

# Agenda

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- General Business
- LCAP Feedback
  - Con App
- English Learner Roadmap
  - Adjournment

# LCAP- Proposed 2019-2020

- Highlighting NEW and ONE-TIME actions for renewed funding
- Additional Ongoing Funding
- Restructured Actions or Funding Source
- Spring Survey (April 8<sup>th</sup>)



**IRVINE UNIFIED SCHOOL DISTRICT**  
**LCAP: Proposed Renewed Investments**  
**2019-20 School Year**

**BACKGROUND**  
After review and careful consideration of stakeholder feedback during the prioritization process, the Superintendent and Cabinet have designed the funding plans listed below to further support district goals and state priorities. Each LCAP item considered for renewed funding was addressed in one of the following ways:

- Moved into ongoing funding
- Reduced funding
- Maintained with additional one-time funding
- Funded with alternative funding (block grant)

**GOAL #1: ENSURE ALL STUDENTS ATTAIN PROFICIENCY IN THE CURRENT CONTENT STANDARDS.**

ACTION	DESCRIPTION	LCAP BUDGETED AMOUNT	
		ONE-TIME	ONGOING
1-1-C	<b>REDUCE INDUCTION FEE:</b> Reduce cost for beginning teachers to participate in induction, which currently supports 165 teachers in the two-year program. The current cost to each teacher for induction is \$1,500 per year. With funds from LCAP, it reduces the cost of the program to nearly half. This helps IUSD attract and retain quality teachers and supports our entry-level certificated staff. The program provides new teachers a veteran mentor, ongoing training, monthly technology training, and a path to earn their clear credential while acclimating to IUSD culture.	\$300,000	
1-3-B	<b>SUMMER SCHOOL:</b> Support summer school programs by funding a second high school site and two middle school sites. Expanded programming will result in increased offerings for remediation, acceleration, blended learning and math bridge classes.	\$300,000	
1-3-C	<b>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	
1-5-A	<b>CURRICULUM TOSAS'S EXTENSION:</b> Teachers on Special Assignment develop resources, curriculum, and professional learning to support classroom teachers in all curricular areas across grades TK-12. Curriculums TOSAs are an essential component of curriculum and instructional support in IUSD. Revisions made based on stakeholder feedback: Only the bare minimum of TOSAs needed to support curriculum at the most basic level were identified for ongoing funds.	\$112,500	\$500,000
1-5-B	<b>STIPENDS FOR TEACHER MENTORS:</b> Classroom teachers (81) serve in mentorship positions to work additional hours to support curriculum work, mentor/coach teachers and develop/implement professional learning. Revisions made based on stakeholder feedback: Additional mentorship positions were identified for underserved curriculum areas such as Special Education and reduced in other areas to keep costs consistent.	\$300,000	
1-5-H	<b>ELEMENTARY PE, PARAPROFESSIONALS:</b> Classified staff hired to teach 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.	\$270,000	\$90,000
1-5-I	<b>ELEMENTARY ART FOR 1<sup>ST</sup>-3<sup>RD</sup> GRADE:</b> Utilize IUSD elementary art teachers to provide standards-based art instruction to classrooms in grades 1-3. Revisions based on stakeholder feedback: Based on previous strong support from stakeholders, this action has been funded for two years (\$300,000/year).	\$600,000	
1-5-L	<b>VAPA INSTRUMENT REPAIR SPECIALIST:</b> Removes this responsibility from the sites and allows for centralized, quality, in-house repair and maintenance of district-owned instruments in a timely manner. Revisions based on stakeholder feedback: Based on previous strong support from stakeholders, this action has been moved into ongoing funding.		\$90,000
1-5-M	<b>SCIENCE EQUIPMENT REPAIR CONTRACTS:</b> Removes this responsibility from the sites and provides systematic maintenance and repair of scientific lab equipment to ensure that broken equipment is repaired or removed. Revisions based on stakeholder feedback: Based on previous strong support from stakeholders, this action has been moved into on-going funding.		\$18,000

# Con App

## Categorical Programs

Single Purpose = to provide a better education for the students and families served by these programs

### Programs

#### Federal

##### Title I, Part A

Basic Grant – distributed to eligible schools

##### Title II, Part A

Teacher and Principal Training and Recruiting

##### Title III, Part A

English Learner Students and Immigrant Students – centralized to support district-wide instructional programs and teacher training

##### Title IV, Part A

A federal program to increase district capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve use of technology

#### State

##### Local Control Funding Formula (LCFF) Supplemental –

Distributed to all schools based on number of English Learners, Foster Youth, and Free and Reduced Meal Plans

### Accountability Measures

#### State Level:

##### Federal Program Monitoring (FPM)

State and federal laws require the California Department of Education (CDE) to monitor state and federal programs operated by local educational agencies (LEA) for compliance with requirements for each program.

#### District Level:

##### Consolidated Application for Funding Categorical Aid Programs

Spring 2019 = Part I – Apply for 2019-2020 grant programs  
December 2019 = Part II – Indicate how funding is distributed for 2019-2020

##### Local Control and Accountability Plan with Addendum for Student Achievement

District-wide goals, strategies, and programs for improving student achievement – Feedback from all stakeholders

##### Master Plan for English Learners

Aligned with LCAP - District-wide policies, programs, and services for English Learners – Developed based on recommendations from DELAC (revision-in progress)

##### District English Learner Advisory Committee (DELAC)

Advises the local school board of education on the district-wide policies, programs, and services for English Learners (Master Plan)

#### Site Level:

##### School Plan for Student Achievement (SPSA)

School-wide goals, strategies, and programs for improving student achievement

##### English Learner Advisory Committee (ELAC)

Advises the site administrators and School Site Council on the school-wide policies, programs, and services for English Learners (SPSA)



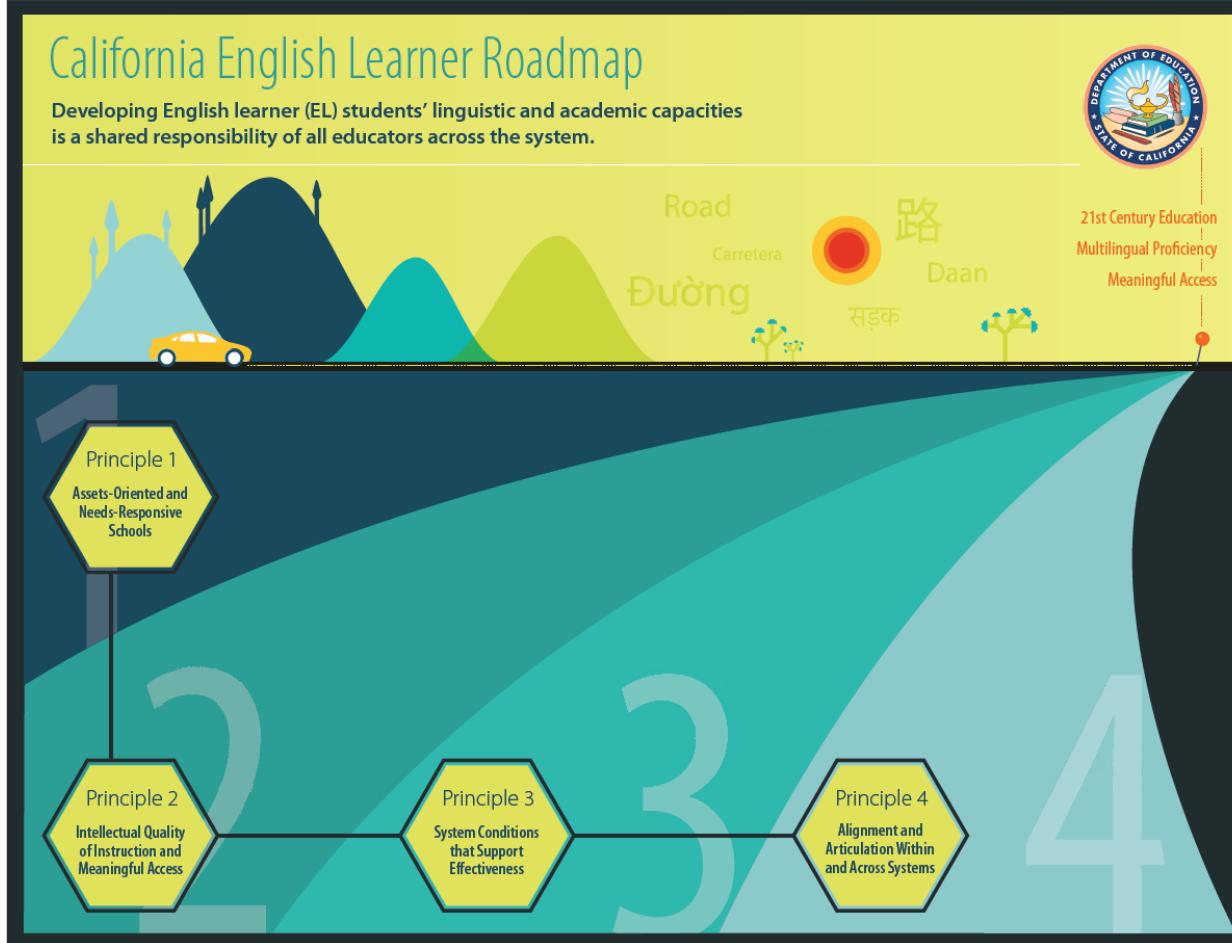
# A Deep Dive into the *CA English Learner Roadmap*

Excerpt From The California English Learner Roadmap Launch Event





# CA EL Roadmap Infographic





# A Close Reading of the CA EL Roadmap Policy

- What seems **important** here?
- What seems **new**?
  - How is this a new direction for EL policy? For EL practices?
- Which words, phrases, or key concepts jump out at you?



## Vision

English learners fully and meaningfully access and participate in a twenty-first century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.

**Page 1**





# Mission

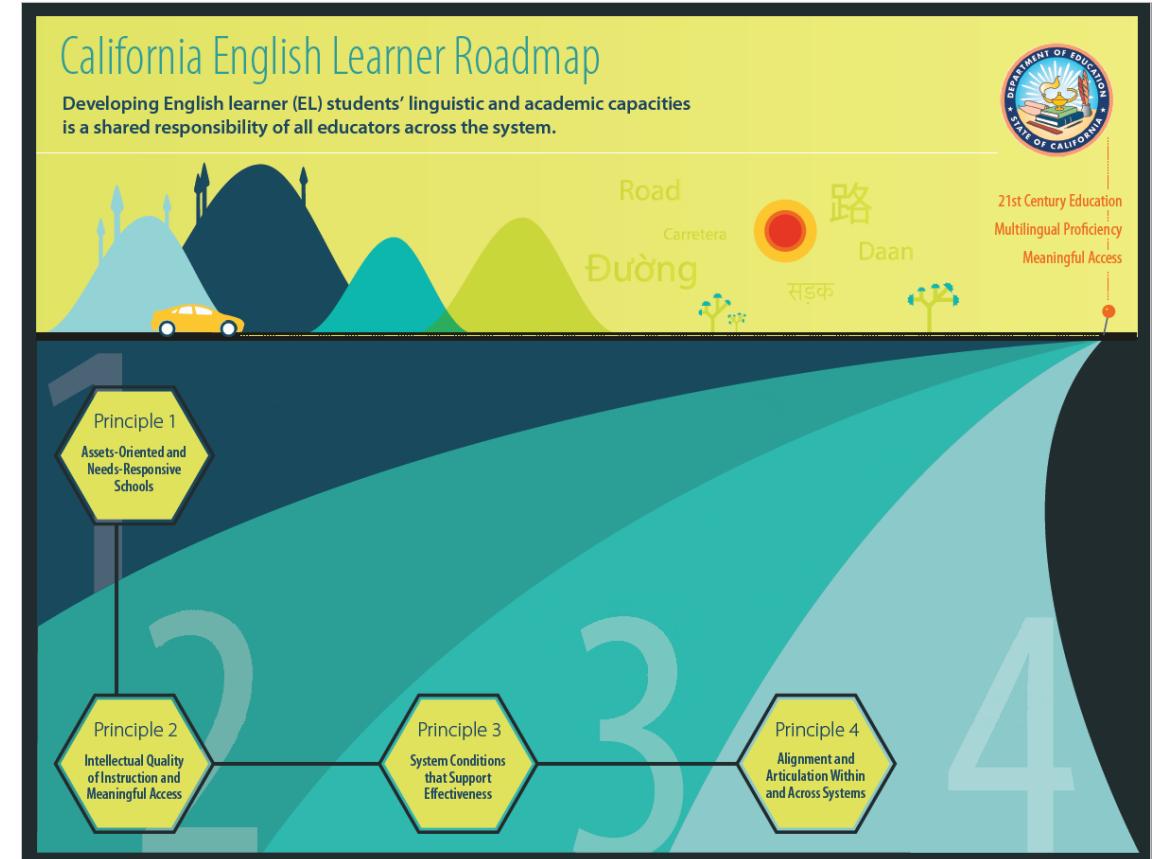
California schools affirm, welcome and respond to a diverse range of English learner strengths, needs and identities. California schools prepare graduates with the linguistic, academic and social skills and competencies they require for college, career and civic participation in a global, diverse and multilingual world, thus ensuring a thriving future for California.





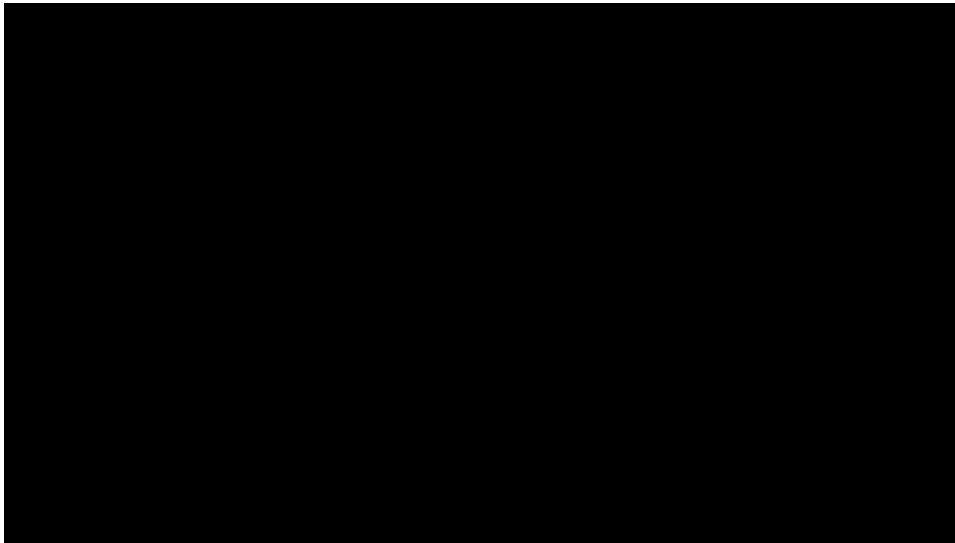
# Four Interrelated Principles

- Research-based
- Intended to guide all levels of the system towards a coherent, aligned set of practices, services, relationships, and approaches
- Shared responsibility of all educators





# The Four Principles Video





## Principle One: Assets-Oriented and Needs-Responsive Schools

Pre-schools and schools are responsive to different English learner strengths, needs, and identities and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

Pages 13–14



## Principle Two: Intellectual Quality of Instruction and Meaningful Access

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

Pages 14–15



## Principle Three: System Conditions that Support Effectiveness

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities, and who utilize valid assessment and other data systems that inform instruction and continuous improvement. Each level of the school system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners.

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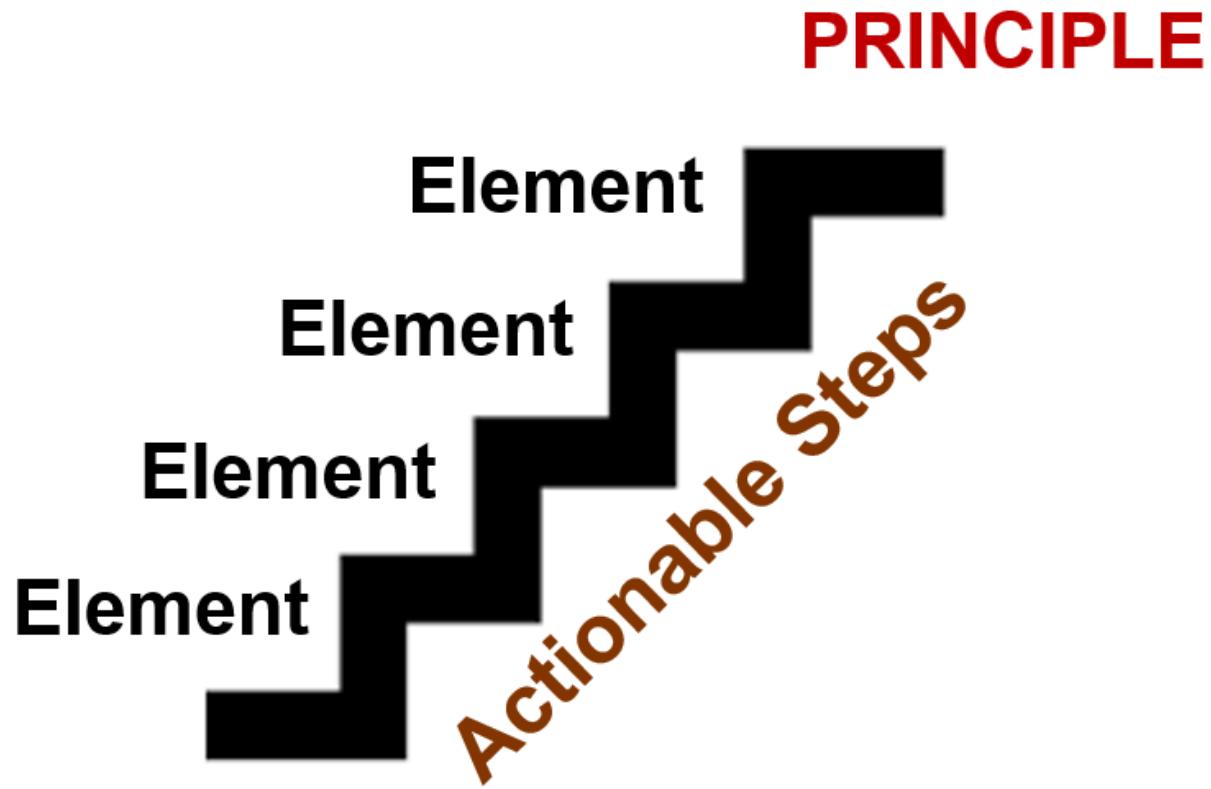
## Principle Four: Alignment and Articulation Within and Across Systems

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments, beginning with a strong foundation in early childhood and appropriate identification of strengths and needs, continuing through to reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, multilingual twenty-first century world.

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# Principles to Elements





# Go to a Table for Your Principle

Read the vision, mission, and your assigned principle and its corresponding elements. Highlight or circle key phrases and points

## DISCUSS

- What seems **new**?
- What seems **important**?
- How is this a **shift** from the past and from current practices?
- What does this look like and what does this mean at the classroom level? At the school level? At the district level?

10  
minutes

Use the Notetaking Guide to jot down key thoughts



# Crosscutting Themes

Page 6

- **Select one theme that matters to you!**
- **Using the notetaking guide, take notes about:**
  - **Key things that stand out and resonate with me.**
  - **Key theme(s) that would resonate in my district. Why?**

## Themes:

- Affirming
- Assets-based
- Inclusive
- Intellectually rich
- Full access
- Student responsive
- Bilingualism/proficiency in multiple languages
- Investment in capacity and systems

2  
minutes