190,000, 3.4.B) \$100,000</p>	\$290,000.00	No
<b>5</b>	Quality School Facilities	<p><b>DESCRIPTION:</b> Provide funding for schools to innovate their collaborative spaces, media centers, classrooms, STEAM labs, innovative labs, etc., and purchase comprehensive classroom sound systems to ensure equity of instructional environment and materials for all students. Set aside funding for deferred maintenance to maintain facilities in good repair.</p> <p>This action provides: 3.5.A) Innovative furniture 3.5.B) Deferred maintenance</p> <p>EXPENDITURE NOTE: 3.5.A) \$100,000, 3.5.B \$750,000</p>	\$850,000.00	No
<b>6</b>	Career Technical Education Programs	<p><b>DESCRIPTION:</b> The Career Technical Education (CTE) program supports school sites in the development and implementation of standard-based courses in various industry sectors that provide students with authentic learning experiences conducive to long-term college and career success. This includes the development and</p>	\$1,136,878.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>acquisition of learning spaces and industry equipment to support CTE courses. In addition, CTE teachers are exposed to ongoing professional development by business and college professionals. Similarly, students are provided field trip opportunities and exposure to industry professionals in the form of speaking engagements, internships, and mentorships. The impact of the CTE program includes enhancing the district's ability to provide a diverse selection of college and career programs such as Culinary, Engineering, Medical, and Business to all students in order to increase their academic and workforce skill set, while increasing high school graduation rates, college admissions, and overall student engagement.</p> <p>This action provides:  3.6.A) Support for CTE programs and staffing sections at secondary sites.  3.6.B) Maintain district funding for ROP.</p> <p>EXPENDITURE NOTE: 3.6.A) \$200,000 and 3.6.B) \$936,878</p>		

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.29%	19,950,314

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

### Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1, Action 1: Targeted Academic Support Programs-The Prevention and Intervention department will continue to provide supports to school sites in the implementation of a multi-tiered system of support to build site capacity and ensure that students have access to additional more intense supports when they do not master essential learning standards. This also includes support for gifted and advanced learners who need differentiated support to be successful. Providing this academic support in conjunction with strong initial instruction will result in increased numbers of students mastering essential standard as they progress to the next grade level, with principally focused attention on closing the achievement gap for ELL, LI and FY students. This will have direct impact on maintaining very high state assessment results and very high graduation rates for all students targeting identified sub-groups that are not performing with their grade level peers.

Unduplicated students are most likely to need differentiated instruction, evidence-based resources and practices, and additional time in order to achieve at the rigorous levels called for in California.

Standards. Goals, actions and services are principally developed for unduplicated students to create additional learning opportunities, reduced student-to-teacher ratio, enrichment, and support. Supplemental funds have allowed the district to retain, expand and develop new programs that are targeted at unduplicated students first but have a positive impact on all students.

Goal 1, Action 2.B- IUSD Summer School Programs- Continue to expand summer school programs to provide opportunities for students to extend the learning year to increase access and improve achievement. The extended learning year would be provided to targeted students who demonstrate academic deficits in English Language Arts and Math based on benchmark indicators in current content standards. The immediate impact of this action would be to support ELL progress in reaching proficiency, provide continuity of services for students with disabilities with an articulated need for extended year instruction as district staff pilot, research, and implement materials to support ELL

access to the core curriculum and the additional learning time needed. The impact of this action would be increased unduplicated student academic performance over time.

Summer session teaches to the California State Standards and provides students opportunities for remediation, acceleration, English Language development and the opportunity to take enrichment classes. It is a unique opportunity to support students who often have deficits in their experiential background. Researchers (Johns Hopkins, 2007) have found that low-income children tend to improve in reading just as much as their wealthier peers during the school year. The challenge was summertime. During these idle months, the poorer children's reading skills slipped significantly. The researchers found that two-thirds of the ninth grade reading achievement gap could be explained by summer learning loss during the elementary school years. Educators have been aware of the summer slide phenomenon for many years.

Goal 1, Action 3: Positive Student Behavior Programs and Services-The Prevention and Intervention department supports school sites with the implementation of a multi-tiered system of support to build site capacity and ensure that students learn fundamental behavior skills as outlined in their site PBIS plan. In addition, students and teachers are exposed to a variety of resources such as Restorative Practices, Calm Classroom and others. Sites also have access to alternative to suspension program in grades 7-12 and behavioral consult program supporting students with unique behavioral challenges. The impact of these programs includes a selection of resources for teachers to use that meet the learning styles of different students and district-level guidance, coaching, and support as they implement at their site. Successful implementation will result in more connected students who have been taught understand site and district expectations. The outcome will include continued declines in expulsion, suspension, dropout and chronic absenteeism rates, with intervention programs principally focused on underserved subgroups including ELL, LI and FY as well as students with disabilities.

Multi-Tiered System of Behavioral and Social-emotional Supports district-wide and increased Counseling Services which will serve as a component in the 3-tiered system. The Statewide initiative on scaling up MTSS is based on extensive research and will serve as a resource in the development of a systemic plan designed to address student academic, behavioral, and social-emotional needs. Having a system of positive behavioral supports (PBIS) and interventions is critical to meeting the needs of our unduplicated students and increasing student engagement. The development of mental wellness programs, linkage to community resources and professional learning provide a new level of social-emotional support for our students

Goal 1, Action 4: Mental Wellness Support - IUSD will continue to build mental wellness support at the district and site level to respond to student needs based on the CHKS and the Annual Survey. The immediate impact of this action would be to 1.4.A) Site-based Guidance Assistants (elementary) and Project Success (high school), 1.4.B) Wellness Coordinators, placed at middle schools, high schools and the Irvine Family Resource Center, 1.4.C) Counselors, and 1.4.D) Elementary Resource Counseling Specialists. The impact of this action would be reduced suspensions, increased attendance, positive impact on survey results, students exhibiting more resilient behaviors, and increased student academic performance over time. Although service support is provided to all students, the support allocation model is based on number of LI and ELL to increase amount of support provided in alignment with numbers of underserved students at school sites. The additional services provide greater benefit to our LI, ELL and FY services based on local data that highlights that these students are facing greater challenges.

Goal 1, Action 5: Materials, Programs and Staff Targeting ELL, LI, and FY-IUSD continues to research, pilot, and provide supplemental resources and instructional programs that ensure access and equity for ELL, LI and FY to all learning opportunities. Materials and supplemental programs provide 1) culturally responsive teaching and learning strategies, 2) integration of academic language and literacy standards across content areas, 3) targeted skill development, 4) scaffolds for differentiation - content, process, and products, 5) appropriate formative and summative assessments for monitoring/assessing student progress, and 6) parent and family engagement activities that support learning at home.

District TOSAs and Site EL Coordinators continue to provide IUSD teachers and instructional support staff with coaching and professional learning opportunities for developing best instructional practices in meeting the needs of ELL and immigrant students. District facilitated cross-curricular PLC team collaboration focuses specifically on the use of research-based strategies and supplemental materials that facilitate and improve 1) student attainment of English language proficiency and 2) development of the academic language/literacy skills needed across the curricular areas.

Professional learning ensures the development of integrated programs, the replication of best instructional practices for differentiation and sheltered instruction, common formative assessments, and monitoring of student progress towards language fluency/proficiency and content knowledge development.

Paraprofessionals continue to be assigned to classrooms as well as intersession and extended learning programs to provide supplemental instructional support for English learners, low income and foster youth to increase performance on local and state assessments. Training opportunities for bilingual staff focus on the strategies needed to assist students in the classroom. This action includes:

- 1.5.A) Implement materials focused on ELL access to core curriculum
- 1.5.B) Reading intervention software targeting at-risk students
- 1.5.C) Support needs of homeless/McKinney-Vento students
- 1.5.D) Increased parent involvement classes/communication
- 1.5.E) ELL Program administration and staff
- 1.5.F) Student Support Services Admin/support staff
- 1.5.G) Prevention and Intervention administration and support staff
- 1.5.H) Clustering ELL
- 1.5.I) Partnership with Equal Opportunity Schools (EOS)

Goal 1, Action 6: Parent Engagement Programs and Services- IUSD continues to provide multiple ways for parents/guardians of IUSD students, especially Title I, ELL and immigrant students, to be involved in the work of the school and the learning of their children. Through the Irvine Parent Education Programs (IPEP) seminars, workshops and course offerings coordinated through multiple district level departments, parents/guardians access district and community resources, develop an understanding of the learning process, learn and practice effective strategies that support student learning and wellness at home, establish home/school connections, and become active participants of the learning community (volunteers, committee members). Training opportunities for bilingual staff focus on the development of skills needed to facilitate parent courses and family engagement activities. Parent and family activities facilitated by certificated and bilingual classified employees ensure access to community programs, parent education courses, and support programs for immigrant parents.

Parent Notification: IUSD continues to utilize the messaging system, Parent Portal, and the district website to provide readily available information about activities, programs and services, graduation requirements, identification and reclassification procedures, and student assessment, program placement, and achievement results. IUSD has established a district-wide team of in-house interpreters who provide assistance and support in multiple languages, enhancing effective home/school communication our linguistically diverse learning. This action includes:

1.6.A) Provide site and district-based parent education

1.6.B) Parent involvement translation/interpretation.

Goal 2, Action 1: Professional Learning-The district will continue to provide ongoing professional development for all teachers in the implementation of the Common Core State Standards through district and site-based professional learning. The current focus is on strengthening our Professional Learning Communities through implementation of The Learning Cycle and using data to make instructional decisions.

Professional Learning to continue to build capacity among all staff in PLCs, implementation of the California State Standards, targeted interventions, integration of ELA and ELD standards and additional professional learning opportunities. District TOSAs and curriculum mentors assist in developing and providing these services.

2.1.A) professional learning opportunities for Common Core

Goal 2, Action 2: PLCs-The district will continue to fund and train part-time PLC facilitator coach(es) at each school to support the development of Professional

Learning Communities, including using common assessment data to improve instruction. Release days will be provided for site based Professional Learning Communities to meet as a team to

engage in the work of increasing instructional effectiveness and student learning, which will be evidenced by increased academic performance by students in all subgroups. The current focus is on strengthening our Professional Learning Communities through implementation of The Learning Cycle and using data to make instructional decisions. Professional Learning to continue to build capacity among all staff in Professional Learning Communities (PLC), implementation of the California State Standards, targeted interventions, integration of ELA and ELD standards and additional professional learning opportunities. District TOSAs and curriculum mentors assist in developing and providing these services. This action includes:

2.2.A) funding part-time facilitator coaches at each site to develop Professional Learning Communities

2.2.B) providing three teacher release days each year to meet as a Professional Learning Community.

Goal 3, Action 1: Class Size Reduction- the district will continue to use resources to maintain current class sizes and leverage adult to student ratios through district signature programs such as elementary art, music, science and physical education programs. The Impact of increased adult to student ratio results in more individual attention, increased participation, and better communication between the instructor and students. Increased individual attention and participation directly benefit and support the needs of district English learners (EL) low income (LI) and foster youth (FY) to increase performance on local and state assessments and close the achievement gap.

Class-size reduction and the ability for districts to increase the number of adults supporting the education process of each student has a positive impact on student performance. Research shows:

- Smaller classes in the early grades (K-3) can boost student academic achievement
- Minority and low-income students show even greater gains when placed in small classes in the primary grades
- The experience and preparation of teachers is a critical factor in the success or failure of class-size reduction programs
- Supports, such as professional development for teachers and a rigorous curriculum, enhance the effect of reduced class size on academic achievement

To further support unduplicated students, support staff has been hired to impact instruction. Instructional aides reduce the class size adult-to-student ratio and allow teachers the opportunity to provide targeted instruction, have support with RTI and small group intervention.

3.1.A) District class size support, use of instructional support staff at each elementary site.

3.1.B) Impacted/intervention sections 7-12, additional class sections for secondary schools to support implementation of intervention and support programs.

3.1.C) Class size reduction for elementary, maintain reduction of class size in grades TK-6 by two students in each grade in 14-15. Allow flexibility at sites to reduce combination classes.

3.1.D) Class size reduction for 7-12, maintain class size reduction by one student in 14-15 and another 1/2 student in 19-20. Allowing middle and high schools to add additional sections where needed to improve student academic performance in core subjects.

Goal 3, Action 2: Direct Site Support Funding for Resources and Staff Support-Implement programs and resources that target the needs of district ELL, LI and FY. These include extended learning opportunities, site supplemental direct funding, increased staffing allocation and targeted funds at secondary for student academic, social emotional and safety support. The impact of these programs and funding allows site staff the flexibility to target the resources to meet their unique needs of the students at their school facility.

This action includes:

3.2.A Allocate all sites funding to support intervention programs before, during and after school and additional site supplemental funding to target the unique needs of ELL, LI and FY.

3.2.B: Elementary Site Support TOSA/assistant principal to provide administrative support and provide increased services for ELL, LI and FY.

3.2.C Increased nurse funding to target the needs of ELL, LI and FY.

3.2.D: Student Support and Safety Middle School

3.2.E: Student Support and Safety High School

Funding teacher leaders (MS and HS) in the area of supervision of students, supporting: student learning opportunities, special education instructional assistants and providing opportunities for teachers to develop ongoing leadership skills by leading important school tasks (testing, survey development, PLC support, wellness programs etc.) Each school will have the flexibility to utilize stipends for teachers in support of students and their safety. Students and staff will benefit from the additional presence and support of teacher leaders in the areas of supervision of events; safety before schools, after school and at lunch; and key event management such as testing, survey, technology support, and site plan development.



A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The Irvine Unified School District's (IUSD) Unduplicated Pupil Percentage projected for 2021-22 is 30.15%. Part of the increase is due to "direct certification" in our Free and Reduced Lunch program meal eligibility procedures. IUSD will be utilizing supplemental funds LEA-wide, ensuring all students are College and Career ready through full implementation of the California State Standards, integration of technology and instructional resources, cultivation of a safe and nurturing school climate and strong relationships with parents, teachers, staff and other stakeholders. Unduplicated students are most likely to need differentiated instruction, evidence based resources and practices, and additional time in order to achieve at the level called for in the California State Standards. Goals, actions and services are principally developed for unduplicated students to create additional learning opportunities, reduced student-to-teacher ratio, enrichment, and support. Supplemental funds have allowed the district to retain, expand and develop new programs that are targeted at unduplicated students but have a positive impact on all students.

The actions and services developed in the IUSD LCAP will be principally directed toward unduplicated student groups through Supplemental funding for the 2021-22 LCAP including the following continuing actions and new actions:

#### A. SUPPORT FOR ENGLISH LANGUAGE LEARNERS:

English learners face the challenges of acquiring English and developing academic literacy and language skills at the same time they are expected to master rigorous grade level standards across the content areas. English learners receive integrated and designated ELD instruction as well as, appropriate levels of support to ensure adequate progress in achieving English Language Proficiency and meeting grade level expectations for achievement. Reclassification of English learners to Fluent English Proficient is a priority for staff, parents, and students. Parents and students are informed of the reclassification criteria at the time of initial identification and annually until criteria for reclassification eligibility are met. Our Language Development Programs department provides a robust offering of research-based programs and services for parents, staff, and students.

LeMoine, Noma R. and Soto, Ivannia (2017) Academic Language Mastery: Culture in Context.

Calderon, Margarita and Soto, Ivannia (2017) Academic Language Mastery: Vocabulary in Context,

Freeman, David E., Freeman, Yvonne S, and Soto, Ivannia (2017) Academic Language Mastery: Grammar and Syntax in Context

Zwiers, Jeff and Soto, Ivannia (2017) Academic Language Mastery: Conversational Discourse in Context,

California English Language Arts/ English Language Development Framework for California Public Schools Kindergarten Through Grade Twelve, (CDE, 2014)

California English Language Development Standards: Kindergarten Through Grade 12 (CDE, 2014)

Marzano, Robert J, Pickering, Debra, and Pollock, Jane E. (2001) Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement,

Erkens, Cassandra (2016) Collaborative Common Assessments

Lindsey, Jungwirth, Pahl, and Lindsey (2009) Culturally Proficient Learning Communities

Jensen, Eric (2013) Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement,

Archer, Anita L., Hughes, Charles A. (2011) Explicit Instruction: Effective and Efficient Teaching,

Family Engagement Toolkit, Continuous Improvement Through an Equity Lens (CDE, 2017)

Five Essential Practices to Teach Designated ELD & Integrated ELD into Content, SFUSD Multilingual Pathways Department

Echevarria, J., Vogt, M.E., and Short, D. (2017), Making Content Comprehensible for English Language Learners: The SIOP Model,

PTA National Standards for Family-School Partnerships

Epstein, Joyce L., et.al (2008) School, Family, and Community Partnerships: Your Handbook for Action,  
Strategies for Connecting Content & Language for English Language Learners, Shell Education (2017)

#### ACTIONS:

1.5.A: Implement materials to support ELL access to the core curriculum.

1.5.D Parent involvement opportunities targeting ELL families.

1.5.E: Language Development Programs administration and support staff

1.5.H: Clustering of English Language Learners in a structured ELL environment at their home school in a traditional classroom.

1.6.A Parent education opportunities targeting ELL families.

1.6.B Translation services, parent liaisons, bilingual aides targeting ELL families

3.2.A: Supplemental funding to sites: ELL at \$325 and Low Income at \$40.

#### B. PROFESSIONAL LEARNING:

Professional Learning to continue to build capacity among all staff in Professional Learning Communities (PLC), implementation of the California State Standards, targeted interventions, integration of ELA and ELD standards and additional professional learning opportunities.

District TOSAs and curriculum mentors assist in developing and providing these services.

Kanold, Tim (2017) Heart: Fully Forming Your Professional Life as a Teacher and Leader.

Hattie, J. (2009) Visible Learning, A Synthesis of over 800 Meta-Analyses Relating to Achievement.

Dufour, R. & Marzano, R. (2011) Leaders of Learning.

Erkens, C. (2016) Collaborative Common Assessments.

Erkens, C. & Twadall, E. (2012) Leading by Design: An Action Framework for PLC at Work Leaders.

Dweck, C. (2006) Mindset: The New Psychology of Success.

Fullan, M. (2011) Change Leader: Learning to do What Matters Most.

#### ACTIONS:

2.1.A: Professional learning opportunities ensuring access and equity for ELL, LI and FY.

1.3.A: District-level Curriculum TOSAs. (BASE)

2.2.A: Fund part-time facilitator coaches at each site to develop Professional Learning Communities.

2.2.B: Teacher release days to meet as PLC.

2.3.A: Release time for secondary teachers to cultivate materials, assessments, and other support resources. (BASE)

2.3.B: Stipends for mentor teachers. (BASE)

2.3.C: Education Technology TOSAs (BASE)

#### C. INSTRUCTIONAL ENVIRONMENT AND MATERIALS:

2.7.A: Student curriculum, assessment materials, teacher online student goal resources and technology tools. (Special Education students) (BASE)

2.4.C: Online intervention support for reading K-12. (Lexia and Read 180)

3.5.A: Provide funding for schools to innovate their collaborative spaces, media centers, classrooms, STEAM labs, innovative labs, etc.

#### D. CLASS-SIZE REDUCTION; ADULT TO STUDENT RATIO AND SUPPORT STAFF

Class-size reduction and the ability for districts to increase the number of adults supporting the education process of each student has a positive impact on student performance. Research shows:

Smaller classes in the early grades (K-3) can boost student academic achievement

Minority and low-income students show even greater gains when placed in small classes in the primary grades

The experience and preparation of teachers is a critical factor in the success or failure of class-size reduction programs

Supports, such as professional development for teachers and a rigorous curriculum, enhance the effect of reduced class size on academic achievement

To further support unduplicated students, support staff has been hired to impact instruction. Instructional aides reduce the class size adult-to-student ratio and allow teachers the opportunity to provide targeted instruction, have support with RTI and small group intervention.

PE Support Staff provide students with physical education opportunities that promote a healthy lifestyle. According to the CDC, "Students who are physically active tend to have better grades, school attendance, cognitive performance, and classroom behaviors".

Harfitt, G., (2015) Class-Size Reduction, Key Insights from Secondary School Classrooms.

Mathis, W., (2016) The Effectiveness of Class-Size Reduction.

The Center For Public Education research

National Education Association, "Class-Size Reduction: A Proven Reform Strategy"

Buffum, A., Mattos, M., Weber, C. (2009) Pyramid Response to Intervention.

The National Center for Chronic Disease Prevention and Health Promotion (CDC) clearly communicates the evidence link between physical activity and academic achievement.

#### ACTIONS:

3.1.A: Classroom aides at each elementary site

3.1.B Additional sections at secondary sites.

2.6.A: Elementary PE paraprofessionals (BASE)

3.2.B: Elementary Site Support TOSA to provide administrative support and provide increased services for unduplicated students. (EL, LI and FY)

3.1.C: Class size reduction Elementary: Maintain reduction of class size in grades TK-6 by two students in each grade in 14-15. Allow flexibility at sites to reduce combination classes. (TK-K = 31; Grades 1-3 = 30; Grades 4-6 = 33)

3.1.D: Secondary class size reduction

#### E. MULTI-TIERED SYSTEM OF SUPPORTS

Multi-Tiered System of Behavioral and Social-emotional Supports district-wide and increased Counseling Services which will serve as a component in the 3-tiered system. The Statewide initiative on scaling up MTSS is based on extensive research and will serve as a resource in the development of a systemic plan designed to address student academic, behavioral, and social-emotional needs. Having a system of positive behavioral supports (PBIS) and interventions is critical to meeting the needs of our unduplicated students and increasing student

engagement. The development of mental wellness programs, linkage to community resources and professional learning provide a new level of social-emotional support for our students.

Sugai, G., & Horner, R. (2006) A Promising Approach for Expanding and Sustaining Schoolwide Positive Behavior Support.

Tomlinson, C.A. (1999) The Differentiated Classroom: Responding to the Needs of all Learners.

“Gateway to Success” program training: Alhambra Unified School District.

UCLA Center for School Mental Health: (Website)

Stroul, B. A & Blau, G. M. (Eds.) (2008) The System of Care Handbook: Transforming Mental Health Services for Children, Youth and Families.

#### ACTIONS:

##### Academic:

3.2.A: Site funding for intervention programs.

1.2.B: Host K-6 summer school for struggling students--targeting our EL learners, low income and foster youth. (Extended learning K-6 Summer School)

1.5.F: Student Support Services administration and support staff.

1.4.C: 450:1 Counseling ratio.

3.2.C: Increased nursing clerk staff to provide increased services for unduplicated students. (EL, LI and FY)

1.1.A: Intervention Psychologists and site-based Intervention Lead Teachers.

3.1.B: Additional secondary sections to support intervention.

##### Behavioral:

1.4.C: 450:1 Counseling ratio.

##### Social-Emotional:

1.5.G: Prevention and Intervention administration and support staff.

1.4.B: Wellness Coordinators

1.4.A: Project Success and Guidance Assistant staff to support wellness at sites.

1.4.C: 450:1 Counseling ratio.

1.4.D: Elementary Resource Counselors.

#### F. TECHNOLOGY:

Many in the Ed-Tech field see new technologies as powerful tools to help schools meet the needs of ever more diverse student populations. The idea that digital devices, software, and learning platforms offer an array of options for tailoring education to each individual student's unique academic strengths and weaknesses, interests and motivations, personal preferences, and optimal pace of learning. Technology has the ability to engage students in the learning process and provide a more relevant hands-on learning environment that can connect school site and home learning opportunities.

#### ACTIONS:

2.4.A: Technology matching program and resources to manage and repair technology. (BASE)

2.4.B: Technology maintenance fund.(BASE)

#### G. SUMMER SCHOOL PROGRAMS:

Summer session is aligned to the California State Standards and provides students opportunities for remediation, acceleration, English Language development and the opportunity to take enrichment classes. It is a unique opportunity to support students who often have deficits in their experiential background. Researchers (John Hopkins, 2007) have found that low-income children tend to improve in reading just as much as their wealthier peers during the school year. The problem was summertime. During those three idle months, the poorer children's reading skills slipped significantly. The researchers found that two-thirds of the ninth grade reading achievement gap could be explained by summer learning loss during the elementary school years. Educators have been aware of the summer slide phenomenon for many years.

#### ACTIONS:

1.2.A: Host 9-12 summer school programs. (BASE)

1.2.B: Elementary Summer School (BASE)

1.2.C: Funding for Summer Athletic Camps. (BASE)

#### H. Non-Traditional Learning Environments:

The following programs are available to all students but consistently serve our unduplicated student groups. The availability of supplemental funds has allowed IUSD to staff these programs with a reduced student-to-teacher ratio and expand these programs to target the needs of all students including English Language Learners, low-income and foster youth.

#### ACTIONS:

3.6.B: Maintain Regional Occupational Programs.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$34,947,169.00		\$550,000.00		\$35,497,169.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$29,759,169.00	\$5,738,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Targeted Academic Support Programs	\$384,000.00				\$384,000.00
1	2	All	IUSD Summer School Programs	\$230,000.00				\$230,000.00
1	3	English Learners Foster Youth Low Income	Positive Student Behavior Programs and Services	\$574,000.00				\$574,000.00
1	4	English Learners Foster Youth Low Income	Student Mental Health and Social Emotional Learning Services	\$4,177,000.00		\$250,000.00		\$4,427,000.00
1	5	English Learners Foster Youth Low Income	Materials, Programs and Staff Targeting English Learners, Low-Income and Foster Youth	\$2,580,159.00				\$2,580,159.00
1	6	English Learners Foster Youth Low Income	Parent Engagement Programs and Services	\$507,015.00				\$507,015.00
1	7	All	Optimistic Advantage	\$100,000.00				\$100,000.00
2	1	English Learners Foster Youth Low Income	Professional Learning	\$516,483.00				\$516,483.00
2	2	English Learners Foster Youth Low Income	Professional Learning Communities (PLCs)	\$2,092,000.00				\$2,092,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	All	Teachers on Special Assignment (TOSAs) and Mentors	\$2,890,000.00				\$2,890,000.00
2	4	All	Technology Programs and Resources	\$1,330,000.00				\$1,330,000.00
2	5	All	Art, Music and Science Programs and Staff	\$402,000.00				\$402,000.00
2	6	All	Physical Education and Secondary Athletic Program Support	\$600,000.00		\$300,000.00		\$900,000.00
2	7	Students with Disabilities	Special Education Support Programs	\$125,000.00				\$125,000.00
3	1	English Learners Foster Youth Low Income	Class Size Reduction	\$9,276,000.00				\$9,276,000.00
3	2	English Learners Foster Youth Low Income	Direct Site Support Funding for Resources and Staff Support	\$3,856,634.00				\$3,856,634.00
3	3	All	Student accessibility to textbooks and standards-aligned resources	\$3,030,000.00				\$3,030,000.00
3	4	All	Induction Program	\$290,000.00				\$290,000.00
3	5	All	Quality School Facilities	\$850,000.00				\$850,000.00
3	6	All secondary	Career Technical Education Programs	\$1,136,878.00				\$1,136,878.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$23,963,291.00	\$24,213,291.00
<b>LEA-wide Total:</b>	\$23,963,291.00	\$24,213,291.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Targeted Academic Support Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$384,000.00	\$384,000.00
1	3	Positive Student Behavior Programs and Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$574,000.00	\$574,000.00
1	4	Student Mental Health and Social Emotional Learning Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,177,000.00	\$4,427,000.00
1	5	Materials, Programs and Staff Targeting English Learners, Low-Income and Foster Youth	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,580,159.00	\$2,580,159.00
1	6	Parent Engagement Programs and Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$507,015.00	\$507,015.00
2	1	Professional Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$516,483.00	\$516,483.00
2	2	Professional Learning Communities (PLCs)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,092,000.00	\$2,092,000.00



Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	1	Class Size Reduction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$9,276,000.00	\$9,276,000.00
3	2	Direct Site Support Funding for Resources and Staff Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,856,634.00	\$3,856,634.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.



**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

### **Goal Analysis:**

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students**

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55%:*** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55%:*** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.



# Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

## LEA Name

Irvine Unified School District

## CDS Code:

30736500000000

## Link to the LCAP:

*(optional)*

## For which ESSA programs apply to your LEA?

Choose From:

### TITLE I, PART A

Improving Basic Programs Operated by  
State and Local Educational Agencies

### TITLE II, PART A

Supporting Effective Instruction

### TITLE III, PART A

Language Instruction for English Learners  
and Immigrant Students

### TITLE IV, PART A

Student Support and Academic  
Enrichment Grants

*(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

*In the following pages, ONLY complete the sections for the corresponding programs.*

## Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The IUSD Local Control and Accountability Plan (LCAP) focuses on three goals:

1. Create a positive school climate and system of support for student personal and academic growth
2. Ensure all students attain proficiency in state standards and local assessments through access to rigorous and relevant learning tools, resources, and skills for all staff and students.
3. Address barriers limiting student participation in programs and provide equity in allocation of resources

The IUSD has a number of broad actions in the LCAP that enhance the educational experience for all students such as summer school programs, teacher mentors and TOSAs, signature elementary music, art, science and P.E. programs, technology rich environments, online/blended learning and college and career readiness programs. In addition, a number of actions are principally directed towards English learners and low-income students including initiatives focused on implementation of Professional Learning Communities (PLC), Multi-Tiered System of Support (MTSS), and health and wellness.

IUSD strategy for using federal funds is to increase low-income, foster youth and English learner student performance to the proficiency level. IUSD has focused Title I monies to the elementary and middle school sites with a focus on literacy and numeracy as a preventative measure. IUSD data reveals that the gap between low-income students and their counterparts begins at the elementary level. Federal funds provide supplemental funding to elementary and middle school sites with the highest percentage of low-income students. The district allocates over 85% of funding to sites and centralizes services such as Title I district-level staff and funds to support homeless students, transportation, parent engagement and professional learning.

Title II funding is targeted to release teachers for development of PLCs. This high-priority initiative is identified in several actions in the LCAP to train teachers on best practices to cultivate a positive learning environment and differentiating instruction to ensure all students meet the state standards and local assessments.

Title III funds are centralized to provide direct support to school sites and ELL students through professional learning, ELD summer school, site-based instructional assistants and parent outreach and engagement. The IUSD English learner program has been successful in closing the performance gap. IUSD plans to continue the current plan of having strong newcomer supports along with targeted supports to prevent long-term learners at the middle and high school levels. Title I, II and III funding are all used together to support immigrant and English-learner programs.

During the 2019-20 year, the School Plan for Student Achievement (SPSA) process was updated to align with the LCAP process. All sites completed a School Plan for Student Achievement (SPSA) needs assessment that identifies how their site will target and support English learner and low-income populations. In addition, Title I sites have completed an in-depth Comprehensive Needs Assessment and Title III funded sites have completed an English Learner subgroup Self-Assessment.

Federal funds are distributed and expended according to federal regulations and guidelines. The district and individual school sites determine use of Federal funding to align with the priority areas outlined in the district LCAP and site SPSA plans. Different stakeholder groups have opportunities to provide feedback through the Annual Survey, LCAP meetings and surveys, BrightBytes survey, board meetings, School Site Council (SSC), District English Learner Advisory Committee (DELAC), and Parent Teacher Association (PTA). The site SPSAs are reviewed by the district for alignment with the LCAP and individual purchase orders using federal funds are reviewed by district staff to ensure compliance and alignment with district initiatives.

Irvine Unified School District has not elected to transfer any funds from their original allocation.

Private school consultation was offered to eligible sites for the appropriate funding category. Several that elected to participate in programs engaged in timely consultation.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

IUSD's mission and vision are regularly shared with stakeholders throughout the year on a regular basis through the LCAP, Strategic Initiatives Document, Continuous Improvement Plan and district website and social media communications.

Federal funds are distributed and expended according to federal regulations and guidelines. The district and individual school sites determine use of Federal funding to align with the priority areas outlined in the district LCAP and site SPSA plans. Different stakeholder groups have opportunities to provide feedback through the Annual Survey, LCAP meetings and surveys, BrightBytes survey, board meetings, School Site Council (SSC), District English Learner Advisory Committee (DELAC) and Parent Teacher Association (PTA). The site SPSAs are reviewed by the district for alignment with the LCAP and individual purchase orders using federal funds are reviewed by district staff to ensure compliance and alignment with district initiatives.

District, site and subgroup data as reported through the California Dashboard, DataQuest and local data collections are reviewed regularly to identify key focus areas. Through cabinet and department level meetings, state and federal resources are allocated to address the educational needs of at-risk and underserved students. This information is communicated to principal teams through bi-monthly meetings and communications from district departments to ensure that administrators have a clear understanding of district priorities and expectations for services that sites are providing.

## ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

#### Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

**Career Technical and Work-based Opportunities**

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 ( <i>as applicable</i> )

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

**TITLE II, PART A**

**Title II, Part A Activities**

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

**ESSA Provisions Addressed in the Consolidated Application and Reporting System**

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

**TITLE I, PART A**

**Poverty Criteria**

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The district will use eligibility for free/reduced price meals as the determination for low-income families. Those schools in which the percentage of students eligible for free/reduced price meals is at least as high as the district percentage as a whole will be eligible to receive Title I, Part A funds through the Consolidated Application and Reporting System. The district targets the use of Title I, Part A funds towards early intervention. All elementary, K-8 and middle schools throughout the district are eligible to receive Title I, Part A funds if they meet this criteria.



## ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

### TITLE I, PART A

#### Educator Equity

##### ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

The district will use the following tools to help identify if any disparities exist in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers:

1. District results to the Comparability Report
2. School Accountability Report Card (SARC) indicating if sites have any teacher mis-assignments or vacancies, students without access to standards-aligned materials and safe, clean and functional school facilities.
3. California Dashboard reviewing both state and local indicators to identify student groups that are underperforming compared to their peers.
4. Local indicators to identify student groups that are underperforming compared to their peers.
4. Annual Survey summary information will be used by districts and sites to identify areas of concern or portions of the learning process where student groups are under-performing compared to their peers.

Through an analysis of 2018-19 district data, it was found that Irvine Unified does not have any ineffective or out-of-field teachers, and therefore has no disparities in minority or low-income students being taught at higher rates than other students by an ineffective or out-of-field teacher. Additionally, Irvine Unified does not have a disparity in low-income students being taught at higher rates than other students by inexperienced teachers. A small gap was found in minority students being taught at a higher rate (10.7%) by inexperienced teachers than other students (9.3%), although this gap is smaller than it was in 2017-18. When looking more in-depth at the data, it was observed that 4 recently opened schools in the district (Portola High, Beacon Park K-8, Eastwood Elementary, and Portola Springs Elementary) all have high percentages of inexperienced teachers (27%, 20%, 36%, and 17% respectively), and each of these schools also has a higher than average enrollment of minority students.

Disparities will be addressed through the processes that have been established by the district to support continuous improvement:

1. Continuous Improvement Council
2. District LCAP focusing on improving state identified metrics and district selected metrics for all subgroups.
3. The SPSA is now aligned to the district LCAP and sites develop goals that reflect the performance of all students and specifically identify actions and strategies to support to low-income, English language learner and foster youth.
4. PLCs looking at academic performance for all students.
5. District implementation of MTSS in order to support the academic, behavioral and social-emotional needs of the whole child.
6. Use of Title II, Part A funds to support the professional growth and improvement of all teachers (see Provisions Not Addressed in the LCAP - Title II Part A for details).
7. Irvine Unified has an in-house Induction program and training for beginning teachers that includes in-person training, online content and resources and individual mentoring through an assigned Support Provider (experienced teacher).

## Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

N/A

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

IUSD has a written Parent and Family Engagement policy which was developed by district administrators from Title I and Title III, with input and feedback from the District English Learner Advisory Committee (DELAC) at the October 17, 2018 meeting. Parents and site representatives had the opportunity to provide feedback and comments on the policy. Based on parent and site representative feedback, the policy was revised and submitted to the IUSD Board of Education for final approval on November 13, 2018.

IUSD reserves 1% of the Title I allocation, and distributes 100% of the funds to Title I school sites for use in parent and family engagement activities. IUSD district staff works closely with Title I schools to provide support and technical assistance in building the school's capacity to develop site parent and family engagement policies and in the planning of effective parent and family engagement activities. This occurs through quarterly Title I meetings with district staff and site representatives and on-site consultation. In addition, the district offers an annual workshop on building site parent and family engagement activities and partnerships to all school sites, and participation is required for sites that receive Title I and Title III funds. Title I school sites are required to hold at least one annual meeting for parents and families to explain the Title I program requirements and to provide them information on the curriculum, assessments, standards, etc. Sites are required to, with input from parents, develop and distribute a School/Parent Compact. School sites are encouraged to gather input from the parents and families in their communities to identify flexible meeting times as well as topics of interest for events in order to build parent capacity in supporting their child's education. Title I school sites annually review and evaluate the effectiveness of their parent and family engagement activities, identify barriers, and collaborate with one another on actions and strategies to improve parent participation and engagement.

In addition to the Title I parent and family engagement requirements, IUSD provides multiple ways for parents/guardians of Title I, ELL and immigrant students to be involved in the work of the school and the learning of their children. Through the Irvine Parent Education Programs seminars, workshops, and course offerings, parents and guardians access district and community resources, develop an understanding of the learning process, learn and practice effective strategies that support student learning at home, establish home/school connections, and become active participants of the learning community (volunteers and committee members). IUSD has developed a district-level collaborative involving staff from Language Development Programs, Early Childhood Learning Center, Title I, Homeless/McKinney-Vento and Student Support Services to coordinate programs and communication of programs and events. The district uses a variety of funding resources to braid together a variety of resources, parent education, and parent engagement activities using Title I, Title III and LCAP supplemental funds. IUSD continues to utilize the messaging system, Parent Portal, and the district website to provide readily available information about activities, programs and services, graduation requirements, identification and reclassification procedures, and student assessment, program placement, and achievement results. With the help of the district IT department, Student Support Services departments are designing a more user-friendly website for parents/guardians of students in IUSD. In order to support parents with limited English to have access to the parent notifications and some district-wide resources, IUSD provides translated information in our top 6 languages (Mandarin, Korean, Spanish, Arabic, Farsi and Japanese). The translated information is available on the district website and on a Language Development Programs Community Resources website.

To meet the requirements of stakeholder engagement as part of the LCAP process, the state has identified two key stakeholder groups to represent the needs of our supplemental populations. The District English Learner Advisory Committee (DELAC) represents our English learners and Irvine Unified Council Parent Teacher Association (IUCPTA) represents our low income and foster youth. In addition, the district has a rigorous process for engaging our different stakeholder groups and providing an opportunity for stakeholders to have input on our LCAP process which include:

1. Educating parents during the fall about the Local Control Funding Formula (LCFF) and the LCAP
2. Engaging stakeholders at site and district meetings during Fall 2020
  - Learning Continuity Plan stakeholder feedback: September 2020
  - Annual Survey, January 2021 participation: 1,892 staff, 6,446 parents, and 20,234 students
3. Reflect on draft LCAP actions, Spring LCAP Investment Survey April 2021: 1,157 staff, 328 parents and 118 students
4. During the approval process, stakeholders have the opportunity to participate in board meeting hearings

(See more detailed information on stakeholder engagement in the IUSD LCAP.)

1112(b)(3) - IUSD currently has no schools identified for CSI or ATSI. However, if schools are identified, the district will support school sites in completing a data analysis and engaging stakeholder input to determine the causes for identification as a CSI or ATSI site. In addition, the site would review their School Plan for Student Achievement (SPSA) and the previously completed needs assessment to determine the effectiveness of planned actions and, with the support of district staff, revise and/or add new actions to address the identified groups that need additional support. As needed, the district would work with Orange County Department of Education for guidance and support. The final step would be to present the plan with the School Site Council (SSC) for approval and to share the plan with site stakeholders and the district.

See LCAP Actions:

1.5.E: Language Development Programs administration and support staff

1.5.D: Parent involvement by subgroup

1.6.A: Parent education

1.6.B: Parent support for translations, parent liaison

### **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

N/A

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

All IUSD school sites that receive Title I funds operate as a Schoolwide Program. There are no Targeted Support Programs in IUSD. Based on a recommendation from their School Site Councils (SSC) and approval from the IUSD Board of Education, all Title I schools have applied for and received a waiver from CDE to operate as a School-wide Program. As Title I sites develop their School Plan for Student Achievement (SPSA), they are required to conduct a comprehensive needs assessment with the input of key stakeholders, including an analysis of the academic achievement of all students at the site, with a particular focus on students who are failing, or at-risk of failing, to meet state academic standards. Based on the results of the comprehensive needs assessment, sites identify actions and strategies that they will implement in order to provide a well-rounded education to all students at the site, with a focus on increasing opportunities for students identified as struggling to meet state academic standards. For example, sites may use funds for creating opportunities during the day or in extended learning to target the specific instructional needs of struggling students, selecting and implementing evidence-based intervention programs, or the hiring of instructional support staff (e.g., Intervention Teachers, Instructional Assistants). Within the SPSA, sites specify the specific actions and strategies that are supported through the use of Title I funds. The SPSA is developed with input from key stakeholders and approved by the SSC. School sites are required to conduct an annual review, with input from SSC, of their SPSA using updated student data to evaluate the overall fidelity of their plan and the effectiveness of strategies and actions in supporting students to meet the state academic standards.

In order to monitor the School-wide Program at IUSD sites, IUSD district staff work closely with Title I school sites to ensure that they have met the requirements of a Title I School-wide Program. District staff provide support and technical assistance to school sites in developing their Title I programs through quarterly meetings and on-site consultation/coaching support. At the quarterly meetings, district staff facilitate discussions around identified site needs, implementing best practices for developing supports, and providing high-quality instruction and intervention to struggling students. The district monitors and collects all required documents to meet Federal and State requirements on an annual basis. The SSC is actively involved in providing guidance and input into how the School-wide Program is developed and implemented at the school site. The SSC also has input into the School Plan for Student Achievement (SPSA) and reviews the SPSA Annual Update and the site Title I SPSA addendum.

See LCAP Actions:

- 1.1.A District Intervention psychologists to support intervention
- 1.2 Support for EL progress in reaching proficiency
- 1.3 PBIS Intervention support for ELL
- 1.4 Student mental health and social-emotional learning
- 1.5 Materials, Programs, and staff targeting ELL, LI, and FY
- 1.6 Parent Engagement Programs and Services
- 2.1 Professional development to support access and equity for ELL
- 3.1 Class size reduction
- 3.2 Direct site support funding for resources

## **Homeless Children and Youth Services**

### **ESSA SECTION 1112(b)(6)**

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

IUSD has developed and approved a district policy and administrative regulations on the Education for Homeless Children in which the district ensures that homeless children are not segregated or stigmatized. District administrative regulations ensure that placement decision for homeless students be based on the student's best interests. To enhance school stability, homeless children are placed in their school of origin, except when parents requests otherwise. Students may continue attending the school of origin for the duration of the homelessness and until the end of any academic year in which the student moves into permanent housing. District policies also ensure immediate enrollment, the right to participate in any school activities, and access to comparable services to those of other students. In the event of a dispute regarding school selection and enrollment, the district has a McKinney-Vento Homeless Education Dispute Resolution Process in place.

In addition, homeless children have the right to receive full or partial credits for all work satisfactorily completed before transferring schools. When partial credit is awarded in a particular course, the student shall be enrolled in the same or equivalent course, if applicable, to complete the entire course. In addition, when a homeless student transfers schools any time after the completion of the student's second year of high school, the student may be exempt from coursework/requirements that are in addition to statewide requirements, unless the student is reasonably able to complete the requirements by the end of their fourth year of high school.

To ensure homeless students are supported, a presentation is provided to site staff annually regarding enrollment, supports for homeless students, as well as the homeless liaison's responsibilities. District policy and administrative regulations outline the role and responsibilities of the district liaison, which includes ensuring that:

1. Homeless students are identified by parent report, school personnel and through coordination activities with other entities and agencies
2. Homeless student enroll in and have a full and equal opportunity to succeed in district schools
3. Homeless families and students receive educational services for which they are eligible
4. Parents/guardians are informed of the education-related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children
5. Notice of the educational rights of homeless children is disseminated at places where children receive services, such as schools, shelters, and support agencies
6. Enrollment disputes are mediated in accordance with law, board policy, and administrative regulation
7. Parents/guardians are informed of all transportation services

IUSD uses Title I, Part A funds to support homeless children and youth through the funding of clerical support, transportation, and school supplies (e.g., backpacks); funds have not been used to purchase equipment of \$500 or more.

See LCAP Actions:

- 1.5.C: Support needs of homeless/McKinney-Vento students
- 1.5.F: Student Support Services administration and support staff
- 1.5.G: Prevention and Intervention administration and support staff

## Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

N/A

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

Although the district does not use Title I, Part A funds to support, coordinate, and integrate services for the transition of students, IUSD does facilitate effective transitions for students from early childhood education through postsecondary education in the following ways:

#### Early Childhood to Elementary Transitions

Each year, IUSD's Early Childhood Learning Center (ECLC) transitions approximately 400 students into Transitional Kindergarten (TK) or Kindergarten (K) programs located in one of IUSD's elementary schools. The preparation process is multi-faceted, involving parents, students, and receiving and sending school teams.

ECLC preschool teachers visit IUSD TK and K programs in the fall and spring each year to gather data on programming, class schedules, and instructional practices. This information is used to inform preschool instructional planning to support the development of the foundational skills necessary for school success in TK/K and beyond. In the spring each year, TK and K instructional teams visit ECLC to learn more about the learning environments students will be transitioning from to support the implementation of accommodations and promote smooth transitions for all students. Additional planning and preparation for Special Education and at-risk students occur throughout the school year by both sending and receiving school teams.

Starting in January each year, parent information nights are held throughout IUSD to facilitate family access to information that supports smooth transitions for all students. A parent information night, hosted by ECLC, is held annually in January to share relevant and procedural information that supports smooth transitions for families and students. IUSD departments represented in the parent information night include the Language Development Department, Transitional and Kindergarten programs, Special Education, and Student Services. In February, parent education workshops are conducted at ECLC with a focus on "Preparing for the Transition to TK/K" to build parent knowledge around best practices that support student readiness. In February, IUSD hosts a parent information night on Transitional Kindergarten at one of the 25 Elementary school sites. In March, each Elementary school hosts a Kindergarten round-up event to inform families about school-specific Kindergarten information. In May of each year, the Language Development Department hosts a parent information meeting regarding IUSD programming and supports. Each summer, IPSF hosts summer enrichment opportunities for incoming TK/K students through their Jump Start Kindergarten program.

In collaboration with the Children and Families Commission of Orange County (First 5 OC) and the City of Irvine Child Care Coordination Office; IUSD's hosts the Pre K - Kindergarten Articulation Committee three times throughout the year. The team is comprised of IUSD TK or K teachers from each of the elementary schools and preschool teachers or directors from ECLC and private programs throughout the city of Irvine. The goal is to provide an opportunity to network, communicate, and learn from one another to support all students and their families in the transition to and throughout school.

ECLC, in partnership with the Children and Families Commission of OC, offers School Readiness Enrichment classes and funds a full-time Early Learning Specialist (ELS) and School Readiness Nurse. The role of the ELS and Nurse includes providing early learning improvement services to local community preschool providers including the IUSD ECLC team, as well as providing coaching supports to IUSD preschool educators and parent education to families.

#### Elementary to Middle School Transitions



Our elementary students transition to middle school from 6th to 7th grade at most of our schools, with the exception of our four K-8 schools, where little transition is necessary as the students stay at the same school. In order to help with transitions our 6th-grade teachers provide transition topics with students in the classroom, especially in the spring of the school year. The 6th-grade classes visit the middle school and see performances or have a tour as part of the transition process. The principals, counselors and some staff from the middle schools also visit the elementary schools to share opportunities that students will have in middle school, and they share registration steps with students and parents, getting them excited about the elective options from which they will choose. In the spring, each middle school hosts a Family Night/Open House in the evening to enable families to further the orientation process. The first day of school on each middle school campus is set aside for 7th graders to orient them to the secondary level setting. This special orientation day for 7th graders involves 8th graders taking leadership roles and welcoming new students. In addition to tours of the school, and meeting each of their teachers, the new 7th grade students are informed of the PBIS practices on each campus, especially teaching the expectations at key places on campus, such as coming to and leaving school, at lunch, during passing periods, in PE, and in classrooms.

Our schools support transitions for special groups of students in addition to the activities and events for all students. Core MTSS middle school staff meets with elementary staff to make plans for transition with students who may be at-risk. Transition meetings for 504 and Special Education students are held at the elementary schools with middle school staff participating. In addition, summer school adds support for students needing additional time for middle school readiness in English Language Arts or mathematics.

#### Middle to High School Transitions

Each spring, our high schools host a Family Night for incoming 9th graders and parents. During this evening, students and parents are introduced to activities and electives that students can participate in, as well as being introduced to overall high school expectations, opportunities, and PBIS practices. After the Family Night kickoff, high school staff (counselors, administrators, and advisors) participate in registration sessions one-on-one to answer questions and work through options with each student and their parent/guardian. Throughout the year, high schools invite students and families to special activities on campus, including drama, music, and sports events. Middle school counselors provide guidance lessons for students in readiness for high school and they also begin the process of career exploration with students. Each high school has a special orientation day for incoming 9th graders before the school year begins. During this day a Link Crew program, or one similar to it, provides a structured event in which new students are supported by Juniors and Senior students who lead activities and then stay connected with smaller groups of the students throughout the school year.

Similar to the transition to middle school, our schools support transitions for special groups of students going into high school as well. Core MTSS staff meets with elementary staff to make plans for transition for at-risk students. Transition meetings are held for 504 and special education students with both middle and high school staff participating alongside parents and students. In addition, summer school adds support for students needing additional time for high school readiness within English Language Arts or mathematics, or by getting a head start with an elective opportunity. Many students also take advantage of summer athletic camps to help acclimate to high school life.

#### High School Transition to Post-secondary and Career

High school students begin their transition through high school and beyond during their 9th grade year with guidance lessons provided by counselors and through resources such as the Naviance program. In the 10th grade year, each sophomore and their parents/guardians has an individual meeting to look at, and refine, their four-year academic plan and to further explore college and career goals. Throughout high school, students have the opportunity to take CTE/ROP courses during the school day, after school, and during the summer. These courses provide a valuable introduction to career opportunities and support the development of industry specific and general professional skills. Specialists at our high schools further this work as our Career Link and College & Career Specialists connect students to jobs and other work-based learning opportunities. PTSA groups on each high school campus help to facilitate career speakers at PTSA meetings or during lunchtime for students. In addition, each year our district holds a College & Career Fair and invites students and families to learn about options available directly from representatives from colleges, the military, and careers, including the opportunities available to them while in high school.

College and career readiness is a constant goal that we share for all IUSD students. In addition to the efforts listed previously, our schools have recently instituted college testing for all students. During the 2019-20 school year, our high schools provided the PSAT or Pre-ACT test to all students in grades 9 – 11. This helps provide an equitable base for all students and provides additional data for students, families, and staff in supporting both college and career goals. Each of our high schools provides additional counseling sessions for families who are in need of support beyond the sophomore counseling and annual registration meetings. Each high school also provides access to college and military representatives on campus, as well college visits and organized trips to colleges, although in-person field trips were not conducted during COVID-19 school closures. High schools also provide college application workshops and informational meetings each year, including help with filling out the FAFSA. Our counselors attend UC, Cal State, and community

college forums each year in order to stay up to date with changes in the college application processes within the different schools. IUSD students regularly access college classes while in high school. They often take a class or two concurrently with their full high school schedule. IUSD has also formed formal agreements with Irvine Valley College and Chapman University to offer dual enrollment courses for our students. During the 2019-20 school year, students were able to access a college academic and career planning counseling course, biotechnology, calculus, a business course, and a math readiness course. Additional courses are being explored and planned as well. These include additional language offerings, business, and communications courses offered through Irvine Valley College. In addition, IUSD will be offering new districtwide CTE pathways in construction technology and health-patient care.

IUSD has been active in developing relationships with community partners, including local universities, colleges, industry and business professionals. Our curriculum leaders have connected with professors and professionals in their specific areas of expertise. This was especially important during our math pathways and science progressions work and included collaboration with IVC, UCI, and Chapman University professors and staff. A CTE Advisory Committee made up of industry partners, post-secondary representatives, students, parents and staff has also been instrumental in providing guidance in the development of our programs as we prepare students for the changing marketplace. IUSD collaborates with the Irvine Chamber of Commerce and has helped to infuse a Financial Forum and an Ethics Forum into our schools. Relationships with local businesses has allowed for the building of opportunities in work-based learning for our students and our staff members. These have included internships, fieldtrips, speakers, and shadowing opportunities.

See LCAP Actions:

1.4.D: Elementary Resource Counselors

3.2.B: Administrative Support

### **Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

While the district does support schools with funding, staffing, and resources used in identifying and serving gifted and talented students and to assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement, IUSD does not use Title I, Part A funds to support these programs.

## **TITLE I, PART D**

### **Description of Program** ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Formal Agreements** ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Comparable Education Program** ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Successful Transitions** ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Educational Needs** ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A



## **Social, Health, and Other Services**

### **ESSA SECTION 1423(6)**

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## **Postsecondary and Workforce Partnerships**

### **ESSA SECTION 1423(7)**

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## **Parent and Family Involvement**

### **ESSA SECTION 1423(8)**

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## **Program Coordination**

### **ESSA SECTION 1423(9–10)**

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## **Probation Officer Coordination**

### **ESSA SECTION 1423(11)**

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## **TITLE II, PART A**

### **Professional Growth and Improvement**

#### **ESSA SECTION 2102(b)(2)(B)**

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Irvine Unified implements a comprehensive system of professional development and improvement for all staff members that includes both required and optional training. Administrators and TOSAs (Teachers On Special Assignment) receive regular training in adult learning theory, principles of effective professional learning delivery and best practices surrounding the planning and assessing of professional development through our monthly Professional Learning Zen meetings. All professional learning throughout the district is continually evaluated through the systematic collection and analysis of the evidence of effectiveness. This evidence includes comprehensive evaluation surveys aligned to our standards of professional practice, presenter anecdotal observation and reflection, follow-up surveys to determine if application of content has occurred, and classroom observation data. This data is analyzed through two processes - by the presenting team to determine the professional learning planning, delivery and implementation were effective for individual events and by district office Professional Learning Communities who analyze the data across multiple events and departments.

Teachers receive a wide array of professional development offerings that are based on experience level, individual need and/or interest and content area or grade level. Irvine Unified offers an in-house Induction program and training for both beginning teachers and administrators that includes in-person training, online content and resources and individual mentoring through an assigned Support Provider (experienced teacher). All teachers regardless of content area or experience receive three full day mandated professional learning days- prior to the start of school, in October and in February. The content for these district-wide, non-student, professional learning days is determined through examination of student achievement data, needs assessment surveys and data collected from previous professional learning offerings. In addition to these district-wide days, all classroom teachers are released for a full day of additional training that is content or grade level-specific. All teachers have access to after-school trainings, the majority of which provide compensation, that provide professional learning across a wide variety of instructional topics, content areas and programs. Many of these trainings provide specific strategies development in leadership skills for teacher leaders at both the district and site levels, including our Professional Learning Communities Facilitator Coach (PLCFC) training which includes approximately 90 teacher leaders.

Both district office administrators and principals are encouraged to attend all teacher professional learning offerings as a means to deepen their instructional leadership knowledge and skill set. Additionally, we offer our in-house Induction program to all beginning administrators as both a means to clear their credential as well as receive additional support in this critical time of transition. District-wide, we require members of the leadership team, both certificated and classified, to attend a year-long training series as part of our Continuous Leadership Academy. After this initial training series, all members of the leadership team participate in leadership coaching groups which are led by peer facilitators and coaches. Before becoming a group coach, administrators participate in two years of coaching training to develop their facilitation skills and coaching pedagogy. Multiple times each year, CLA Boosters are offered to all leadership in order to provide a review of key leadership assets and an opportunity to practice these skills in a supported environment. Participation in the Continuous Leadership Academy ensures that all district leaders receive ongoing leadership skill development throughout their careers. Each summer, our entire leadership team participates in an Administrative Advance which provides an overview of district progress, identifies key focus areas for the coming year, and provides conference-style professional learning offerings focused on leadership issues.

Other district staff also receive regular training and professional development based on their specific role within the district. All instructional classified staff participates in a full day of training during the October district-wide professional learning day to provide a variety of sessions focused on effective instructional and classroom management strategies. Our Irvine Paraprofessional Learning Academy is offered once a trimester after school hours and allows our instructional assistant staff to self-select training sessions and receive compensation for attending. Additionally, each instructional classified staff member has an individual subscription to our online learning program, Master Teacher, that provides over 250 different online self-paced modules available on-demand to all staff. For our non-instructional classified staff members, we offer a modified version of our Continuous Leadership Academy to provide basic leadership skills and strategies for effectively working with and supporting others.

See LCAP Actions:

- 2.1: Professional learning for California State Standards (Foster youth, limited income, English language learners)
- 2.2.B: PLC release days
- 2.3.A: Curriculum and Special Education TOSAs
- 2.3.B: Stipends for teacher mentors for core content standards
- 3.4 Induction Support for teachers

## **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

No IUSD schools are currently identified for program improvement.

If one or more IUSD schools were identified for school improvement, the district would support sites to address unique needs of identified groups that need additional support. District staff would assist sites in reviewing and updating their site needs assessment to ensure that the actions in their SPSAs are targeted to support sub-groups identified for additional support through identification as a CSI or ATSI school. Working with each site and their stakeholders including the School Site Council, the team would make recommended updates to the SPSA that would target the identified needs and design progress monitoring tools.

In addition, the district would support the staff in designing appropriate professional learning for site staff on effective implementation of the selected strategies as they work through their PLCs to implement the strategies, common assessments and progress monitor the implementation. The district would allocate an appropriate proportion of Title II funds and/or district base or supplemental funds to augment the resources available to the site as they address the subgroups needing additional support.

## **Data and Ongoing Consultation to Support Continuous Improvement**

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

At Irvine Unified, we use data and evidence from multiple measures and sources to inform our continuous improvement efforts. At both the site and district level, student achievement data collected from the California Dashboard (when available), CAASPP state assessment results (when available), district assessments and universal screening results are analyzed at the classroom level by grade level or course PLCs, at the school level through School Site Council and English Language Learning Advisory Committee meetings and at the district level during our Educational Services meetings. Additional perceptual and experiential data is collected from student, teacher and other stakeholders through our district Annual Survey. Data from this survey is disaggregated by site and level and then disseminated to schools sites for reflection and analysis. Much of this data is used to develop individual school site Single Plan for Student Achievement as well as to inform our LCAP action items and focus areas.

Irvine Unified regularly engages in consultation with stakeholders to collect feedback and solicit input regarding our progress and to identify areas of need for improvement. Committees such as our District English Learning Advisory Committee (DELAC), our Special Education Advisory Committee, our board-appointed District Advisory Committee and Health Advisory Committees, and our Gifted and Talented Advisory Committee are just a few examples of the groups that meet regularly to receive program information, monitor our progress and performance and to provide feedback regarding program strengths and areas for improvement.

Our Continuous Improvement Council meets multiple times per year to examine student achievement and well-being and to provide guidance directing with a specific instructional focus. The Council, consisting of teachers, principals, district

office administrators, parents and students, engage in a thorough study of our current instructional practice and identify strategies to implement for continuous improvement.

See LCAP Actions:

1.5.G: Prevention and Intervention administration and support staff (MTSS implementation)

2.1: Professional learning for California State Standards (Foster youth, limited income, English language learners)

2.2.A: Part-time facilitator teacher coaches for Professional Learning Communities

2.2.B: PLC release days

## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Teachers are provided professional learning opportunities for developing best instructional practices in meeting the needs of ELL and immigrant students. District-facilitated cross-curricular PLC team collaboration focuses specifically on the use of research-based strategies and supplemental materials that facilitate and improve 1) student attainment of English language proficiency, 2) development of the academic language/literacy skills needed across the curricular areas, and 3) the creation of inclusive learning environments. Professional learning ensures the development of integrated programs, the replication of best instructional practices for differentiation and sheltered instruction, common formative assessments, and monitoring of student progress towards language fluency/proficiency and content knowledge development. Paraprofessionals and parent outreach facilitators are provided professional learning opportunities for developing the strategies needed to assist ELL and immigrant students in the classroom as well as develop the skills needed to facilitate parent seminars and family engagement activities.

#### **Actions and Strategies:**

Provide ongoing professional learning in the design of integrated instructional plans using the Understanding by Design model. Offer specific professional learning opportunities for elementary and secondary level teachers that require them to:

1. Scaffold language instruction to meet the needs of academic language learners, effectively moving them from one level of language proficiency to the next.
2. Engage in the further development and refinement of best practices that include effective SDAIE strategies needed for providing sheltered and differentiated instruction in the mainstream classroom.
3. Develop instructional plans that include the critical standards for language development, measurable learning targets for each standard, and a progression of learning for mastery.
4. Develop an understanding of the correlation between the California State Standards and the CA ELD standards as well as receive guidance for implementation.
5. Develop and implement a comprehensive progress monitoring system for ELL achievement and proficiency.
6. Develop common formative and summative assessments that inform instruction and intervention decisions as well as ensure students do not incur irreparable academic deficits.
7. Utilize additional site PLC collaboration time for data review, analysis of assessment results and discussion of the implications for EL student performance in each part of the assessment.
8. Continue to analyze student equitable access to content and courses, determining how to provide appropriate levels of support and remove artificial barriers so students can participate at higher levels of rigor and complexity.

Provide opportunities for teachers and support staff to participate in professional learning on the establishment of instructional routines, learning strategies, and the use of technology that encourage active student engagement, provide opportunities for authentic academic language use in collaboration with peers, and facilitate interaction with difficult text/content.

Provide training and facilitation needed to replicate parent and family engagement activities at school sites, expanding programs overall district-wide.

#### **See LCAP Actions:**

- 1.5.E: Language Development Programs administration and support staff
- 2.1.A: Professional learning for California State Standards (Foster youth, limited income, English language learners)

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

## **THIS ESSA PROVISION IS ADDRESSED BELOW:**

IUSD continues to develop and provide Intersession Opportunity Programs of various learning designs/options for ELL and immigrant students. Intersession opportunities provide a transitional and extended learning program for EL and immigrant students who are “off cycle” from the IUSD academic year at the time of arrival. For students in grades 9-12, IUSD continues to offer graduation credit recovery in these programs. For students in Grades 1-8, IUSD continues to offer summer programs for academic language and literacy skill development. Site team collaboration and professional learning opportunities provide for and facilitate curriculum development and instructional design for these programs.

Paraprofessionals are assigned to classrooms as well as intersession and extended learning programs to provide supplemental instructional support. Training opportunities for bilingual staff focus on the strategies needed to assist students in the classroom as well as develop the skills needed to facilitate parent courses and family engagement activities. Parent and family activities facilitated by certificated and bilingual classified employees ensure access to community programs, parent education courses, and support programs for immigrant parents.

See LCAP Actions:

3.2.A: Extended learning site supplemental allocation

1.2.B: Extended learning funding K-6 summer school

## **Title III Programs and Activities**

### **ESSA SECTIONS 3116(b)(1)**

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

## **THIS ESSA PROVISION IS ADDRESSED BELOW:**

IUSD instructional programs for English Language Learners are designed to facilitate the rapid attainment of academic language and literacy skills needed to meet the challenging state academic standards in all content areas. Through an integrated program design, ELL and immigrant students engage in a variety of activities that require the authentic practice and application of language skills in the context of developing content specific knowledge (ELA, Math, Science, and Social Science). ELL and immigrant students receive the appropriate level of instructional supports (substantial, moderate, or light) they might require to be successful in the academic and social learning environment of IUSD. Paraprofessionals and co-teaching models are used to reduce student-to-teacher ratios, allowing for more individualized instruction and targeted assistance. Program placement is determined by student performance on the language proficiency assessment, district-wide universal screeners, and/or progress monitoring. District and Site PLC teams meet on a regular basis (3 times yearly) to analyze the effectiveness of the instructional programs and supports for English Language Learners and immigrant students.

General Education Program designs include, but are not limited to:

- Newcomers Program/Structured English Immersion (TK-12) - Recommended placement for emerging/beginning level of English fluency/proficiency; Aligned with ELA/ELD Framework and the California State Standards in ELA and Math, NGSS, and CA ELD Standards; Skill development and grade level mastery with substantial support; Explicit instruction for language acquisition throughout the instructional day (Integrated and Designated ELD); Systematic and intentional use of SDAIE strategies and differentiation
- Mainstream Classrooms with Appropriate Support (TK-12) - Recommended placement for expanding and bridging levels of English fluency/proficiency; Aligned with ELA/ELD Framework and the California State Standards in ELA and Math, NGSS, and CA ELD Standards; Skill development and grade-level mastery with moderate to light support; Explicit instruction for language acquisition throughout the instructional day (Integrated and Designated ELD); Systematic and intentional use of SDAIE strategies and differentiation

See LCAP Actions:

1.5.D: Parent education

1.5.H: Clustering ELL

1.6.A: Site and district based parent education

1.6.B Parent involvement/translation

2.4.A: Purchase and keep technology equipment updated



2.4.B: Technology Maintenance Fund  
2.2.A: Part-time facilitator teacher coaches for PLCs  
2.2.B: PLC release days

## **English Proficiency and Academic Achievement**

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

#### **Integrated Program Development and Implementation:**

IUSD continues to provide site team collaboration and professional learning opportunities that:

1. Focus specifically on the use of research-based strategies and supplemental materials designed to facilitate and improve the attainment of English language proficiency and academic language/literacy skills needed across the curricular areas.
2. Ensure the replication of best instructional practices for differentiation, integrated and designated ELD, and sheltered instruction (SDAIE) in all content areas, formative assessment, and monitoring of EL student progress towards language fluency/proficiency and content knowledge development.
3. Provide for and facilitate program development, curriculum design (language targets for learning in all areas) and implementation of both newly adopted and supplemental materials to support learning.
4. Facilitate the development of common formative assessments and the analysis of same to effectively monitor student progress toward language proficiency, grade-level mastery, and content knowledge development.
5. Facilitate the inside-out approach for both personal and organization change that leads to the implementation of culturally and linguistically responsive teaching and learning.

#### **Replication of Best Practice:**

IUSD continues to increase the focus on replication of best and sound instructional practices for academic language development through professional learning opportunities:

1. Purposeful design and implementation of language learning targets, success criteria, progression of learning at different proficiency levels, and effective scaffolding.
2. Daily opportunities for the introduction, modeling, practice, and application of newly-learned language skills.
3. Structured academic discourse that holds students accountable for accurate language use in all forms of communication.
4. Instructional delivery that is systematic, intentional and robust, while ensuring rigor, relevance, rehearsal, distributed practice, and cumulative review.

#### **Monitoring and Evaluating Program Effectiveness:**

Program staff (Coordinators, TOSAs, and Site EL Coordinators) will use observation protocols to monitor and support teachers in the implementation of professional learning, the integration of the CA ELD standards, and use of effective learning strategies (SDAIE) in all content areas. Program staff and teachers will review data collected to identify the instruction that specifically targets and facilitates skill development needed for meeting state achievement expectations. Site leadership is required to analyze the achievement data of English learners and include the evaluation of site-specific programs in their School Plan for Student Achievement. Those plans are reviewed by district-level Directors for Title programs.

#### **Monitoring and Evaluating Student Progress:**

Teachers continue to develop local formative and summative assessments that measure and monitor academic language skill development, as well as guide the development of effective Tier 1 instruction for English learners in all content areas. LEA and site administrators will provide collaboration time, facilitation, and support for classroom teachers to develop the common assessments and engage in an ongoing process to read, discuss, and analyze available student data during PLC collaboration.

#### **Tier 1 Instruction and Intervention:**

At the district and site levels, IUSD staff continue to refine the process for identifying students who require additional support and/or intervention and then proceed to implement appropriate instructional programs accordingly.



#### Intersession Opportunity Programs:

IUSD continues to offer Intersession opportunities during the summer months for English Language Learners grades 1-12 that:

1. Provide targeted instruction for academic language and literacy skill development
2. Provide extended learning and targeted intervention for conceptual development needed in content area courses
3. Ensure an instructional design that engages and meets the needs of ELL students at varying proficiency levels (Newcomers - LTELS)
4. Utilizes formative assessments to monitor student progress toward mastery of the curriculum

#### Stakeholder Input:

Program staff continues to engage stakeholder groups in the review of instructional services and programs and the evaluation of same through surveys and community collaborative forums.

#### See LCAP Actions:

- 1.2.B: Extended learning funding K-6 summer school
- 1.5.H: Clustering ELL
- 2.2.A: Part-time facilitator teacher coaches for Professional Learning Communities
- 2.2.B: PLC release days
- 3.2.A: Extended learning site supplemental allocation

## TITLE IV, PART A

### Title IV, Part A Activities and Programs

#### ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

IUSD uses the LCAP to guide instruction and services to students in the district. Yearly, IUSD gathers data on suspensions, expulsions, absenteeism, academic achievement, graduation rates, appropriately credentialed teachers and sufficient instructional materials and presents that information with staff, parents and other stakeholders. The district also seeks guidance from all stakeholders in the community to assist us in providing quality educational experiences for all students in alignment with the districts three LCAP goals and the eight state priorities.

District staff has recommended and the board has approved the following use of Title IV Part A funds:

Part 1 - Access to a Well-Rounded Education - 20% or more to be targeted to Part 1

Action 1 Site College and Career Readiness Coordinator stipend (\$23,000)

Action 2 Social Emotional Learning (SEL) curriculum in grades K-12 (\$40,000)

Action 3 Learning Labs at High School Sites (\$25,000)

IUSD is targeting 57% of funding to this action. (\$88,000)

Part 2 - School Conditions - 20% or more to be targeted to Part 2

Action 1 Student Shadowing Program (\$35,000)

Action 2 Universal Screening Tools - SEL (\$18,000)

IUSD is targeting 35% of funding to this action. (\$53,000)

Part 3 - Technology - some % of the funding targeted to Part 3

Action 1 Technology for District Innovation Lab (\$12,113)

IUSD is targeting 8% of funding to this action. (\$12,113)

#### Program Outcomes:

\*Effective social and emotional learning involves coordinated classroom, school-wide, family, and community practices that help students develop self-awareness, self-management, social awareness, positive decision making and relationship skills. Implementation of SEL curriculum and universal screeners will increase student engagement and pro-social behavior as well as improved achievement and help identify students that need additional support.

\*Student Shadowing means spending a day looking at the world through the eyes of a student. Shadowing supports district teachers and staff in understanding our students' needs, to empathize with challenges they face, and to record observations and insights so that we can personalize and improve learning experiences for all kids.

\*College and Career readiness programs need monitoring and guidance as we build opportunities to meet the outcome of being college and career ready.

\*Blended/online learning continues to be an important LCAP action. High school learning labs provide an additional venue for students to participate and access the program at their school site to improve digital literacy and academic growth.

Consultation: The district has worked closely with parents, staff, students and administration in gathering information and determining action steps to support the "whole child" in providing a well-rounded education within a safe and healthy learning environment. This process has involved surveying parents, students, staff and community, conversations with

site administration and key stakeholder groups including the Irvine Unified Council Parent Teacher Association and District English Learner Advisory Committee, as well as input from our community partners including the City of Irvine and the Irvine Prevention Coalition. Actions were discussed in alignment with the development of the LCAP as well as discussed and approved in Cabinet.

**Needs Assessment:** The district used the following resources as part of a comprehensive needs assessment to determine focus areas for federal and state funding.

1. California Dashboard – Reviewed both district and site performance and subgroup performance to identify greatest progress, greatest needs and performance gaps. Focus areas include chronic absenteeism, suspension rates, English Learner Progress, graduation rates, college/career readiness and performance on state assessment in English Language Arts and Math.
2. STAR Renaissance-Reviewed English and Math student performance and subgroup performance to identify greatest progress, greatest needs and performance gaps.
3. District Annual survey - The District-developed Annual Survey evaluated respondents' perceptions of school facilities, instructional environment, support for student learning, access to resources and programs, our Local Control Accountability Plan, and the school climate in general.
4. California Healthy Kids Survey – IUSD students in grades 7, 9 and 11 participate in the California Healthy Kids Survey every two years. The data from this survey is compared to the data received in previous years.
5. Spring Local Control Accountability Plan (LCAP) Planned Investments Survey. In the spring of each year, stakeholders are encouraged to provide feedback on our "Planned Investments" by participating a survey. In general, stakeholders' responses supported the new and renewed actions.

**Partnerships:** Irvine Police Department, Irvine Prevention Coalition, City of Irvine - Youth Action Teams, Families Forward, Irvine Public Schools Foundation, University of California Irvine, Concordia University, and the Irvine Company.

Irvine Unified School District  
LCAP Proposed Renewed Investments 2021-22  
ATTACHMENT #1

Background: The 2021-22 LCAP has been redesigned by the State Board of Education in an effort to provide stakeholders details on specific actions and their anticipated impact on the district. Actions are now grouped by categories to improve clarity for stakeholders. Actions listed below describe where new funds will be allocated for the 2021-22 school year. (This does not reflect the many actions that are already fully funded within the LCAP.) Actions below include one-time funded actions that require renewal of funding.

**Goal 1: Create a positive school climate and system of supports for student personal and academic growth**

LCAP Action Description	Total	One-Time	Ongoing	Other
<b>1.2.C: Summer School - Athletic Augmentation:</b> Provide base funding for Athletic Director and Athletic Trainer positions to ensure adequate supervision and safety for the IUSD Summer Athletic Camp program.	\$30,000	\$30,000		
<b>1.4.A: Project Success and Guidance Assistants:</b> Project Success are part-time paraprofessionals at high schools who work closely with counselors and Mental Health Specialists to provide social-emotional support to students in small groups. Guidance Assistants are part time paraprofessionals at elementary schools who provide social-emotional support to students through classroom implementation of the Second Step program, Second Step small groups and student coaching during unstructured times.	\$335,000	\$335,000		
<b>1.4.D: Elementary Resource Counselors:</b> Trained staff at elementary schools, who provide social-emotional support to students through short-term, solution-focused individual or small group counseling, resource referrals and linkages, and parent and staff workshops.	\$1,551,000	\$485,000	\$816,000	\$250,000
<b>1.5.I: Equal Opportunity School Program:</b> The partnership with Equal Opportunity Schools (EOS) provides expertise, knowledge, industry research with data analysis, and the tools and technology for our high schools to address and close their equity and achievement gaps. Equal Opportunity Schools' mission is to ensure students of all backgrounds have equal access to our most academically intense high school programs—and particularly that low-income students and students of color have opportunities to succeed at the highest levels.	\$125,000	\$125,000		
<b>1.7.A: Optimistic Advantage:</b> A series of interactive modules designed to help students build essential capacities so they are prepared for the complex world they will enter as young adults and professionals. This includes supporting the skills students need to be college and career ready, as well as engaged citizens. Skills that will help them become resilient and resourceful learners, who are able to adapt, pivot and demonstrate grit as they face academic and other challenges.	\$100,000	\$100,000		
<b>Summer School:</b> Support summer school programs by funding a high school site and two middle school sites. Expanded programming will result in increased offerings for remediation, acceleration, blended learning and math bridge classes.	\$400,000	\$400,000		
<b>Graduation Support:</b> Supports the needs of students as they experience an increase in the graduation requirements in the areas of science and math, beginning with students who will graduate in 2027. At all levels (elementary, middle, and high school) intervention/support classes, inclusion/collaboration classes, professional learning, curriculum and software purchases will provide needed support for students.	\$949,500	\$949,500		

Goal 2: Ensure all students attain proficiency in the state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students				
LCAP Action Description	Total	One-Time	Ongoing	Other
<b>2.2.A: Part-time Facilitator Teacher Coaches for Professional Learning Communities:</b> Facilitator coaches provide on-site timely facilitation and support to build the capacity of site-based Professional Learning Community (PLC) teams. This funding covers one PLC Facilitator Coach (FC) (released for .20 Full Time Employee or FTE) per each elementary school site, four PLC FC positions (stipend only) to cover Humanities and STEM departments at each middle school and eight PLC FC positions (stipend only) to cover core content departments (ELA, Math, Science, HSS) at each high school.	\$1,372,000	\$702,315	\$669,685	
<b>2.3.A: Curriculum TOSAs:</b> Teachers on Special Assignment develop resources, curriculum, and professional learning to support classroom teachers in all curricular areas across grades TK-12. Curriculum TOSAs are an essential component of curriculum and instructional support in IUSD. These positions include general education, special education, assessment and professional learning TOSA support.	\$1,950,000	\$1,040,000	\$910,000	
<b>2.3.B: Teacher Mentors/Curriculum Development Stipends:</b> Classroom teachers serve in mentorship positions to work additional hours to support curriculum work, mentor/coach teachers and develop/implement professional learning.	\$500,000	\$500,000		
<b>2.3.C: Education Technology TOSAs:</b> Education Technology Teachers on Special Assignment (TOSAs) provide professional learning (in-person and on-demand resources), guidance and support for teachers who are interested in integrating technology in their classrooms. The EdTech TOSAs focus on elementary and middle school support for high-impact use of technology in schools. They also help teachers design lessons and leverage new facilities and technology to engage students and deepen learning.	\$390,000	\$130,000	\$260,000	
<b>2.3.D: High School Technology Mentors:</b> Each high school receives stipends to provide instructional technology professional learning and support. Because the EdTech Mentors are part of the school site staff, they are immediately available to assist teachers who want to increase or refine their use of technology in the classroom. EdTech Mentors connected to their schools uniquely position themselves to provide personalized support and guidance in educational technology.	\$50,000	\$50,000		
<b>2.4.A: Computer Match Program:</b> These funds augment the technology match program. Funding is distributed to sites based on enrollment and percentage of low-income students. Sites use technology match funding to purchase staff and student desktops, laptops, Chromebooks and other devices. Match funding also helps sites add to and maintain their computers and related equipment.	\$500,000	\$200,000	\$300,000	
<b>2.4.B: Technology Maintenance Fund:</b> IUSD has funded projector replacements and infrastructure upgrades with one-time funds. Some of those upgrades were made over five years ago. Audio-visual, networking and server equipment generally has a usable life of five years. This fund provides for emergency replacement of failing technology that was previously funded with one-time funds. Although this is not sufficient to fund the ongoing refresh needs, this technology maintenance fund is vital to keeping our infrastructure healthy.	\$600,000	\$200,000	\$400,000	
<b>2.6.A: Elementary PE Paraprofessionals:</b> Classified staff hired to support physical education. PE Paraprofessionals also release teachers for participation in Professional Learning Communities, ensure students are meeting weekly PE minutes, and providing quality standards-based program.	\$800,000	\$205,000	\$295,000	\$300,000
<b>2.6.B: Physical Education Support:</b> Physical education educators and paraprofessionals are supported in their efforts to collaborate and continue to build quality physical health activities for students across all grade levels through a part-time administrator and teacher on special assignment. This includes a shared equipment checkout system, development of lesson plans, hiring and training of paraprofessionals, and PLC coordination.	\$100,000	\$100,000		

<b>Goal 3: Address barriers limiting student participation in programs and provide equity in allocation of resources</b>				
<b>LCAP Action Description</b>	<b>Total</b>	<b>One-Time</b>	<b>Ongoing</b>	<b>Other</b>
<b>3.1.B: Increased Secondary Allocation to Support Impacted and Intervention Classes:</b> Provides additional sections for middle and high schools in order to continue to provide intervention courses and meet student enrollment needs.	\$1,176,000	\$1,176,000		
<b>3.2.D: Middle School Support:</b> Targets middle schools by funding teacher leaders in the area of supervision of students, supporting: student learning opportunities, special education instructional assistants and providing opportunities for teachers to develop ongoing leadership skills by leading important school tasks (testing, survey development, PLC support, wellness programs etc.) Each middle school would have the flexibility to utilize stipends for teachers in support of students and their safety.	\$50,000	\$50,000		
<b>3.2.E: High School Support:</b> Targets high schools by funding teacher leaders in the area of supervision of students, supporting: student learning opportunities, special education instructional assistants and providing opportunities for teachers to develop ongoing leadership skills by leading important school tasks (testing, survey development, PLC support, wellness programs etc.) Each high school would have the flexibility to utilize stipends and/or sections for teachers in support of students and their safety.	\$285,000	\$285,000		
<b>3.4.B: Reduce Induction Fees:</b> Reduce induction fees for new teachers to continue to attract high quality teachers in support of our growing district.	\$100,000	\$100,000		
<b>3.5.A: Innovative Furniture:</b> Provide funding for schools to innovate their collaborative spaces, media centers, classrooms, STEAM labs, innovative labs, etc.	\$100,000	\$100,000		
<b>3.6.A: Career Technical Education (CTE)/Regional Occupation Program (ROP) Sections:</b> The Career Technical Education (CTE) program supports school sites in the development and implementation of standard-based courses in various industry sectors that provide students with authentic learning experiences conducive to long-term college and career success. This includes the development and acquisition of learning spaces and industry equipment to support CTE courses. In addition, CTE teachers are exposed to ongoing professional development by business and college professionals. Similarly, students are provided fieldtrip opportunities and exposure to industry professionals in the form of speaking engagements, internships, and mentorships. The impact of the CTE program includes enhancing Irvine Unified's ability to provide a diverse selection of college and career programs such as Culinary, Engineering, Medical, and Business to all students in order to increase their academic and workforce skillset, while increasing high school graduation rates, college admissions and overall student engagement.	\$200,000	\$200,000		
<b>NEW Paper (Grade Slam):</b> Consultant will provide high school students with access to qualified tutors in core subject areas. Students will request and engage with tutors online through a program in their Canvas course websites. In addition, students may upload writing assignments and receive more detailed feedback and coaching. The tutoring program allows teachers to view which students seek help, the specific topics they struggle with, and recommendations for additional support.	\$220,000	\$220,000		
<b>NEW Learning Labs:</b> Learning Lab is a course designed to help students recover credits for one or multiple semester-long courses within a semester. The course utilizes the Edgenuity online learning system to provide curriculum and assessments. Instructors will help monitor student pacing, but the student can decide how quickly they choose to move through the material.	\$100,000	\$100,000		

# **LCAP 2021-22 Q & A/Comments**

## **Attachment #2**

- 1. At the elementary level, our ERCs are so important, especially during these challenging times.**

Our district is committed to maintaining support through Elementary Resource Counselors. They will help support the priority focus of identifying and providing social-emotional supports to all students, as well as more intensive supports to students in need.

- 2. Mental health is EXTREMELY important, especially during this pandemic...however I feel the resources at school with part time paraprofessionals are inadequate and doesn't maximize the money used towards those programs. These funds would be better utilized in an alternative mental health initiative - full time and licensed professionals who actually make an effort to do outreach. High school students are so self-conscious, last thing they would do would be to reach out for help...it needs to be done proactively.**

In addition to the part-time paraprofessionals who work with our students who would benefit from topical and small group supports, we have licensed and credentialed staff to support the most intensive needs. They collaborate with teachers, counselors, and administrators to proactively identify and connect supports with students in need. We acknowledge that students do not always initiate requests for support, so site teams meet regularly to cross-reference various data points to identify and ideate supports for individual students through site MTSS processes.

- 3. I want to see more resources for advanced learners- to make Augmentation of curriculum available for children who are grade levels ahead of their assigned class.**

All IUSD elementary schools have a GATE (Gifted and Talented Education) Coordinator that can assist classroom teachers with supplementing curriculum if a child has shown mastery on all content standards. IUSD teachers are trained to

## **LCAP 2021-22 Q & A/Comments Attachment #2**

provide differentiated opportunities for advanced learners, focusing on more complex and challenging content standards with open ended learning responses.

**4. I think the elementary resource counselor at my child's school has made the biggest difference. If you can find more people like him, that would probably do the most good.**

Thank you for the positive feedback! We do look for highly qualified candidates who also exhibit traits that would make them highly engaging and have a positive mindset, especially as they relate to elementary age students.

**5. When will the district annual survey be going out?**

The district Annual Survey window was Jan 25-Feb 22, 2021.

**6. Is there a way on the annual survey for a parent to indicate that they have a child with an IEP so that the District is aware that the feedback may be specifically with that lens?**

The District Annual Survey does not currently ask questions specifically about SPED, GATE, EL, or 504. Your feedback will be included when designing survey questions for the 2021-22 school year.

**7. Is there a timeline yet for the 'LCAP Stakeholder' input sessions?**

The LCAP activity link will be shared at meetings in February 2022 to gather input.



# LCFF/LCAP KEY TERMS 2021-22

## ATTACHMENT #3

**ADA:** Average Daily Attendance – the average number of pupils actually attending classes for at least the minimum school day

**AMAO:** Annual Measurable Achievement Objectives

**AP:** (Advanced Placement) Courses offering college-level curriculum and examinations to high school students.

**Base Rate:** State funding allocated to districts under LCFF tied to ADA in grade spans K-3, 4-6, 7-8, and 9-12.

**Bright Bytes:** Survey tool that measures integration and use of technology across a system.

**CA Dashboard:** The Dashboard contains reports that display the performance of local educational agencies' school districts, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

**CFA:** Common Formative Assessments. Team-designed, intentional measures used for the purpose of monitoring student attainment of essential learning targets throughout the instructional process.

**CSR:** Class Size Reduction - California provides funds through the Local Control Funding Formula (LCFF) to support lower class sizes in grades K-3.

**Cultural Competency:** Knowledge of infusing culturally responsive practices into their work with students, families and co-workers.

**CTE:** Career Technical Education

**DELAC:** District English Learner Advisory Committee

**Discretionary:** Refers to funds with some flexibility in use.

**ELA:** English Language Arts

**ELD:** (English Language Development) Direct instruction for English Learners.

**ELL:** English Language Learner

**ELPAC:** The English Language Proficiency Assessments for California (ELPAC) is the successor to the California English Language Development Test (CELDT).

**EOS:** Equal Opportunity Schools. Collaborating with IUSD to ensure students of all backgrounds have equal access to the most academically intense high school programs including Advanced Placement classes.

**EPF:** Education Partnership Fund. Voter-approved funding received through partnership with the City of Irvine

**FRPM:** Free and Reduced Program Meals. In California public schools, a family of four with income at or below \$46,435 qualifies for reduced priced meals and under \$32,630 for free meals. This guideline defines "low-income" (**LI**) for purposes of the LCFF. (Revised 2018-19)

**FTE:** Full-time equivalent

**IEP:** Individualized Education Program. Action plan for identified Special Education students.

**IPSF:** Irvine Public Schools Foundation

**IUCPTA:** Irvine Unified Council Parent Teacher Association

**ITA:** Irvine Teachers Association

**Induction program:** California has a two-tiered credentialing system for teachers. Preliminary programs prepare candidates to obtain an initial teaching credential. The second tier of preparation is a two-year job-embedded individualized induction program that is focused on extensive support and mentoring to new teachers in their first and second year of teaching. IUSD hosts our own induction program.

**LEA:** Local Educational Authority. School districts are LEAs

**LCAP:** Local Control and Accountability Plan - a plan and budget adopted by a school district that reflects goals and specific actions.

**LCFF:** Local Control Funding Formula - California's school finance model for allocation of state funding to local school districts.

**LTEL:** Long Term English Learners

**McKinney-Vento:** The McKinney-Vento Act outlines district responsibilities in supporting “homeless children and youth”—individuals who lack a fixed, regular, and adequate nighttime residence.

**MTSS:** Multi-Tiered System of Supports

**NGSS:** Next Generation Science Standards

**OCDE:** Orange County Department of Education

**PBIS:** (Positive Behavior Intervention System) Provides strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture.

**PLC:** Professional Learning Community

**PTA:** Parent Teacher Association

**Revenue Limit:** Prior to LCFF, the amount of revenue that a district could collect annually for general purposes from local property taxes and state aid, calculated per unit of ADA.

**ROP:** Regional Occupational Programs

**RTI:** Response to Intervention

**SARB:** Student Attendance Review Board

**SBAC:** (Smarter Balanced Assessment Consortium) California assessment to replace California Standards Test (CSR)

**SSC:** School Site Council

**STEM:** Science, Technology, Engineering, and Mathematics

**STEAM:** Science, Technology, Engineering, Art and Mathematics

**Subgroups:** The LCAP must address student subgroups, meaning all major racial/ethnic groups as well as low income, English learners, foster youth and students with disabilities.

**Supplemental Funding:** Under LCFF each English Learner (EL), Low Income (LI) or foster youth counts toward funding of an additional 20 percent of the base rate. The count must be "unduplicated," meaning an EL, LI or foster youth may only be counted once, even if belonging to more than one group.

**TK:** Transitional Kindergarten

**TOSA:** Teacher on Special Assignment

**UC/CSU:** University of California/California State University

**Unduplicated:** For funding purposes, only counting students one-time even though they may be part of multiple groups—including pupils eligible for free or reduced-price meals, foster youth and English learners.

**VAPA:** Visual and Performing Arts

**Williams Requirements/Basic Services:** California legislation established standards for maintaining adequate school facilities, sufficient instructional materials, and qualified teachers.