

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

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

|                                 |   |   |
|---------------------------------|---|---|
| Met Schoolwide Graduation = Yes | Met Student Group Graduation Rates = No | Met Overall Graduation Rate Criteria = No |
|---------------------------------|---|---|

For the 2015-2016 school year, Irvine Unified School District advanced to Title I Program Improvement Status Year 3 due to not meeting the 90% or designated target for the graduation rate of student groups for a third year of accountability. The Alternative Method was used to determine IUSDs growth in cohort graduation rates over a 6-year period so as to include those students who might have earned a diploma after completing high school. The data tables below in conjunction with queries from the data management system (Aeries), were used to facilitate a closer review and analysis of those factors that possibly contributed to the limited growth in graduation rate, specifically for English Learners. Analysis of the data as well as district enrollment trends revealed the contributing factors to include, but are not limited to, 1) disruption of student learning and school attendance due to relocation, transiency, and long term absenteeism (extended visits to home country), 2) credit deficiency, especially in English Language Arts, Science and Social Sciences, due to differences in educational experiences outside the U vf5(f),5all5(de 0 G [( )] TJ ET Q q 0.000011802 0 792

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

| Student Groups | # of Students in Cohort | # of Graduates | # of Non-Grads | Cohort Rate - Class of 2013/14 |
|----------------|-------------------------|----------------|----------------|--------------------------------|
|----------------|-------------------------|----------------|----------------|--------------------------------|

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



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### High Quality Professional Learning

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

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

#### 5.1 ±Increasing the percentage of High School Graduates

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

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| Activities/Actions   | Students Served | Timeline/Person(s) Involved | Benchmarks/Evaluations | Funding Source |
|--|-----------------|-----------------------------|------------------------|----------------|
| <b>Monitor Student Risk Factors</b><br>9 Grades<br>9 Truancy/chronic absenteeism,<br>9 Non-completion .2 reH |                 |                             |                        |                |



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5.3 Ensuring equitable access to college preparatory and advanced placement (AP) opportunities for additional A.85 521.5 Tm 0 g 0 802 0 792