LCFF Budget Overview for Parents

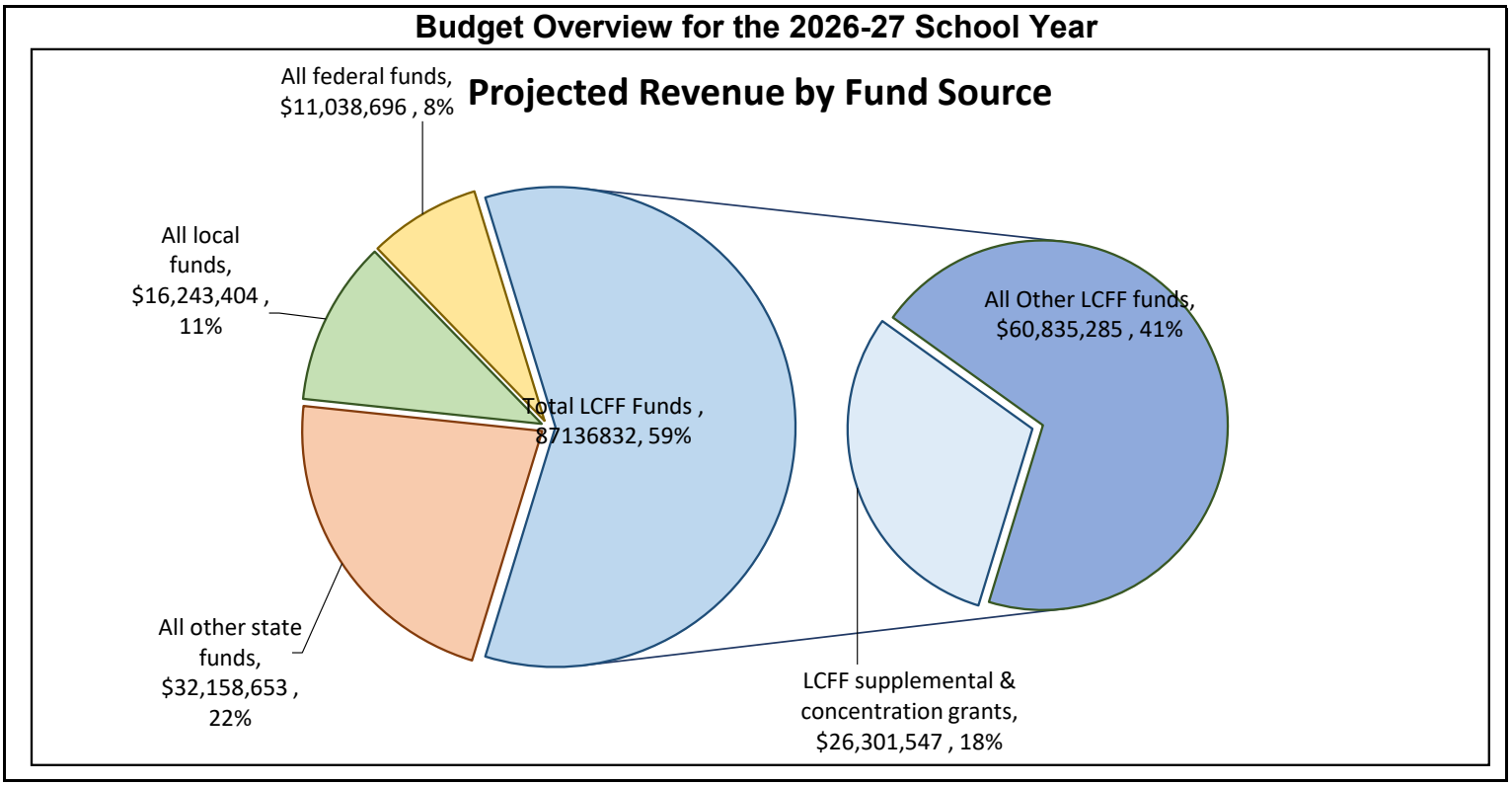
Local Educational Agency (LEA) Name: Inglewood Unified School District

CDS Code: 19-64634-0000000

School Year: 2026-27

LEA contact information: James Morris, Ed.D.

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).

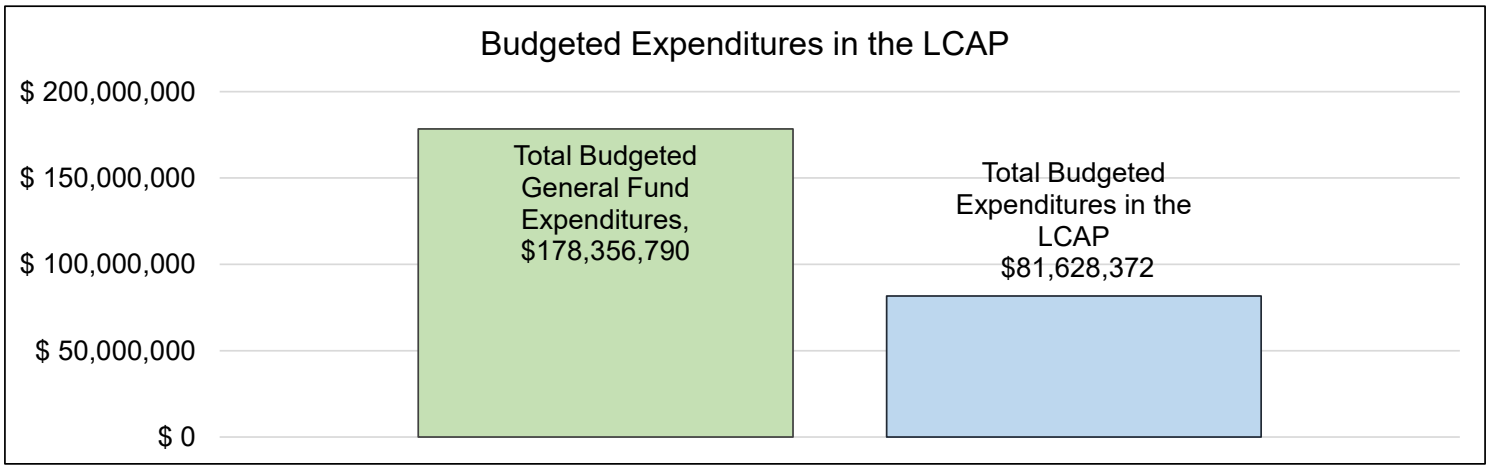


This chart shows the total general purpose revenue Inglewood Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Inglewood Unified School District is $146,577,585.00, of which $87,136,832.00 is Local Control Funding Formula (LCFF), $32,158,653.00 is other state funds, $16,243,404.00 is local funds, and $11,038,696.00 is federal funds. Of the $87,136,832.00 in LCFF Funds, $26,301,547.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Inglewood Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Inglewood Unified School District plans to spend $178,356,790.00 for the 2026-27 school year. Of that amount, $81,628,371.73 is tied to actions/services in the LCAP and $96,728,418.27 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

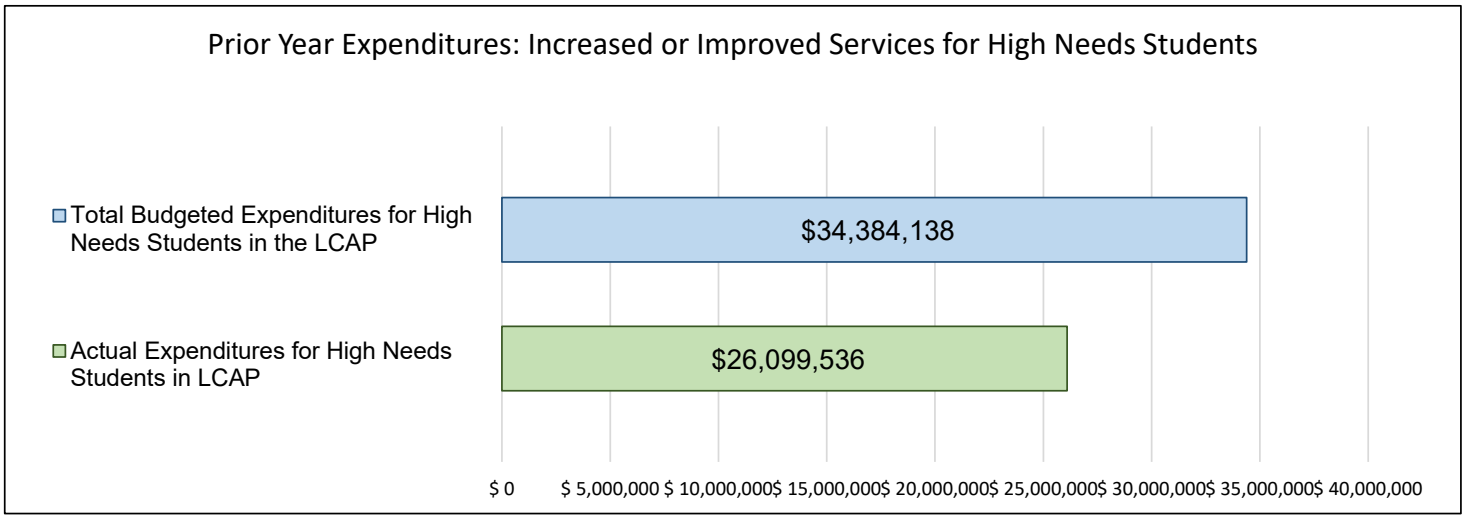
State loan repayment, property and liability insurance, LACOE support positions, settlements, legal costs, audit fees, utilities, maintenance and other operational costs, and administrative costs (fiscal services, human services, and business services). * For reference, these figures do not include revenue or expenditures for the two dependent charters (La Tijera and City Honors) which are reflected in the District's Adopted Budget

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Inglewood Unified School District is projecting it will receive $26,301,547.00 based on the enrollment of foster youth, English learner, and low-income students. Inglewood Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Inglewood Unified School District plans to spend $29,978,321.40 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 2025-26



This chart compares what Inglewood Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Inglewood 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.

The text description of the above chart is as follows: In 2025-26, Inglewood Unified School District's LCAP budgeted $34,384,138.00 for planned actions to increase or improve services for high needs students. Inglewood Unified School District actually spent $26,099,535.61 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $8,284,602.39 had the following impact on Inglewood Unified School District's ability to increase or improve services for high needs students:

Although the District did not expend the total amount budgeted, the expected outcomes of the planned actions and services for our high needs students were met throughout the year. The District continued to implement additional services such as targeted intervention, academic support through tutoring and one-on-one support, and provided the necessary technology access. The District recognized unspent funds due to a continued staffing shortage that is being experienced Statewide. This left several unfilled vacancies throughout the year. Additionally, some planned actions resulted in unspent funds due to the use of one-time Federal funds that are reaching their expiration dates.

Local Control and 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
Inglewood Unified	James Morris County Administrator	james.morris@inglewoodusd.com 310 419-2700

Plan Summary 2026-2027

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

About Inglewood Unified School District (IUSD)

The Inglewood Unified School District (IUSD), established on July 1, 1954, serves most of Inglewood and parts of unincorporated Ladera Heights in Los Angeles County. The District includes two dependent charter schools and is committed to meeting the needs of its diverse student population. Many of its early 1900s-era school sites are undergoing major facility upgrades funded by Measure K, GG, and I bonds, with regular progress updates shared by the County Administrator. Following a fiscal emergency, IUSD entered state receivership in 2012; governance transitioned in 2018 to the Los Angeles County Superintendent of Schools, who appointed Dr. James Morris as County Administrator in January 2023. IUSD remains the only District under receivership in Los Angeles County.

Mission Statement
Our mission is to nurture, educate, and graduate students who are self-responsible and self-disciplined; who are critical and creative thinkers; who master the core academic disciplines; and who advocate for equity and social justice for themselves and their communities.

Equity Principle
At every point along their educational journey, each student will be provided personalized opportunities and equitable resources that support consistent academic and social-emotional growth, steady progress toward high school graduation, and readiness for their post-secondary experiences of choice.

Enrollment and Demographics (2025–2026 AERIES Data)
Total Enrollment: 6,037 students
Ethnic Composition:
~Hispanic/Latino: 61%
~African American: 34%
~Other (White, American Indian, Asian, Pacific Islander, Filipino, Multi-Ethnic): 5%

Student Subgroups:
English Learners: 21%
~Foster Youth: 2%

~Homeless Youth: 1%
~Students with Disabilities: 18%
~Socioeconomically Disadvantaged: 90%

IUSD Schools (2026–2027)

TK–8 Schools
~Bennett-Kew P–8 Leadership Academy of Excellence
~Centinela TK–8 School
~Kelso TK–8 School
~La Tijera Academy of Excellence TK–8 Charter School (Dependent Charter)
~Oak Street TK–8 School
~Beulah Payne P–8 STEAM Academy
~Frank D. Parent TK–8 School
~Woodworth-Monroe UTK–8 Elementary School

High Schools (9–12)
~City Honors International Preparatory High School (Dependent Charter)
~Inglewood High School
~Inglewood Continuation High School
~Iovine and Young Center

Adult Education
~Inglewood Community Adult School

Preschool Programs
Inglewood Child Development Center
Preschool Satellite Campuses:
~Bennett-Kew
~Beulah Payne

School Closures
For the 2025–2026 school year, the District underwent a series of school closures, consolidations, and relocations as part of a broader effort to streamline resources and improve educational opportunities for students. Kelso Elementary School relocated from its current site at 809 E Kelso Street to a new campus located at 602 W 79th Street. Inglewood High School will also move from its longtime location at 231 S Grevillea Avenue to 10500 S Yukon Avenue while the historic Inglewood High School is rebuilt and scheduled to re-open in July 2028. As part of a significant restructuring, Inglewood High School and Morningside High School merged to form a single comprehensive high school. In addition to these changes, Highland Elementary and Hudnall Elementary permanently closed. These transitions reflect the District's commitment to making thoughtful, long-term decisions that prioritize student achievement, equitable access, and operational sustainability.

Equity Multiplier Schools
For the 2026–2027 school year, the following schools have been designated as Equity Multiplier Schools due to their high-need student populations and the presence of targeted support systems: Inglewood High School, Inglewood Continuation High School, and Frank D. Parent TK-8 School.

As part of the District's ongoing efforts to streamline resources and strengthen academic support, Inglewood High School and Morningside High School merged into a single comprehensive high school in the 2025-2026 school year. The newly unified school retained the Inglewood High School name, while the Morningside name was retired. Consequently, funding and actions specifically tied to Morningside High School under the Equity Multiplier program sunset at the end of the 2024–2025 school year. Inglewood High School revised its plan in order to meet the needs of the united student population.

2025-2026 Highlights
IUSD staff has continued its laser-focus on ensuring systemness throughout all components of the instructional program, social-emotional learning, and behavior. In the past

year, the District has taken strategic steps to deepen its commitment to equitable outcomes and improved student achievement through the implementation of several aligned initiatives. At the forefront of this work is the full implementation of collaborative teams under the umbrella of Professional Learning Communities (PLCs These structures have fostered a culture of shared responsibility, relational accountability, collective efficacy, and results-oriented collaboration focused on student learning.

To further support this culture of collaboration, the Educational Services organized five Data Summits where school teams come together in PLCs to analyze student data, share practices, and learn from each other. This collaborative forum has strengthened professional learning across sites and reinforced the use of data to inform instruction and intervention while advancing our culture of relational accountability.
To support differentiated instruction and meet the diverse academic needs of students, educators have expanded the use of small group instruction as an essential component of Tier I and Tier II classroom practices. This instructional shift is being reinforced through ongoing professional development and coaching aligned with the principles of effective teaching and learning.
The District continues to intensify its work with instructional learning walls, which serve as visible tools for monitoring student progress, clarifying learning goals, and building collective efficacy among teaching teams. These walls are a key strategy in driving instructional clarity and coherence across classrooms and schools.

Additionally, the District has expanded its investment in Guiding Coalition leadership teams at each site that support implementation of high-leverage instructional practices. These Guiding Coalitions work closely with principals and District leadership to strengthen instructional supervision and build shared instructional leadership ensuring that site-level decisions are rooted in data, collaboration, and a focus on results.
To meet the unique strengths and needs of each school community, the District has implemented a differentiated support model in which Educational Services departments provide targeted coaching, resources, and interventions based on school-level data and goals. This model is driven by an Educational Services Cycle of Continuous Improvement, using evidence and stakeholder input to refine services, align supports, and increase overall system coherence.

“Teaching for Academic Excellence & Achievement: Every Student ,By Name and By Need”
As we continue our relentless pursuit of excellence for our students, our focus for the 2025-2026 school year is “Teaching for Academic Excellence & Achievement: Every Student | By Name and By Need” in the context of the core instructional program and MTSS.

2025-2028 Instructional Plan Powered by the IUSD MTSS Framework
The Inglewood Unified School District 2025–2028 Instructional Plan is a comprehensive blueprint designed to elevate student achievement through aligned systems of instruction, assessment, and support. It focuses on three key performance indicators: increasing graduation and A-G completion rates, improving foundational literacy and numeracy by the end of second grade, and expanding inclusive practices so that more students spend 80% or more of their day in general education settings. Grounded in the District’s strategic plan and LCAP Goals, the plan emphasizes equitable, standards-based instruction and the use of a multi-tiered system of support (MTSS), with explicit attention to the needs of English learners, students with disabilities, and those historically underserved.

The plan outlines expectations and accountability across four grade bands,PK-2, 3–5, 6–8, and 9–12, as well as a K–12 focus on special education, English Learners, and Culture and Climate. For each level, the plan delineates teaching actions (such as implementation of core curriculum and small-group differentiated instruction), leadership actions (including classroom observations and ILT cycles), and organizational commitments (such as professional development and coherent curricula). Common strategies include cycles of inquiry, targeted coaching, and the use of AVID and PLC frameworks to ensure instructional rigor and collaboration. The District also stresses the importance of college and career readiness, with a particular emphasis on A-G coursework, CTE pathways, and individualized graduation plans starting in grade 9. Through this aligned and responsive system, the District aims to ensure every scholar graduates prepared for college, career, and life.

The District has strengthened its Multi-Tiered System of Support (MTSS), emphasizing a whole-child approach that integrates academic, behavioral, and social-emotional supports. As part of this enhanced system, the District has established clearly defined Tier II and Tier III supports to ensure that students with emerging or intensive needs receive timely, evidence-based interventions. These supports include structured academic interventions, mental health and counseling services, behavior intervention plans, check-in/check-out systems, and referral processes to connect students and families with appropriate school- and community-based services. Regular progress monitoring and team collaboration ensure that supports are tailored, responsive, and adjusted based on individual student data.
Finally, the District implemented the Behavior Support Team model designed to promote student well-being, establish clear behavior expectations, and strengthen schoolwide discipline practices. This model supports schools with proactive and restorative approaches that prioritize students’ social-emotional wellness and create safe, inclusive learning environments.

Together, these initiatives reflect the District's unwavering commitment to equity, continuous improvement, and fostering environments where every student is empowered to learn, grow, and succeed. The efforts of District staff have resulted in significant growth and milestone accomplishments:

~Complete Career Technical Education pathways that are clearly defined for all IUSD students. Students are exposed to pathways in elementary and idle school in order to empower them to choose a CTE pathway that meets their interests, needs, and passions. A CTE Planning Book was designed to support students and parents in mapping out their individual CTE journey with a focus on earning certification and/ or completing a capstone projects. All pathways now include internships. These are often paid internships, and always positioned with cutting-edge industry partners.

~The implementation of MTSS support in the context of our adopted English/ Language Arts and Math TK-12 Core Instructional Program has been grounded in research-based intervention and acceleration strategies. These supports are clearly defined in the IUSD MTSS matrices and are used in the context of Student Support Team convenings, SART meetings, Cycles of Inquiry and collaborative teams in the context of our Professional Learning Communities culture. The impact of these strategies are consistently monitored through classroom observations, learning walks, collaborative team work, and Districtwide Data Summits. Data resulting from these practices led to the implementation of additional supports including Yogi Math tutoring and professional development and coaching through UCLA's Center X and other math experts.

~The Implementation of the Early College at Inglewood High School is providing targeted educational opportunities to students that facilitates them starting their college careers early in a rigorous collegiate setting (while on their high school campuses) that leads to not only a high school diploma, but an Associate of Arts (AA) degree.

~Design and Implementation of the IUSD Iovine Young Academy offers students yet another choice as they fulfill their high school graduation requirements and prepare for college and career. As described on the IYC website, the IUSD IYC Academy will offer "A learning experience that emphasizes discovery, creative problem solving, critical thinking, and real-world, project-based opportunities with leading industry, non-profit, and education partners."

-YMCA After School Programming has allowed IUSD to offer community–based after-school, programming that meets the needs of our students while igniting their passions

~A three-academy comprehensive high school based on student data and student need is organized based on our CTE pathways and designed to ensure that every student not only meets A-G requirements, but also completes a CTE pathway. The academies are designed to provide individual support, assistance, and guidance to each high school student as we work to meet their needs and prepare them for the future they deserve. An additional assistant principal and counselor are assigned to Inglewood High in order to l facilitate a highly personalized experience for all comprehensive high school students.

~Elementary through High School Musicians At Play Programming has resulted in music programming at every level. Our goal to provide a professional music curriculum delivered by working, professional musicians in order to foster and develop our students' innate talents while increasing engagement and daily attendance has continued.

-Inglewood Unified School District continues to expand opportunities for advanced learners through the growth of its Gifted and Talented Education (GATE) Program and GATE Academy. These programs provide students with enriched, rigorous learning experiences that foster critical thinking, creativity, problem-solving, and leadership skills. The district also actively encourages students to participate in local, county, and state academic competitions, including science fairs, invention conventions, robotics challenges, and other scholastic events, allowing students to showcase their talents, apply their learning in real-world settings, and develop the confidence and skills needed for future academic success.

~The Implementation of Districtwide Data Summits have accelerated and amplified our commitment to (Relational) Accountability, Implementation, and Monitoring (AIM) of student achievement with a focus on English/ Language Arts and Mathematics. Schools are organized into collaborative teams and engage in deep data student and sharing of effective practices.

~Increases Average Daily Attendance and Reduced Chronic Absenteeism have resulted from coordinated efforts of all employees. Specific data plans, protocols, and processes were implemented to support students and families in attending school and significantly reducing or eliminating the number of days students miss school.

IUSD-Designed Cycle of Continuous Support and Differentiated Assistance
The Deputy Chief Academic Officer (DCAO) designed a research-based, IUSD-differentiated Cycle of Continuous Improvement that requires all principals to facilitate AIM (Accountability, Implementation, Monitoring). The process strengthened the accountability structures and leadership confidence of principals to enhance their instructional leadership and improve teaching and learning across the District. The cycle is a critical component of our overall improvement strategy, designed to align school leadership practices with District goals and state educational standards while fostering principals' growth and autonomy in decision-making. (Appendix A)

Each principal participates in monthly feedback meetings, where they present evidence of their leadership efforts. These include their work in supporting teachers, analyzing student performance data, implementing targeted strategies, and monitoring instructional practices. These meetings provide an opportunity to reflect on their progress, celebrate successes, and identify areas for growth.

Monthly site visits are conducted to observe principals in their school environments, focusing on how they implement feedback to improve teacher practices and student outcomes. During these visits, the DCAO conducts classroom walkthroughs, observe Professional Learning Communities (PLCs), and discuss strategies for implementing District curriculum tools such as Amplify (TK-8), StudySync (high school), and Envision Math (TK-8). feedback loop that ensures accountability and supports principals in achieving their goals.

Principals are held accountable for effectively leveraging District resources, including Accelerated Learning Teachers (ALTs) and Instructional Coaches. ALTs provide small-group interventions for K-2 students identified through MClass DIBELS data, addressing foundational literacy needs. Instructional Coaches play an increasingly impactful role in supporting teachers through innovative practices such as Learning Walks and Coaches Corner sessions. Learning Walks allow teachers to observe and reflect on instructional practices in real-time, fostering a culture of collaboration and continuous improvement. Coaches Corner provides a dedicated space for instructional coaches to share evidence-based strategies, facilitate professional discussions, and offer targeted support to teachers. These initiatives are helping teachers implement effective instructional practices, particularly in small group instruction and differentiation, ensuring that all students receive high-quality instruction.

I plan to enhance accountability in this area by requiring principals to regularly present data on the impact of these interventions and strategies during feedback meetings. This will not only ensure that resources are being used effectively but also build principals' confidence in monitoring and leading intervention efforts.
Principals are expected to monitor and respond to key performance indicators, including student achievement data, intervention outcomes, and curriculum implementation fidelity. These metrics are reviewed during feedback meetings and site visits to ensure alignment between school-level actions and District-wide goals. To strengthen accountability, I will implement a system where principals set specific, measurable objectives tied to their school's performance data. Progress on these objectives will be tracked and discussed in subsequent meetings, fostering a sense of ownership and confidence in their ability to drive improvement.

To further support principals in building their confidence and leadership capacity, I plan to expand professional development opportunities focused on key leadership skills, such as data analysis, teacher coaching, and strategic planning. Additionally, I will establish mentorship pairings between experienced and new principals to create a support network that fosters collaboration and shared learning. These steps will enhance principals' ability to make informed decisions and lead their schools effectively, while also reinforcing accountability structures that align with District priorities.

This enhanced feedback and accountability system ensures that principals are continuously improving their instructional leadership practices while building the confidence needed to make impactful decisions. The integration of Learning Walks and Coaches Corner into instructional support systems further strengthens the quality of teaching across the District, enabling teachers to learn from one another and apply proven strategies in their classrooms. As principals grow in their roles, the impact is reflected in stronger teacher capacity, more effective instructional practices, and targeted interventions that address student needs. Ultimately, this approach drives higher student achievement, reduces learning gaps, and ensures that District resources and strategies are being used efficiently and effectively to support all learners. By focusing on strengthening both accountability and confidence, we are creating a leadership culture rooted in growth, collaboration, and success.

Classroom-Level Cycle of Continuous Improvement
The IUSD Classroom Level Cycle of Continuous Improvement Pilot for the 2025-2026 school year is a systematic initiative designed to empower educators and students through the Plan-Do-Study-Act (PDSA) framework. The pilot included approximately 25 teachers. This methodology shifts the classroom dynamic by encouraging teachers to implement small, rapid cycles of testing and refinement for instructional strategies, allowing for innovation without widespread disruption. A cornerstone of this approach is student agency; by involving learners in feedback loops and the co-creation of classroom purpose, mission, and vision statements, students become active co-owners of their academic growth and classroom culture.

The pilot is further grounded in the philosophy of Emergent Strategy, specifically the concept of fractal scaling, which posits that small, intentional daily actions—such as micro-reflections or community-building rituals, can create ripples that eventually transform the entire school system. To ensure successful implementation, teachers are supported by non-evaluative instructional coaches who act as thought and data partners during the PDSA phases. Progress is monitored transparently using publicly displayed classroom trackers and student-level data analysis through EduClimber, fostering a collaborative environment where successes are celebrated and instructional changes are rooted in evidence.

The pilot will continue in the 2026-2027 school year with the addition of another 25-30 teachers. Full scale implementation is planned for the 2027-2028 school year.

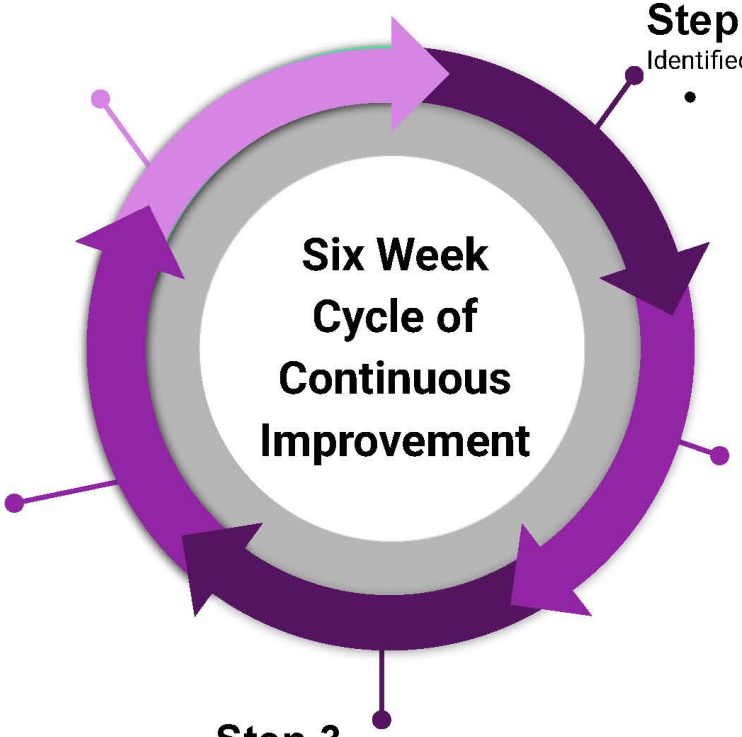
Social-Emotional Wellness
In the 2025-2026 school year , each IUSD student took a social-emotional screener (reThink Ed) twice a year in order to assess their SEL wellness. This data is used to provide tiered, differentiated mental health wellness support, counseling, and behavioral support, "by name and by need." Additionally, classroom teachers teach a ReThink Ed lesson once a week in order to support Tier I social emotional growth and development. Effective the 2026-2027 school year, teachers will be required to teach 3-5 ReThink Ed

lessons per week.

Wellness Spaces
In Inglewood Unified School District, TK–12 wellness spaces serve as vital hubs that promote mental health, support consistent school attendance, and foster academic achievement. These spaces are designed to address the whole child by providing a calm, welcoming environment where students can practice mindfulness, regulate emotions, and access support for their physical and emotional well-being. When paired with a robust wellness curriculum, these spaces go beyond physical construction to deliver intentional programming that teaches students essential life skills such as stress management, healthy eating, movement, and self-awareness. By integrating dedicated staffing, such as wellness coordinators, counselors, or health educators, these environments become proactive tools in addressing student needs, improving engagement, and ultimately strengthening educational outcomes. The alignment of wellness space design with curriculum implementation ensures that students in Inglewood Unified not only have a safe place to reset, but also gain the skills and habits needed for long-term success in and out of the classroom.

Appendix A

INGLEWOOD UNIFIED SCHOOL DISTRICT



Step 1

Identified Action/Strategy:

- Principals and teachers collaboratively identify areas for improvement based on Cycle of Inquiry and PLC analysis. This step should occur within **one week** after receiving assessment results.

Step 2

Observation and Feedback:

- Principals observe classroom activities and teaching methods to gather additional insights.
- Principals provide targeted feedback aligned with the identified action/strategy determined during the PLC and Cycle of Inquiry process.This step should occur within **2 weeks** after receiving assessment results.

Step 3

Professional Development:

- Principals offer tailored professional development to support the implementation of the essential standard and action plan identified in the Cycle of Inquiry and PLC process.This step should occur within **3 weeks** after receiving assessment results.

Step 4

Cycle of Inquiry:

- Teachers engage in a reflective cycle to assess the effectiveness of the action/strategy identified in the cycle of inquiry and PLC process to make adjustments as needed.
- This step should occur **4-5 weeks** after receiving assessment results and receiving professional development and the initial feedback.

Step 5

Feedback (Post-Implementation):

- Principals provide feedback following the implementation of the action/strategy to evaluate its impact and make further refinements.This step should occur **5-6 weeks** after receiving assessment results and receiving professional development and the initial feedback.

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Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The 2025 California Dashboard tells an encouraging story for Inglewood Unified: meaningful momentum, school-level transformation, and a district moving with intention toward higher performance for all students.

District-Wide Gains
The most striking headline is chronic absenteeism. A year ago, the district sat in Red. In 2025, it climbed to Yellow, with the districtwide rate falling to 20.4%, driven by

strengthened attendance monitoring, SART interventions, family outreach, and a more consistent MTSS framework. African American students shared in that progress, also moving out of Red, tied directly to targeted interventions and stronger assistant principal support. The graduation rate crossed from Orange to Green, climbing from 80.4% to 86.4%, a six-point gain representing hundreds of students whose trajectories changed. Counseling services, credit recovery pathways, attendance interventions, and wraparound supports all contributed. Districtwide schoolwide Red indicators dropped from five to two, a signal that improvement is spreading across performance areas, not isolated to a single measure.

School-Level Progress
Thirteen schools, Bennett-Kew, City Honors, Crozier, Highland, Hudnall, Inglewood Continuation, Inglewood High, Kelso, La Tijera, Morningside, Parent, Payne, and Woodworth-Monroe each moved at least one indicator up at least one performance level. Fourteen schools improved at least one student subgroup, adding Centinela and Oak.

Bennett-Kew eliminated every Red indicator and subgroup designation, exiting Red status entirely for the first time a landmark achievement reflecting targeted investments in attendance, ELA for English Learners and Students with Disabilities, and suspension reduction through PBIS. Centinela made sweeping progress in ELA, Math, and Suspension, with Students with Disabilities exiting Red in both academic indicators. This progress takes on added significance as Highland students began feeding into Centinela in 2025–2026, with both schools on upward trajectories heading into that transition.

Morningside improved its schoolwide Graduation Rate and reduced multiple subgroup Red designations in Suspension and Graduation progress that carried momentum directly into the 2025–2026 merger with Inglewood High School. Inglewood High itself moved at least one indicator up, providing an encouraging foundation for absorbing Morningside's student population. La Tijera moved from Red to Orange in Chronic Absenteeism and cleared multiple subgroup Red designations in Suspension and ELA. Woodworth-Monroe and Highland both exited Red in key schoolwide indicators and reduced subgroup Red counts across ELA and Suspension. Crozier demonstrated progress before its closure in June 2025, with students subsequently distributed across schools throughout the district.

Program: English Language Learner Results
California Dashboard results indicate moderate progress across multiple indicators for English Learners (ELs), with stronger gains observed for ELs than for Long-Term English Learners (LTELs). In ELA, 4 out of 7 schools (57.14%) maintained or advanced ELs by at least one performance level, while only 2 out of 7 schools (28.57%) showed similar progress for LTELs, highlighting a continued gap in outcomes for LTEL students. In Math, 3 out of 7 schools (42.85%) maintained or advanced ELs, reflecting some improvement, though less consistent than in ELA.

Progress in English language development was more notable, with 4 out of 7 schools (57.14%) advancing ELs at least one performance level on the ELPI, demonstrating strengthening systems for language acquisition. Inglewood High School stood out as a key site of improvement, advancing LTELs one performance level on the ELPI and advancing both ELs and LTELs one performance level on the Graduation Rate indicator, signaling strong secondary outcomes and effective support structures for student completion.

In addition, 4 out of 7 schools (57.14%) advanced ELs one performance level in Chronic Absenteeism, indicating improvement in student engagement and attendance at over half of the sites. Overall, these results suggest emerging systemwide progress, particularly for EL students, while also underscoring the need for more targeted and consistent support to accelerate outcomes for LTELs across academic indicators.
-4 out of 7 schools (57.14%) maintained or advanced ELs one performance level on the CA Dashboard ELA indicator.
-2 out of 7 schools (28.57%) maintained or advanced LTELs one performance level on the CA Dashboard ELA indicator.
-3 out of 7 schools (42.85%) maintained or advanced ELs one performance level on the CA Dashboard Math indicator.
-4 out of 7 schools (57.14%) maintained or advanced ELs at least one performance level on the CA Dashboard ELPI.
-Inglewood High School advanced LTELs one performance level on the CA Dashboard ELPI.
-Inglewood High School advanced ELs and LTELs one performance level on the CA Dashboard Graduation Rate indicator.
-4 out of 7 schools (57.14%) advanced ELs one performance level on the CA Dashboard Chronic Absenteeism indicator.

Indicators, Student Groups, and Schools Remaining in Red
Progress is real, but it is not yet universal. The 2025 Dashboard makes clear that significant work remains for students and schools still in Red.

Student Groups with Persistent Red Designations
Across every indicator where Red designations remain, the same student groups appear: Foster Youth, Students with Disabilities, Homeless students, English Learners, Long-Term English Learners, and Socioeconomically Disadvantaged students. These are not new gaps, they reflect deep, structural inequities requiring sustained, intensified support.

In ELA, Homeless students remain in Red districtwide. In Math, English Learners, Hispanic students, Homeless students, and Long-Term English Learners all carry Red designations. Chronic Absenteeism remains a serious concern for Asian students and Foster Youth. In Suspension, the longest and most telling list, African American students, Foster Youth, Homeless students, Long-Term English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities are all in Red, pointing to the need for deeper investment in restorative practices, behavioral support, and wraparound services.

Schools Carrying the Heaviest Load
Inglewood High School faces significant challenges across ELA, Math, and Suspension schoolwide Red in ELA and multiple subgroup Red designations, further complicated by the merger with Morningside, requiring a well-resourced plan to serve a larger, more diverse student body. Kelso carries a schoolwide Red in Math and multiple subgroup Red designations across ELA, Math, and Suspension, reflecting a concentration of need that spans academic performance and school climate. Oak has a schoolwide Red in Math and subgroup Red designations in Suspension. Payne carries schoolwide Red in Math, Students with Disabilities in Red in ELA, and multiple subgroup Red designations in Suspension.

Parent School presents a distinct profile: schoolwide Red in Chronic Absenteeism, with African American students also in Red for Chronic Absenteeism and Hispanic and Socioeconomically Disadvantaged students in Red for Suspension. La Tijera, despite broader 2025 progress, retains Red for English Learners in EL Progress and for African American students and Students with Disabilities in Chronic Absenteeism. Woodworth-Monroe faces Math challenges for Hispanic and Long-Term English Learner students and Suspension Red designations for multiple subgroups.

Crozier held a schoolwide Red in EL Progress before closing in June 2025. Its students, including English Learners performing in the Red, dispersed to schools throughout the district. Receiving schools must be equipped to identify, monitor, and support these students from day one, ensuring that a closure does not become an opportunity gap.

The pattern is clear: Red designations cluster around students experiencing poverty, housing instability, disability, language barriers, or foster care involvement and around schools navigating significant transitions and resource constraints. That pattern is both a warning and a roadmap.

Successes: The Story Behind the Gains

Chronic Absenteeism and Graduation Rate
The district's movement from Red to Yellow in chronic absenteeism reflects a genuine systems-level shift. Assistant principals strengthened attendance monitoring, SART interventions, and PBIS implementation. Full SSPSS staffing enabled coordination of services for Homeless and Foster Youth, data-driven decision-making, and deeper family engagement through Community Liaisons. Campus security enhancements improved school climate; tutoring and enrichment strengthened student connectedness. African American students exited Red; Bennett-Kew, Woodworth-Monroe, and La Tijera all made significant gains.
The graduation rate's climb from Orange to Green, 80.4% to 86.4%, was driven by college visits, scholarship support, internship and career readiness opportunities, coordinated counseling, credit recovery, and attendance interventions. For Students with Disabilities, pathway-based and hands-on learning improved both engagement and course placement. The reduction in districtwide schoolwide Red indicators from five to two reflects the compounding impact of expanded MTSS, additional classroom support staffing, and PBIS expansion.

Internal Academic Gains
Classroom support investments produced measurable results: K–5 oral reading fluency benchmark growth jumped from 32% to 61%, 11th grade reading proficiency climbed from 6% to 20%, and districtwide math proficiency improved from 3% to 15% on internal measures. These gains are the instructional foundation behind the state indicator improvements. For English Learners specifically, districtwide growth of 25%–38% in ELA and Math was observed, with several schools showing gains of 30%–133%. Inglewood High advanced both ELs and LTELs in Graduation Rate and LTELs in ELPI.

Staffing and Programs
Vacancy rates fell dramatically, from 178 to 87 in Year 1, and from 103 to 12 in Year 2, through partnerships with UMASS Global, CSUDH, LACOE, and the International Alliance Group. All TK–8 General Education and administrative positions were fully staffed for 2025–2026. Full SSPSS staffing enabled English Learner services, GATE identification, foster youth coordination, and compliance monitoring across all sites. The Dual Language Immersion Academy showed strong biliteracy gains in primary grades, with the share of students at the lowest CSA proficiency level falling from 86.79% to 52.94% and Level 2 climbing from 9.43% to 43.14%.

Three schools Bennett-Kew, City Honors, and Inglewood Continuation High School achieved no Red indicators or subgroup designations for the second consecutive year, reflecting consistent MTSS, proactive attendance and discipline systems, and strong instructional leadership. These schools are not just success stories; they are models for

what is possible districtwide.

Program: English Language Learner Growth and Progress

State Assessments Proficiency Growth:
Inglewood Unified School District demonstrated meaningful progress in outcomes for English Learners, with districtwide growth ranging from 25% to 38% in ELA and Math, signaling early signs of accelerated academic improvement. At the site level, several schools showed particularly strong gains. Bennett Kew, Beulah Payne, Kelso, and Woodworth Monroe achieved substantial growth between 30% and 133% in ELA and Math, reflecting pockets of effective instructional practices and targeted support. In addition, Beulah Payne, Centinela, and Inglewood High demonstrated strong gains in English language proficiency, with growth ranging from 36% to 86%, indicating that language development systems are beginning to yield positive results when implemented effectively. Notably, the majority of schools showed at least one area of positive growth, suggesting the emergence of systemwide capacity and highlighting the potential to scale effective practices across the district to drive more consistent outcomes for English Learners.
-IUSD showed significant (25%-38%) percentage growth for ELs in ELA and Math.
-Bennett Kew, Beulah Payne, Kelso and Woodworth Monroe showed significant (30%-133%) percentage growth for ELs in ELA and Math.
-Beulah Payne, Centinela and Inglewood High showed strong (36%-86%) growth for ELs in English language proficiency.
-The majority of schools showed at least one area of positive growth indicating emerging systemwide capacity.

Local Assessments Proficiency Growth:
Inglewood Unified School District demonstrated strong and consistent growth in mathematics for English Learners, with gains ranging from 31% to 165% across schools between MOY 2025 and MOY 2026, indicating that math interventions and instructional supports are yielding meaningful results. At the secondary level, Inglewood High School showed notable progress in literacy, achieving a 79% growth in reading performance, reflecting the impact of targeted reading supports and academic interventions. At the elementary level, most sites exhibited positive growth in foundational literacy, with increases ranging from 7% to 71%, demonstrating strengthening early reading instruction and improved student outcomes in key literacy skills. Collectively, these trends reflect emerging systemwide effectiveness in both math and literacy for English Learners, with clear evidence of growth across grade spans.
-IUSD showed strong and consistent growth (31%-165%) across schools for ELs in Math between MOY 2025 and MOY 2026.
-Inglewood High showed a 79% growth for ELs in Reading between MOY 2025 and MOY 2026.
-Most elementary sites showed positive growth (7%-71%) for ELs in foundational literacy between MOY
2025 and MOY 2026.

Persistent Challenges
Honest accounting of progress requires naming where progress has not yet reached. Several challenges are longstanding, interconnected, and resistant to incremental solutions.

Mathematics and English Learner Achievement
Mathematics remains the district's most urgent academic challenge. Despite internal gains, four student groups remain in Red districtwide English Learners, Hispanic students, Homeless students, and Long-Term English Learners and multiple schools carry schoolwide or subgroup Red designations. The LCAP is candid: subgroup performance gaps persist, and state assessment results demand stronger standards-based instruction, targeted intervention acceleration, and greater consistency across sites.
English Learners remain in Red in Math. Long-Term English Learners carry Red designations in both Math and Suspension. EL Progress sits at Orange districtwide the pace of language acquisition is not where it needs to be. Only 28.57% of schools showed growth for LTELs in ELA, and fewer than half demonstrated improvement in Math. The Dual Language Immersion program shows promise in early grades but sustaining biliteracy growth in Grades 4–5 remains unresolved. For Long-Term English Learners, the dual Red in academics and suspension reflects systemic underservice across multiple dimensions over an extended period.

Suspension Disparities and Chronic Absenteeism
Six student groups remain in Red in Suspension: African American students, Foster Youth, Homeless students, Long-Term English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities. PBIS systems are in place, but implementation varies significantly. Additional Tier II and Tier III interventions are needed. The breadth of this list, spanning race, income, housing, language, and disability, reflects pervasive, structural discipline disparities that raise urgent questions about equity in how behavioral challenges are addressed.

Average daily attendance improved from 90% to 91% but remains well short of the 96% district goal. Foster Youth and Asian students remain in Red. Parent School remains the most acute site-level concern. For Foster Youth, the persistence of Red reflects barriers that no monitoring system alone can address without deep, coordinated

wraparound support.

Students with Disabilities and Uneven Implementation
Students with Disabilities remain in Red in Suspension districtwide and appear in Red across ELA and Math at multiple sites. Recruiting and retaining qualified Special Education teachers, particularly for Moderate/Severe assignments, remains a persistent challenge; at mid-year, a staffing agency covered two remaining vacancies. Inconsistent implementation of classroom support and intervention structures has limited progress for this population. Addressing outcomes requires addressing the pipeline, retention, and support structures for the educators who serve them.

The most cross-cutting finding in the LCAP analysis is that implementation is uneven. Schools with stronger assistant principal leadership, consistent PBIS and MTSS structures, and better-coordinated intervention monitoring demonstrated greater gains. The district's challenge is not primarily a resource gap, it is an implementation gap. Closing it requires building shared expectations, accountability structures, and leadership capacity across the entire system. The students still in Red cannot afford to wait.

The Road Ahead: 2026–2027 LCAP Alignment
The 2026–2027 LCAP translates the Dashboard's findings into action, providing a structured framework for addressing every group and school that remains in Red.

Foster Youth, Homeless Students, and Vulnerable Populations
SSPSS staff will provide case management, intervention coordination, and family engagement while ensuring McKinney-Vento and foster youth compliance. Assistant principals will strengthen SART processes and attendance response systems with deliberate focus on chronically absent students. Expanded tutoring, enrichment, and college and career readiness activities will keep these students connected to learning. Through Action 2.4, the district will strengthen intervention accountability systems, improve coordination with CTE pathways, and provide additional training to ensure consistent foster youth support across every site.

English Learners and Long-Term English Learners
The LCAP's approach centers on acceleration, not maintenance. Instructional coaching and PLCs will deepen differentiated instruction and academic language development. MTSS Cycles of Inquiry will incorporate sharper EL focus with stronger Tier II and Tier III monitoring. SSPSS staff will track reclassification progress and coordinate ELD services. The Dual Language Immersion program will refine its approach in Grades 4–5 to sustain biliteracy growth in upper elementary. Long-Term English Learners in Red for Suspension will receive targeted PBIS and tiered behavioral support. Identified needs include: accelerating ELA and Math achievement beyond minimal gains, implementing differentiated LTEL supports, strengthening integration of language development and content instruction, and ensuring consistent ELD implementation across all sites.

Analysis of California Dashboard indicators, state assessment data, and local assessment outcomes indicates that while Inglewood Unified School District is demonstrating emerging progress in outcomes for English Learners (ELs), there remain significant and persistent areas of need, particularly in academic achievement, Long-Term English Learner (LTEL) outcomes, and systemwide consistency of implementation.
California Dashboard data reveals that although over half of schools maintained or advanced ELs in ELA, ELPI, and Chronic Absenteeism, progress remains inconsistent and limited in scope. Only 28.57% of schools showed growth for LTELs in ELA, and fewer than half of schools demonstrated improvement in Math, highlighting persistent achievement gaps and insufficient acceleration for LTEL students. While English language proficiency outcomes (ELPI) showed moderate improvement across schools, this progress has not yet translated into consistent gains in academic indicators such as ELA and Math. These results indicate a continued need to strengthen the alignment between language development and grade-level content instruction, as well as to ensure consistent implementation of designated and integrated ELD across all sites.

State assessment data further reinforces these needs. Although the district experienced meaningful relative growth for ELs in ELA and Math (25%–38%), overall proficiency levels remain low, and gains were not consistent across all schools or student groups. In particular, LTEL performance remains stagnant or declining in several areas, demonstrating that current instructional models and interventions are not sufficiently addressing the unique needs of this subgroup. While some schools showed strong growth in English language proficiency (36%–86%), this growth is uneven across sites, indicating a need for more consistent and systematic implementation of language development practices.

Local assessment data highlights both strengths and gaps in foundational skill development. The district demonstrated strong and widespread growth in mathematics (31%–165%), as well as positive gains in reading at the secondary level and foundational literacy at the elementary level (7%–71%). However, growth remains inconsistent across sites and assessment areas, with some schools showing stagnation or decline, particularly in early literacy and reading. These inconsistencies suggest that while instructional strategies and interventions are effective in some contexts, they are not yet being implemented with sufficient fidelity or coherence across the system.

Collectively, these data sources identify several critical needs for the district moving forward:
~Accelerating academic achievement in ELA and Math, particularly to move beyond minimal gains and shift overall performance levels

~Implementing targeted and differentiated supports for LTEL students, who continue to show the greatest need and least progress
~Strengthening the integration of language development and content instruction to ensure ELPI gains translate into academic success
~Ensuring consistent, high-quality implementation of ELD practices across all schools, supported by ongoing professional development and monitoring
~Improving coherence and alignment of intervention systems and progress monitoring, particularly through the use of local assessment data to inform instruction

Addressing these needs will be essential to moving from isolated pockets of growth to sustained, systemwide improvement, ensuring that all English Learners experience accelerated language development and academic success.

Students with Disabilities
The district will expand its LACOE Residency Capacity Grant partnership for Special Education, maintain the IAG partnership for hard-to-fill positions, and intensify recruitment for Moderate/Severe assignments. Classroom support staff will provide supplemental academic support and differentiated interventions. PBIS and Tier II/III behavioral supports will address disproportionate suspension rates. MTSS will strengthen site-level fidelity monitoring because having a system on paper is not the same as having one working consistently for every student who needs it.

Discipline Equity and Schools with Concentrated Red
For African American and Socioeconomically Disadvantaged students in Red for Suspension, the district will hold PBIS to a higher standard of consistency with accountability for Tier II/III delivery at the most affected sites. MTSS Cycles of Inquiry will surface suspension data by subgroup, making disparities harder to overlook and the obligation to respond clearer.

For Kelso, Inglewood High, Payne, Oak, Parent, and Woodworth-Monroe, schools with significant concentrations of Red, the LCAP directs a convergence of support: additional classroom staffing, tutoring, and small-group instruction prioritized in Math and ELA; SSPSS coordination and assistant principal oversight with expected measurable improvement in SART, suspension, and intervention fidelity; and MTSS Cycles of Inquiry, instructional coaching, and universal diagnostic data guiding site-level planning. The 2026–2027 LCAP signals a shift toward accountability, not just support.

Mathematics: A Districtwide Priority
With four student groups in Red in Math districtwide and multiple schools with schoolwide Red designations, incremental attention is insufficient. Expanded classroom support staff and small-group Math instruction will target English Learners, Long-Term English Learners, Homeless students, and Hispanic students. Instructional coaching and PLCs will emphasize standards-based instruction and differentiated intervention. Universal diagnostic data from i-Ready, Renaissance Star, and other measures will drive Tier II and Tier III identification and progress monitoring. AVID, robotics, Project Lead the Way, and academic competitions will connect Math to real-world relevance and postsecondary possibility, transforming students' relationship with a subject where many have experienced years of Red performance.

A District in Motion: With Work Still to Do
The 2025 California Dashboard tells a story of a district that is moving in the right direction. Districtwide schoolwide Red indicators fell from five to two. Thirteen schools moved up at least one performance level in at least one indicator. Fourteen schools improved outcomes for at least one student subgroup. The graduation rate crossed from Orange to Green. Chronic absenteeism dropped districtwide for the first time. These gains reflect years of coordinated investment in MTSS, PBIS, wraparound services, academic interventions, staffing stability, and expanded student support finally showing up in data.

But progress that does not reach everyone is incomplete progress. Mathematics remains the most urgent academic challenge. Suspension disparities persist for six student groups, a pattern that reflects systemic gaps in how behavioral support is delivered and for whom. Chronic absenteeism has not yet reached Foster Youth or Asian students. English Learners, Long-Term English Learners, and Students with Disabilities face compounding barriers across multiple indicators. And with Crozier's closure, the Morningside-Inglewood High merger, and Highland students transitioning to Centinela, 2025–2026 brought structural change that demands seamless continuity of support for every affected student.

The through line connecting every persistent gap is consistency, the gap between what the district's strongest schools deliver and what students experience everywhere else. The district now knows what works. The 2026–2027 LCAP provides the framework for making what works universal rather than exceptional. The direction is right. The foundation is stronger. And the students still waiting for the district's progress to reach them deserve nothing less than the full

Progress Monitoring

The lowest performance levels from the 2023 Dashboard will be included in each year’s LCAP for the three year LCAP cycle. See Appendix B Here are the actions that will

address the State indicators and subgroups at the lowest performance level that will be monitored for the three year LCAP cycle.

English Language Arts
Actions: 2.3, 2.12, 4.1, 5.1, 6.10
Subgroups:
-African American
-English Learners
-Foster Youth
-Hispanic
-Socioeconomically Disadvantaged
-Students with disabilities

Math
Actions 2.3, 2.12, 4.1, 5.1, 6.10
Subgroups:
-African American
-English Learners
-Hispanic
-Socioeconomically Disadvantaged
-Students with disabilities

English Learners
Actions 2.3, 2.12, 4.1, 5.1, 5.2, 5.4, 5.7
Sites
Oak, LaTijera, Inglewood

Chronic Absenteeism
Actions: 3.1, 6.4, & 6.9
Subgroups
-African American
-English Learners
-Hispanic
-Socioeconomically Disadvantaged
-Students with disabilities
-Two or more Races

Suspension
Actions: 3.4, 6.5, & 6.8
Subgroup
-African American
-Homeless
-Socioeconomically Disadvantaged
-Students with disabilities

Graduation Rate
Action: 2.9, & 6.1
Subgroup
-English Learners
-Hispanic
-Homeless

College and Career
Actions: 2.7, 2.10, & 6.6
Subgroup
-African American
-English Learners
-Homeless
-Socioeconomically Disadvantaged
-Students with disabilities

Learning Recovery Emergency Block Grant (LREBG) actions
To address the ongoing academic, attendance, and health-related impacts of disrupted learning, Inglewood Unified School District developed three Learning Recovery Emergency Block Grant (LREBG) actions for implementation during the 2026–2027 school years. These actions are designed to accelerate student learning, increase access to instructional opportunities, and remove barriers that may impede student success.
~LREBG Action 2.13, Expanding Access to Instruction for Credit-Deficient Pupils Through 8-Block Schedule Intervention Opportunities
~LREBG Action 2.14, Accelerating Learning Through High-Dosage Tutoring and Academic Intervention
~LREBG Action 3.8, Expanded School Health Services and Nursing Supports for Medically Complex Students

Action 2.13 Expand Access to Instruction, Credit Recovery, and College Eligibility Opportunities for Credit-Deficient Students
The district will utilize Learning Recovery Emergency Block Grant (LREBG) funds to expand access to instruction, targeted intervention, credit recovery, and college eligibility supports for students who are credit-deficient or at risk of not meeting graduation requirements. Through a comprehensive intervention framework embedded within the high school master schedule, students will receive additional academic support, structured intervention opportunities, credit recovery services, and college and career readiness planning designed to accelerate learning recovery and improve graduation outcomes.

Action 2.13 Description
The district will implement a comprehensive intervention and credit recovery program within the high school 8-block master schedule to address unfinished learning resulting from the COVID-19 pandemic. Students identified as credit-deficient will participate in dedicated intervention courses, structured tutoring periods, extended learning opportunities, and college eligibility supports designed to increase academic achievement and on-time graduation.

Services will include intervention classes staffed by credentialed teachers and intervention specialists, small-group academic support, targeted skill remediation based on diagnostic and assessment data, online and blended credit recovery opportunities, after-school intervention programs, graduation planning, A-G course completion support, dual enrollment counseling, and college readiness workshops. The district will also provide professional development for staff, ongoing progress monitoring, and data review cycles to ensure interventions are responsive to student needs and aligned to graduation and postsecondary goals.

Rationale: Goal and Priority Alignment
This action supports Goal 2: Multi tiered System of Support (MTSS), to improve academic achievement and learning outcomes for all students through targeted interventions, expanded learning opportunities, and equitable access to rigorous coursework. The action is aligned with State Priority 2 (Implementation of State Standards), Priority 4 (Pupil Achievement), Priority 5 (Pupil Engagement), and Priority 7 (Course Access).

The Learning Recovery Emergency Block Grant (LREBG) was established to address learning disruptions resulting from the COVID-19 pandemic and specifically authorizes activities that expand access to instruction for credit-deficient pupils and improve college eligibility. This action addresses the academic needs of students who are behind in credits by providing structured intervention, credit recovery opportunities, academic monitoring, and college readiness supports. By embedding intervention opportunities within the school day and extending learning opportunities beyond the regular instructional schedule, the district aims to accelerate learning recovery, improve course completion, increase graduation readiness, and expand access to college and career pathways, particularly for unduplicated student groups and students most impacted by unfinished learning.

Summary of Needs Assessment and Identified Need
A review of local academic data, graduation progress reports, credit deficiency records, and postsecondary readiness indicators identified a significant need to increase access to instructional supports for students who remain behind in credits due to pandemic-related learning disruptions. The needs assessment revealed that many students lack sufficient structured intervention time during the school day to address academic skill gaps and recover credits necessary for graduation.

Data also indicate that English Learners, Foster Youth, Low-Income students, and other unduplicated student groups are disproportionately represented among students experiencing credit deficiencies. Additionally, students who are struggling to complete graduation requirements often have limited access to A-G coursework, dual enrollment opportunities, and college readiness support because foundational credit deficiencies remain unresolved. Expanded intervention opportunities, targeted academic support, and structured credit recovery pathways are needed to improve graduation rates, increase academic achievement, and ensure equitable access to college and career opportunities.

Services and Supports, Student Groups, and Metrics
The district will provide a comprehensive system of supports to accelerate learning recovery, increase credit attainment, and improve college and career readiness for students identified as credit-deficient. Services will include AVID and Early Assessment Program (EAP) supports, college readiness activities, diagnostic assessments, ongoing academic progress monitoring, and targeted interventions. Staff will receive professional development focused on intervention strategies, data-driven decision-making, and culturally responsive instructional practices. Transportation, supplemental supports, and ongoing family engagement through progress updates and graduation planning conferences will help ensure equitable access to services and strengthen student success.

All high school students identified as credit-deficient will have access to these supports, with additional targeted assistance provided for English Learners, Long-Term English Learners, Foster Youth, Homeless Youth, Low-Income students, Students with Disabilities, at-risk students in grades nine through twelve, and students significantly behind in credits and at risk of not graduating on time. The effectiveness of this action will be measured through improvements in Graduation Rate, A-G completion rates, and the College and Career Indicator (CCI), which will be used to monitor student progress toward graduation and postsecondary readiness.

Action 2.14 Accelerating Learning Through High-Dosage Tutoring and Academic Intervention
The District will implement, expand, and enhance evidence-based learning recovery supports, including high-dosage tutoring and targeted academic interventions, to accelerate student learning, address unfinished learning resulting from the COVID-19 pandemic, and close persistent achievement gaps. Services will focus on increasing student access to intensive academic support, strengthening foundational literacy and mathematics skills, and ensuring students receive timely interventions aligned to identified learning needs.

Action 2.14 Description
Learning Recovery Emergency Block Grant (LREBG) funds will support the implementation of a comprehensive high-dosage tutoring and intervention program designed to improve student academic outcomes. The District will provide structured small-group and individualized tutoring opportunities for students demonstrating academic need in English Language Arts and Mathematics. Tutoring services will occur during and/or beyond the instructional day and will be aligned to grade-level standards and district-adopted curriculum.

The District will utilize diagnostic assessments, benchmark assessments, literacy screeners, and ongoing progress monitoring tools to identify students requiring additional support and to monitor intervention effectiveness. Evidence-based instructional materials, intervention programs, and supplemental learning resources will be utilized to address skill gaps and accelerate academic growth. Professional development will be provided to teachers, tutors, and instructional support staff to ensure effective implementation of evidence-based intervention strategies and data-informed instructional practices. Family engagement activities, multilingual communication, and home learning resources will also be implemented to strengthen student learning beyond the classroom.

Rationale: Goal and State Priority Alignment
This action supports LCAP Goal 2: Multi-Tiered System of Supports (MTSS) by accelerating student achievement and closing opportunity and achievement gaps through high-quality instruction, targeted intervention, and equitable access to academic supports. The action aligns with California State Priority 4 (Pupil Achievement) by increasing student performance in English Language Arts and Mathematics and supporting academic growth for students performing below grade level.

The action also aligns with Priority 5 (Pupil Engagement) by increasing student participation in learning opportunities and strengthening academic connectedness, and Priority 8 (Other Pupil Outcomes) by improving local academic measures, literacy outcomes, and intervention effectiveness. Through the implementation of high-dosage tutoring and targeted intervention services, students will receive additional instructional time, personalized support, and accelerated learning opportunities designed to address learning loss and improve overall academic achievement.

Summary of Needs Assessment and Identified Need
A review of state and local assessment data, including CAASPP results, benchmark assessments, literacy screening data, and progress monitoring measures, indicates that many students continue to experience significant learning gaps in English Language Arts and Mathematics. Student groups disproportionately impacted by the pandemic, including low-income students, English Learners, Foster Youth, Homeless Youth, and Students with Disabilities, continue to perform below district and state averages.

The needs assessment identified the need for expanded academic intervention services, increased access to evidence-based tutoring, earlier identification of learning gaps, and more intensive progress monitoring to ensure students receive timely support. Data also indicate a need to strengthen foundational literacy skills in the early grades and provide targeted academic recovery opportunities for students performing below grade-level standards. High-dosage tutoring and intervention services were identified as critical strategies to accelerate learning recovery and improve long-term academic outcomes.

Services and Supports, Student Groups, and Metrics
The District will implement a comprehensive system of academic intervention and learning recovery to accelerate achievement and address unfinished learning. Students identified as needing additional assistance will participate in high-dosage tutoring through small-group and individualized instructional sessions focused on English Language Arts and Mathematics. Supports will include targeted interventions aligned to grade-level standards, diagnostic and benchmark assessments, literacy screeners, evidence-based literacy programs, ongoing progress monitoring, extended learning opportunities, and professional development for teachers, tutors, and instructional support staff. Family engagement workshops, multilingual communication, home learning resources, and monthly data reviews will help ensure services remain responsive to student needs and support learning beyond the school day.

All students identified as needing academic intervention services will have access to these supports, with additional targeted assistance provided to Low-Income Students, English Learners, Long-Term English Learners, Foster Youth, Homeless Youth, Students with Disabilities, students performing below grade-level standards, and students identified as significantly academically at risk. The effectiveness of this action will be measured through CAASPP English Language Arts and Mathematics results, literacy screener outcomes, benchmark assessment performance, and ongoing progress monitoring data to evaluate academic growth and guide continuous improvement efforts.

Action 3.8 Expanded School Health Services and Nursing Supports for Medically Complex Students
The district will expand school health services through the deployment of credentialed school nurses to provide direct health services, chronic disease management, case management, medical re-entry support, and family resource coordination. These services will reduce health-related barriers to learning, improve attendance, and increase access to educational opportunities for students with chronic and severe medical conditions.

Action 3.8 Description
The district will utilize Learning Recovery Emergency Block Grant (LREBG) funds to expand and strengthen nursing services across all school sites. Credentialed school nurses will provide health assessments, medication administration, development and monitoring of Individualized Health Plans (IHPs), Section 504 health accommodations, and coordination of care for students with chronic illnesses and medically complex conditions. Nursing services will be delivered through a tiered system of support that includes universal health monitoring, targeted case management for students experiencing health-related attendance challenges, and intensive support for medically fragile students.

Additional services will include medical re-entry planning following hospitalization or extended illness, family outreach, referrals to community health and social service resources, and staff training on student health needs, chronic disease management, and emergency response procedures. The district will also strengthen partnerships with healthcare providers and community agencies to increase access to comprehensive health and wellness supports that promote consistent attendance, student well-being, and academic success.

Rationale: Goal and Priority Alignment
This action supports LCAP Goal 3: Culture and Climate by ensuring students learn in a safe, healthy, equitable, and supportive environment that promotes attendance, engagement, social-emotional well-being, and academic success. The action aligns with LCAP Priority 5 (Pupil Engagement) and Priority 6 (School Climate) by addressing health-related barriers that limit students' ability to attend school consistently and fully participate in learning. Research indicates that unmanaged health conditions can contribute to chronic absenteeism, disengagement, and reduced academic performance, particularly for students with chronic medical needs.

Through the expansion of credentialed nursing services, the district will provide proactive health interventions, case management, medical re-entry supports, family resource coordination, and individualized health services designed to improve attendance and student well-being. By ensuring timely access to health supports and coordinated care, the district will strengthen school connectedness, reduce barriers to learning, support positive school climate outcomes, and improve equitable access to educational opportunities for all students.

Summary of Needs Assessment and Identified Need
A review of district attendance data, chronic absenteeism trends, student health records, and educational partner feedback identified a need to expand school-based health services and nursing supports. Students with chronic medical conditions often experience higher rates of absenteeism and require ongoing health monitoring, medication management, and coordination among schools, families, and healthcare providers. Input from families, school staff, and district leaders emphasized the importance of

increasing nursing capacity to better support students with complex medical needs, strengthen communication with families, improve medical re-entry processes, and ensure the consistent implementation of health plans across school sites.

The needs assessment further identified the need to reduce health-related barriers that contribute to chronic absenteeism, increase access to school-based health services, and improve coordination of care between schools, families, and medical providers. Additional priorities include strengthening staff capacity to support students with chronic health conditions, increasing family access to health, social service, and community-based resources, and ensuring compliance with Individualized Health Plans, medication protocols, Section 504 accommodations, and other student health requirements. These efforts are intended to improve student attendance, engagement, well-being, and overall access to learning.

Services and Supports, Student Group, and Metrics
Through this action, the district will expand access to comprehensive school health services to reduce health-related barriers to learning and improve student attendance, engagement, and well-being. Credentialed school nurses will provide direct nursing services, including health assessments, chronic disease management, medication administration, Individualized Health Plans (IHPs), medical re-entry planning, Section 504 health accommodations, family outreach, case management, and referrals to healthcare providers and community agencies. Staff will receive training on chronic medical conditions, emergency response procedures, and trauma-informed health practices, while multilingual health communication and educational resources will support equitable access for families.

Although all students will benefit from expanded nursing services, targeted support will be prioritized for students with chronic or severe medical conditions, chronic absenteeism related to health concerns, Students with Disabilities, Foster Youth, Homeless Youth, English Learners, Socioeconomically Disadvantaged students, and students requiring Section 504 accommodations or specialized health plans. The effectiveness of this action will be measured through ongoing monitoring of the Chronic Absenteeism Rate, with attendance and student health data reviewed regularly to assess the impact of expanded nursing services on student attendance, engagement, access to learning, and overall student success.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Exiting Differentiated Assistance for 2023–2024 Identified Student Groups
Based on the 2025 California School Dashboard, Inglewood Unified School District (IUSD) is eligible for Year 1 Differentiated Assistance based on the performance of the Foster Youth in Chronic Absenteeism & Suspension Rate and Homeless Youth in CAASPP (ELA=Red; Math=Red) & Suspension Rate
The district was eligible for Differentiated Assistance support based on its 2024 California School Dashboard results of the the following:
~African American: CAASPP (ELA=Red; Math=Red), CCI & Chronic Abs
~English Learners: CAASPP (ELA=Red; Math=Orange), CCI & Graduation Rate
~Long-Term ELs: CAASPP (ELA=Red; Math=Orange), CCI & Graduation Rate
~Students w/Disabilities: CAASPP (ELA=Red; Math=Orange) & CCI
IUSD in its seventh year of monitoring, successfully leveraged strategic partnerships, data-driven systems, and targeted support structures to build internal capacity and exit Differentiated Assistance (DA) for the student groups identified during the 2023–2024 school year.

A critical component of this work was the district's ongoing partnership with the Los Angeles County Office of Education (LACOE) and the California Collaborative for Educational Excellence (CCEE). Through biweekly critical-colleague meetings, annual Differentiated Assistance convenings, monthly participation in LACOE State and Federal Directors Network meetings, and continuous technical assistance, district leaders strengthened their ability to analyze data, identify root causes, and implement evidence-based improvement strategies. These collaborative structures provided both accountability and support, ensuring that district improvement efforts remained focused on addressing systemic barriers impacting student achievement.

To support the identified student groups, IUSD strengthened districtwide systems through implementation of the African American Student Achievement and Wellness Plan, expanded data-driven instructional practices, and increased educational partner engagement. Professional learning and assessment cycles aligned with state and local indicators resulted in increased participation in local assessments, while structured Cycles of Inquiry allowed educators to use data to inform instruction and interventions. Monthly engagement sessions with students, families, educators, and community partners ensured that the voices of impacted student groups informed district decision-making and program development. Additionally, schools received differentiated technical assistance focused on culturally responsive practices, English learner support, inclusive

instructional strategies, and targeted Tier II and Tier III interventions. Collectively, these efforts created the conditions necessary for the district to exit Differentiated Assistance for the identified subgroups while establishing systems for sustained improvement.

Sustaining Supports and Addressing 2024–2025 Identified Student Groups
While maintaining the successful structures and interventions implemented for the 2023–2024 DA student groups, IUSD simultaneously expanded its support systems to address the needs of two newly identified student groups in 2024–2025: Foster Youth and Homeless Youth. Dashboard data indicated that Foster Youth continued to experience significant challenges in Chronic Absenteeism and Suspension Rate, while Homeless Youth were identified for ELA, Mathematics, Suspension Rate, and Chronic Absenteeism.

To address these challenges, the district established a comprehensive wraparound support model centered on partnerships with community-based organizations and expanded internal support services. The Centinela Youth and Family Collaborative (CYFC) became the district's primary partner for Foster and Homeless Youth, increasing the number of students served from 97 during the 2024–2025 school year to 124 during 2025–2026. CYFC services include mental health counseling, crisis response, family support, case management, social-emotional interventions, and connections to basic-needs resources, ensuring that students receive comprehensive supports that address both academic and non-academic barriers to success.

In addition, IUSD restructured its Student Support Services Department to strengthen behavioral and mental health interventions. New positions, including a Board Certified Behavior Analyst (BCBA), Behavior Specialists, Behavior Support Teachers, Behavior Support Aides, and Social Workers, were added to create a districtwide behavior support infrastructure capable of addressing the underlying causes of absenteeism and suspension. The district also established a Family Support Services Department, led by an MSW-credentialed coordinator and supported by Community Liaisons assigned to each school site. These staff members work directly with families to connect them to resources, identify needs early, and coordinate supports across multiple systems. Furthermore, eight district schools now participate in the Community Schools initiative, providing expanded access to integrated services, family engagement opportunities, and community partnerships.

Through coordinated efforts among Community Liaisons, School Social Workers, Counselors, CYFC, Children's Youth Services, and the Children's Institute, the district established a robust wraparound coordination system. These collaborative efforts contributed to measurable improvement in Chronic Absenteeism for Homeless Youth, which improved from Orange to Yellow on the California Dashboard, demonstrating the positive impact of coordinated case management and targeted support.

Next Steps for Foster Youth
Although substantial support systems have been implemented, Foster Youth remains a priority student group due to persistent challenges in Chronic Absenteeism and Suspension Rate, both of which remain in the Red performance category. Attendance for Foster Youth declined from96.1 percent in 2023–2024 to 90.08 percent in 2025–2026, falling below the district average and highlighting the need for intensified interventions. Suspensions also increased, moving from Orange to Red, indicating that behavioral and engagement supports must be strengthened. To help address these challenges, the district will continue implementation of Action3.2: Targeted Supports for Foster Youth, Low-Income Students, and Students Experiencing Homelessness, which provides expanded learning opportunities before school, after school, and on Saturdays, including targeted intervention, tutoring, academic enrichment, and credit recovery programs. These supports are designed to provide students with additional instructional time, increase academic engagement, strengthen school connectedness, and ensure that highly mobile and vulnerable student populations have access to consistent academic and social-emotional supports in a stable learning environment.

To address ongoing attendance and behavioral concerns, IUSD will implement a proactive case management model that begins immediately upon student enrollment. Community Liaisons will develop individualized support plans within the first two weeks of enrollment and coordinate services through structured collaboration with counselors, social workers, and school staff. This early intervention approach is intended to prevent attendance and behavioral concerns before they escalate. The district will also launch a comprehensive behavioral support framework led by the District Behavior Team. Foster Youth experiencing repeated disciplinary incidents will receive Functional Behavior Assessments, individualized Behavior Intervention Plans, restorative practices, and trauma-informed supports. Professional learning for staff will reinforce positive behavioral intervention strategies and reduce reliance on exclusionary discipline practices.

In addition, IUSD will strengthen collaboration with child welfare agencies by formalizing data-sharing agreements and implementing regular reviews of Foster Youth attendance and discipline data. Monthly monitoring through District Data Summits and quarterly reports to the Board of Education will ensure accountability and timely intervention. The district will also expand CYFC services and formalize crisis response protocols to provide coordinated supports when students experience significant challenges. Foster Youth will be prioritized for mentoring, advisory programs, extended learning opportunities, and credit recovery services that strengthen school connectedness and provide stable relationships with caring adults, an essential protective factor for this student population. IUSD will continue its partnership with the Los Angeles County Office of Education's Foster Youth Services Coordinating Program (FYSCP) to strengthen support systems for Foster Youth. Through this collaboration, district and site staff will receive ongoing professional learning, technical assistance, and guidance related to educational rights, trauma-informed practices, attendance improvement strategies, school stability, and

cross-system coordination. The partnership will enhance staff capacity to identify and address barriers affecting Foster Youth and ensure that district supports remain aligned with state and county best practices for improving academic, behavioral, and attendance outcomes.

Next Steps for Students Experiencing Homelessness
Homeless Youth continue to face significant academic and behavioral challenges. While the district successfully improved Chronic Absenteeism from Orange to Yellow, performance in both ELA and Mathematics declined from Orange to Red during the 2024–2025 school year, and Suspension Rate remained Red. These outcomes indicate that while attendance supports have been effective, additional academic and behavioral interventions are necessary to improve student outcomes.

To accelerate academic achievement, Homeless Youth will receive priority access to Tier II and Tier III interventions through the districts Multi-Tiered System of Supports (MTSS). Intervention plans will be developed collaboratively by teachers, instructional coaches, counselors, and support staff and aligned to California Assessment of Student Performance and Progress (CAASPP) standards in ELA and Mathematics. Progress will be monitored through Cycles of Inquiry and Professional Learning Communities to ensure interventions remain responsive to student needs. As part of Action 3.2, Targeted Supports for Foster Youth, Low-Income Students, and Students Experiencing Homelessness, the district will provide specific extended-day learning opportunities before school, after school, and on Saturdays, including academic intervention, tutoring, and credit recovery programs. These targeted services are designed to address unfinished learning, improve academic achievement, increase course completion, and provide students experiencing homelessness with consistent access to academic support in the most stable learning environment possible. Community Liaisons and Family Support Services staff will work collaboratively to identify eligible students, connect families to available programs, and monitor participation and progress to ensure services are responsive to student needs.

The district will also strengthen implementation of the McKinney-Vento Act by ensuring immediate enrollment, maintaining school-of-origin stability whenever possible, and improving identification processes through collaboration among Community Liaisons, Family Support Services staff, and CYFC. Recognizing the impact of trauma and housing instability on student learning and behavior, IUSD will expand trauma-informed instructional practices and restorative discipline approaches. Teachers, Behavior Support Aides, and district behavior specialists will work collaboratively to create supportive learning environments that reduce behavioral incidents and improve student engagement.

To address academic gaps, the district will utilize Community Schools funding to expand after-school and extended-day literacy and mathematics programs at participating schools. CYFC and the Children’s Institute will coordinate academic and social-emotional support through individualized case management plans while addressing barriers such as transportation, food insecurity, and access to extended learning opportunities. Community Liaisons will work closely with families to ensure students are connected to available tutoring, intervention, and enrichment programs and will monitor participation to promote consistent engagement. Progress will be monitored through quarterly District Data Summits and monthly reports generated by the Family Support Services Department, allowing district leaders to evaluate implementation effectiveness and make timely adjustments to supports and resource allocation. These efforts are embedded within the district’s 2025–2026 LCAP and will be monitored through attendance metrics and annual California Dashboard reporting to ensure continuous improvement for Homeless Youth.

IUSD will continue its partnership with the Los Angeles County Office of Education (LACOE) Homeless Education Program (HEP) to strengthen services and support for students experiencing homelessness. Through ongoing training, technical assistance, and consultation, HEP will assist district and site staff in implementing McKinney-Vento requirements, improving student identification processes, promoting school stability, and addressing barriers to attendance and academic achievement. This partnership will support the district's efforts to build staff capacity, enhance wraparound services, and ensure that homeless youth receive equitable access to educational opportunities and resources necessary for academic success and well-being.

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.

There are no CSI schools in the Inglewood Unified School District.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement

LCAP Educational Partner Committee	The Inglewood Unified School District (IUSD) conducted a comprehensive and inclusive review and development process for the Local Control and Accountability Plan (LCAP) and Federal Addendum through systematic consultation with a diverse range of Educational Partners. These partners encompassed students, parents and guardians, certificated and classified staff, school and district administrators, site English Learner Advisory Committees (ELACs), School Site Councils, student advisory committees, the District Parent Advisory Committee, District English Learner Advisory Committee (DELAC), District Student Advisory Committee, Special Education Advisory Committee, Southwest Special Education Local Plan Area (SELPA), Parent Teacher Associations (PTAs), PTA Presidents' Council, Inglewood Teachers Association (ITA), Inglewood Management Association (IMA), Teamsters Union representatives, and members of the broader Inglewood community. The District gathered meaningful feedback through multiple channels, including surveys administered via Google Forms to parents, students, staff, and community members, as well as a series of strategic meetings conducted throughout the school year. The LCAP Educational Partners Committee convened on nine occasions: October 7, 2025; November 3, 2025; December 2, 2025; January 6, 2026; February 3, 2026; March 3, 2026; April 14, 2026; May 5, 2026; and May 26, 2026 (a joint review session with all committees and the County Administrator). Each meeting was structured to promote inclusive planning and dialogue, with sessions centered on specific areas of focus or problems of practice related to the LCAP or Federal Addendum. District departments responsible for LCAP implementation provided progress updates, highlighting both accomplishments and challenges encountered during the fiscal year. The committee analyzed state and local data, reviewed LCAP survey findings, evaluated the effectiveness of the 2025–2026 LCAP and Federal Addendum, and contributed substantively to the development of the 2026–2027 plan. On October 7, 2025, the Inglewood Unified School District (IUSD) convened the first Educational Partners Local Control and Accountability Plan (LCAP) Committee Meeting of the year. This first session established the foundation for a series of monthly strategic meetings designed to facilitate the implementation, monitoring, and continuous evaluation of the District's LCAP. District Leadership welcomed attendees and acknowledged their contributions to the collaborative process. The Executive Director of State and Federal Programs delivered a comprehensive overview of the committee's critical responsibilities, including the development, monitoring, and evaluation of LCAP goals, actions, and services. The meeting's primary focus centered on Goal 3: Culture and Climate. Participants reviewed a detailed presentation on the District's Positive Behavior Intervention and Support (PBIS) Framework, which included behavioral data analysis and an overview of the newly implemented cellular device policy. The Director of Student Support Services provided insights into departmental initiatives and addressed community inquiries. On November 3, 2025, the IUSD community came together for the second meeting in the year-long series of District Educational Partners LCAP Committee gatherings, designed to support the implementation and ongoing monitoring of the Local Control and Accountability Plan (LCAP). Representatives from all Educational Partner groups participated in a collaborative discussion focused on student achievement, district priorities, and support systems. The meeting included a review of LCAP Goals, California State Priorities, with a focused discussion on Priority 4: Pupil Achievement, and a comprehensive Student Data Review for the 2025–2026 school year. The Executive Director of State and Federal Programs presented beginning-of-year student assessment data, which led to meaningful dialogue around strategies to strengthen student learning and teacher support. Additional topics included common assessments, multilingual learners, attendance, students with unique needs, Least Restrictive Environment (LRE) tracking, Social-Emotional Learning (SEL), school safety, and planning topics for the next meeting. Throughout the session, committee members engaged in thoughtful conversations and shared valuable input that will continue to guide district efforts in supporting student success and continuous improvement. On December 2, 2025, the IUSD community convened for the third meeting in the ongoing series of District Educational Partners LCAP Committee Meetings, which support the implementation and monitoring of the Local Control and Accountability Plan (LCAP). Representatives from all stakeholder groups participated in a collaborative session focused on student supports, district initiatives, and student achievement. The meeting began with welcome remarks and introductions, followed by presentations connected to LCAP Goal 3, including updates on Wellness Centers and intramural sports. A guest speaker, along with a vendor partner, highlighted the services and supports available through the district’s Wellness Centers and their role in promoting student well-being. The committee also received information regarding the Learning Recovery Block Grant and participated in discussions related to student data, common

assessments, and the 2025 California School Dashboard results, which were presented by the Executive Director of State and Federal Programs. In addition, the IUSD Technology Plan was introduced, and committee members were encouraged to provide feedback to support the plan's development and implementation. The meeting concluded with a discussion of next steps and continued collaboration to support district goals and student success.

On January 6, 2026, the IUSD community participated in the fourth meeting of the District Educational Partners LCAP Committee, continuing the year-long effort to support the implementation and monitoring of the Local Control and Accountability Plan (LCAP). Representatives from all educational partner groups gathered to review district updates, student data, and key accountability measures. The meeting began with welcome remarks and introductions, followed by discussions focused on student engagement initiatives, including athletics, academic competitions, and the Science Fair, highlighting opportunities that promote student participation and achievement. Committee members also reviewed student data and engaged in thoughtful conversations regarding the California School Dashboard and the newly released Every Student Succeeds Act (ESSA) Report. A major highlight of the meeting was the positive announcement that no IUSD schools were identified for Comprehensive Support and Improvement (CSI) for the 2025–2026 school year, an accomplishment that was recognized and celebrated by the committee. In addition, members reviewed and discussed LCAP survey questions to support ongoing educational partner feedback and continuous improvement efforts.

On February 3, 2026, the IUSD community gathered for the fifth meeting of the District Educational Partners LCAP Committee, continuing the district's year-long effort to support the implementation and monitoring of the Local Control and Accountability Plan (LCAP). Representatives from all educational partner groups participated in discussions focused on student engagement, student data, and continuous improvement efforts across the district. The meeting began with welcome remarks and updates, followed by a Mid-Year LCAP Review that provided committee members with an opportunity to reflect on progress toward district goals and identify areas for continued focus and support. The committee also reviewed the purpose and structure of the annual LCAP Survey, engaging in productive conversations regarding potential revisions and additions to ensure the survey captures meaningful feedback from the community. Members examined draft survey questions, clarified the intent behind the questions, and prepared to provide additional input as part of the ongoing survey development process.

On March 3, 2026, the IUSD community participated in the sixth meeting of the District Educational Partners LCAP Committee, continuing the district's year-long effort to support the implementation and monitoring of the Local Control and Accountability Plan (LCAP). Representatives from all educational partner groups engaged in discussions focused on student engagement, student data, the comprehensive needs assessment, and recommendations for LCAP goals and actions. A major component of the meeting was the presentation of the LCAP Mid-Year Review, which included a self-assessment of each LCAP action categorized as Fully Implemented, Partially Implemented, or Minimally Implemented. Representatives from the Educational Services Division were present to respond to questions and address concerns raised by committee members. Participants also reviewed districtwide data and the current comprehensive needs assessment conducted through Plan 4 Learning, leading to thoughtful discussions regarding the implementation of current goals and actions across school sites. Committee members provided valuable feedback and recommendations, with a strong emphasis on strengthening intervention and enrichment opportunities to better support student learning and achievement.

On April 14, 2026, the IUSD community participated in the seventh meeting of the District Educational Partners LCAP Committee, continuing the year-long series focused on the implementation and monitoring of the Local Control and Accountability Plan (LCAP), with representation from all educational partner groups engaged in the process. The meeting included welcome and introductions, a 2nd Call presentation, review of the LCAP survey and preliminary results, discussion of the comprehensive needs assessment, and recommendations for goals and actions, along with planning for next steps. District administration also provided an update in response to safety concerns related to the upcoming merger of Inglewood High School and Morningside High School, outlining strategies and resources being implemented to support a safe and successful transition. Committee members reviewed the current LCAP survey and were encouraged to complete it and promote participation within their school communities to ensure broad and representative feedback. The group also examined student data and engaged in discussion about how existing resources are being used to support student achievement, offering thoughtful feedback on priorities and identifying areas of continued need to inform future LCAP goals and actions.

On May 5, 2026, the IUSD District Educational Partners LCAP Committee meeting focused on a comprehensive review of LCAP survey results collected from students, staff, and parents, with the purpose of identifying key themes and insights related to district programs,

	services, and overall school climate. Committee members engaged in thoughtful discussion about how stakeholder feedback can inform upcoming decisions and potential adjustments to the Local Control and Accountability Plan (LCAP), ensuring that implementation remains responsive to community needs. The group also discussed communication updates between ITA and PTA and reviewed the survey results in detail, leading to a shared understanding of areas of strength and opportunities for growth. A key point of consensus was the need to refine the LCAP survey questions for the 2025–2026 school year so they better reflect progress in current initiatives and any changes to district programs and supports, ensuring the tool continues to gather meaningful and relevant input from all educational partners.
DPAC-District Parent Advisory Council	The District Parent Advisory Committee (DPAC) was composed primarily of parent representatives from School Site Councils. The committee collaborated closely with the Assistant Superintendent of Educational Services and the Executive Director of State and Federal Programs to conduct comprehensive reviews of student data and to monitor, implement, and evaluate district programs and initiatives. DPAC also focused on reviewing the LCAP and the LCAP Federal Addendum. DPAC meetings were held on the following dates: October 21, 2025; November 18, 2025; December 9, 2025; January 13, 2026; February 10, 2026; March 9, 2026; April 21, 2026; May 12, 2026; and May 26, 2026 (with all committees and the County Administrator). On October 21, 2025, the District Parent Advisory Council (DPAC) convened its second meeting of the year, bringing together parent leaders from School Site Councils across campuses, along with representatives from DELAC and SEAC, to engage in districtwide dialogue and collaboration. The agenda included welcome and introductions, an Educational Services update, a data chat focused on student attendance, council responsibilities, the Parent Involvement Policy, and next steps. The Chief Academic Officer provided an update on beginning-of-year student data, highlighting performance trends and key insights to support instructional planning and student success. During the Data Chat segment, the Director of Student Services facilitated a focused discussion on attendance data and its implications for student engagement. The Executive Director of State and Federal Programs reviewed DPAC roles and responsibilities and explained how the LCAP Federal Addendum aligns with and supports the Local Control and Accountability Plan (LCAP), emphasizing the district's ongoing monitoring of implementation across departments and the essential role of parent input in shaping district goals. Additional topics included the Parent Summit (English and Spanish), a presentation on Educational Services and the district discipline plan, DPAC nominations, and a review of the Parent Involvement Policy and regulations. On December 9, 2025, the meeting included welcome and introductions, school share-outs, updates on the California Dashboard, parent notifications, Educational Services updates, and next steps. Because DPAC members also serve on School Site Councils, participants shared site-level experiences related to the implementation of the School Plan for Student Achievement (SPSA), highlighting both successes and challenges in supporting student outcomes. A significant portion of the meeting focused on the upcoming California Dashboard release and how data results may impact site plans and district priorities moving forward. The Assistant Superintendent of Educational Services provided a data update to support parent understanding of how data informs decision-making and continuous improvement efforts. Additional topics included a LACOE presentation, Title I parent engagement, parent committees, and a review of the district Parent Involvement Policy and regulations. On January 13, 2026, the meeting included welcome and introductions, Educational Services updates, discussion of data's impact on the School Plan for Student Achievement (SPSA), and next steps. During the session, the Assistant Superintendent of Educational Services presented an overview of the Student Study Team (SST) process, helping parents gain a clearer understanding of the purpose of SSTs, how the process functions, and how it connects to the district's Multi-Tiered System of Supports (MTSS). This presentation led to meaningful dialogue regarding how student data informs both the California Dashboard and the Every Student Succeeds Act (ESSA) report, and how schools use that information to shape and refine their SPSAs to better address student needs. Additional topics included presentations on successful instructional strategies, teacher vacancy updates, support and training for teachers, Title I School Plan for Student Achievement monitoring, and a review of the district Parent Involvement Policy and regulations. On February 10, 2026, the agenda included welcome and introductions, a Title I update on School Plan for Student Achievement monitoring, an Educational Services update presented by Dr. Bernadette Lucas, a presentation on social-emotional support services through Hazel Health, a discussion on school culture and climate, and next steps. During the meeting, the Assistant Superintendent of Educational Services highlighted the district's ongoing efforts to support students' social-emotional well-being, emphasizing Hazel Health as an important resource available to students and families. Parents provided thoughtful suggestions on how to better promote and increase awareness of these services within school communities, which led to a broader conversation about school culture and climate

	and the experiences families are having across campuses. The meeting also included a brief overview of the district's Positive Behavioral Interventions and Supports (PBIS) initiative and its role in fostering positive, inclusive, and supportive learning environments for all students. On March 10, 2026, the meeting agenda included welcome and introductions, an Educational Services update, discussions related to Priority 5: Culture and Climate and Priority 6: Pupil Engagement, a presentation on Positive Behavioral Interventions and Supports (PBIS), a Mid-Year Data Review, and next steps. A major focus of the meeting was the implementation of PBIS across school sites, with parents learning how the framework is tailored to meet the unique needs of individual campuses and how families can become actively involved in PBIS committees at their schools. Several parents shared personal experiences regarding the positive impact PBIS has had on their children and school experiences. The committee also reviewed culture and climate data and discussed how these factors influence student achievement, particularly attendance. Participants expressed encouragement regarding the district's increase in average daily attendance and engaged in thoughtful dialogue about the strategies contributing to this positive trend. The meeting reflected the district's ongoing commitment to collaboration, transparency, and continuous improvement in support of student success. On April 21, 2026, the District Parent Advisory Council (DPAC) meeting brought together parent leaders and educational partners to discuss student wellness, family engagement, and district initiatives supporting student achievement. The meeting included welcome and introductions, an Educational Services update, presentations on the LCAP Federal Addendum and Social-Emotional Learning (SEL), and opportunities for discussion and feedback. Educational Services provided updates on the district's CAASPP preparation campaign and emphasized the importance of supporting students during the testing period. A significant portion of the meeting focused on gathering educational partner input for the Local Control and Accountability Plan (LCAP), including discussion of the LCAP Federal Addendum and access to survey links for students, parents, community members, and staff to ensure broad participation and meaningful feedback in the district's continuous improvement efforts. On May 12, 2026, the meeting focused on reviewing the California Local Indicators, an important component of the Local Control and Accountability Plan (LCAP) used to measure family and community engagement. DPAC members participated in the Parent Engagement Self-Assessment and provided feedback on three areas: Building Relationships Between School Staff and Families, Building Partnerships for Student Outcomes, and Seeking Input for Decision-Making. Each section received a score of 3, reflecting implementation efforts across the district while highlighting the need for greater consistency among school sites. Participants shared feedback through a survey link, and additional opportunities for parent input will be offered throughout the district. The meeting concluded with an invitation to provide feedback on the LCAP Federal Addendum and a reminder of the importance of transparent and inclusive decision-making.
DSAC- District Student Advisory Council (Grades 3-12)	The District Student Advisory Council (DSAC) provides a formal platform for students to offer feedback on programs and initiatives, with the aim of improving the student experience and supporting academic success. As an advisory body, DSAC contributes to the development, monitoring, and evaluation of key district plans and the equitable allocation of resources. District leadership attends every meeting to answer questions, listen to student perspectives, and gather unfiltered feedback from those most affected by school policies. The DSAC meeting schedule for the 2025–2026 school year is: September 30, 2025; November 5, 2025; December 5, 2025; March 4, 2026; April 1, 2026; and May 2, 2026. On November 5, all District Student Advisory Council (DSAC) representatives in grades 3–12 convened to review the focus areas for the school year and provide feedback on the first quarter of school as it relates to school plans and the Local Control and Accountability Plan (LCAP). Students then participated in breakout sessions by grade span, with grades 3–8 and grades 9–12 meeting separately to discuss topics relevant to their school experiences. The elementary and middle school group reviewed LCAP goals, discussed updates related to Yondr implementation, and examined student data, while the high school group focused on student data review, student voice, social-emotional learning (SEL), and school safety. After reconvening as a whole group, students engaged in a broader discussion centered on beginning-of-year assessment data and attendance trends, sharing perspectives and feedback to help inform district decision-making and continuous improvement efforts. On December 5, 2025, the District Student Advisory Council (DSAC) hosted a special all-grade-level meeting that brought together student representatives in grades 3–12 from across IUSD to collaborate, learn, and engage in meaningful discussions about school

	performance and student success. The meeting featured a presentation on the California School Dashboard, providing students with an overview of how dashboard indicators reflect school and district performance. Following the presentation, each school shared and analyzed its own California Dashboard data, specifically identifying areas of strength (“glows”) and areas needing improvement (“grows”). Students discussed the circumstances, programs, and strategies that contributed to their successes, including positive school culture initiatives, academic supports, student engagement activities, and attendance improvement efforts. Schools also reflected on their areas for growth and identified actionable methods for improvement aimed at turning “grows” into future “glows,” such as increasing student support services, strengthening communication, promoting school connectedness, and enhancing academic interventions. Breakout sessions by school allowed students to engage in deeper conversations about site-specific data, share perspectives, and collaborate on solutions tailored to their campuses. The meeting reinforced the importance of student voice and leadership in shaping school culture, informing decision-making, and driving continuous improvement across the district. On March 4, 2026, District Student Advisory Council (DSAC) representatives reviewed mid-year student data and engaged in meaningful discussions about the effectiveness of Local Control and Accountability Plan (LCAP) actions and supports being implemented at their school sites. During breakout sessions, students reflected on which strategies and programs they felt were positively impacting their educational experiences and which areas still required additional attention and improvement. Much of the discussion centered on school climate, academic support systems, and social-emotional supports, with students sharing honest feedback about campus culture, student engagement, access to academic interventions, and the availability of wellness resources. Students also offered thoughtful recommendations for strengthening supports and improving overall student experiences across the district. The meeting highlighted the value of student voice in evaluating district initiatives and informing continuous improvement efforts aligned to the LCAP goals.
LCAP Survey	Between March 27 and April 15, 2026, Inglewood Unified School District conducted its annual LCAP Survey, gathering input from 1,124 students (grades 3–12), 283 parents, and 94 staff members, including certificated and classified management, instructional aides, teachers, and other support staff. Each group responded to a set of multiple-choice and open-ended questions tailored to their role: 20 for students, 24 for parents, and 23 for staff. Upon reviewing the results, the LCAP Committee identified several consistent themes across the educational partner groups. Students identified five priorities: timely academic intervention, counseling and college planning access, UC/CSU entrance requirement awareness, campus safety, and mental health resource visibility. More than a third report not getting help when struggling, nearly half feel discouraged from pursuing financial aid and find counselors hard to reach, and nearly three-quarters are unaware of UC/CSU requirements despite planning to attend a 4-year university. One in five students don't feel safe on campus, and nearly half are unaware of available mental health resources, a problem made worse for English Learners by language barriers. Parents identified bullying and campus safety as their top concern, with open-ended responses describing incidents going unaddressed, children afraid to use school bathrooms, and staff failing to intervene. Communication gaps were the second priority, with parents reporting slow teacher responses, unanswered principal emails, and poorly timed ParentSquare notifications. Parents also called for more consistent enrichment programs, sports, arts, STEM, and field trips, noting that Special Day Class students are frequently excluded. Academic tutoring and teacher staffing stability rounded out the five, with parents citing substitutes filling permanent roles and support being reactive rather than proactive. Staff identified campus safety as their most urgent concern, with nearly a quarter feeling unsafe and written accounts describing physical assaults and inadequate administrative response. Facilities conditions drew the most open-ended comments, with recurring descriptions of filthy bathrooms, broken fixtures, and understaffed custodial teams. Behavior management and PBIS implementation were seen as inconsistent and disconnected from afterschool programs, while professional development was viewed as too generic to address the specific needs of afterschool staff, continuation teachers, and special education aides. Attendance accountability rounded out the five, with staff noting that chronic absence data is collected but rarely acted upon. Across all three groups, five shared priorities emerged: campus safety and culture, academic support and intervention, mental health and counseling access, enrichment and extracurricular programs, and teacher quality and staffing stability. In each area, the pattern is the same , the resources and funding are largely in place, but the systems to connect students and families to them are not. The next

	planning cycle has a clear opportunity to close that gap, not by adding new programs, but by ensuring what is already funded reliably reaches the people who need it most.
Joint Parent Advisory Meeting	May 26, 2026: Joint Parent Advisory Meeting The Joint Parent Advisory Meeting brought together parent leaders elected to School Site Councils from every campus, DELAC representatives, District Leadership, and the LCAP Committee. During the meeting, participants engaged in meaningful dialogue, asking questions, offering feedback, and receiving responses in real time. Written feedback was also documented and made accessible to the public.
DELAC- District English Language Advisory Council	The development and adoption of the LCAP, particularly Goal 5 for English Learners, was directly informed by consistent and meaningful feedback from educational partners, including parents participating in the District English Learner Advisory Committee (DELAC). Across multiple DELAC meetings, parents engaged in discussions, reviewed data, and provided input on student needs, program effectiveness, and areas for improvement, which were systematically incorporated into the final LCAP actions. 4/15/26. A key theme from DELAC feedback was the need for improved communication and clearer information for families, particularly regarding ELPAC, reclassification, and student academic progress. Parents expressed a desire for more frequent updates, multilingual communication, and accessible resources, including videos and audio support for families who may have difficulty reading. In response, the adopted LCAP includes expanded family engagement strategies, such as multilingual communication, family literacy workshops, and reclassification training designed to better support parents in understanding and supporting their child's academic journey. 1/14/26. Parents also emphasized the importance of strengthening academic support and instruction, particularly ensuring that students receive rigorous, grade-level instruction and targeted intervention. Concerns were raised about instructional quality and the need to better support students who are not yet meeting standards. As a result, the LCAP was revised to include enhanced professional development and coaching for teachers, with a focus on enhancing Tier I instruction, integrating ELD strategies, and ensuring consistent implementation across schools. 3/18/26. Feedback from DELAC further highlighted the need for increased support for English Learners, particularly newcomers and students with limited literacy in any language. Parents discussed the importance of foundational literacy development and access to supports such as bilingual resources and intervention programs. In response, the LCAP strengthened actions related to primary language support, bilingual tutoring, and targeted services for newcomers, ensuring that students have access to both content and language development support. 2/18/26. Attendance and student engagement were also recurring concerns raised by parents, with discussions emphasizing the impact of chronic absenteeism on student learning. This feedback influenced the inclusion of strategies within the LCAP to improve attendance, increase student engagement, and provide additional learning opportunities, including summer programs and extended learning support. 4/15/26. Additionally, parents provided input on program effectiveness, including the need to review and improve existing initiatives such as the newcomer academy. This feedback led to ongoing evaluation and adjustments to programs, ensuring that resources are allocated to strategies that demonstrate the greatest impact on student outcomes. 4/15/26. Finally, DELAC members actively participated in discussions around LCAP action development, data analysis, and funding priorities, reinforcing the importance of using both quantitative and qualitative data to guide decision-making. Their input contributed to refinements in LCAP actions, including combining and streamlining actions, enhancing monitoring systems, and ensuring that services are aligned to the identified needs of English Learners.
African American Parent Advisory Committee	Following a focus group and survey on the Black student experience in IUSD, educational partners requested the formation of an African American Parent Advisory Committee. The committee's primary purpose is to facilitate dialogue about the specific needs of Black students, particularly given that this subgroup remained in the red on the dashboard for multiple indicators for more than two consecutive years. The focus group met on March 5, 2026. Subsequently, participating parents attended a Parent Empowerment Summit to learn strategies and resources to support Black students and their families; several recommendations were implemented immediately and

	others were scheduled for incorporation in 2026–2027. The committee held its inaugural meeting on April 1, 2026. The April 1, 2026 meeting focused on school climate and culture, with particular attention given to the experiences of Black students within IUSD schools. Participants engaged in meaningful discussions regarding both positive and challenging experiences students have encountered across the district. District leadership shared the actions and strategies being implemented to address incidents involving racial slurs and to promote a more inclusive, respectful, and supportive learning environment for all students. Parents were also informed of upcoming parent training opportunities and student support initiatives, including summits and programs designed to strengthen student well-being, engagement, and academic success. During the May 13, 2026 meeting, parents reviewed the Local Control and Accountability Plan (LCAP) and provided valuable feedback on the proposed goals, actions, and services. A significant portion of the discussion focused on the 2025–2026 Local Indicators, particularly the Parent and Family Engagement Indicator, through the lens of the experiences and perspectives of Black families within the district. Parents shared insights regarding school climate, communication, and opportunities for meaningful engagement. Additionally, several parents who are not Black but are raising Black children expressed a desire for greater support and guidance in understanding how to best advocate for and support their children's academic, social, and cultural development. Participants requested workshops, resources, and parent education opportunities focused on cultural awareness, identity development, and strategies for fostering positive experiences for Black students within the school system.
Principals and other administrators	Principals and other certificated administrators were provided with multiple opportunities to contribute to the development, implementation, monitoring, and evaluation of the Local Control and Accountability Plan (LCAP). Throughout the year, administrators actively participated in monthly Educational Partner meetings and budget review sessions to monitor the allocation and use of Supplemental and Concentration grant funds. In addition, regular updates, presentations, and collaborative discussions were conducted during Principals' Meetings and Extended Cabinet sessions. These forums allowed administrators to review proposed actions, reflect on the effectiveness of prior initiatives, identify successes and challenges, and provide meaningful feedback to inform continuous improvement efforts. Administrators also participated in data analysis activities, reviewing key performance indicators aligned to LCAP metrics, California Dashboard data, and findings from educational partner surveys to help guide decision-making and ensure that actions remained responsive to student and community needs.
Equity Multiplier- Inglewood High	During the first year of the merger, Inglewood United High School engaged students, staff, families, and community members in meaningful conversations regarding both the school consolidation process and the use of Equity Multiplier funds. Educational Partner input was gathered through School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC) meetings, Coffee with the Principal events, student leadership and ASB meetings, and feedback sessions with District Student Advisory Council (DSAC) representatives. As part of the development of the School Plan for Student Achievement (SPSA), Equity Multiplier funding was incorporated into the planning process, and educational partners were provided opportunities to discuss priorities, identify student needs, and recommend actions to improve student outcomes and school culture. Throughout these discussions, participants consistently emphasized the importance of creating a more engaging, supportive, and student-centered school environment that would encourage attendance, increase student retention, and promote academic success. Families, students, and staff identified expanded course offerings, more engaging learning opportunities, stronger student supports, and increased access to caring adults on campus as top priorities. School safety, belonging, and positive school culture also emerged as critical areas of focus during the merger transition. The feedback gathered through SSC, ELAC, Coffee with the Principal, and student engagement activities directly informed the goals, actions, and expenditures included in the SPSA, ensuring that Equity Multiplier resources were aligned to the needs and priorities of the newly merged school community.
Equity Multiplier- Inglewood Continuation	For the second consecutive year, Inglewood Continuation High School (ICHS) has continued to actively engage parents in school decision-making opportunities to foster a collaborative educational environment. At the beginning of each school year, ICHS communicates its goals, expectations, and the Local Control and Accountability Plan (LCAP) during Parent Orientation and Back-to-School Night, emphasizing the critical role families play in student success. Ongoing parent outreach through monthly newsletters, the school website, and ParentSquare has helped maintain strong communication and engagement. Parents continue to participate in the School Site Council (SSC), where they are involved in reviewing and providing input on the School Plan for Student Achievement

	(SPSA), LCAP priorities, and school improvement efforts. Beginning with the implementation of the Equity Multiplier funding, Equity Multiplier goals, actions, and expenditures have been incorporated into the SPSA and are now regularly discussed during SSC meetings and parent engagement events to ensure stakeholder voice guides the use of these resources. Throughout the year, parents are provided multiple opportunities to share feedback through needs assessments, surveys, individual meetings, and school events that inform both SPSA and LCAP development. Daily communication between staff and families regarding attendance, mobility, academic progress, and student well-being remains a priority. Communication logs, phone calls, emails, and ParentSquare messages are utilized to monitor and support student stability and engagement. Counselors meet with students and families individually and in small groups to address attendance and mobility concerns and to support progress toward graduation. Additional educational partners continue to engage students and families through presentations, workshops, and field trip opportunities. These ongoing efforts have strengthened family-school partnerships and reinforced ICHS's commitment to ensuring every student remains connected, supported, and on track to graduate successfully.
Equity Multiplier- Frank D. Parent TK-8	Parents, community members, students, and staff were regularly updated on academic progress and other topics related to student success through School Site Council meetings and Coffee with the Principal sessions. Participants received information regarding funding sources requiring review and approval for the 2026–2027 school year, including Title I, Supplemental and Concentration (S&C) funds, Proposition 28, and the new Equity Multiplier grant. Because the Equity Multiplier was incorporated into the School Plan for Student Achievement (SPSA), discussions regarding the use of these funds were embedded into School Site Council meetings and Coffee with the Principal gatherings to ensure ongoing stakeholder input and engagement. During these meetings, staff, students, parents, and community partners collaborated to identify priorities and develop recommendations for the use of Equity Multiplier funds. School climate and culture emerged as the highest priorities among participants. Additional areas of focus included improving attendance, expanding wellness supports, increasing opportunities for family and community involvement, strengthening communication, and enhancing efforts to promote safety, belonging, and positive school experiences for all students and families.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Throughout the 2025–2026 school year, Inglewood Unified School District gathered feedback from educational partners through a wide network of structured channels, including the LCAP Educational Partners Committee, the District Parent Advisory Council (DPAC), the District Student Advisory Council (DSAC), the District English Learner Advisory Committee (DELAC), the African American Parent Advisory Committee, site-level councils, and the districtwide LCAP Survey completed by 1,124 students, 283 parents, and 94 staff members. While each group brought distinct perspectives, their feedback converged on a consistent set of priorities: campus safety and culture, timely academic support and intervention, mental health and counseling access, enrichment and extracurricular opportunities, and teacher quality and staffing stability. Rather than revealing gaps in funding, this feedback most often exposed a gap in reach and visibility, services and supports the District had already invested in were not consistently connecting with the students and families who needed them. The sections below describe how this input shaped, refined, and reinforced specific actions across each LCAP goal.

Goal 1: Optimal Learning Environment
Staff survey responses pointed repeatedly to concerns about teacher quality and staffing instability, with many respondents describing an over-reliance on substitute teachers, some of whom move into permanent roles without full qualifications, leaving classrooms without consistent, invested instruction. This concern was echoed by parents in DPAC's January 13, 2026 meeting, where teacher vacancy updates and the need for stronger "support and training for teachers" became a focal point of discussion. Taken together, this feedback underscores the rationale behind Action 1.2, which funds targeted recruitment of teachers and administrators along with a new administrator academy, mentor principals for newer site leaders, and a new teacher academy, and Action 1.5, which is designed to increase retention by building both on-demand training modules and in-person professional growth opportunities for certificated and classified staff alike.

Staff feedback also surfaced a second, more visible concern: the physical condition of school facilities. Open-ended survey responses described filthy bathrooms, broken fixtures, and custodial teams stretched too thin to keep up with basic cleanliness. This input maps directly onto Action 1.9, Plant and Maintenance Services, which funds basic plant operations, building maintenance, and equipment replacement, and includes annual inspections through the Facility Inspection Tool (FIT) to ensure school environments remain clean, safe, and conducive to learning.

Goal 2: Multiple Tiered System of Supports
Student survey data revealed a troubling gap in academic support: more than a third of students reported not receiving timely help when they were struggling. This finding speaks directly to the importance of the Tier II and Tier III intervention work carried out through Actions 2.1–2.4, which together fund MTSS implementation, differentiated and trauma-informed instruction, universal diagnostic tools to monitor progress toward standards, and academic intervention support for low-income and foster youth students, the infrastructure designed precisely to catch students before they fall through the cracks.
Students also pointed to a parallel gap in college and career guidance. Nearly three-quarters of college-bound students reported being unaware of UC/CSU entrance requirements, and many described counselors as difficult to reach. This feedback reinforced the continued investment in Actions 2.6–2.8, which support the AVID program, college prep tools and test preparation, A-G completion tracking through Aeries Analytics, and individualized four-year academic planning,actions that were retained and emphasized specifically as a response to this awareness gap. The broader, shared emphasis among parents, staff, and students on career and college readiness is likewise reflected in Actions 2.9–2.10, which expand access to Career Technical Education pathways and the Southern California Regional Occupational Center.

Goal 3: Culture and Climate
No goal absorbed a heavier concentration of feedback than Culture and Climate, since campus safety and school culture emerged as the top-ranked priority across all three survey groups, students, parents, and staff alike. The visibility of mental health resources was a recurring concern, with nearly half of students reporting they were unaware of what was available to them. This finding, paired with DPAC's February 10, 2026 review of the Hazel Health social-emotional support presentation, directly informed Action 3.3, which establishes a comprehensive Social Emotional Health and Wellness Center to serve as a hub for physical and mental health services for low-income students and their families.

Safety and behavior concerns surfaced just as strongly. Staff described PBIS implementation as inconsistent and disconnected from afterschool programming, while parents and students reported bullying and safety incidents going unaddressed. Both threads point directly to Action 3.4, which funds Tier II and Tier III Positive Behavior and Intervention Supports, including counseling, behavior intervention plans, and structured check-in systems designed to close exactly the kind of follow-through gap respondents described.

Parents also identified a persistent communication breakdown, slow teacher responses, emails to principals going unanswered, and ParentSquare notifications that arrived poorly timed or without useful information. This feedback shaped both Action 3.5, which expands Community Liaison support to help families navigate school systems and resources, and Action 3.7, which funds dedicated onboarding and ongoing training so families can actually use the ParentSquare communication tool effectively.

The parent-driven call for more consistent enrichment and extracurricular offerings is reflected in Action 3.6, which funds districtwide athletics programming and coordination to strengthen student engagement and school connectedness. Finally, staff noted that chronic absence data was "collected but rarely acted upon," with no dedicated personnel following through on the cases that data identified. Action 3.1 responds to this gap directly, adding social-emotional support staff and a Child Welfare & Attendance (CWA) technician whose specific role is to monitor, follow up on, and act on the needs the data reveals.

Goal 4: Special Education Supports and Inclusion
Parent feedback raised a specific and pointed concern: students in Special Day Classes are frequently left out of the enrichment, sports, arts, and field trip opportunities available to their peers. While the source document does not draw an explicit one-to-one line for this goal, the concern speaks directly to the broader access and inclusion work the LCAP already funds. It reinforces the importance of ensuring that the expanded learning opportunities under Action 2.5, including GATE programming, STEAM access, robotics, and academic showcases, are genuinely available to all students, not just those in general education settings. More directly, it underscores the inclusion-focused intent of Actions 4.1–4.3, which work to give Special Day Class students access to general education settings and core curriculum, build staff capacity through Universal Design for Learning professional development, and create structured collaboration between general and special education teachers, each aimed at closing precisely the kind of exclusion parents described.

Goal 5: English Language Learner Support
The development of Goal 5 was directly informed by ongoing consultation with the District English Learner Advisory Committee (DELAC). Throughout the 2025–26 school year, DELAC members reviewed student achievement data, participated in discussions regarding program effectiveness, and provided recommendations related to instruction, intervention, family engagement, communication, and resource allocation. Their feedback directly influenced the design and refinement of the Goal 5 actions to better address the needs of English Learners and their families.

Action 5.1 – English Learner, Long-Term English Learner, and Newcomer Student Support was developed in response to feedback received from the District English Learner Advisory Committee (DELAC) on March 18, 2026. Parents emphasized the need for expanded academic and language support for newcomer students and Long-Term English Learners (LTELs), particularly those with limited foundational literacy skills. Families also highlighted the importance of bilingual resources, primary language supports, and

instructional approaches that enable students to access grade-level content while developing English proficiency. In response, the district combined these priorities into a comprehensive action that includes after-school academies, targeted literacy intervention, specialized instructional materials, evidence-based online intervention programs, bilingual tutoring, primary language instructional resources, translation supports, and instructional strategies that intentionally connect students' primary language with English. These supports are designed to accelerate literacy, language acquisition, and academic achievement while ensuring English Learners have equitable access to rigorous grade-level instruction.

Action 5.2 – Enhanced Instructional Support was influenced by DELAC feedback provided on January 14, 2026. Parents expressed concerns regarding instructional quality and emphasized the importance of ensuring that English Learners receive rigorous grade-level instruction, effective language supports, and access to qualified teachers who understand the needs of multilingual learners. In response, the district expanded professional development, coaching, and instructional support through the EL TOSA and included enhanced integrated ELD services, ELPAC Academies, supplemental instructional resources, and differentiated language supports for English Learners.

Action 5.3 – Student Engagement, Family Support, and Reclassification was most directly influenced by DELAC feedback provided on April 15, 2026. Parents requested improved communication regarding ELPAC, reclassification, and student academic progress, as well as additional opportunities to learn how to support their children's education at home. In response, the district incorporated multilingual communication, parent education opportunities, family literacy and academic workshops, reclassification training, and recognition activities such as the districtwide reclassification ceremony. Parent feedback regarding student motivation, recognition, and engagement also contributed to the development of this action.

Action 5.4 – Ongoing Progress Monitoring and Timely Support was influenced by DELAC discussions on April 15, 2026 regarding program effectiveness, accountability, and the use of student outcome data to guide decision-making. Parents emphasized the importance of identifying student needs early, monitoring progress toward English proficiency and reclassification, and ensuring that interventions are provided when students are struggling. In response, the district strengthened systems for ongoing monitoring of academic achievement and English language development, timely identification of students needing additional support, and continued monitoring of students after reclassification to ensure long-term success.

In addition, DELAC members provided valuable feedback regarding attendance, student engagement, and the effectiveness of existing programs, including newcomer services and intervention support. These discussions reinforced the district's commitment to providing expanded learning opportunities, evaluating program effectiveness, and using both quantitative and qualitative data to guide continuous improvement. Collectively, DELAC input helped ensure that Goal 5 reflects the priorities and needs identified by English Learner families and supports improved academic achievement, English language development, student engagement, and reclassification outcomes.

Goal 6: Equity Multiplier
Of all the LCAP goals, Equity Multiplier reflects the most explicit and direct connection between educational partner feedback and adopted actions. Through School Site Council meetings, English Learner Advisory Committee (ELAC) sessions, Coffee with the Principal gatherings, DSAC feedback sessions, and parent, student, and staff forums at Inglewood High, Inglewood Continuation, and Frank D. Parent, educational partners consistently named the same priorities: school climate and culture, attendance, student engagement, academic support, social-emotional well-being, and college and career readiness.
Concerns about safety and the need for a more inclusive school climate at all three Equity Multiplier sites drove the expansion of Positive Behavior and Intervention Supports and MTSS through Actions 6.1, 6.6, and 6.8, giving each campus dedicated training, leadership teams, and behavioral data systems tailored to its own community.

Educational partners also raised persistent concerns about chronic absenteeism and student mobility, students moving in and out of enrollment in ways that disrupted both their learning and the school's stability. This fed directly into Actions 6.2 and 6.9, which fund attendance monitoring systems, early identification of highly mobile students, and proactive family outreach designed to catch instability before it becomes chronic.

Calls for stronger academic and social-emotional support translated into Actions 6.3, 6.4, and 6.10, which fund evidence-based interventions in literacy and numeracy, mentoring and goal-setting support, and expanded mental health and family engagement services across the three sites. At Inglewood High specifically, the merger with Morningside brought a wave of direct advocacy from students, families, and staff for a more engaging, supportive campus experience. That feedback shaped Action 6.5, which adds five FTE positions to reduce class sizes and expand intervention and enrichment course offerings, and Action 6.7, which funds college and industry visits to broaden students' exposure to postsecondary and career pathways, both a direct response to the community's push for a stronger, more connected school experience during a high-stakes transition year.

Cross-cutting pattern
Across nearly every goal, the same throughline holds: funding and programming for these priorities already existed in the LCAP, but partner feedback consistently surfaced an execution and visibility gap, students didn't know help existed, parents couldn't reach the people delivering it, and staff saw inconsistent rollout. The actions above weren't

newly created in response to feedback so much as reinforced, refined, or given added monitoring/communication components (e.g., DELAC's push for clearer multilingual messaging, or staff's push for role-specific PD) to close that gap between what's funded and what reaches people.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All Students including, Students with Disabilities, will have access to fully credentialed teachers, appropriately authorized special education staff and qualified administrators at facilities that are highly maintained and moving toward exemplary condition. Students will also have equal access to teacher selected SBE and other approved/California standards aligned materials for all subjects. We will prioritize intensive professional development for new teachers, staff recruitment, and retention efforts, recognizing the critical role of experienced educators in student success. Additionally, we will ensure equitable access to instructional materials, technology resources, internet access, and devices for all students and educators.	Broad Goal

State priorities addressed by this goal.

1, 2, 7

An explanation of why the LEA has developed this goal.

This goal was developed to ensure that all students, inclusive of Students with Disabilities as well as other subgroups not identified as Unduplicated, have sufficient basic Common Core State Standards (CCSS) resources and materials while receiving instruction within a safe and upgraded learning environment provided by properly credentialed staff. Access to a Broad course of study that includes alternative programs, accelerated programs, and the expansion of the offerings.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	1.1 Access to Standards–Aligned Instructional Materials (Priority 1)* Source: Williams' Textbook Sufficiency Report	2022-2023 Williams' Textbook Sufficiency Report at 100%	2024-2025 Williams' Textbook Sufficiency Report at 100%	2025-2026 Williams' Textbook Sufficiency Report at 100%	Maintain Williams' Textbook Sufficiency Report at 100%	Met
2	1.2 Fully Credentialed and Appropriately Assigned Teachers (Priority 1)* Source: Teacher Assignment Monitoring Outcomes report DataQuest	2022-2023 Teacher Assignments Clear= 80% Out-of-Field= 3.5% Intern= 0.7% Ineffective=9.9% Incomplete=5.4% Unknown= 0.1%	2023-2024 Teacher Assignments Clear= 78.77% Out-of-Field= 0.31% Intern= 8.31% Ineffective=2.46 Incomplete=0% Unknown= 0%	2024-2025 Teacher Assignments Clear=73.62% Out-of-Field=0.31% Intern= 4.36% Ineffective=1.25% Incomplete=0% Unknown= 0%	Teacher Assignments Clear= 85% Out-of-Field= 2% Intern= 5% Ineffective=5% Incomplete=3% Unknown= 0%	Teacher Assignments Clear= -6.38% Out-of-Field= -3.19% Intern: +3.66% Ineffective=-8.65% Incomplete=-5.4% Unknown=- 0.1%
3	1.3 Facilities in "Good" Repair as Measured by Facility Inspection Tool (FIT) (Priority 1)*	2023-2024 Facilities in Good Repair--metric met	2024-2025 Facilities in Good Repair--metric met	2025-2026 Facilities in Fair Repair--metric not met	Maintain Facilities in Good Repair--metric met	Not Met

4	1.4 Implementation of State Standards (Priority 2) Source: Local Indicator for Implementing State Academic Standards	2023 Local Indicator for Implementing State Academic Standards self-reflection tool Score of 3	2024-2025 Score 3	2025-2026 Score 3	Maintain Local Indicator for Implementing State Academic Standards self-reflection tool Score of 3 or above	none
5	1.5 Access to and enrollment in a broad course of study (Priority 7) Source: Local Indicator for Access to a Broad Course of Study	2023-2024 Number of Certified GATE students in IUSD: 180 (3%)	2024-2025 Number of Certified GATE student in IUSD: 249 (4%)	2025-2026 Number of Certified GATE student in IUSD: 226 (4%)	Increase the Number of Certified GATE student in IUSD: 10%	+1%
6	1.6 California Spanish Assessment Source: CAASPP	2022-2023 CAASPP CSA Percentage of student in highest performance level All Students= 0% Low Income =0%	2023-2024 CAASPP CSA Percentage of student in highest performance level All Students= 4.75% Low Income =4.75%	2024-2025 CAASPP CSA Percentage of student in highest performance level All Students= 9.77% Low Income =9.77%	CAASPP CSA Percentage of student in highest performance level increased by 5% All Students >5% Low Income >5%	All Students= +9.77% Low Income= +9.77%
7	1.7 Human Resources Annual Report; Position Control (New metric-2024-2025)	2024-2025 Vacancies reduces from 178 to 87 (48%)	N/A	2025-2026 Vacancies reduces from 103 to 12 (11%)	Vacancies less than 5%	-37%

Goal Analysis for 2025-2026

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The overall implementation of these actions for Goal # 1:
3 of 9 actions were implemented fully
4 of 9 actions were implemented partially
2 of 9 actions were minimally or not implemented

Successful Aspects of Implementation

Action 1.1 Purchase of New and Standards-Based Instructional Materials
All students and staff have access to current standards- aligned instructional materials. All school sites passed the Fall 2025 William's Act Inspection, indicating full compliance with textbook sufficiency requirements. One of the most successful aspects of this action was the implementation of BookTracks, a textbook management system that improved the tracking and monitoring of instructional materials inventory. The system increased accuracy, accountability, and efficiency in the distribution and management of curriculum resources across the district.

Action 1.2 Recruitment and Retention of Qualified Teaching and Administrative Staff
The District successfully implemented multiple recruitment and retention initiatives designed to strengthen staffing stability and improve hiring outcomes. Recruitment efforts continued through participation in regional job fairs and partnerships with organizations including LACOE, USC, Long Beach Department of Mental Health, and Long Beach Community Action Partnership. Partnerships with UMASS Global and California State University, Dominguez Hills continued to support fieldwork opportunities and the development of internal credentialed employee pipelines.

The District continued its partnership with the LACOE Beginning Teacher Program (BTP) to provide an Induction Program to support the development and retention of new teachers, and continues to utilize Airtable as a tool to improve vacancy tracking, recruitment monitoring, and interdepartmental coordination, including tracking measurable recruitment metrics such as the time between offer acceptance and employee start date. The District also maintained its partnership with the International Alliance Group (IAG) to support recruitment in hard-to-fill areas and successfully retained all IAG employees who completed their second year in the program. Additionally, the District successfully filled all Transitional Kindergarten through Grade 8 General Education teaching positions and all administrative positions for the 2025–2026 school year.

Action 1.3 Alternative Learning Model: Dual Immersion
The most successful aspects of implementation were the strong biliteracy gains demonstrated in the primary grades and the significant improvement in California Spanish Assessment (CSA) proficiency levels. The percentage of students performing at CSA Level 1 decreased substantially from 86.79% to 52.94%, while the percentage of students achieving Level 2 increased from 9.43% to 43.14%, indicating that students are making meaningful progress toward higher levels of Spanish language proficiency.

Additional successes included significant growth in both English and Spanish literacy among students in grades TK–2. Grade 1 students demonstrated exceptional progress, with English proficiency increasing from 5.56% to 66.67% and Spanish proficiency increasing from 22.22% to 77.78%. Grade 2 students also achieved strong outcomes, with 91.67% reaching end-of-year Spanish proficiency. In Grade 3, students continued to show growth in bilingual proficiency and English language development, including an increase in Summative ELPAC performance from 10.00% to 22.22%. Overall, the results provide strong evidence that the Dual Language Immersion program is effectively building foundational biliteracy skills while simultaneously supporting English language acquisition and academic achievement.

Action 1.4 Targeted Increased Services for Students
School sites effectively leveraged their allocated resources to implement strategic personnel supports and student-centered programs designed to improve academic achievement, student engagement, and school climate. These investments contributed to creating safe, inclusive, and supportive learning environments across campuses.

The addition of campus security personnel enhanced school safety, increased supervision, and helped reduce behavioral incidents, contributing to a more positive learning environment. Expanded tutoring services strengthened Tier 1 and Tier 2 instructional supports, providing targeted academic assistance that helped struggling students make measurable progress toward meeting grade-level expectations.

Among the most successful components of implementation were college and career readiness experiences, including college visits and workforce development opportunities. These experiences exposed students to postsecondary pathways and resulted in several students receiving scholarship offers, while others secured internship opportunities that supported their college and career aspirations. Collectively, these efforts contributed to increased student engagement, improved academic support, and expanded opportunities for student success beyond graduation.

Action 1.5 Increase Employee Retention and Development
The District successfully continued implementation of several employee retention and development initiatives designed to support certificated and classified employees. The District continued implementation of the Professional Growth and Performance Evaluation Tool aligned to the California Standards for the Teaching Profession (CSTP) through the InformedK12 digital workflow platform for a second school year.

Additional successful initiatives included continued administrator support structures, mentor support for principals with three years or less of experience, and collaboration with ITA to develop evaluation tools for counselors and psychologists is underway. The District continued its partnership with the LACOE Beginning Teacher Program (BTP) to provide an Induction Program to support the development and retention of new teachers. The District also continued employee recognition initiatives and onboarding supports to strengthen employee engagement and retention.

In collaboration with the Teamsters bargaining unit, the District began a comprehensive classified reclassification and job description modernization project designed to establish clearer career pathways, modernize classifications, align positions with operational needs, and create greater opportunities for employee growth and advancement. This work included development of updated classification series structures and promotional pathways intended to support long-term classified employee retention and professional development. Additionally, the District established a new Adult School Program Support Specialist position to strengthen collaboration between Human Resources and the Adult School program. This partnership is intended to support the future expansion of professional development and workforce development opportunities for classified employees.

Action 1.6 Additional Classroom Support
One of the strongest successes was increased access to targeted academic support and differentiated instruction for students needing additional intervention. Expanded small group instruction supported literacy and math acceleration, particularly at the elementary level. District data showed K to 5 oral reading fluency benchmark growth from 32% to 61%, 11th grade reading proficiency increasing from 6% to 20%, and district math proficiency improving from 3% to 15% across internal academic measures. Secondary students also benefited from broader elective access and college and career readiness opportunities.

Action 1.7 Academic Success and Well-being Supports
All School Site Program Support Specialist (SSPSS) positions were fully staffed, which positively impacted the implementation of the Multi-Tiered System of Supports (MTSS) and the overall effectiveness of categorical programs. SSPSS personnel played a critical role in monitoring student progress, coordinating timely interventions, and supporting data-driven decision-making to improve academic outcomes and promote sustained student success. In addition, SSPSS staff provided oversight and support for key categorical programs, including English Learner services, the Gifted and Talented Education (GATE) program, state and local assessment coordination, homeless and foster youth services, and collaboration with Community Liaisons to strengthen family engagement and access to resources. SSPSS staff also assisted in the implementation of districtwide programs, academic competitions, and student enrichment opportunities, helping to increase student participation, engagement, and achievement. Their comprehensive support helped ensure program compliance, equitable access to services, and the successful implementation of interventions designed to meet the diverse needs of students.

Action 1.8 Monitoring of Wraparound Services
One of the most successful aspects was the increased site leadership capacity to support student wellbeing and intervention systems. Assistant principals strengthened attendance monitoring, family outreach, discipline systems, PBIS implementation, and intervention coordination. District outcomes reflected progress, including graduation rates increasing from 80.4% to 86.4%, chronic absenteeism improving to 20.4%, and district suspension performance improving from Yellow to Green. Schools with strong assistant principal leadership demonstrated more proactive intervention systems, clearer student supervision structures, and improved responsiveness to student and family needs.

Action 1.9 Plant and Maintenance Services
Custodial and maintenance staff who reported to work consistently performed at high levels, contributing to clean, safe, and functional school environments. Their dedication played an important role in maintaining a positive atmosphere conducive to learning.

Challenges in Implementation

Action 1.1 The primary challenge in implementing this action was limited storage space at school sites. Organizing and storing large quantities of instructional materials efficiently with limited space is difficult. Continuing to remove all outdated curriculum materials will help alleviate these space constraints and improve the overall inventory management process.

Action 1.2 Recruitment and Retention of Qualified Staff
The most significant challenge continued to be recruitment and retention in hard-to-fill Special Education positions. At the time of mid-year reporting, two Special Education vacancies remained. To maintain continuity of services for students, the District utilized a staffing agency to secure a Moderate/Severe Special Education teacher. The District is expanding its partnership with LACOE's Beginning Teachers Program to include a Residency Capacity Grant focusing on SPED staffing. Competition for credentialed educators, particularly in specialized instructional areas, continued to impact recruitment timelines and staffing stability.

Action 1.3 Alternative Learning Model: Dual Immersion
The most challenging aspects of implementation involved sustaining student growth and advancing bilingual literacy proficiency in the upper elementary grades. While strong gains were evident in the primary grades, Grades 4 and 5 demonstrated mixed results, including declines in some English and Spanish proficiency measures and a decrease in Grade 5 Summative ELPAC performance from 44.44% to 25.00%.

These results highlight the increasing academic demands students encounter in the upper grades as they transition from "learning to read" to "reading to learn." Maintaining accelerated growth in both languages requires continued emphasis on academic vocabulary, complex text comprehension, and writing proficiency. The data also indicate a need for targeted interventions and additional instructional support to strengthen academic language development and ensure students continue to progress toward biliteracy, bilingualism, and high levels of academic achievement in Grades 4–5.

Action 1.4 Targeted Increased Services for Students
The most challenging aspects of implementing this action involved coordinating and managing multiple personnel, programs, and student activities across the school year. Scheduling tutors and effectively integrating them into classroom instructional programs required ongoing coordination to align support services with student and teacher needs. Maintaining consistent coverage for campus security personnel was also challenging when staff absences occurred, requiring adjustments to schedules and supervision plans.

Additional challenges included communicating and coordinating with multiple educational partner groups, maintaining accurate attendance and participation records, and managing the logistics associated with student enrichment opportunities. Planning and overseeing field trips, coordinating activities, and monitoring contracted service providers required significant time and attention to ensure compliance, safety, and the successful delivery of services. Despite these challenges, school sites were able to implement the

action successfully and provide valuable supports and opportunities for students.

Action 1.5 Increase Employee Retention and Development
The most challenging aspects included balancing operational demands with implementation of professional development initiatives and staffing shortages in specialized positions while continuing employee support efforts. In addition, the District was unable to fully implement the planned on-demand online training modules during the 2025–2026 school year, resulting in partial implementation of the overall action. As part of the classified reclassification and career pathway development efforts, the District also identified the need for a more comprehensive training and professional development plan to support employees in certain classifications as responsibilities, technology expectations, and operational needs continue to evolve.

Action 6: Additional Classroom Support
The greatest challenge was ensuring consistent implementation and staffing stability across all school sites. Some schools were able to fully maximize supplemental classroom support, while others experienced staffing limitations or uneven implementation of intervention structures. Despite academic gains, subgroup performance gaps remain, particularly for English learners, African American students, and students with disabilities. Continued focus is needed on instructional consistency and targeted intervention acceleration.

Action 1.8 Monitoring of wraparound services
The greatest challenge was ensuring consistent implementation across all school sites. While some assistant principals effectively led attendance intervention, PBIS systems, MTSS coordination, and student support efforts, implementation varied based on site leadership systems and operational demands. Chronic absenteeism remains a concern, particularly among historically underserved student groups, including African American students, foster youth, and students with disabilities. Some schools required stronger follow through regarding attendance response systems, intervention monitoring, and student behavior supports. Greater consistency in expectations and accountability is needed districtwide.

Action 1.9 Plant and Maintenance Services
Although the work performance of the current custodial and maintenance staff has been commendable, ongoing concerns related to attendance and staff engagement continue to impact the department's overall efficiency and consistency in meeting site operational needs. Please note several improvements are being made for the upcoming 26-27 school year which will have a positive impact on overall site cleanliness and IUSDs custodial operations. Some of these improvements include a microfiber color coded cleaning system which will eliminate the potential for cross contamination in classrooms, restrooms and food preparation areas. Enhanced leadership and supervision in the evening hours.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There have been some material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for the following Actions:

Action 1.1 Purchase of New and Standards-Based Instructional Materials
Reason for Difference: Actual expenditures were over the budgeted amount due textbook adoption for secondary education

Action 1.2 Recruitment and Retention of Qualified Staff
Reason for Difference: Due to vacancies this action fell below the anticipated budget.

Action 1.3 Alternative Learning Model-Dual Immersion
Reason for Difference: Expenses were below the budgeted amount. Less money was spent on curriculum and materials.

Action 1.5 Increase Employee Retention and Development
Reason for Difference: Actual spending was below the budgeted amount. This action was new and partially implemented.

Action 1.6 Additional Classroom Support Staff
Reason for Difference: Actual spending was below the budgeted amount, resulting in lower expenditures for this action

Action 1.9 Physical Plant and Maintenance Services
Reason for Difference: Expenses were below the budgeted amount. Due to a decrease in positions and overtime projects.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Effectiveness of Actions in Making Progress Toward the Goal

Action 1.1 Purchase of New and Current Standards-Based Instructional Materials
This action has been highly effective in supporting progress toward the goal of ensuring equitable access to high-quality, standards-aligned instructional materials for all students and staff. The implementation of BookTracks, combined with ongoing inventory monitoring and management, strengthened the district's ability to efficiently track, distribute, and replace instructional resources as needed.

As a result, the district successfully maintained accurate inventories and ensured that students and teachers had access to the required instructional materials throughout the school year. These efforts contributed to meeting the established metrics and expectations for this action. Continued use of BookTracks at the school-site level will support ongoing monitoring, compliance, and timely replacement of materials, helping to sustain equitable access to instructional resources districtwide.

Based on the positive outcomes achieved, this action should continue, as access to current instructional materials remains a critical component of supporting effective teaching and improved student learning outcomes.

Action 1.2 Recruitment and Retention of Qualified Staff
Action 1.2 is partially implemented and moderately effective in making progress toward the goal of fully credentialed and appropriately assigned teachers. While several credential categories have improved substantially from the 2022–23 baseline, Ineffective assignments decreased by 8.65 percentage points (9.9% to 1.25%), Incomplete assignments were fully eliminated (5.4% to 0%), and Out-of-Field assignments declined by 3.19 percentage points (3.5% to 0.31%), all meeting or approaching their Year 3 targets, the most critical indicator, Clear-credentialed assignments, has declined 6.38 percentage points below baseline (80% to 73.62%) and sits 11.38 percentage points below the Year 3 target of 85%. Intern assignments have also increased 3.66 percentage points above baseline (0.7% to 4.36%), reflecting the continued difficulty in securing fully credentialed

staff, particularly in hard-to-fill Special Education positions. The use of Airtable for real-time vacancy tracking, university partnerships, and the second consecutive year of the Professional Growth and Performance Evaluation Tool have all contributed to measurable gains in staffing efficiency and employee development; however, these efforts have not yet translated into sufficient growth in fully credentialed teacher placements.

To fully achieve the goal, continued and more targeted implementation is needed, particularly in the recruitment of credentialed Special Education teachers for Extended Support Needs assignments. The downward trend in Clear assignments across both Year 1 (78.77%) and Year 2 (73.62%) signals that current recruitment and pipeline strategies, while effective in reducing ineffective and incomplete assignments, are not yet adequate to reverse the credential gap at the pace required to reach the 85% Clear target by Year 3. Strengthening partnerships with university credential programs, expanding grow-your-own pathways, and deploying targeted incentive strategies for hard-to-fill positions will be essential next steps. Until Clear-credentialed assignment rates demonstrate consistent improvement toward the established target, the action will remain partially implemented and moderately effective overall.

Action 1.3 Alternative Learning Model: Dual Immersion
This action has been highly effective in advancing the District's goal of developing biliteracy, bilingualism, and academic achievement for students participating in the Dual Language Immersion (DLI) Academy. The action met its established metrics and demonstrated continuous improvement on the California Spanish Assessment (CSA). Since the baseline year of 2022–2023, the percentage of students achieving the highest performance level on the CSA increased from 0% to 9.77% in 2024–2025 for both All Students and Low-Income students, exceeding the growth target and representing a 9.77 percentage-point increase above baseline. Student performance also showed a substantial 33.85 percentage-point reduction in Level 1 performance, with corresponding increases in higher proficiency levels, demonstrating meaningful progress toward Spanish language proficiency and biliteracy.

Additional evidence of effectiveness includes strong literacy growth in both English and Spanish among students in grades TK–2, continued bilingual development in Grade 3, and positive trends in English language acquisition. These results indicate that the DLI Academy is successfully supporting students in developing proficiency in two languages while strengthening overall academic achievement. Although opportunities remain to accelerate academic language development in Grades 4–5, the overall outcomes demonstrate that the program is producing positive and measurable results. Continued implementation is recommended to build upon the strong foundation established for biliteracy and bilingualism and to further increase the number of students achieving the highest levels of Spanish language proficiency.

Action 1.4 Targeted Increased Services for Students
Action 1.4 was moderately effective in supporting improved outcomes for students through targeted services, tutoring, intervention supports, and school climate enhancements. The most significant area of success was graduation rate improvement, which increased from 80.4% in 2022–2023 to 80.8% in 2023–2024 and 86.8% in 2024–2025. Strong gains were evident across multiple student groups, including Hispanic students (85.8%), Socioeconomically Disadvantaged students (89%), Homeless Youth (56.3% in 2022–2023 to 90.9% in 2024–2025), and Foster Youth, who achieved a 100% graduation rate in 2024–2025. The action was also effective in improving student stability, as measured by the non-stability rate, which declined across all tracked groups between 2023–2024 and 2024–2025. Rates improved from 22.8% to 18.9% for All Students, 21.4% to 17.1% for Low-Income students, 24.7% to 18.3% for English Learners, and 54.3% to 38.4% for Foster Youth. These improvements suggest that targeted supports, enhanced monitoring, and intervention efforts helped reduce student mobility and strengthen school connectedness for many of the District's highest-need populations.

Despite these positive outcomes, several metrics indicate that additional supports are needed to ensure equitable results for all student groups. Attendance improved only slightly from 90% to 91%, remaining well below the District's 96% target. English Learners continue to experience lower graduation outcomes than their peers, improving from 70% in 2022–2023 to 79% in 2024–2025 but remaining nearly eight percentage points below the overall district rate. Students with Disabilities demonstrated inconsistent graduation outcomes, declining from 75.6% in 2022–2023 to 72.2% in 2023–2024 before increasing to 77.5% in 2024–2025, indicating that current interventions have not yet produced sustained improvement. Additionally, although Foster Youth experienced substantial reductions in non-stability, their rate of 38.4% remains more than double the district average, highlighting the continued need for intensive case management, attendance interventions, academic supports, and wraparound services. Continued refinement of targeted supports will be necessary to accelerate progress for the District's most vulnerable student groups while sustaining gains in graduation and student stability.

Action 1.5 Increase Employee Retention and Development
Overall, this action was moderately effective in advancing the District's goal of increasing certificated and classified employee retention through enhanced professional development, mentorship, evaluation systems, and career pathway opportunities. The District successfully implemented several key initiatives, including the Professional Growth and Performance Evaluation Tool, administrator mentoring and support structures, onboarding programs, the Los Angeles County Office of Education (LACOE) Beginning Teacher Program (BTP) Induction partnership, employee recognition efforts, and classified career pathway development initiatives.

These actions contributed positively to employee engagement, professional growth, and organizational culture. Collaborative development of evaluation systems with the Inglewood Teachers Association (ITA) strengthened alignment to professional standards and improved consistency in evaluation practices. Ongoing onboarding support, administrator mentoring, and induction services for new teachers provided valuable guidance and support for employees throughout various stages of their careers, helping to foster retention and professional success.

The District also made significant progress in supporting classified employee advancement through collaborative reclassification and job description modernization efforts with the Teamsters bargaining unit. These efforts established clearer career pathways, aligned job classifications with current operational needs, and supported succession planning and long-term workforce development. Additionally, the creation of the Adult School Program Support Advisor position laid the foundation for future partnerships with the Adult School to expand professional development and workforce training opportunities for classified staff.

While these efforts yielded positive outcomes, the action did not fully meet all planned expectations. The District was unable to implement the proposed on-demand online training modules during the 2025–2026 school year. As a result, a portion of the planned professional development expansion remains incomplete and will require continued implementation in future years. Furthermore, the District's reclassification and modernization work highlighted the need for a more comprehensive employee training and development framework to support evolving job responsibilities, technology integration, promotional pathways, and workforce development opportunities. Overall, the action has strengthened employee support systems, improved professional growth opportunities, and advanced retention efforts. However, continued implementation and expansion of training and development initiatives are necessary to fully realize the intended outcomes and sustain long-term employee success and retention.

Action 1.6 Additional Classroom Support
Action 1.6 was partially effective in improving student outcomes through site-based services and targeted supports. Data demonstrate a dip-and-recovery pattern in student stability, with most student groups meeting the district target by 2024–2025 after experiencing setbacks in 2023–2024. Non-stability rates declined to 18.9% for All Students, 17.1% for Low-Income students, and 18.3% for English Learners, all below the district target of 25% and slightly improved from their 2022–2023 baseline levels. Foster Youth also demonstrated meaningful improvement, with the non-stability rate decreasing from 54.3% in 2023–2024 to 38.4% in 2024–2025, outperforming its 2022–2023 baseline of 50%, although remaining above the district target. Graduation outcomes also improved overall, increasing from 80.4% in 2022–2023 to 86.8% in 2024–2025. Notable gains were observed among Homeless Youth, whose graduation rate increased dramatically from 56.3% to 90.9% over the three-year period, representing the largest improvement among all student groups. Additional gains were observed among Socioeconomically Disadvantaged students, who reached an 89% graduation rate, and Foster Youth, who achieved a 100% graduation rate in 2024–2025.

Despite these improvements, several indicators demonstrate the need for continued refinement of site-based supports. English Learners, while improving from 70% in 2022–2023 to 79% in 2024–2025, remain the lowest-performing subgroup in graduation rate and continue to be underrepresented in GATE identification, with participation remaining at 4% compared to the district target of 10%. Students with Disabilities also continue to require focused attention, as graduation outcomes declined from 75.6% in 2022–2023 to 72.2% in 2023–2024 before increasing to 77.5% in 2024–2025, reflecting an inconsistent trajectory and limited overall progress. Additionally, while Foster Youth showed substantial improvement in stability, their non-stability rate remains more than double that of All Students, indicating ongoing mobility and engagement challenges. The State Standards Reflection Tool score remained at 3, indicating that implementation of standards-aligned instructional practices has been sustained but has not yet advanced to the next performance level. Continued attention to targeted interventions, differentiated supports, and equitable access to advanced learning opportunities will be necessary to accelerate

outcomes for student groups that continue to experience persistent achievement gaps.

Action 1.7 Academic Success and Wellbeing Supports
Action 1.7 was partially implemented and demonstrated limited effectiveness in advancing student academic achievement and social-emotional development through School Site Program Support Specialists (SSPSS). While SSPSS staff supported intervention coordination, student monitoring, MTSS implementation, family engagement, and school climate initiatives, student achievement results were mixed and generally declined in 2025–2026. In ELA, districtwide I-Ready proficiency fell to 24%, with Grade 6 declining from 22% to 21% and Grade 7 declining significantly from 30% to 18%, placing performance below its 2023–2024 baseline of 27%. Grade 8 was the strongest-performing middle school grade, increasing from 26% in 2023–2024 to 30% in 2025–2026 despite declining from its 2024–2025 peak of 41%. Early literacy results were more stable, with DIBELS proficiency improving in Kindergarten from 35% to 40% and remaining relatively consistent in Grade 1, which declined slightly from 44% to 42%. The strongest evidence of effectiveness was observed in high school ELA outcomes, where Renaissance STAR proficiency continued to improve across all grade levels over the three-year period, resulting in an overall proficiency rate of 43% in 2025–2026. Foster Youth also demonstrated substantial gains in STAR ELA, increasing from 20% in 2023–2024 to 48% in 2025–2026 despite a decline from the prior year's peak of 56%.
Mathematics outcomes indicate a significant districtwide challenge and represent the weakest area of implementation. Overall I-Ready Math proficiency declined from 18% in 2024–2025 to 14% in 2025–2026, with nearly every grade level and student subgroup experiencing losses. Some of the most substantial declines occurred in elementary and middle school grades, including Grade 3 proficiency dropping from 26% to 11%. Low-Income students declined from 18% to 14%, English Learners from 8% to 7%, and Foster Youth from 18% to 9%, erasing gains made in prior years. English Learners remained the lowest-performing student group across all academic measures, with ELA and Math outcomes consistently trailing district averages and Math proficiency reaching only 7% in 2025–2026. Additionally, GATE identification remained stagnant at approximately 4% of students, below the district target of 10%, and the State Standards Reflection Tool remained unchanged at 3 out of 5. While SSPSS supports contributed to improved coordination of services and positive gains in selected literacy measures, the widespread decline in mathematics performance and persistent achievement gaps among English Learners and other student groups indicate that additional intervention strategies, targeted academic supports, and progress monitoring will be necessary to improve student outcomes.

Action 1.8 Monitoring of Wraparound Services
Action 1.8 was fully implemented and moderately effective in supporting the District's goal of creating an optimal learning environment through the monitoring and coordination of wraparound services. The addition of assistant principals at school sites strengthened implementation of MTSS, attendance interventions, PBIS, student supervision, family engagement, and the coordination of academic and behavioral supports. Academic outcomes demonstrated mixed results across assessment systems. Districtwide I-Ready ELA proficiency was 24% in 2025–2026, with Low-Income students remaining relatively stable at 23%, compared to 24% in 2024–2025. High school literacy outcomes demonstrated stronger and more consistent progress, with Renaissance STAR ELA proficiency increasing from an estimated districtwide average of approximately 31% in 2023–2024 to 43% in 2025–2026. Low-Income students also showed meaningful gains in STAR ELA, increasing from 33% in 2023–2024 to 43% in 2025–2026. Early literacy results reflected mixed but generally positive outcomes, with grade-level DIBELS proficiency improving in several elementary grades, while Foster Youth demonstrated a notable increase from 30% to 56% in DIBELS proficiency during the most recent year. Foster Youth also improved substantially in I-Ready ELA, increasing from 18% in 2024–2025 to 33% in 2025–2026, suggesting that targeted supports may have contributed to stronger literacy outcomes for this student group.

Despite these successes, significant achievement gaps remain, particularly for English Learners. English Learners continued to be the lowest-performing subgroup across nearly every academic measure, including I-Ready ELA (5%), I-Ready Math (7%), DIBELS (30%), and STAR ELA (13%) in 2025–2026. DIBELS results for English Learners have remained largely stagnant over the past three years, increasing only from 29% to 30%, indicating persistent challenges in foundational literacy development. Mathematics outcomes also remained an area of concern districtwide, with overall I-Ready Math proficiency at 14% and Low-Income students performing at the same level. Foster Youth Math proficiency declined from 18% to 9%, while English Learners remained at 7%, highlighting the need for stronger mathematics interventions and progress monitoring. Additionally, GATE identification remained below the District's target, with approximately 4% of students identified compared to the goal of 10%, and the State Standards Reflection Tool remained unchanged at 3 out of 5. While wraparound services contributed to positive outcomes for some student groups, particularly Foster Youth and Low-Income students in literacy, the continued underperformance of English Learners and persistent mathematics challenges indicate that additional targeted academic supports and coordinated interventions remain necessary.

Action 1.9 Plant and Maintenance Services
This action was moderately effective. The Facility Inspection Tool (FIT) assessments were completed by an outside third-party firm, California School Inspections, and each of our schools received a rating of "Fair." The current FIT metric outcome reflects this result after meeting the Facilities in Good Repair metric in both the 2023–2024 baseline year and the 2024–2025 Year 1 outcome, the district did not meet the metric in 2025–2026 (Year 2), with facilities rated in Fair Repair. The target for Year 3 is to return to a Good Repair rating.

Despite these ratings, the Maintenance and Operations (M&O) team has made tremendous progress in responsiveness and providing immediate support to school sites and students. Continued growth and improvement are anticipated within the Operations Department through the implementation of a newly developed custodial handbook, expanded staff training, and a color-coded cleaning system scheduled for rollout during the 2026–2027 school year. Additionally, the Maintenance Department has achieved significant progress in reducing work order turnaround times, revising job descriptions, and creating new positions focused on trade-specific areas of expertise to better support district facilities and operational needs.

Based on reflections from prior practice and ongoing operational assessments, several adjustments have been made to the planned goals, metrics, target outcomes, and actions for the coming year. Greater emphasis has been placed on improving operational consistency, increasing staff accountability, and enhancing overall site responsiveness. Updated performance metrics will include monitoring work order turnaround times, completion rates, staff training participation, and custodial inspection outcomes. Target outcomes have also been refined to focus on improving facility cleanliness standards, strengthening preventive maintenance practices, and increasing efficiency in service delivery to school sites.

In response to identified areas of need, the department will implement a newly developed custodial handbook, expanded staff training opportunities, and a color-coded cleaning system during the 2026–2027 school year. Additionally, revised job descriptions and the creation of trade-specific positions within the Maintenance Department are intended to improve specialization, accountability, and operational effectiveness. These changes reflect the department's commitment to continuous improvement and providing safe, clean, and well-maintained learning environments for students and staff.

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

No changes will be made to the planned actions for the 2026–2027 school year, as the current actions remain aligned with the district’s goals and priorities. The district will continue implementing these actions while monitoring progress and making adjustments to implementation strategies as needed to improve outcomes for all students.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 Purchase of new and current standards based materials	To ensure all students and staff have access to new and current state adopted curricular materials, in conjunction with the Business Services Department, the Educational Services Department will monitor the need to purchase new and/or replace the core instructional materials based on a yearly inventory to ensure cost effectiveness. By Re-establishing the Instructional Materials Technician position to assist with managing assets with accurate inventory.	$500,000.00	No

		(Metric #1.1)		
2	1.2 Recruit and maintain highly qualified staff	Human Resources will make every effort to ensure the basic services needed to provide students the best instruction and learning conditions in the school and classroom by staffing the sites and districts general education teachers, special education teachers, all administrators (site, non categorical executive directors, directors, coordinators). Services include targeted recruitment of teachers and site administrators, a new administrator academy, mentor principals for principals with three years or less of experience, and new teacher academy. (Metric # 1.2)	$25,447,940.00	No
3	1.3 Alternative Learning Model-Dual Immersion revised	Low-income students will be provided an alternative learning model at two K-8 sites in the district to ensure these students receive equitable access and opportunity to expand their world language experience. These students will become fluent in two languages while developing academic skills in core subjects. (Metric #1.6)	$1,390,240.73	Yes
4	1.4 Targeted Increased Services for Students.	English Language Learners, Low Income, and Foster youth students will be provided targeted increased services determined by individual site needs. These services may include additional computer applications, instructional materials, programs, field trips or experiences to encourage the practice of language acquisition at home and school. As well, broaden student access to experiences through exploration of hands-on activities and selecting locations that they otherwise would not visit. (Metric # 1.5 & 6.5)	$1,824,633.80	Yes
5	1.5 Increase Employee Retention and Development	Human Resources will increase certificated and classified employee retention rates through implementation of strategies and systems designed to support and develop employees by making them more effective in their current role and/or visualizing a path to promotion. Implementing new training initiatives closes the growing skills gap and supports employee retention. Human Resources will implement the following: On-Demand Training: Online training modules accessible to all employees, including but not limited to the following areas: communication skills, teamwork, and ethical decision making. In-Person Training: New administrator academy, mentors for principals with three years or less of experience, new teacher pathway programs, and increased communication with classified employees on professional growth programs (reimbursement). Evaluation: Develop and implement an online workflow system that combines the administrator classroom walk-through tool, employee performance evaluation forms, and employee access to training that supports ongoing improvement and development (on-demand training modules). Systems Standards Coordinator: This position will serve as the implementation lead for various projects including on-demand training and evaluation platforms, departmental data dashboards, and interdepartmental procedures/systems; focusing on collaboration of stakeholders and documentation of processes. Recognition Programs: Continue and expand upon employee recognition programs. (Metric #1.2)	$142,223.00	No
6	1.6 Additional Classroom Support	At the Secondary level, supplemental teachers will provide access to students by expanding course elective offerings such as AVID elective, Robotics elective and Project Lead the Way due to limited elective opportunities. Provide in-class tutors to support small group instruction and differentiation during Tier 1 instruction. Progress monitoring will occur through I-READY and curriculum embedded assessments prior to student report card periods (Metric #1.4 & 1.5)	$2,720,765.03	Yes
7	1.7 Ensuring the implementation of Academic success and Wellbeing supports	Low income, Foster, and English Learner students will receive programmatic support and coordinated supplemental services from the Site Program Support Specialist (SSPSS). They will monitor the progress of these students by ensuring clearly defined scaffolded learning plans and instruction in order to achieve high levels of student outcome results in the areas of academic achievement and wellbeing. There will be 5.75 program aides added to support the Sites with the	$1,893,896.71	Yes

		implementation of Multiple tier System and Support (MTSS). (Metric# 1.4)		
8	1.8 Monitoring of wraparound services	Low income, foster youth, and English learner students will receive additional support through the site administrator. The assistant principal will coordinate and ensure these students receive wraparound services in order to meet academic and social emotional needs. Currently there is a need to increase support from 6 to 8 Assistant Principal. (Metric # 1.4)	$731,486.09	Yes
9	1.9 Plant and Maintenance Services	To ensure all students and staff have an environment that is conducive for learning and working. Support to schools in their efforts to implement the LCAP Goals and actions, including basic plant services, maintenance, operations, building maintenance, and equipment replacement. Facilities will be clean, safe, and functional. Inspections will be conducted annually via the Facility Inspection Tool (FIT) (Metric #1.3)	$7,550,550.00	No

Goal

Goal #	Description	Type of Goal
2	Fully Implement the IUSD MTSS Plan at Tier I, Tier II, and Tier III to increase all student success in mastering the Common Core State Standards(CCSS) in all content areas, ensuring that all students are college/career ready and attest all English Learners will make adequate yearly progress in attaining English Language proficiency. Educators will engage in this work through Professional Learning Communities to facilitate the analysis of student data and the subsequent teaching and learning moves to facilitate students mastery of grade level standards	Broad Goal

State priorities addressed by this goal.

2, 4, 8

An explanation of why the LEA has developed this goal.

Actions in this goal will address our 3 instructional priorities: Literacy for all, A-G Completion & Graduation Rates, and Special Education Instruction and Compliance. This goal ensures that all students enrolled in general education and special education are provided multiple opportunities to perform well not only in state and local academic measures as indicated in the California Dashboard, but are well prepared academically to pursue college or career choices. Important for rigorous education is ensuring that teachers receiving high quality ongoing professional development with evidenced based best practices, provide targeted interventions, provide supplemental and direct services . Embedded in this goal are actions to ensure that we address the needs of our English Learners through faithful implementation of ELD so that they can develop second language proficiency. Coherent implementation of a uniform cycle of inquiry protocol will ensure that reflective teaching and learning identify the strengths and needs in our instructional program.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	2.1 CAASPP ELA - English Language Arts Source: CAASPP	2022/2023 CAASPP ELA Proficiency Scores (Met or Exceeded) Percentage District wide- 28% Subgroups Low Income: 27% EL: 9% Foster: 16%	2023-2024 CAASPP ELA Proficiency Scores (Met or Exceeded) Percentage District wide: 29% Subgroups Low Income: 29% EL: 9% Foster: 25%	2024-2025 CAASPP ELA Proficiency Scores (Met or Exceeded) Percentage District wide: 33.01% Subgroups Low Income: 32.53% EL: 9.62% Foster:32%	CAASPP ELA Proficiency scores increased by 20%	District wide- +5.01% Subgroups Low Income: +5.53% EL: +.62% Foster: +16%
2	2.2 CAASPP Math Source: CAASPP	2022-2023 CAASPP Math Proficiency Score (Met or Exceeded) Percentage District wide- 17% Subgroups Low Income 16% EL 8% Foster 5%	2023-2024 CAASPP Math Proficiency Score (Met or Exceeded) Percentage District wide: 17% Subgroups Low Income: 16% EL: 7% Foster: 6%	2024-2025 CAASPP ELA Proficiency Scores (Met or Exceeded) Percentage District wide:19.93% Subgroups Low Income: 19.55% EL: 9.62% Foster:12%	CAASPP Math proficiency scores increased by 20%	District wide- +2.93% Subgroups Low Income: +3.55% EL: +1.62% Foster: +7%
3	2.3 California Science Test (CAST) Source: CAASPP	2022-2023 CAST Proficiency Score (Met or Exceeded) Percentage District wide- 10% Subgroups Low Income: 10% EL: 1% Foster: 6%	2022-2023 CAST Proficiency Score (Met or Exceeded) Percentage District wide: 11% Subgroups Low Income: 11% EL: 1% Foster: 10%	2024-2025 CAST Proficiency Score (Met or Exceeded) Percentage District wide:17.27% Subgroups Low Income:16.75% EL: .63% Foster: 6.67%	CAST proficiency scores increased by 20%	District wide: +7.27% Subgroups Low Income: +6.75% EL: -.37% Foster: +0.67%

4	2.4 I-Ready-ELA Source: I-Ready	2023-2024 I-Ready proficiency score percentage Grade 3: 48% Grade 4: 28% Grade 5: 24% Grade 6: 26% Grade 7: 33% Grade 8: 30% Subgroups Low Income: 35% EL: 18% Foster: N/A	2024-2025 I-Ready proficiency score percentage Grade 6: 22% Grade 7: 30% Grade 8: 41% Elementary used Dibels for 2024-2025 Subgroups Low Income: 24% EL: 8% Foster: 18%	2025-2026 i-Ready Proficiency Score (Met or Exceeded) Percentage District wide: Overall: 24% Grade 6: 21% Grade 7: 18% Grade 8: 30% Subgroups: Low Income: 23% EL: 5% Foster: 33%	I-Ready proficiency scores increased by 20%	Grade 6:-5% Grade 7:-15% Grade 8:+0% Subgroups: Low Income: -12% EL: -13% Foster: +15%

5	2.5 I-Ready Math Source: I-Ready	2023-2024 I-Ready Math Proficiency percentage Overall: 15% Grade 1:12% Grade 2: 9% Grade 3: 12% Grade 4: 15% Grade 5: 17% Grade 6: 16% Grade 7: 18% Grade 8: 21% Grade 9: 21% Grade 10: 18% Grade 11: 8% Grade 12: 10% Subgroups: Low Income:15% EL: 5% Foster: 15%	2024-2025 I-Ready Math Proficiency percentage Grade 1:33% Grade 2: 21% Grade 3: 26% Grade 4: 29% Grade 5: 26% Grade 6: 24% Grade 7: 25% Grade 8: 32% Grade 9: 28% Grade 10: 27% Grade 11: 19% Grade 12: 13% Subgroups: Low Income: 18% EL: 8% Foster: 18%	2025-2026 i-Ready Proficiency Score (Met or Exceeded) Percentage Overall:14% Grade 1: 14% Grade 2: 13% Grade 3: 11% Grade 4: 15% Grade 5: 17% Grade 6: 18% Grade 7: 16% Grade 8: 21% Grade 9: 38% Grade 10: 30% Grade 11: 19% Grade 12: 15% Subgroups: Low Income:14% EL: 7% Foster: 9%	I-Ready Math proficiency scores increased by 20%	Grade 1:+2% Grade 2:+4% Grade 3:-1% Grade 4: +0% Grade 5: +0% Grade 6: +2% Grade 7: -2% Grade 8: +0% Grade 9: +17% Grade 10: +12% Grade 11: +11% Grade 12: +5% Subgroups: Low Income:-1% EL: +2% Foster: -6%

6	2.6 Renaissance-ELA Proficiency percentage Source: Renaissance	2023-2024 Renaissance-ELA Proficiency scores Grade 9: (STAR): 28% Grade 10: (STAR): 33% Grade 11: (STAR): 34% Grade 12: (STAR): 29% Subgroups: Low Income: 33% EL: 4% Foster: 20%	2024-2025 Renaissance-ELA Proficiency scores Grade 9: (STAR): 38% Grade 10: (STAR): 45% Grade 11: (STAR): 42% Grade 12: (STAR): 40% Subgroups: Low Income: 39% EL: 7% Foster: 56%	2025-2026 Renaissance-ELA Proficiency Score (Met or Exceeded) Percentage Overall:43% Grade 9: 46% Grade 10: 40% Grade 11: 47% Grade 12: 49% Subgroups: Low Income: 43% EL: 13% Foster: 48%	Renaissance-ELA proficiency scores increased by 20%	Grade 9: (STAR): +18% Grade 10: (STAR): +7% Grade 11: (STAR): +13% Grade 12: (STAR): +20% Subgroups: Low Income: 10% EL: +9% Foster: 28&
7	2.7 Dibels Proficiency percentage Source: DIBELS	2023-2024 Dibels proficiency scores Grade K:38% Grade 1:39% Grade 2: 47% Subgroups Low Income: 41.3% EL: 39.2% Foster: N/A (No Foster Students) Grades 3-5 were administered I-Ready in 2023-2024	2024-2025 Dibels proficiency scores Grade K:51% Grade 1:63% Grade 2: 52% Grade 3: 50% Grade 4: 40% Grade 5: 54% Subgroups Low Income: 51.6% EL: 45.5% Foster: N/A (No Foster Students)	2025-2026 Renaissance-ELA Proficiency Score (Met or Exceeded) Percentage Overall: 53% Grade K: 40% Grade 1: 42% Grade 2: 50% Grade 3: 39% Grade 4: 58% Grade 5: 51% Subgroups: Low Income: 53% EL: 38% Foster: 45%	DIBELS proficiency scores increased by 20%	Grade K:+2% Grade 1:+3% Grade 2: 3% Grade 3: -11% Grade 4: +18% Grade 5: -3% Subgroup Low Income:-1.4% El: -7.5% Foster: 45%
8	2.8 AVID Coaching and Certification Instrument (CCI) Source: AVID CCI	2023-2024 AVID Certification Level =1 (AVID Schools Average)	2024-2025 AVID Certification Level =1.35 (AVID schools Average)	2025-2026 AVID Certification Level = 1.6 (AVID schools Average)	AVID Certification Score of 3 (Average score for certified schools)	+0.6

9	2.9 A-G Completion Rate Source: DataQuest	2022-2023 A-G Completion Rate: 28.1% (129 students) Subgroups Low=28.5% EL=14.7% Foster=N/A	2023-2024 A-G Completion Rate: 25.4% (87 students) Subgroups Low=26.1% EL=13.2% Foster=N/A	2024-2025 A-G Completion Rate:45.7% (159 students) Subgroups: Low Income: 40.5% EL: 31.1% Foster: 27.3	A-G Completion Rate: 50%	+17.6% Subgroups: Low Income: +12% EL: +16.4% Foster: N/A
10	2.10 CTE- Career Technical Education Pathway Completion Rate Source: DataQuest	2022-2023 CTE Pathway Completion Rate: 6% (27 students) Subgroups: Low= 6.2% EL= 3.3% Foster= N/A	2023-2024 CTE Pathway Completion Rate: 13% (45 students) Subgroups: Low=13.2% EL=7% Foster= N/A	2024-2025 CTE Pathway Completion Rate: 3% (12 students) Subgroups: Low=3.1% EL=2.5% Foster=9.1%	CTE Pathway Completion Rate: 50%	-3% Subgroups: Low=-3.1% EL=-0.8% Foster=N/A
11	2.11 Both CTE & A-G Completion Source: DataQuest	2022-2023 Both CTE & A-G Completion rate: 4% (11 students) Subgroups: Low=3.6% EL=1.3% Foster=N/A	2023-2024 Both CTE & AG Completion rate: 5% (17 students) Subgroups: Low=4.9% EL=0.9% Foster=N/A	2024-2025 Both CTE & AG Completion rate: 2% (8 students) Subgroups: Low= 2.1% EL=1.7% Foster=9.1%	CTE & A-G Completion Rate: 50%	-2% Subgroups: Low=-1.5% EL=+0.4% Foster= N/A
12	2.12 Passage of AP Exam with a score of 3 or higher Source: College Board	2022-2023 Passage of AP Exam (Priority 4) with a score of 3 or higher Percentage Rate: 22%	2023-202 Passage of AP Exam (Priority 4) with a score of 3 or higher Percentage Rate: 24%	2024-2025 Passage of AP Exam (Priority 4) with a score of 3 or higher Percentage Rate: 35%	Passage of AP Exam (Priority 4) with a score of 3 or higher Percentage Rate: 50%	+13%

13	2.13 Early Assessment Program (EAP) - Percentage of Students Prepared for College – ELA & Math (Priority 4) Source: CAASPP	2022/2023 CAASPP ELA & Math 11th Grade proficiency scores ELA-Grade 11: 36% Math-Grade 11: 4%	2023-2024 CAASPP ELA & Math 11th Grade proficiency scores ELA-Grade 11: 35% Math-Grade 11: 8%	2024-2025 CAASPP ELA & Math 11th Grade proficiency scores ELA-Grade 11: 37.20% Math-Grade 11:11.57%	CAASPP ELA & Math proficiency scores increased by 20%	ELA-Grade 11: +1.2% Math-Grade 11: +7.57%

Goal Analysis for 2025-2026

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The overall implementation of these actions for Goal # 2:
5 of 12 actions were implemented fully
4 of 12 actions were implemented partially
3 of 12 actions were minimally or not implemented

Successful Aspects of Implementation

Action 2.1 Monitoring the District-wide implementation of MTSS focusing on the effectiveness of Tier II and Tier II supports
A significant success was the strengthening of districtwide systems supporting intervention and student monitoring. MTSS implementation became more structured through PLCs, data chats, district walkthroughs, and principal accountability cycles. LACOE's Differentiated Assistance support strengthened district leadership's approach to systems coherence, implementation monitoring, and data driven decision making. District outcomes reflected positive movement, including graduation rates increasing from 80.4% to 86.4%, chronic absenteeism improving to 20.4%, suspension performance improving from Yellow to Green, and K to 5 oral reading fluency improving from 32% to 61%.

Action 2.2 Differentiated Targeted Instructional Strategies for Low income and English Learner Students
One of the strongest successes was increased instructional support for teachers through coaching and differentiated planning. Teachers received support with small group instruction, academic scaffolds, formative assessment use, and targeted instructional strategies for English learners and struggling students. Districtwide academic progress included K to 5 oral reading fluency benchmark growth from 32% to 61%, 11th grade reading proficiency increasing from 6% to 20%, and district math proficiency increasing from 3% to 15% across internal measures. This reflects stronger intervention and instructional responsiveness.

Action 2.3 Universal diagnostic tool to measure student progress to mastery of standards
The most successful aspect of implementing Action 2.3 was the district's ability to achieve high participation rates in the administration of universal diagnostic assessments, ensuring that student progress data was available to inform instruction and intervention decisions. Across ELA assessments (DIBELS, i-Ready, and Star Reading), approximately

95% of students participated overall, with all grades Kindergarten through Grade 8 achieving participation rates of 94% or higher. In Mathematics, participation improved in 11 of 12 grade levels, with eight grade levels meeting or exceeding the 95% participation target and two additional grade levels falling within two percentage points of the goal. These high participation rates provided educators with reliable and comprehensive data to monitor student learning and guide instructional planning.

The diagnostic assessment system also supported measurable academic growth in several grade levels. In ELA, Grades 4 and 5 exceeded their achievement goals, while secondary grades demonstrated substantial gains compared to baseline performance. From 2023 to 2026, the percentage of students meeting or exceeding benchmark increased from 28% to 46% in Grade 9, from 33% to 40% in Grade 10, from 34% to 47% in Grade 11, and from 29% to 49% in Grade 12. Similar growth was evident in Mathematics, where Grades 9 and 11 exceeded their achievement targets. Secondary students showed notable gains from baseline levels, including increases from 21% to 38% in Grade 9, 18% to 30% in Grade 10, 8% to 19% in Grade 11, and 10% to 15% in Grade 12. These results demonstrate that the universal diagnostic tools were successfully implemented and provided valuable data that contributed to improved monitoring of student progress and targeted instructional support across the district.

Action 2.4 Academic Intervention support for Foster Youth and Low income Students
The most successful aspect of implementing this action was the expansion of career-connected and hands-on learning opportunities that increased student engagement and provided meaningful intervention supports for students who struggle in traditional instructional settings. The increased use of CTE pathways and exploratory courses helped students connect their learning to real-world careers, leading to improved motivation, attendance, confidence, and skill development. Students participating in pathway programs also earned industry certifications, scholarship opportunities, internships, and other experiences that supported college and career readiness.

Another significant success was the improved placement of students, including students with disabilities, into pathway courses aligned with their strengths, interests, and career goals. Additional support through after-school, summer, and Saturday programs further expanded learning opportunities, while counselors and administrators developed a greater understanding of how pathway-based learning can serve as an effective intervention strategy. As a result, CTE and pathway programs increasingly became valuable tools for promoting student engagement, persistence, and overall academic success.

Action 2.5 Access to Expand Learning Opportunities for Low income students
Action 2.5 successfully expanded access to enrichment, leadership, and hands-on learning opportunities for low-income students. Visual and Performing Arts (VAPA) programs continued to grow, with music instruction available at all TK–8 schools, and students gained recognition through district, county, and community performances, including appearances on local television and radio. Robotics programs expanded from the high school level to middle schools, increasing participation in competitive STEM experiences and resulting in several regional awards. The Gifted and Talented Education (GATE) Academy also thrived in its third year, engaging students in environmental projects and Green Team presentations that promoted leadership and real-world learning.

Additional successes included expanded academic competitions, college and career exposure, and inclusive participation opportunities that strengthened student engagement and school pride. Students benefited from workshops and presentations by colleges and universities, helping them connect current learning to future educational and career goals. Participation in robotics, science fairs, art exhibitions, and academic competitions became more diverse, with increased involvement from students with disabilities and other identified needs. Through targeted supports and accommodations, many advanced from site-level events to district, county, and regional competitions, earning awards and recognition while helping foster a stronger sense of community, healthy competition, and equitable access to expanded learning opportunities.

Action 2.6 College and Career Readiness K-12 AVID
The most successful aspect was progress with the implementation of two of our four IUSD district -wide adopted AVID strategies: notetaking skills and collaborative groupings. This was especially implemented in various departments at the high school level including the core of math, ELA, social studies and science. We continue to send teachers to the AVID Summer Institutes. Previously, we sent one hundred teachers and admin to the summer institute. This year, over one hundred teachers will attend the AVID Summer Institutes to continue to build capacity. Teachers receive training in the implementation of AVID strategies through the various interactive workshops. Staff meet with administrators to develop site workshop alignments and coordinator meetings. There was also an increase in the number of AVID elective classes added at the secondary level.

These actions added to the increase in AVID Certified sites this school year.

Action 2.7 Provide Accessibility for College Prep tools and resources
Action 2.7 successfully expanded college and career readiness opportunities by increasing student access to college preparatory resources and academic support. Through Saturday School and after-school tutoring programs, students utilized SAT and college preparation tools that strengthened academic skills and readiness for postsecondary opportunities. Guidance counseling services also played a key role, as students regularly met with counselors to review and update four-year academic plans, explore college and career pathways, and receive individualized support in planning for their futures.

Another major success was the district's expansion of access to college entrance assessments. During the October 2025 testing window, all school sites administered the PSAT and SAT, with every student in grades 8–11 participating in the PSAT at their school site. This increased exposure to college readiness assessments, reduced barriers to participation, and provided valuable data to guide academic planning, interventions, and future college and career readiness efforts.

Action 2.8 College and Career support
One of the most successful aspects of implementing this action during the 2025–2026 school year was the expansion of college and career readiness opportunities for students. Through college and career fairs, college campus tours, and CTE-focused field trips, students gained valuable exposure to postsecondary pathways and made meaningful connections between their academic experiences and future goals. Increased collaboration among counselors, school staff, colleges, and community partners further strengthened these efforts, while monthly professional development, classroom presentations, and college representative visits provided students with important information about admissions, financial aid, and higher education opportunities.

The annual HBCU College Tour remained a standout experience, providing 60–90 students with an opportunity to explore college life beyond California. Increased participation among male students and more intentional reflective discussions enhanced students' understanding of higher education options and strengthened college aspirations. As a result, more students expressed interest in attending Historically Black Colleges and Universities, highlighting the tour's positive impact on college awareness, postsecondary planning, and the district's overall college-going culture.

Action 2.9 Monitor access to CTE Program and services (TK-12)
The most successful aspects of implementing this action during the 2025–2026 school year were the expansion of Career Technical Education (CTE) access and increased awareness of career pathways across all grade levels. Six of the district's eight TK–8 schools began transitioning to CTE Exploratory schools, providing students with earlier exposure to career exploration and future pathway opportunities. Professional development, conferences, and pathway workshops also strengthened counselors ' and administrators' knowledge of CTE programs, improving their ability to guide students toward career-connected learning experiences. Student placement practices improved as well, particularly for students with disabilities, who were more intentionally enrolled in pathways aligned with their interests and strengths.

The district also saw increased participation in pathway programs, work-based learning experiences, industry exposure activities, and pathway showcases. Expanded outreach through career guides, websites, social media, presentations, and marketing materials improved student and family awareness of available opportunities. As a result, more students earned industry certifications, developed professional portfolios, participated in internships, and accessed scholarship opportunities, strengthening their college and career readiness.

Action 2.10 Provide Access to Career Technical Education Program center in grades 9-12- Southern Regional Occupation Center(SCROC)
The most successful aspect of this action was the expansion of Career Technical Education (CTE) opportunities through SCROC, which provided students with access to specialized pathways, industry-aligned coursework, certification preparation, work-based learning experiences, apprenticeships, and career-connected learning opportunities beyond those available at their home school sites. These experiences strengthened student engagement by helping them connect academic learning to real-world careers while building technical skills, career awareness, and workforce readiness.

Participation in SCROC pathways also expanded opportunities for postsecondary success. Students developed professional portfolios, earned industry-recognized certifications, and gained valuable hands-on experiences that increased their confidence and preparedness for college and careers. In addition, some students secured scholarships and postsecondary opportunities as a direct result of their pathway participation, demonstrating the positive impact of providing equitable access to high-quality career and technical education programs.

Action 2.11 Support for state and local mandated assessments testing
One part that was successful was that the District Test Coordinator was able to work with the Test Coordinators at each site. We utilized the School Site Program Support Specialists as Test Coordinators, who were a key factor in ensuring that District and State-mandated assessments were organized and met deadlines. The District Testing Coordinator maintained regular communication with the Site Test Coordinators and administrators regarding testing, which allowed for great communication between Ed Services and the sites. Most sites came very close to meeting completion percentage goals for interim District Assessments. This would not have been possible without the facilitation of the District and Site Testing Coordinators. Additionally, District and Site Test Coordinators provided ongoing training to all sites on utilizing the assessment platforms, not only for assessment but also for procuring intervention resources and targeted interventions based on the most recent assessment data.

The Advisor of Assessment created a CAASPP summative results slide deck, which was presented to the school board. It summarizes the summative data for the CAASPP ELA, Math, and CAST and compares it longitudinally since the Pandemic. The presentation ties the results to local initiatives. It also provided longitudinal data for all summative Alternate Assessments. The Advisor of Assessment also refined the Data Profiles, which make accessing all Local Assessment results for the year easy to find and navigate.

Action 2.12 Proficiency in Instructional Technology
The most successful aspect of this action was the establishment of a strong foundation for technology integration districtwide. The district successfully hired a Technology Integration Teacher on Special Assignment (TOSA) to provide instructional technology leadership, coaching, and support for future implementation of the SAMR framework. In addition, the creation of an AI Technology Committee positioned the district to develop guidance for the responsible, ethical, and safe use of artificial intelligence, while the successful maintenance of a 1:1 student-to-device ratio and continued distribution of hotspots ensured equitable access to digital learning resources for all students.

Technology infrastructure and instructional support also improved significantly through the deployment of site-based technology technicians, which reduced response times and minimized disruptions to teaching and learning. The pilot implementation of the Canvas Learning Management System at the high school level provided valuable insights to inform future districtwide expansion. Collectively, these efforts strengthened technology access, increased support for educators, enhanced digital learning opportunities for students, and established key systems to support ongoing innovation and technology integration across the district.

Challenges in Implementation

Action 2.1 Monitoring the District-wide implementation of MTSS focusing on the effectiveness of Tier II and Tier II supports
The greatest challenge was ensuring implementation fidelity across all school sites. While district systems were clearly established, consistency in execution varied by site leadership and staff capacity. English learner performance remains a significant concern, with CAASPP proficiency at approximately 7% in ELA and 6% in math for English learners. Chronic absenteeism remains elevated among some student groups, including African American students and students with disabilities. Stronger site level accountability for intervention implementation remains necessary.

Action 2.2 Differentiated Targeted Instructional Strategies for Low income and English Learner Students
The greatest challenge was implementation consistency across all schools and classrooms. While coaching support was provided districtwide, the depth of implementation varied depending on site leadership, teacher readiness, and fidelity to PLC and MTSS expectations. English learner performance remains a concern, with CAASPP English learner proficiency at approximately 7% in ELA and 6% in math, demonstrating the continued need for stronger differentiated instructional implementation and language development

supports.

Action 2.3 Universal diagnostic tool to measure student progress to mastery of standards
Several implementation challenges impacted assessment administration during the 2025–2026 school year. At the high school level, multiple teachers were on extended leave, including medical and bereavement leave, while others experienced intermittent absences throughout the year. These staffing challenges contributed to lower assessment participation rates in some secondary grade levels and created difficulties in maintaining consistent testing schedules.

Another challenge was the large number of new teachers serving grades K–5. For many, the administration of DIBELS was their first experience conducting the assessment, which may have contributed to inconsistencies in administration procedures and scoring. To address this need, the district plans to provide additional DIBELS training and calibration opportunities to ensure greater consistency and fidelity across future assessment administrations. One notable success emerged from what initially appeared to be a significant implementation challenge. At Woodworth-Monroe TK–8, teachers in the Dual Immersion program were responsible for administering both the English DIBELS assessment and the Spanish Lectura assessment in a one-to-one format for students in grades K–5. Despite the increased testing demands, teachers successfully achieved a 95% completion rate in both languages, demonstrating a strong commitment to assessment implementation and student progress monitoring.

Action 2.4 Academic Intervention support for Foster Youth and Low income Students
The most challenging aspects of implementing this action were the need for stronger districtwide systems to consistently identify, monitor, and track intervention outcomes for foster youth, low-income students, and other targeted student groups. While pathway and intervention opportunities expanded, implementation varied across school sites, and student support systems were not yet fully coordinated across departments. In addition, some counselors and administrators continue to need a deeper understanding of how CTE pathways can support student intervention, attendance, engagement, and college and career readiness.

Staffing and infrastructure limitations also created challenges as pathways and exploratory programs continued to grow. Additional CTE support staff, expanded learning personnel, and intervention monitoring resources are needed to sustain and scale these efforts. Scheduling barriers at some sites limited student access to pathway-based interventions, while staffing shortages affected the consistency of small-group support, expanded learning opportunities, and progress monitoring. As pathway programs continue to expand, stronger systems, staffing, and coordination will be necessary to maximize their impact on student success.

Action 2.6 College and Career Readiness K-12 AVID
The lack of a designated AVID TOSA and unfilled tutor positions continue to be a challenge. Another challenge has been finding the time to meet as a district unit. We had 2 great all school meetings after school this school year but the need is to increase the meetings. We were able to meet twice this school year with regular site meetings attended by our AVID LACOE supporter.

Action 2.7 Provide Accessibility for College Prep tools and resources
The most significant challenge was ensuring consistent access to the Naviance platform across all school sites. Delays in access and implementation limited the ability to fully utilize the platform's college and career planning tools with students throughout the year. Another challenge was maintaining regular student participation in Saturday School and after-school tutoring programs. While support structures and opportunities were established, achieving consistent attendance required ongoing outreach and engagement efforts. Securing buy-in from parents and ensuring consistent implementation and promotion of these opportunities across school sites also proved challenging, impacting overall participation rates.

Action 2.9 Monitor access to CTE Program and services (TK-12)
The most challenging aspect of implementing this action was the lack of fully developed districtwide systems for monitoring student participation, subgroup access, pathway completion, industry certifications, and overall student outcomes. As Career Technical Education (CTE) pathways continue to expand across the district, existing data systems and tracking structures have not fully kept pace with program growth, making it difficult to consistently monitor student progress and evaluate program effectiveness.

Another challenge was ensuring consistent implementation across school sites. Counselor understanding of pathway sequencing, student placement, and career pathway options varied, particularly at some secondary sites. In some cases, students were placed into pathways due to scheduling constraints rather than alignment with their interests, strengths, or career goals. Additionally, communication gaps between departments and school sites sometimes impacted coordination and consistency in pathway implementation.

Staffing capacity also presented a significant challenge. The continued expansion of pathways has increased the need for additional CTE support staff to assist with program coordination, compliance requirements, student tracking, and pathway monitoring. As pathways continue to grow and serve more students, stronger district systems, enhanced collaboration, and dedicated staffing resources will be necessary to ensure equitable access, effective implementation, and long-term sustainability of CTE programs.

Action 2.10 Provide Access to Career Technical Education Program center in grades 9-12- Southern Regional Occupation Center(SCROC)
The most significant challenge in implementing this action was the district's limited capacity to monitor and evaluate the continued expansion of Career Technical Education (CTE) programs. Systems for tracking student participation, industry certifications, apprenticeships, work-based learning experiences, scholarship attainment, pathway completion, and postsecondary outcomes remain underdeveloped, making it difficult to fully measure program effectiveness and ensure equitable access across student groups. As pathway offerings continue to grow, stronger data systems and monitoring processes will be needed to support continuous improvement.

Staffing and operational barriers also impacted implementation. Expanded pathway opportunities increased the need for dedicated CTE personnel to coordinate industry partnerships, certification programs, compliance requirements, student support, and collaboration with SCROC. In addition, some counselors require additional training to effectively guide students into pathway opportunities, while scheduling conflicts, communication gaps, and inconsistent cross-department coordination continue to limit student participation. Strengthening staffing structures, professional development, communication systems, and program oversight will be essential to sustain growth and maximize student outcomes.

Action 2.11 Support for state and local mandated assessments testing
One of the primary challenges in implementing this action was managing and analyzing assessment data across multiple platforms. The district relied on several local assessment systems, requiring extensive manual data collection, disaggregation, custom reporting, and analysis because many internal measures were not fully aligned with existing curriculum reporting tools. These processes were time-intensive and increased the workload for both district staff and site test coordinators, particularly when generating district, school, classroom, and student-level reports.

Another challenge involved building assessment capacity and improving data integration systems. New site test coordinators required ongoing training and individualized support to navigate assessment platforms, administration procedures, and reporting requirements, leading to significant demands on district resources. Additionally, limitations in the integration of student demographic data with online assessment platforms required labor-intensive workarounds, including custom database queries and manual data matching processes. Strengthening system automation, improving data-sharing capabilities, and expanding coordinator training will be critical to increasing efficiency and supporting timely, data-driven decision-making.

Action 2.12 Proficiency in Instructional Technology
The most challenging aspects of implementing this action were related to staffing timelines, capacity building, and managing multiple technology initiatives simultaneously. The hiring of the Technology Integration Teacher on Special Assignment (TOSA) occurred later than originally planned, which delayed the implementation of structured coaching cycles and reduced the amount of time available to provide training and support to Instructional Coaches, School Site Program Support Specialists (SSPSS), and classroom teachers. As a result, opportunities to deepen technology integration practices and expand SAMR-focused instructional coaching were more limited than anticipated during the school year.

Another challenge was balancing the introduction of new technology tools while maintaining support for existing systems. The pilot implementation of Canvas occurred alongside the continued use of Google Classroom, creating a learning curve for both staff and students. Supporting multiple platforms required additional training,

communication, and technical assistance, which slowed the pace of districtwide technology integration efforts and necessitated a more gradual approach to implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There have been some material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for the following Actions:

Action 2.3 Universal diagnostic tool to measure student progress to mastery of standards
Reason for Difference: The cost for this action was lower than anticipated. Due to the decrease in contract cost.

2.4 Academic Intervention support for Foster Youth and Low income Students
Reason for Difference: The cost for this action was shared with other funding sources.

2.6 College and Career Readiness K-12 AVID Reason for Difference: The cost for this action was lower than anticipated. Due to some elements of the program shifting to site control and paid through site allocations.

2.8 College and Career Support
Reason for Difference: The cost of the programs were higher than anticipated. The college tour experiences and the college and Career fairs were expanded.

2.9 Monitor access to CTE Program and services (TK-12)
Reason for Difference: The cost for this action was shared with other funding sources.

2.10 Provide Access to Career Technical Education Program center in grades 9 -12- Southern Regional Occupational Center (SCROC) Reason for Difference: The cost for this action was lower than anticipated. SCROC provided fewer teachers that we requested.

2.12 Proficiency in Instructional Technology
Reason for Difference: The cost for this action was lower than anticipated. Contract costs were reduced due to usage and implementation.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 2.1 Monitoring the District-wide implementation of MTSS focusing on the effectiveness of Tier II and Tier II supports
Action 2.1 was fully implemented and moderately effective in supporting improved student achievement through the District's Multi-Tiered System of Supports (MTSS), Professional Learning Communities (PLCs), data analysis processes, and targeted academic interventions. State assessment results demonstrate steady improvement across multiple content areas over the past three years. Districtwide CAASPP ELA proficiency increased from 28% in 2022–2023 to 33.01% in 2024–2025, while Low-Income students improved from 27% to 32.53%, mirroring districtwide growth. Foster Youth demonstrated particularly strong gains, increasing from 16% to 32%, effectively doubling proficiency rates and significantly narrowing achievement gaps. CAASPP Mathematics results also showed improvement, with districtwide proficiency increasing from 17% to 19.93% and Low-Income students rising from 16% to 19.55%. Foster Youth Math proficiency increased from 6% to 12%, reflecting meaningful progress despite remaining below district averages. Science achievement showed the largest relative gains, with districtwide CAST proficiency increasing from 10% to 17.27% and Low-Income students improving from 10% to 16.75%, suggesting that instructional supports and data-driven interventions contributed to improved academic outcomes across multiple student groups.

Despite these gains, significant achievement gaps persist for English Learners. CAASPP ELA proficiency for English Learners remained essentially unchanged over the three-year period, increasing only from 9% to 9.62%, while Mathematics proficiency showed only a modest increase from 8% to 9.62%. The most concerning results were observed in science, where English Learner CAST proficiency declined from 1% in 2022–2023 to 0.63% in 2024–2025, indicating that very few English Learners are meeting science standards

and highlighting a substantial area of need. While districtwide performance trends indicate that MTSS structures, collaborative data analysis, and targeted interventions are contributing to improved outcomes for many students, the limited progress among English Learners demonstrates that current strategies have not yet sufficiently addressed the academic needs of this student group. Continued refinement of Tier II and Tier III interventions, integrated language development strategies, and targeted support in science and mathematics will be necessary to accelerate achievement and close persistent opportunity gaps.

Action 2.2 Differentiated Targeted Instructional Strategies for Low income and English Learner Students
Action 2.2 was partially implemented and moderately effective in advancing Goal 2 during the 2025–2026 school year. CAASPP ELA proficiency data reflects incremental but insufficient growth: district-wide ELA proficiency rose from 28% (2022–23) to 33.01% (2024–25), with Low-Income students increasing from 27% to 32.53% and Foster youth showing the most notable gain, rising from 16% to 32%. However, English Learner ELA proficiency remained virtually stagnant at 9% across all three years, reaching only 9.62% in 2024–25. In Math, progress was similarly limited: district-wide proficiency increased only marginally from 17% to 19.93%, with Low-Income students rising from 16% to 19.55%, while English Learners saw a net decline from 8% (2022–23) to 7% (2023–24) before recovering slightly to 9.62% in 2024–25, and Foster youth improved modestly from 5% to 12%. California Science Test (CAST) results present a mixed picture as well: district-wide science proficiency grew from 10% (2022–23) to 17.27% (2024–25), and Low-Income students showed a noteworthy gain of 6.27 percentage points, rising from 10% to 16.75%. Foster youth, however, declined from 10% (2023–24) to 6.67% (2024–25), and English Learners remained critically low, dropping slightly from 1% to 0.63% , demonstrating that despite some positive movement across content areas, achievement gaps for the most vulnerable subgroups persist and remain a significant concern across ELA, Math, and Science.

Regarding the question of whether students received classrooms focused on their individualized learning needs, the evidence indicates this was occurring partially. Local assessment data from i-Ready ELA and Math, Renaissance ELA, and DIBELS showed positive growth trends in literacy and academic performance, suggesting that teachers made meaningful progress in implementing differentiated and targeted instructional strategies to address individualized learning needs. Progress monitoring through these local assessments did reflect improvement, affirming that data-driven instructional adjustments were being made throughout the year. However, the limited movement in CAASPP ELA, Math, and CAST proficiency scores, particularly for English Learners, who saw no meaningful gain across all three content areas and experienced declines in both Math and Science over the measured period, indicates that individualized, accelerated instruction was not yet consistently or fully reaching the students with the greatest academic need. Continued and deeper implementation of differentiated strategies, alongside more intensive intervention and English Learner-specific supports, will be essential to ensure all students, especially Low-Income students, English Learners, and Foster youth, experience the full benefit of individualized, standards-aligned instruction across all content areas.

Action 2.3 Universal diagnostic tool to measure student progress to mastery of standards
Action 2.3 Universal Diagnostic Tool to Measure Student Progress to Mastery of Standards was partially implemented and partially effective in supporting the district's goal of measuring student mastery of standards through a universal diagnostic system. Districtwide assessment participation exceeded the 95% target overall, although not every grade level met this threshold, resulting in partial attainment of the participation benchmark established through the 20-20-95 Initiative. Students received diagnostic assessment data through i-Ready, Renaissance STAR, mCLASS DIBELS, and CAASPP to support instructional decision-making, Cycles of Inquiry, and intervention planning. Districtwide CAASPP ELA proficiency increased from 28% in 2022–2023 to 33.01% in 2024–2025, while Math proficiency increased from 17% to 19.93% during the same period. Local assessment data showed mixed results. Renaissance STAR ELA proficiency improved from an estimated 31% in 2023–2024 to 41% in 2024–2025 and reached 43% in 2025–2026, with Grades 11 and 12 achieving 47% and 49% proficiency, respectively. DIBELS proficiency increased to 53% overall in 2025–2026, led by strong performance in Grades 4 (58%) and 5 (51%). However, i-Ready Math proficiency declined from 18% in 2024–2025 to 14% in 2025–2026, indicating a loss of momentum in mathematics achievement despite significant gains made during the prior year.

Low-Income students demonstrated moderate progress across multiple diagnostic measures, though results varied by content area. In Renaissance STAR ELA, Low-Income student proficiency increased from 33% in 2023–2024 to 39% in 2024–2025 and further improved to 43% in 2025–2026, representing a 10-percentage-point increase over two years. DIBELS proficiency for Low-Income students also improved from 41% to 46% during the same period, reflecting growth in foundational literacy skills. However, performance on i-Ready assessments showed less consistent results. Low-Income students' i-Ready ELA proficiency declined from 35% in 2023–2024 to 24% in 2024–2025 and remained relatively stable at 23% in 2025–2026. Similarly, i-Ready Math proficiency increased from 15% to 18% in 2024–2025 but declined to 14% in 2025–2026, falling below the

prior year's performance. While Low-Income students demonstrated encouraging gains in literacy measures, particularly on STAR ELA and DIBELS, the decline in i-Ready ELA and Math proficiency indicates that many students continue to struggle with grade-level standards and require ongoing targeted intervention and acceleration support. As a result, the district did not meet the 20% annual growth target established under the 20-20-95 Initiative, although diagnostic data continued to provide valuable information for identifying student needs and monitoring progress.

The effectiveness of this action was strengthened through targeted support for site test coordinators, including office hours, hands-on training, and Scribe-generated "How-To" guides, which increased consistency in assessment administration and improved site-level capacity for data collection and analysis. These supports contributed to more reliable assessment results and greater coordinator autonomy across schools. A key challenge, however, was the volume of assessments administered throughout the year. Teachers reported that frequent testing reduced instructional time and contributed to student testing fatigue, particularly following CAASPP administration. Despite these challenges, the district should continue this action because universal diagnostic tools provide essential and timely data to monitor student learning, identify intervention needs, and evaluate program effectiveness. Moving forward, the district should refine the assessment calendar and strategically align diagnostic windows to reduce redundancy while preserving the quality and usefulness of student achievement data.

Action 2.4 Academic Intervention support for Foster Youth and Low income Students
Action 2.4 is partially implemented and moderately effective in supporting Foster Youth, Low-Income students, and English Learners in closing the achievement and opportunity gap. Attendance data from DataQuest shows incremental districtwide improvement, with the Average Daily Attendance rate rising from 89.5% (2023–2024 baseline) to 91.19% in 2025–2026, a gain of +0.29% from the prior year. Low-Income students improved by +0.91% and English Learners by +0.45% over the same period, both trending positively toward the 96.0% Year 3 target. However, Foster Youth attendance declined by 3.62% from baseline (96.1% to 90.08%), signaling a critical gap requiring immediate targeted intervention. Stability data from DataQuest similarly shows mixed results: while the overall non-stability rate improved from 22.8% (Year 1) to 18.9% (Year 2) a reduction of 3.9 percentage points from baseline Foster Youth remain significantly over-represented at a 38.4% non-stability rate, though this reflects meaningful progress from the 54.3% recorded in Year 1. Students did receive district-wide intervention services including pathway-based learning, career-connected opportunities, and individualized placement supports; however, uneven implementation across sites and inconsistent monitoring systems limited the reach and impact of these services for the most vulnerable student groups.

To more fully close the achievement and opportunity gap, the District must strengthen the infrastructure supporting this action. While Low-Income and English Learner students are showing measurable gains in both attendance and stability, Foster Youth outcomes, a decline in attendance and persistently high non-stability rates, indicate that current service delivery is not sufficiently meeting this population's needs. The non-stability rate at Inglewood Continuation High School remains critically high at 90.2%, and though Woodworth Monroe improved dramatically (from 43.3% to 23.1%), these site-level disparities underscore the need for more consistent and coordinated implementation. For 2026–2027, the District should prioritize increased staffing dedicated to Foster Youth liaisons, enhanced cross-departmental coordination between intervention teams and CTE pathway programs, improved outcome-tracking systems, and more robust accountability measures to ensure that all targeted student groups, particularly Foster Youth, receive equitable access to the supports this action intends to provide.

Action 2.5 Access to Expand Learning Opportunities for Low income students
Action 2.5 was fully implemented and highly effective in expanding access to enrichment, hands-on learning, and student engagement opportunities for low-income students and other unduplicated pupil groups, including English Learners and Foster Youth. Attendance data from DataQuest confirms meaningful progress: overall Average Daily Attendance rose from a 2022–2023 baseline of 89.5% to 91.19% in 2024–2025, while Low Income student attendance improved from 89% to 91.31% (+0.91% from baseline) and English Learner attendance climbed from 88% to 92.25% (+0.45% from baseline). Non-stability rates also improved substantially for nearly all student groups, All Students decreased from 17.8% to 18.9% (a -3.9 point improvement from baseline), Low Income from 16.8% to 17.1% (-4.3 points), English Learners from 15.5% to 18.3% (-6.4 points from baseline), and Foster Youth from 50% to 38.4% (-15.9 points from baseline). These trends indicate that district-wide services, including Visual and Performing Arts, robotics, GATE Academy, student leadership, and college and career awareness programs, are positively contributing to student connectedness, stability, and school engagement across unduplicated pupil groups. Students did receive the district-wide services intended to close the achievement and opportunity gap, as evidenced by expanded program access at

all TK–8 sites, academic competition participation, and increased enrichment offerings across schools.

While the data reflects strong overall progress, Foster Youth attendance declined from a high baseline of 96.1% (2022–2023) to 90.08% in 2024–2025, representing a -3.62% change from baseline and warranting continued targeted monitoring and intervention. Site-level non-stability rates also reveal ongoing challenges, particularly at Inglewood Continuation High School (90.2%) and among Foster Youth (38.4%), though both groups showed meaningful improvement from their respective baselines. The district demonstrated a strong commitment to equity by increasing participation in enrichment programs among students with disabilities and other underrepresented groups, with many advancing to county and regional competitions. Continued coordination, logistical support, and differentiated strategies, especially for Foster Youth and continuation school students, will be essential to sustain progress and reach the Year 3 targets of 96% attendance and a non-stability rate below 25% for all student groups.

Action 2.6 College and Career Readiness K-12 AVID
Action 2.6 is partially implemented and moderately to highly effective in advancing college and career readiness, as demonstrated by measurable growth in AVID implementation, A-G completion, and college readiness outcomes. AVID Certification Scores increased from a baseline Level 1 in 2023–2024 to Level 1.35 in Year 1 and Level 1.6 in Year 2, with 6 of 10 AVID schools now certified, reflecting stronger alignment to the 11 AVID Essentials, WICOR instructional strategies, and college readiness practices. The A-G Completion Rate increased from 28.1% (129 students) in 2022–2023 to 45.7% (159 students) in 2024–2025, a 17.6 percentage point increase from baseline and meaningful progress toward the 50% Year 3 target. Additionally, 29.6% of low-income students met the College/Career Indicator (CCI), while 40.5% of low-income graduates met UC/CSU A-G requirements within the combined graduation rate, demonstrating increased access to postsecondary pathways. AVID Summer Institute participation by 105 teachers and staff, along with expanded supports for students in grades 3–11 through WICOR strategies, academic goal setting, tutorials, and postsecondary planning, strengthened implementation across the district.

Despite these gains, implementation remains partially achieved districtwide, as certification levels have not yet reached the Year 3 target of Level 3 per school and participation continues to vary across sites. The advancement of La Tijera from Emerging Status to Highly Certified demonstrates the impact of sustained implementation and provides a model for replication. Continued professional learning, coaching, targeted AVID recruitment, and ongoing monitoring of implementation fidelity and student outcomes will be essential to increase the percentage of low-income students meeting the College/Career Indicator, close the remaining 4.3 percentage point gap to the 50% A-G Completion target, and ensure equitable access to rigorous college and career readiness opportunities for all students.

Action 2.7 Provide Accessibility for College Prep tools and resources
Action 2.7 was substantially implemented and moderately effective in expanding access to college preparation tools, assessments, and individualized guidance that support students' postsecondary readiness. Students accessed SAT preparation through Saturday School and after-school tutoring programs, strengthening academic skills and college readiness. Guidance counselors met regularly with students to develop and update four-year academic plans, explore college and career pathways, and provide individualized advising regarding postsecondary opportunities. In addition, the district expanded equitable access to college entrance assessments by administering the PSAT to all students in grades 8–11 and the SAT during the October 2025 testing window, reducing barriers to participation while generating valuable data to inform academic planning and targeted interventions.

These efforts contributed to positive college and career readiness outcomes, with 29.6% of low-income students meeting the College/Career Indicator (CCI) and 40.5% of low-income graduates meeting UC/CSU A-G requirements as part of the combined graduation rate. While these results demonstrate increased access to college readiness resources and postsecondary planning, continued efforts are needed to improve outcomes for low-income students by expanding academic interventions, increasing participation in college preparatory programs, strengthening counselor supports, and using assessment and CCI data to target students who require additional assistance in meeting college and career readiness benchmarks.

Action 2.8 College and Career support
Action 2.8 was substantially implemented and moderately to highly effective in expanding college and career exploration opportunities and strengthening students'

postsecondary readiness. Students actively participated in college and career fairs, college campus tours, CTE-focused field trips, and classroom presentations, providing meaningful exposure to postsecondary pathways and helping them connect their academic experiences to future goals. Monthly professional development strengthened counselors' capacity to provide individualized academic and college planning, while partnerships with colleges, universities, and community organizations increased student access to college representatives, admissions information, financial aid resources, and opportunities within the CSU and UC systems. The annual HBCU College Tour remained a signature experience, serving 60–90 students, increasing male participation, and incorporating structured reflection activities that strengthened students' awareness of higher education opportunities and interest in Historically Black Colleges and Universities.

These efforts supported continued progress in college and career readiness, with 29.6% of low-income students meeting the College/Career Indicator (CCI) and 40.5% of low-income graduates meeting UC/CSU A-G requirements as part of the combined graduation rate. While these outcomes demonstrate increased access to college and career supports, continued expansion of college exploration opportunities, targeted outreach to underserved student groups, strengthened counseling services, and ongoing monitoring of CCI and A-G outcomes will be essential to increase college readiness and ensure more students graduate prepared for postsecondary success.

Action 2.9 Monitor access to CTE Program and services (TK-12)
Action 2.9 was partially implemented and moderately effective in expanding equitable access to Career Technical Education (CTE) programs and career-connected learning opportunities across the district. Six of the district's eight TK–8 schools began transitioning to CTE Exploratory schools, providing students with earlier exposure to career pathways and helping build awareness of future educational and workforce opportunities before high school. Counselors and administrators participated in CTE professional development, conferences, and pathway workshops, strengthening their ability to advise students on pathway options and intentionally increase enrollment in programs aligned with students' interests and strengths, including expanded access for students with disabilities. The district also increased student participation in pathway programs, work-based learning experiences, internships, industry showcases, and career awareness activities while expanding outreach through career guides, websites, presentations, and family engagement efforts.

These efforts contributed to continued progress in college and career readiness, with 29.6% of low-income students meeting the College/Career Indicator (CCI) and 40.5% of low-income graduates meeting UC/CSU A-G requirements as part of the combined graduation rate. Students also earned additional industry certifications, developed professional portfolios, and accessed scholarship opportunities that strengthened postsecondary readiness. While implementation expanded access to CTE opportunities, continued efforts are needed to ensure consistent pathway participation across all schools, strengthen TK–12 pathway alignment, monitor equitable enrollment and completion rates, and increase the number of students demonstrating college and career readiness through improved CCI outcomes.

Action 2.10 – Provide Access to Career Technical Education Program Center in Grades 9–12 (SCROC)
Action 2.10 was partially implemented and moderately effective in expanding student access to Career Technical Education (CTE) opportunities through SCROC and supporting college and career readiness. Students received access to pathway coursework, technical skill development, industry certifications, scholarships, apprenticeships, and career-connected learning experiences. The CTE Pathway Completion Rate increased from a baseline of 6% (27 students) in 2022–2023 to 13% (45 students) in 2023–2024 before declining to 3% (12 students) in 2024–2025. Similar trends were observed among Low-Income students (6.2% to 13.2% to 3.1%) and English Learners (3.3% to 7.0% to 2.5%), while Foster Youth achieved a 9.1% pathway completion rate in 2024–2025. The primary effectiveness metric, the Both CTE and A-G Completion Rate, increased from 4% (11 students) at baseline to 5% (17 students) in 2023–2024 before declining to 2% (8 students) in 2024–2025. Subgroup outcomes mirrored this trend, with Low-Income students decreasing to 2.1%, English Learners increasing slightly to 1.7%, and Foster Youth reaching 9.1% in 2024–2025. These results indicate that while pathway access expanded, completion outcomes remain inconsistent and well below the Year 3 target of 50%.

Additional college and career readiness indicators demonstrated positive growth. AP Exam passage rates increased from 22% at baseline to 35% in 2024–2025, while Early Assessment Program (EAP) proficiency improved from 36% to 37.2% in ELA and from 4% to 11.57% in Mathematics. Despite these gains, declining CTE pathway and dual CTE/A-G completion rates suggest persistent challenges related to counselor capacity, scheduling coordination, pathway monitoring, and student support systems. Districtwide tracking

of certifications, apprenticeships, and postsecondary outcomes remains limited, reducing the district's ability to monitor student progress and intervene effectively. Continued collaboration with SCROC, expanded counselor and administrator training, improved accountability systems, and dedicated pathway coordination will be necessary to increase completion rates and ensure equitable access and success for Low-Income students, English Learners, and Foster Youth.

Action 2.11 Support for state and local mandated assessments testing
This action has been highly effective in strengthening the district's assessment, accountability, and data-monitoring systems. The District Test Coordinator and Site Test Coordinators have successfully maintained exceptionally high participation rates on state assessments, consistently achieving 98–99% participation overall and meeting the required 95% participation rate for nearly all student groups over the past four years. The district has also expanded testing access for students enrolled in non-public schools, independent study programs, and virtual learning environments, ensuring more equitable participation across student populations.

While the district did not fully meet all CAASPP proficiency targets, meaningful academic growth was demonstrated across multiple content areas and student groups. Districtwide science proficiency exceeded the established goal, increasing from 10% to 17%, while English language arts proficiency increased from 28% to 33% and mathematics proficiency increased from 17% to 20%. Several student groups met or exceeded their growth targets, including African American students in mathematics and science, Foster Youth in English language arts and mathematics, and students with disabilities in both English language arts and mathematics. Most notably, the growth achieved across schools and student groups contributed to the district successfully exiting all schools and student groups from Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) status.

The effectiveness of this action extends beyond assessment administration. The development of district and site data profiles, updated multiple times throughout the year, has created a systematic process for collecting, analyzing, and monitoring student performance data. These tools support ongoing Cycles of Inquiry, enable earlier instructional adjustments, and provide educators with accessible, disaggregated data to inform decision-making. Although continued growth is needed to meet all proficiency targets, longitudinal data indicate steady increases in student scale scores, demonstrating that the district is making measurable progress toward improving student achievement and strengthening data-driven instructional practices.

Action 2.12 Proficiency in Instructional Technology
Action 2.12, Proficiency in Instructional Technology was partially implemented and moderately effective in supporting progress toward Goal 2 for low-income and unduplicated students. Foundational infrastructure was successfully established, including a maintained 100% 1:1 device ratio, continued hotspot distribution, improved site-based technology support, the launch of an AI Technology Committee, and a successful Canvas pilot at the high school level, providing equitable access and a strong platform for future instructional integration. However, direct instructional technology implementation remained limited due to delays in hiring and onboarding the Technology Integration TOSA, which constrained structured coaching and SAMR-aligned professional learning at scale. Local assessment data reflects this mixed picture: in ELA, Renaissance (STAR) grades 9–12 showed encouraging gains, with the overall proficiency rate rising to 43% and low-income students matching at 43%, while I-Ready ELA districtwide declined to 24% overall (low-income: 23%; EL: 5%). In math, I-Ready proficiency fell to 14% overall (low-income: 14%; EL: 7%; Foster: 9%), well below the 20% growth target. DIBELS scores held more steadily at 53% overall (low-income: 53%), suggesting stronger foundational literacy gains at the elementary level.

Students did receive continued access to devices and connectivity supports that are essential for low-income students to engage with technology-enriched learning; however, they did not consistently receive the SAMR-level instructional technology integration, structured digital citizenship supports, or AI-enhanced learning experiences originally intended under this action. The uneven outcomes across assessments, with STAR ELA showing relative stability or growth while I-Ready ELA and Math declined, suggest that technology access alone was insufficient to drive academic proficiency gains without the accompanying instructional coaching and integration support. With the TOSA now onboarded and infrastructure in place, the district is well-positioned to expand professional learning, deepen technology integration practices, and provide more meaningful, technology-enriched learning experiences for low-income students in the year ahead, particularly in the areas of mathematics and ELA where proficiency gaps remain significant.

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

The Learning Recovery Emergency Block Grant (LREBG) funds will support two new actions for the 2026-2027school year. Action 2.13 supports Goal 2: Multi tiered System of Support (MTSS), to improve academic achievement and learning outcomes for all students through targeted interventions, expanded learning opportunities, and equitable access to rigorous coursework. The action is aligned with State Priority 2 (Implementation of State Standards), Priority 4 (Pupil Achievement), Priority 5 (Pupil Engagement), and Priority 7 (Course Access). This action is for all students and will be measured through improvements in Graduation Rate, A-G completion rates, and the College and Career Indicator (CCI), which will be used to monitor student progress toward graduation and postsecondary readiness.

Action 2.14 supports LCAP Goal 2: Multi-Tiered System of Supports (MTSS) by accelerating student achievement and closing opportunity and achievement gaps through high-quality instruction, targeted intervention, and equitable access to academic support. The action aligns with California State Priority 4 (Pupil Achievement) by increasing student performance in English Language Arts and Mathematics and supporting academic growth for students performing below grade level. This action will support all students and success will be measured by proficiency on local and state assessment.

There were changes to the metrics. The following metrics were revised to include for the 2023-2024 and 2024-2025 school years:
-Metric 2.5: Addition of subgroup data
-Metric 2.6: Addition of subgroup data
-Metric 2.8: Updated data
-Metric 2.9: Addition of subgroup data
-Metric 2.10: Addition of subgroup data
-Metric 2.11: Addition of subgroup data

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1 Monitoring the District wide implementation of MTSS focusing on the effectiveness of Tier II and Tier II supports	Inglewood Unified School District will facilitate Tier II and Tier III support through professional development and Professional Learning Communities to provide differentiated instructional strategies for the LI, FY, and EL students. Strategies provided to LI, FY, and EL students include (1) differentiated, data-based small group instruction resulting from PLC planning (2) pre-teaching (3) use of the MTSS framework to ensure that each student receives just-in-time instruction and just-in-time intervention (3) oral language development and vocabulary acquisition (4) Explicit and sequential instruction in disciplinary literacy through regular use of group work and structures (5) math routines grounded in adopted curriculum; and (6) AVID strategies appropriate to the grade level. The impact of professional learning and PLCs will be monitored and measured by District diagnostic assessments scores and CAASPP summative results, attendance data, PLC documentation analysis, and discipline/ PBIS data. (Metric # 2.1 & 2.2)	$3,146,557.73	Yes
2	2.2 Differentiated Targeted	Low income and English learner students will receive scaffolded and trauma-informed guided	$2,553,592.29	Yes

	Instructional Strategies for Low income and English Learner Students	instruction as the result of the cycle of inquiry. Instructional coaches will provide classroom strategy demonstrations, create units of study, and help analyze student formative assessments in order to differentiate the instruction to meet the needs of the low income and English Learner students. (Metrics# 2.4, 2.5, & 2.6)		
3	2.3 Universal diagnostic tool to measure student progress to mastery of standards	The District Assessment Coordinator will work with the site SSPSS on preparing and training staff for monitoring of local academic achievement data for our Low income, English Learners, and Foster youth. Instructional aides These students will take part in district wide assessments and data chats at the beginning, middle, and end of the year for diagnostic purposes. Student achievement progress will be measured by: our district 20-20-95 initiative (20% increase annually in students at/above proficiency measured on the MOY Diagnostic)Three year goals are indicated below.Data sources will include: -DIBELS (K-2 ELA) -i-Ready (grades 1-12 math, grades 3-8 ELA) -Renaissance Star (grades 9-12 ELA) -Data Chats: Measured by Google survey (self reported) of teachers reports (Metrics# 2.4, 2.5, 2.6, & 2.7)	$364,210.17	Yes
4	2.4 Academic Intervention support for Foster Youth and Low income Students	Low income and foster youth students will receive differentiated and individualized interventions during the day, afterschool and on Saturday when possible at all sites. In an effort to assist teachers with intervention instructional aides have been added to support with small group instructions. (Metric# 3.1)	$3,573,800.08	Yes
5	2.5 Access to Expand Learning Opportunities for Low income students	Low income students will participate in additional specialized programs supplemental resources, hands-on experiences, field trips and showcase events. Support staff will coordinate and monitor the implementation of: ~Additional components of the Gifted and Talented Program ~Expanded learning opportunities ~Targeted services within the visual and performing arts (VAPA) ~Access to Science, Technology, Engineering, Arts, and Math (STEAM)programs ~Robotics programs ~Academic Competitions ~Student Showcase Custodians (25) are needed to support all of the specialized programs that occur after school and on the weekends. (Metric# 3.1)	$3,964,234.22	Yes
6	2.6 College and Career Readiness K-12 AVID	Low income students will participate in the AVID-Advanced Via Individual Determination Program which will provide equitable access to college and career readiness. The AVID Site Coordinators will coordinate and monitor the implementation of the AVID tools, strategies and AVID Tutors. AVID site teams will participate in the professional learning, conferences, and review the academic progress of the low income students. Expanding AVID Program by adding AVID teachers will allow for more students in grade 9 to be serviced in college and career readiness skills. (Metric#2.8 & 2.9)	$110,000.00	Yes
7	2.7 Provide Accessibility for College Prep tools and resources	Low-income, English Learners and foster youth will receive increased test preparation support through tutoring, Saturday Math Academy sessions, and AP Prep allowing them to have equitable access to participation and succeed on the state assessments and PSAT, SAT, and ACT college standardized tests. Additionally, teachers will help students develop individualized learning plans	$712,400.00	Yes

		aligned to the College Board requirements. Counselors will collaborate with students and parents in developing 4-year academic plans in Aeries. The Naviance curriculum will allow students to explore areas of interest in career and college pathways that may otherwise go unnoticed. (Metric# 2.9)		
8	2.8 College and Career support	Our dashboard indicates that the Low Income students and English Learners need to increase our A-G requirements completion rates so that our students are college or career-ready upon graduation. To support the attainment by the students, the District's Support staff will ensure the following services will be implemented: -Teacher professional development in the content area -Counselor professional development in Aeries Analytics to identify students who are meeting and/or not meeting A-G requirements. -CTE Pathways -Bridge Programs from elementary, to middle, to high school. -College and Career Support Services Create college access programs at our high school campuses to serve our students in gaining knowledge of financial aid and pathways to college and career choices. Provide professional learning and programmatic support for Career Technical Education (CTE) academies and pathways that align with both industry standards and post-secondary programs of study.	$451,205.54	Yes
9	2.9 Monitor access to CTE Program and services (TK-12)	English Learners, low income, and foster youth will have access to Career Technical Education and coordinated services supported by the CTE Advisor. The CTE Advisor will target and monitor the progress and access to services for these students to keep them on track for a non-traditional college path including preparation for high demand careers and supporting employability skills and job readiness. The CTE Advisor will work collaboratively with all school sites to coordinate summer academies, after school and Saturday CTE work based learning opportunities. (Metric#2.10)	$261,809.24	Yes
10	2.10 Provide Access to Career Technical Education Program center in grades 9 -12- Southern Regional Occupation Center (SCROC)	Low income students will gain access to expanded courses through the Southern California Regional Occupational Center (SCROC) beyond the school's Career Technical Education courses. Our low income students will collaborate with industry professionals to receive certifications and apprenticeships that will support post secondary career choices and readiness. (Metric#2.10)	$650,986.00	Yes
11	2.11 Support for state and local mandated assessments testing	The District Assessment Coordinator will work with the Site Testing Coordinators in preparing and training staff for the administration and monitoring of State mandated assessments. As well as providing test taking strategies tutorial for Teachers and access to tools for navigating the assessment portal. This can include additional extra duty to meet assessment window deadlines, as well as necessary materials to facilitate the work. Testing Coordinator stipends may be utilized to meet the state mandates and ensure compliance needs are met for the district and school sites. (Metric#2.1, 2.2, & 3.3)	$125,339.00	No
12	2.12 Proficiency in Instructional Technology	Instructional Coaches and/or SSPSS will receive training from the Technology Integration TOSA on how to integrate technology into the curriculum so that they may provide support to teachers and students in developing proficiency in navigating technology and digital tools. Training should include but not be limited to the higher levels of the SAMR model. Low-Income students will be provided additional instructional support to develop proficiency in navigating technology, digital tools. resources, and participating in technology competitions.	$976,553.03	Yes

13	Action 2.13 Expand Access to Instruction, Credit Recovery, and College Eligibility Opportunities for Credit-Deficient Students (LREBG)	The district will expand access to instruction, targeted intervention, credit recovery, and college eligibility supports for students who are credit-deficient or at risk of not graduating on time. Research from the Learning Policy Institute, RAND Corporation, and the U.S. Department of Education supports the use of expanded learning opportunities, high-dosage tutoring, targeted academic interventions, and structured credit recovery programs as effective strategies for accelerating learning recovery, increasing credit attainment, improving graduation rates, and expanding access to postsecondary opportunities for students impacted by learning loss. Through intervention courses embedded within the high school master schedule, small-group instruction, credit recovery programs, college readiness supports, graduation planning, and ongoing progress monitoring, the district will provide students with multiple pathways to recover credits and meet graduation and college eligibility requirements. The effectiveness of this action will be monitored using the Graduation Rate, A-G Completion Rate, & College and Career Indicator (CCI),, with data reviewed regularly to evaluate progress toward improved academic achievement, graduation readiness, and postsecondary success. LREBG funds: $249,562	$249,562.00	No
14	Action 2.14 Accelerating Learning Through High-Dosage Tutoring and Academic Intervention (LREBG)	Action 2.14 – Accelerating Learning Through High-Dosage Tutoring and Academic Intervention (LREBG): To address identified learning loss, the District will utilize Learning Recovery Emergency Block Grant (LREBG) funds to provide evidence-based high-dosage tutoring, small-group and individualized interventions, diagnostic and benchmark assessments, literacy screening, progress monitoring, supplemental instructional materials, professional development for tutors and instructional staff, and family engagement supports aligned to student learning needs. Research from the National Student Support Accelerator, Annenberg Institute, and evidence reviewed by the California Department of Education demonstrates that high-dosage tutoring and targeted academic intervention are among the most effective strategies for accelerating learning recovery, improving literacy and mathematics achievement, and reducing achievement gaps for students disproportionately impacted by the COVID-19 pandemic. The effectiveness of this action will be monitored through multiple measures, including CAASPP English Language Arts and Mathematics performance, literacy screener results, benchmark assessment outcomes, student participation in tutoring and intervention services, and ongoing progress-monitoring data demonstrating academic growth. The District will allocate $249562 in LREBG funds to support the implementation and expansion of these learning recovery and intervention services designed to accelerate student achievement and close persistent learning gaps.	$249,562.00	No

Goal

Goal #	Description	Type of Goal
3	Create safe and welcoming learning environments where students and families are engaged and connected to their schools to support student academic success for college and career readiness. This includes supporting student's social and emotional well-being, attendance (chronic absences), and behavior intervention.	Broad Goal

State priorities addressed by this goal.

3, 5, 6

An explanation of why the LEA has developed this goal.

The Inglewood Unified School District (IUSD) is committed to supporting the overall wellness of students and families. Utilizing the Whole School, Whole Community, Whole Child (WSCC) model as a framework to approach wellness, IUSD believes that the wellbeing, including the physical, emotional and mental health, of students is essential for students to feel connected and engaged in their learning in order to academically achieve and be college and career ready. This goal recognizes that it requires addressing the social and emotional wellbeing of each student as well as leveraging their families as support systems for students. The mental health and social and emotional needs of our students and school community were especially highlighted during the COVID-19 pandemic and the trauma experienced by our students and families will have long-term impacts on their wellbeing. All students will have access to a multi-tiered system of support in relation to attendance, behavior and overall wellness. IUSD is committed to prioritizing the needs of all students, particularly those most vulnerable including foster youth, students experiencing homelessness, students involved in the justice system, and low income to feel welcomed, safe, and connected to the entire school community. A key factor in measuring connectedness to the school community is student attendance, family participation and engagement in collaborative opportunities, and social and emotional supportive services to address the whole child.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	3.1 Attendance Rates Source: DataQuest	2023-2024 Average Daily Attendance Rate =89.5% Low Income= 89% EL=88% Foster youth=96.1%	2024-2025 Average Daily Attendance Rate =90.9% Low Income= 90.4% EL=91.8% Foster youth=93.7%	2025-2026 Average Daily Attendance Rate =91.19%% Low Income=91.31% EL=92.25% Foster youth=90.08%%	Average Daily Attendance Rate: 96.0%	Attendance Rate: +1.69% Low Income: +2.31% EL: +4.25% Foster youth:-6.02%

2	3.2 Chronic absenteeism Source: DataQuest	2022-2023 Chronic Absenteeism Rate Data quest All students=48% African American=48% English Learners=45% Foster=34.7% Hispanic=46.8% Socioeconomically Disadvantaged=48.1% Students with disabilities=50.5% Two or More Races=47% New Asian=41.7% Pacific Islander=56% White=47.4% Homeless N/A	2023-2024 Chronic Absenteeism Rate Data quest All students=43% African American=47.7% Asian=44.2% English Learners=40.6% Foster=34.6% Hispanic=40.8% Pacific Islander=69% Socioeconomically Disadvantaged=43.6% Students with disabilities=43.6% Two or More Races=37.7% White=47.3% Homeless=N/A	2024-2025 Chronic Absenteeism Rate Data quest All students=35.2% African American=38.6% Asian=47.8% English Learners=30.7% Foster=34.9% Hispanic=33.2% Pacific Islander=61.9% Socioeconomically Disadvantaged=35.4% Students with disabilities=35.1% Two or More Races=43.4% White=36.2% Homeless=45.3%	Chronic Absenteeism Rate: 15%	All students: -12.8% African American: -9.4% Asian +6.1% English Learners: -14.3% Foster:+0.2% Hispanic: -13.6% Pacific Islander +5.9% Socioeconomically Disadvantaged: -12.7% Students with disabilities:-15.4% Two or More Races: -3.6% White -11.2% Homeless N/A
3	3.3 Middle School Dropout Rate Source: DataQuest	2022-2023 Middle School Dropout Rate: 0% Low Income: 0%	2023-2024 Middle School Dropout Rate: 0% Low Income: 0%	2025-2026 Middle School Dropout Rate: 0% Low Income: 0%	Middle School Dropout Rate: 0%	Middle School Dropout Rate: 0%
4	3.4 High School Dropout Rate Source: DataQuest	2022-2023 High School Dropout Rate: 10.9% Low Income: 10.2%	2023-2024 High School Dropout Rate: 14.5% Low Income: 12.7%	2024-2025 High School Dropout Rate: 12.0% Low Income:9.9%	High School Dropout Rate: 0%	Dropout Rate: -+1.1% Low Income: -0.3%

5	3.5 High School Graduation Rate Source: DataQuest	2023 High School Graduation Rate All Students=80% English Learners=70% Foster=N/A Hispanic=78.4% Homeless=56.3% Socioeconomically Disadvantaged=81.7%	2024 High School Graduation Rate All Students=87.2% English Learners=74% Foster=N/A Hispanic=87.4% Homeless=82.9% Socioeconomically Disadvantaged=88.6%	2025 High School Graduation Rate All Students=86.8% English Learners=79% Foster=100% Hispanic=85.8% Homeless=90.9% Socioeconomically Disadvantaged=89% Students with disabilities=N/A	High School Graduation rate: 90%	All Students: +6.8% English Learners: +9% Foster: 100% Hispanic: +7.4% Homeless: +34.6% Socioeconomically Disadvantaged: +7.3% Students with disabilities:+1.9%
6	3.6 Suspension Rate Source: DataQuest	2022-2023 Suspension Rate All students= 3.8% African American=7.2% English Learners=2.4% Foster=5.1% Homeless=8.8% Socioeconomically Disadvantaged=4.0% Students with Disabilities=4.3%	2023-2024 Suspension Rate All students= 3.4% African American=6.7% English Learners=1.7% Foster=8.1%% Homeless=6.9% Socioeconomically Disadvantaged=3.0% Students with Disabilities=3.3%	2024-2025 Suspension Rate All students= 4.1% African American=9.0% English Learners=3.5 % Foster=11.5% Homeless=7.5% Socioeconomically Disadvantaged=4.3% Students with Disabilities=4.6%	Suspension Rate: 2%	All students: +.3% African American: +1.8% English Learners: +1.1% Foster: +6.4% Homeless: -1.3% Socioeconomically Disadvantaged: +0.3% Students with Disabilities: +0.3%
7	3.7 Expulsion Rate Source: DataQuest	2022-2023 Expulsion Rate 0% All Students=0% English Learners=0% Foster=0% Socioeconomically Disadvantaged=0%	2023-2024 Expulsion Rate 0% All Students=0% English Learners=0% Foster=0% Socioeconomically Disadvantaged=0%	2024-2025 Expulsion Rate 0% All Students=0% English Learners=0% Foster=0% Socioeconomically Disadvantaged=0%	Expulsion Rate: 0%	Expulsion Rate 0% All Students: +0% English Learners: +0% Foster:+0% Socioeconomically Disadvantaged: +0%

8	3.8 Perception of School Safety and Connectedness PBIS Climate Survey (Priority 6)	2024 PBIS Climate Survey Score Elementary Students= 75% Secondary Students= 72% Parent (Family)=75% Staff (Certificated/Classified)= 73%	2025 PBIS Climate Survey Elementary Students=72% Secondary Students=70% Parent (Family)=78% Staff (Certificated/Classified)= 74%	2026 PBIS Climate Survey Elementary Students=74% Secondary Students=72% Parent (Family)=83% Staff (Certificated/Classified)= 70%	PBIS Climate Survey Score of 85% or above	Elementary Students: -1% Secondary Students: 0% Parent (Family): +8% Staff(Certificated/Classified): -3%
9	3.9 Parent Input in Decision Making (Priority 3)	2023-2024 Local Indicator for Parent Involvement and Family Engagement (Priority 3) Self-Reflection Tool Score by question Question 1: Building relationships between School Staff and Families=2 Question 2: Building partnerships for Student Outcomes=2 Question 3: Seeking Input for Decision Making= 2	2024-2024 Local Indicator for Parent Involvement and Family Engagement (Priority 3) Self-Reflection Tool Score by question Question 1: Building relationships between School Staff and Families=4 Question 2: Building partnerships for Student Outcomes=4 Question 3: Seeking Input for Decision Making= 4	2025-2026 Local Indicator for Parent Involvement and Family Engagement (Priority 3) Self-Reflection Tool Score by question Question 1: Building relationships between School Staff and Families=3 Question 2: Building partnerships for Student Outcomes=3 Question 3: Seeking Input for Decision Making= 3	Local Indicator for Parent Involvement and Family Engagement (Priority 3) Self-Reflection Tool Score Question 1: Building relationships between School Staff and Families=Score of 3 or above Question 2: Building partnerships for Student Outcomes=Score of 3 or above Question 3: Seeking Input for Decision Making= Score of 3 or above	Self-Reflection Tool Score by question Question 1: Building relationships between School Staff and Families: +1 Question 2: Building partnerships for Student Outcomes: +1 Question 3: Seeking Input for Decision Making: +1
10	3.10 Use of ParentSquare increase opt in rate Email and text (Priority 3) Parent Participation	2023-2024 Use of ParentSquare increase opt in rate Email and text Use of ParentSquare: opt in rate Email (47%) and text (52%)	2024-2025 Use of ParentSquare increase opt in rate Email and text Use of ParentSquare: opt in rate Email (48%) and text (50%)	2025-2026 Use of ParentSquare increase opt in rate Email and text Use of ParentSquare: opt in rate Email (56%) and text (42%	Use of ParentSquare: increase opt in rate Email (100%) and text (100%)	ParentSquare: opt in rate Email (+9%) and text (-10%)

Goal Analysis for 2025-2026

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The overall implementation of these actions for Goal # 3:
5 of 7 actions were implemented fully
2 of 7 actions were implemented partially
0 of 7 actions were minimally or not implemented

Successful Aspects of Implementation

Action 3.1 Social Emotional and Well-being School and Community Resources
The most successful aspects of implementing this action were the expansion of comprehensive social-emotional, behavioral, and mental health supports for students and families. Mental Wellness Social Workers (MSWs) provided Tier 1 and Tier 2 interventions, including student check-ins, short-term counseling, crisis response, referrals, and coordination with community providers, helping to address students' social-emotional needs while strengthening school engagement and overall well-being. Partnerships with community organizations, including the Centinela Youth and Family Collaborative (CYFC), Children's Institute, and Children's Youth Services (CYS), further expanded access to counseling, family therapy, case management, academic interventions, enrichment programs, and targeted supports for foster youth and other vulnerable student groups.

In addition, restorative practices and behavioral interventions provided by MSWs, the District Behavior Team, and District Safety Assistants strengthened efforts to improve student behavior, resolve conflicts, and build positive relationships among students, families, and staff. The collaboration among schools, families, and community partners created a coordinated system of support that increased access to services, enhanced student wellness, and strengthened connections between home, school, and community.

Action 3.2 Targeted Supports for Foster Youth, Low-Income, and Students Experiencing Homelessness
One of the most successful aspects of implementing this action was the coordinated, wraparound support provided to foster youth, low-income students, and their families through a network of district staff and community-based partners. School Social Workers, Counselors, Community Liaisons, and school site staff worked collaboratively to identify student needs, connect families to resources, provide case management, and remove barriers that may negatively impact attendance, engagement, and academic success. These supports helped ensure that vulnerable student populations received timely interventions and individualized assistance.

Additionally, strong partnerships with organizations such as the Centinela Youth and Family Collaborative (CYFC), Children's Youth Services (CYS), and the Children's Institute expanded access to mental health services, family support programs, counseling, parent education, crisis response, and community resources. This comprehensive system of care strengthened connections between schools, families, and community agencies, increasing students' access to social-emotional supports and promoting overall student well-being. The collaborative approach helped create a stronger safety net for foster youth and low-income families, contributing to improved engagement and access to essential services throughout the school year.

Action 3.3 Social Emotional Health and Wellness Center
Based on the evidence provided, the most successful aspects of implementing this action centered on the expansion of comprehensive behavioral supports through a Multi-Tiered System of Supports (MTSS) framework and the district's increased capacity to address student behavioral needs proactively. The Board Certified Behavior Analyst (BCBA) and Behavior Technicians provided targeted support across all district sites, ensuring that students received appropriate Tier 1, Tier 2, and Tier 3 interventions based on their individual needs. These services strengthened collaboration among administrators, teachers, support staff, and families while promoting consistent implementation of evidence-

based behavior strategies designed to improve student engagement, attendance, and overall school success.

Another significant success was the district's focus on building staff and parent capacity through training, consultation, and active participation in intervention planning processes. District personnel received targeted professional development on proactive behavior management practices, enabling schools to respond more effectively to student behavioral challenges. In addition, families were engaged through SST, SARB, Section 504, and IEP processes, strengthening home-school partnerships and ensuring a coordinated approach to student support. The individualized services provided by Behavior Technicians helped address immediate behavioral concerns, monitor student progress, and support positive behavioral outcomes, contributing to safer, more supportive, and inclusive learning environments across the district.

Action 3.4 Additional Positive Behavior and Intervention Supports
One of the most successful aspects of implementing this action was the strong districtwide implementation of Positive Behavioral Interventions and Supports (PBIS) and the expansion of comprehensive behavioral support services. Nine of the ten participating schools qualified for California PBIS Recognition, with two schools earning Gold, two earning Silver, and five earning Bronze recognition. These accomplishments demonstrate a high level of fidelity in implementing evidence-based behavioral practices and a strong commitment to creating positive, supportive school climates. Additionally, all participating schools maintained active PBIS teams, attended professional development opportunities, and implemented Tier 1 behavioral supports to establish clear expectations and promote positive student behavior.

Another significant success was the implementation of Board Certified Behavior Analyst (BCBA) and Behavior Technician services across district sites through the Multi-Tiered System of Supports (MTSS) framework. These services provided consultation, coaching, and collaboration with site administrators and staff to strengthen Tier 1, Tier 2, and Tier 3 behavioral interventions. Staff received targeted training on proactive, data-informed behavior management practices, while families were actively engaged through SST, SARB, Section 504, and IEP processes. Individualized student support provided by Behavior Technicians helped address behavioral challenges, monitor student progress, and improve outcomes. Together, these efforts strengthened district capacity to support student behavior, increased staff effectiveness, enhanced family involvement, and contributed to safer and more supportive learning environments.

Action 3.5 Additional Engagement Supports and Parent Decision-Making Opportunities
One of the most successful aspects of implementing Action 3.5 was the increased involvement of parents and families in engagement opportunities and shared decision-making processes. Participation in advisory groups such as SSC, ELAC, DELAC, DPAC, and LCAP committees continued to grow, allowing families to provide valuable feedback on academic support, resources, and family needs. Community liaisons also strengthened family engagement by building relationships, facilitating workshops, and connecting families to resources and services. Additionally, monthly events and school-based activities increased opportunities for families to feel connected to their school communities. Survey data also showed that two-way communication between families and educators remains a district strength, reflecting continued growth in ParentSquare adoption and communication efforts.

Action 3.6 Student Engagement/Athletics
Student athletes from our TK-8 school participate in our inter-district sports programs with multiple divisions servicing all grade levels. These programs provide our students with the opportunity to take part in healthy competition within our school communities. By interacting with their peers, they are able to build friendships and strengthen social skills. Our TK-8 students were able to participate in weekly sports training and leagues at our district's athletic facilities. During the course of the year, our district field (Coleman Stadium) was host to championship sporting events. We held our basketball semi-finals and finals at our athletic facility on the Inglewood United High School campus. Student-athletes from 6-8 grade had an inspirational experience playing at our high school facilities and gained something to strive towards. As members of the California Interscholastic Federation, our high school students can compete in sporting events against schools in the Southern Section.

Action 3.7 Community Relations
One of the most successful aspects of implementing this action was the significant improvement in the district's ability to communicate with families. Through the dedicated efforts of Community Liaisons, the district increased its email opt-in rate, resulting in 90.2% of families being contactable and leaving only 730 families remaining to achieve full

contactability. Community Liaisons played a critical role in collecting and updating family contact information, removing communication barriers, and ensuring that families received timely information about school programs, services, events, and student opportunities.

This increased level of contactability strengthened family engagement and enhanced the district's capacity to maintain consistent two-way communication with families. Improved access to accurate contact information allowed schools to better connect families to resources, support student attendance and engagement efforts, and increase participation in school and district initiatives. As a result, the district established a stronger foundation for meaningful family partnerships and ongoing communication.

Most Challenging Aspects of Implementation

Action 3.1 Social Emotional and Well-being Resources
One of the most significant challenges in implementing this action was staffing-related. While Mental Health Social Workers (MSWs) were successfully piloted at two TK–8 schools, the district's ongoing recruitment process for a Licensed Clinical Social Worker (LCSW) limited the ability of MSWs to provide the full range of services intended under the action. Without clinical supervision required for licensure hours, MSWs were restricted in the level of support they could offer to students and families. This challenge was particularly impactful given the demonstrated and growing need for mental health services across the district.

Additionally, the Behavioral Support Team began implementation later in the school year than originally planned, reducing the amount of time available to provide proactive behavioral interventions, coaching, and direct support to school sites. As a result, schools were not able to fully benefit from the comprehensive behavioral and mental health supports envisioned under this action. Despite these challenges, the pilot implementation confirmed a strong need for expanded social-emotional and behavioral services, highlighting the importance of continued investment in staffing and support structures to fully meet student and family needs.

Action 3.2 Targeted Supports for Foster Youth, Low-Income, and Homeless Students
One of the most significant challenges in implementing this action was the limited capacity of the Mental Health Social Worker (MSW) pilot program, which was only available at two TK–8 schools during the year. While the pilot demonstrated a clear need for expanded social-emotional and mental health supports, the district's ongoing recruitment of a Licensed Clinical Social Worker (LCSW) to provide required clinical supervision limited the scope of services that the MSWs could provide. As a result, students and families were not able to fully access the comprehensive mental health interventions originally envisioned under this action.

Additionally, the district observed a growing need for behavioral and mental health supports across all schools; however, staffing and implementation timelines affected service delivery. The District Behavior Team began operations later than anticipated, reducing the amount of behavioral intervention, coaching, and direct student support that could be provided during the school year. While foundational systems and partnerships were established, the demand for services exceeded current staffing capacity, highlighting the need for expanded personnel, clinical supervision, and districtwide implementation to fully meet the needs of foster youth, low-income students, and families.

Action 3.3 Wellness Centers
One of the most challenging aspects of implementing this action was the late hiring and onboarding of behavior support personnel, which delayed the full implementation of services and the establishment of districtwide systems and procedures. As a new level of support within the district, significant time was required to develop referral processes, clarify roles and responsibilities, build relationships with school sites, and align services within the existing MTSS framework. This limited the amount of time available to fully deliver interventions and collect comprehensive outcome data during the implementation year.

Additionally, ongoing collaboration among district departments, site administrators, and support staff was necessary to refine the vision and implementation plan to ensure services effectively addressed the diverse needs of targeted student groups. As behavioral needs across the district continue to grow, the district is working to strengthen intervention systems, increase staff understanding of available supports, and establish consistent practices across school sites. Continued refinement of service delivery models, data-monitoring systems, and stakeholder collaboration will be essential to maximizing the effectiveness and sustainability of these behavioral support services.

Action 3.4 Positive Behavior Supports
One of the most significant challenges in implementing this action was the extensive restructuring of the Student Support Services Department. The transition included new leadership, the elimination of Child Welfare and Attendance (CWA) Counselor positions, the creation of Pupil Personnel Advisor positions, and the onboarding of new staff throughout the summer and fall of 2025. In addition, although the Behavioral Team positions were established during the 2024–2025 school year, onboarding did not begin until Spring 2026, and several positions remain vacant. These transitions delayed the full implementation of behavioral support services and required substantial time to establish new systems, roles, and procedures.

School closures and consolidations also created service gaps as students transitioned to new campuses. Receiving schools were not always fully aware of students' existing Tier II and Tier III behavioral supports, resulting in delays in service continuity and intervention planning. Furthermore, staffing shortages, vacancies, and inconsistencies in implementation limited the effectiveness of intensive behavioral interventions. The district also identified a need to strengthen data-tracking systems to better monitor student progress, evaluate intervention effectiveness, and ensure timely adjustments to supports based on student needs.

Action 3.5 Parent Engagement and Decision-Making
One of the most challenging aspects of implementing this action was ensuring that all families could effectively access and utilize key communication and engagement platforms such as Aeries and ParentSquare. While districtwide participation increased, many families continued to experience difficulties navigating these tools, limiting their ability to monitor student progress, communicate with school staff, and fully engage in their child's education. As a result, ongoing training, technical assistance, and outreach efforts remain necessary to build family confidence and increase meaningful participation.

Another challenge was translating positive family relationships and engagement efforts into consistent academic partnership structures across all schools. The district identified opportunities to strengthen staff professional development, expand home learning resources, improve meeting practices, and increase family awareness of educational policies and legal rights. Building these systems will be essential to moving beyond participation toward deeper family engagement that directly supports student achievement and success.

Action 3.6 Student Engagement/Athletics
One of the most significant challenges in implementing this action was providing transportation for student-athletes following the district's school mergers and closures. Increased travel distances between school sites and practice or training locations created logistical barriers that affected consistent participation and equitable access to athletic programs. Coordinating transportation schedules while ensuring students could attend practices and competitions required additional planning and resources. The district continues to address these challenges to ensure all student-athletes have access to opportunities that support engagement, wellness, school connectedness, and academic success.

Action 3.7 Meaningful School to Home Engagement
A major challenge remains increasing adoption and consistent use of ParentSquare features. While there was growth in platform engagement, usage remains limited, with app adoption increasing from 21% in 2024–2025 to 30% in 2025–2026, and push notification engagement increasing from 17% to 22% over the same period. In addition, maintaining consistent and meaningful communication with families continues to be a challenge. Survey responses highlighted concerns about unanswered emails and ParentSquare messages, difficulty reaching school staff and principals, limited follow-through, and late event notifications that create barriers for working families.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There have been some material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for the following Actions:

Action 3.1 Social Emotional and Well-being School and Community Resources
Reason for difference: The cost of positions exceeded the budgeted amount.

Action 3.2 Targeted Supports for Foster Youth, Low Income/Students Experiencing Homelessness
Reason for difference: The cost of positions exceeded the budgeted amount.

Action 3.3 Social Emotional Health and Wellness Center
Reason for difference: The cost of positions exceeded the budgeted amount.

Action 3.6 Student Engagement/Athletics
Reason for difference: the cost of operations in this action exceeded the amount budgeted. The were more programs and personnel added to service more students.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 3.1 Social Emotional and Well-being School and Community Resources
Action 3.1, Social Emotional and Well-being School and Community Resources, was partially implemented and partially effective in supporting progress toward Goal 3, with meaningful but uneven gains across chronic absenteeism and graduation outcomes. Chronic absenteeism declined significantly from 43% in 2023–24 to 35.2% in 2024–25, a 7.8 percentage point reduction districtwide, with notable improvements among African American students (-9.1%), students with disabilities (-8.5%), and Hispanic students (-7.6%), though Foster youth (+0.3%), Pacific Islander students (61.9%), and Two or More Races (+5.7%) did not share those gains. High school graduation rates showed strong growth as well, rising from 80.8% to 86.8% overall, with particularly notable gains among Homeless students (82.9% to 90.9%), Socioeconomically Disadvantaged students (88.6% to 89%), and Foster youth (reaching 100%), though the 90% districtwide target was narrowly missed. Students did receive access to social-emotional resources, community partnerships, and attendance intervention support, and those efforts are reflected in the measurable reductions in chronic absenteeism and the gains in graduation rates across most subgroups.

However, several indicators signal that implementation was incomplete and that students did not uniformly receive the full scope of intended support. Chronic absenteeism, while improved, remains more than double the 15% district target, and subgroups including Pacific Islander students (61.9%), Homeless students (45.3%), and Two or More Races (43.4%) continue to face persistently elevated rates. Suspension rates increased across all monitored subgroups, including Foster youth (+3.4%), African American students (+2.3%), and English Learners (+1.8%), suggesting that proactive behavioral and climate interventions were not sufficiently scaled, and school climate survey data indicated slight declines in students' perceived safety and connectedness at both the elementary (-3%) and secondary (-2%) levels. These patterns point to gaps in the social-emotional well-being infrastructure that, left unaddressed, risk undermining the graduation and absenteeism gains achieved thus far. Continued and expanded implementation is recommended, with priority on more intensive support for the highest-need subgroups, strengthened proactive behavioral interventions, and deeper investment in school connectedness to sustain and accelerate progress toward both the chronic absenteeism and graduation rate targets.

Action 3.2 Targeted Supports for Foster Youth, Low Income/Students Experiencing Homelessness
The actions implemented under Action 3.2 were partially implemented and moderately effective in supporting Foster Youth and students experiencing homelessness through expanded academic, social-emotional, and case management services. Although the district did not meet its 95% attendance target, districtwide Average Daily Attendance improved from 89.5% in 2023–2024 to 91.19% in 2025–2026, and Low Income students similarly improved from 89% to 91.31% over the same period. English Learner attendance also rose from 88% to 92.25%. However, Foster Youth attendance declined from 96.1% in 2023–2024 to 90.08% in 2025–2026, falling below the districtwide average and indicating a significant area of concern. Chronic absenteeism data from the California Dashboard showed mixed results: Foster Youth chronic absenteeism remained at Red, while Homeless students showed improvement from Orange to Yellow in chronic absenteeism. Academic outcomes were inconsistent, Foster Youth ELA performance remained stable

(Yellow to Yellow) and Mathematics improved (Orange to Yellow), but Homeless student performance in both ELA and Mathematics declined from Orange to Red. Suspension rates worsened for Foster Youth (Orange to Red) and remained at Red for Homeless students. The number of students receiving support through the Centinela Youth and Family Collaborative (CYFC) increased from 97 students in 2024–2025 to 124 students in 2025–2026, reflecting expanded reach. Students did receive targeted supports through CYFC as intended, and attendance rate data (Metric #3.1) confirms measurable, if incomplete, progress , demonstrating that while the supports are reaching more students and positively impacting some outcomes, significant attendance, behavioral, and academic challenges remain for both subgroups.

The action partially met expectations and should continue because it directly addresses the attendance, engagement, academic achievement, and well-being of the district's most vulnerable students. The increase in CYFC enrollment and the improvement in Homeless student chronic absenteeism demonstrate that these interventions have value and are reaching students who need them most. However, the decline in Foster Youth attendance and Homeless student academic outcomes signal a need for deeper and more proactive intervention. Based on reflections from implementation, Student Support Services will continue the existing LCAP actions while strengthening supports through the development and implementation of a comprehensive behavioral support plan and district behavior team beginning in Summer 2026. Case management services and interventions will be initiated earlier in the school year to provide more proactive support rather than reactive responses. The overall goals, metrics, and target outcomes will remain unchanged, with continued monitoring of Metric #3.1 attendance data to assess the impact of these enhanced supports in future years.

Action 3.3 Social Emotional Health and Wellness Center
The implementation of behavioral support actions through the MTSS framework has been partially effective in making progress toward the goal of improving student social-emotional well-being, reducing dropout rates, and fostering inclusive, supportive learning environments. Survey data reflects meaningful and consistent growth in perceived access to social-emotional supports, climbing from 62.2% in 2023–2024 to 76.6% in 2025–2026, surpassing the district's 75% target. Middle school dropout rates held steady at 0% across all three years for both the general population and low-income students, meeting the goal entirely. These gains reflect the tangible impact of deploying BCBAs and Behavior Technicians across all sites, structured professional development, and family engagement through SST, SARB, Section 504, and IEP processes.

However, the high school dropout rate remains the primary reason the overall rating falls short of highly effective. After peaking at 14.5% in 2023–2024, the rate declined to 12.0% in 2024–2025, with the low-income subgroup improving from 12.7% to 9.9%, a reduction of 2.8 percentage points. While this downward trend is encouraging, the district remains significantly above its stated goal of 5% or below, representing a 7-percentage-point gap. Current strategies are building a strong foundation, but deeper and more targeted interventions at the secondary level are still needed to fully achieve the district's goal of equitable, supportive learning environments for all students.

Action 3.4 Additional Positive Behavior and Intervention supports
The actions under this goal were partially effective. While the district maintained a 0% expulsion rate, suspension rates increased by 0.7% in 2025, with all student groups experiencing increases, including African American (+2.3%), English Learners (+1.8%), Foster Youth (+3.4%), Homeless Youth (+0.6%), Socioeconomically Disadvantaged (+1.3%), and Students with Disabilities (+1.3%). The Behavioral Team was only operational from February through May 2026, limiting the overall impact of interventions during the school year. During that time, the BCBA provided consultation, collaboration, and intervention services to 46 students, while four students received direct support from a Behavior Technician.

Despite the increase in suspensions, several indicators demonstrated positive progress. The district continued to maintain a 0% expulsion rate and saw improvements in school climate and connectedness. PBIS Climate Survey results increased for elementary students from 72% to 74%, secondary students from 70% to 72%, and families from 78% to 83%, reflecting stronger perceptions of safety and belonging. Although staff survey results declined slightly from 74% to 70%, schools continued implementing PBIS practices with fidelity. In 2025, the district earned recognition for nine schools, including six Silver and three Bronze PBIS awards. The district will continue investing in behavioral supports as the Behavioral Team is now approximately 80% staffed and positioned to expand services. Beginning in Summer 2026, Student Support Services will implement a comprehensive behavioral support plan and deploy interventions earlier in the school year while maintaining the same goals and metrics. These improvements will strengthen proactive behavioral supports, increase fidelity of implementation, and better position the district to reduce suspensions, improve school climate, and support positive student outcomes.

Action 3.5 Additional Engagement Supports and Parent Decision-Making Opportunities
Action 3.5 (Additional Engagement Supports and Parent Decision-Making Opportunities) was moderately effective in advancing family engagement and student connectedness. The action met its established Family Engagement Self-Reflection target, with all three areas, Building Relationships Between School Staff and Families, Building Partnerships for Student Outcomes, and Seeking Input for Decision Making, earning a score of 3. This reflects continued improvement from the baseline score of 2 and demonstrates the positive impact of Community Liaisons and District Lead Community Liaisons in strengthening outreach, increasing participation in advisory committees, and improving family access to resources and support services. However, the decline from the prior year's score of 4 suggests that while engagement systems remain stronger than baseline levels, additional efforts are needed to improve the consistency, quality, and depth of family participation across the district. Student stability data also reflected mixed results. After non-stability rates increased across all major student groups in 2023–2024, rates improved in 2024–2025, with All Students declining from 22.8% to 18.9%, English Learners declining from 24.7% to 18.3%, and Foster Youth declining from 54.3% to 38.4%. While these improvements indicate progress, Foster Youth continue to experience significantly higher levels of school mobility than other groups, demonstrating the need for more intensive and targeted stabilization support.

Average Daily Attendance (ADA) provides the strongest evidence of the action's positive impact. Districtwide attendance increased steadily from 89.5% in 2023–2024 to 90.9% in 2024–2025 and 91.19% in 2025–2026. Similar gains were observed among Low-Income students and English Learners, with English Learner attendance improving from 88.0% to 91.8% and then to 92.25% over the three-year period. These results suggest that enhanced family outreach, communication, and engagement efforts contributed to stronger student attendance and school connectedness. However, Foster Youth attendance declined from 96.1% in 2023–2024 to 93.7% in 2024–2025 and 90.08% in 2025–2026, falling below the district average and indicating that current engagement and support strategies have not been sufficient to address the unique barriers faced by this student group. Overall, the action was effective in strengthening family engagement systems and improving attendance outcomes for most students, but additional targeted interventions are needed to improve stability and attendance outcomes for Foster Youth.

Action 3.6 Student Engagement/Athletics
Action 3.6 was effective in meeting its intended metrics and expectations, as students enrolled in athletic and sports programs successfully participated in opportunities that promoted physical wellness, teamwork, leadership, and social-emotional development. The creation of three distinct divisions for TK–8 students (TK–3, grades 4–5, and grades 6–8) allowed the district to provide more age-appropriate training, competition, and skill development experiences. These programs fostered healthy competition and meaningful interactions among students from diverse backgrounds, helping to strengthen communication, collaboration, and lifelong social skills while increasing student engagement and school connectedness. Evidence of the action's effectiveness is reflected in steady improvements in attendance outcomes. Districtwide Average Daily Attendance (ADA) increased from 89.5% in 2023–2024 to 90.9% in 2024–2025 and 91.19% in 2025–2026, representing a cumulative gain of 1.69 percentage points. Attendance also improved among key student groups, with Low-Income students increasing from 89.0% to 91.31% (+2.31 points) and English Learners increasing from 88.0% to 92.25% (+4.25 points) over the three-year period. While Foster Youth attendance declined from 96.1% to 90.08%, this subgroup continued to maintain attendance rates above the district average, indicating the need for continued targeted supports to address mobility and engagement challenges.

Athletic and sports programs continue to provide valuable opportunities for students to develop social, emotional, and leadership skills while supporting overall wellness and engagement in school. The positive attendance trends suggest that participation in extracurricular activities contributes to stronger school connectedness and student engagement. Continued implementation will help ensure equitable access to these opportunities and support positive student outcomes. Based on reflections from this year, adjustments will be made to game schedules and the number of games held on competition days to address transportation challenges experienced across the district. These improvements are intended to increase operational efficiency, maximize participation opportunities, and maintain high-quality athletic experiences for all students.

Action 3.7 Meaningful School to Home Engagement
Action 3.7 (Meaningful School to Home Engagement) was partially effective in strengthening communication between schools and families by significantly expanding the district's ability to reach parents and guardians. Overall family contactability increased to 90.2%, while email opt-in rates improved from 48% to 54% during the year. Community Liaisons played a critical role in maintaining accurate contact information and connecting families to school resources, helping to build a stronger communication infrastructure across the district. Communication activity also increased substantially, with nearly 5,000 posts, more than 38,000 direct messages, and automated notices increasing from

187,874 in 2024–2025 to 573,840 in 2025–2026. These results demonstrate that the district successfully expanded the volume and frequency of outreach to families and improved overall access to important school information. Data for this metric were collected through ParentSquare platform analytics; therefore, no demographic information was available and results could not be disaggregated by student subgroups.

Despite improvements in communication reach, evidence of active family engagement was more limited. App usage increased from 21% to 30%, and push notification engagement improved from 17% to 22%; however, participation levels remain relatively low compared to overall contactability rates. Additionally, text message opt-in rates declined from 50% to 44%, suggesting that increased outreach did not consistently translate into greater family interaction across all communication channels. Student outcome indicators reflected similar mixed results. Student non-stability rates improved in 2024–2025 following increases in 2023–2024, with All Students declining to 18.9%, English Learners to 18.3%, and Foster Youth to 38.4%; however, Foster Youth remained well above the district target. Attendance trends were more positive, with districtwide ADA increasing from 89.5% to 90.9% and then to 91.19% over three years, while English Learner attendance improved from 88.0% to 92.25%. In contrast, Foster Youth attendance declined from 96.1% to 90.08% during the same period. Overall, the action effectively strengthened communication systems and family access to information, but additional strategies are needed to increase meaningful two-way engagement and improve outcomes for Foster Youth.

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

Learning Recovery Emergency Block Grant (LREBG) funds will support an action for the 2026-2027school year. Action 3.8 LCAP Goal 3: Culture and Climate by ensuring students learn in a safe, healthy, equitable, and supportive environment that promotes attendance, engagement, social-emotional well-being, and academic success. The action aligns with LCAP Priority 5 (Pupil Engagement) and Priority 6 (School Climate) by addressing health-related barriers that limit students' ability to attend school consistently and fully participate in learning. This action is for all students and will be measured through ongoing monitoring of the Chronic Absenteeism Rate, with attendance and student health data reviewed regularly to assess the impact of expanded nursing services on student attendance, engagement, access to learning, and overall student success.

There were changes to the metrics. The following metrics were revised:
-Metric 3.2: Addition of Homeless data for 2023-2024 and 2024-2025
-Metric 3.5: Addition of Special Education data for 2024-2025

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	3.1 Social Emotional and Well-being School and Community Resources	English Learner, Foster Youth, and low income students will be provided additional support staff who will identify, monitor and mentor these students to support attendance and learning engagement. Additional counselors, The Child Welfare & Attendance (CWA) technician and advisors will connect the students to school and community resources to meet their basic and unique social emotional needs. (Metric#3.1, 3.2, & 3.5)	$2,855,829.22	Yes
2	3.2 Targeted Supports for Foster Youth, Low-Income/Students	Foster Youth and Low-Income/Homeless students will be provided specific extended day opportunities before and after school and on Saturdays (e.g. after-school intervention, tutoring, credit recovery classes), so their academic needs can be met to the greatest extent possible in	$294,984.00	Yes

	Experiencing Homelessness	the most stable learning environment. (Metric#3.1)		
3	3.3 Social Emotional Health and Wellness Center	Low income students will have access to a comprehensive Wellness Center to provide physical and mental health services. This comprehensive Wellness Center will be a hub for our low income students and families to access wraparound support and resources. Two social workers and district community liaison will coordinate and monitor the resources to support the wellbeing of the low income students and their families. (Metric#3.3 & 3.4)	$650,000.00	Yes
4	3.4 Additional Positive Behavior and Intervention supports	Students will receive alternative behavior intervention and support models from teams of staff who will create plans for their academic, social emotional, and behavioral success. Tier II and Tier III Positive Behavior and Intervention Support (PBIS) for low income students will focus on counseling, behavior intervention plans, rewards and incentives, and check in/check systems for continuous goal setting, encouragement, and monitoring. (Metric# 3.6, 3.7, & 3.8)	$1,673,417.38	Yes
5	3.5 Additional Engagement Supports and Parent Decision Making Opportunities	Families of low income, foster youth and English learners will receive additional support through the Community Liaisons. Families will receive personalized outreach in navigating school systems, curriculum, communication tools, and instructional resources that will benefit student achievement. Students will receive multi-pronged approaches to academic and social emotional support through additional levels of engagement with their parents and families. (Metric#3.9)	$840,361.51	Yes
6	3.6 Student Engagement/Athletics	IUSD will offer world class Athletics programs that will instill a sense of pride in school and community, teach lifelong lessons, including team building skills and self-discipline, and facilitate the physical and emotional development of our students. IUSD will provide staff to monitor, track and oversee the athletic program at the high schools - to carry out the implementation of practices promoting student engagement, school connectedness, and improved educational outcomes for students. Athletic Director to coordinate all athletics and sports clinics at the elementary and secondary level. (Metric#3.1)	$471,001.00	No
7	3.7 Meaningful School to Home Engagement	Two-way meaningful communication between parents and school about student achievement is important. IUSD parents and staff have access to Parent Square, a two way communication tool. However our Low income families need additional support with how to utilize the tool to aid with decreasing the achievement gap. By having real time communication with teachers about student progress. The Communications Director will ensure that these parents and students are on boarded to the system, trained, and receive ongoing support with the use of the tool. This also means coordinating the District teams such as the Counselors, CWA Advisors, Community Liaisons and Technology Integration TOSA on the implementation of all aspects of the tool with fidelity. Metric #3.10	$83,123.28	Yes
8	3.8 Expanded School Health Services and Nursing Supports for Medically Complex Students (LREBG)	The District will expand school health services through the deployment of credentialed school nurses who will provide health assessments, chronic disease management, medication administration, Individualized Health Plans (IHPs), Section 504 health accommodations, medical re-entry planning, case management, family outreach, and coordination with healthcare providers and community agencies. Research demonstrates that access to school-based health services and coordinated nursing supports reduces health-related barriers to learning, improves attendance, increases student engagement, and promotes positive academic outcomes, particularly for students with chronic illnesses, disabilities, and other medically complex needs. Services will be prioritized for students experiencing health-related absenteeism, Students with Disabilities, Foster Youth, Homeless Youth, English Learners, and Socioeconomically Disadvantaged students to ensure equitable access to educational opportunities. The effectiveness of this action will be monitored through the Chronic Absenteeism Rate, student	$700,000.00	No

		attendance data to evaluate the impact of expanded nursing services on student attendance, well-being, engagement, and access to learning. LREBG: $700,000		

Goal

Goal #	Description	Type of Goal
4	By June 2027, the overall percentage of students participating in a general education setting for 80% or more of the school day, as measured by the Student Rate of Inclusion Report in SEIS Analytics will be 80%. This goal will be achieved by the professional development of staff and the completion of IEPs through collaborative meetings with all service providers. Progress monitoring will be conducted every month through the comprehensive review of the completed Individualized Education Plans and Student Rate of Inclusion Report.	Focus Goal

State priorities addressed by this goal.

1, 2, 4

An explanation of why the LEA has developed this goal.

Inglewood Unified School District (IUSD) was identified by the California Department of Education for Differentiated Assistance as a result of the high chronic absenteeism rate and low CAASPP scores for students with disabilities. IUSD is committed to provide all students with disabilities the same opportunities as their typical peers. This commitment includes professional development for special education teachers in the areas of Common Core Standards, Differentiated Instruction, Collaboration and IEP writing. Bridging the gap between General and Special Education is an IUSD focus as stated in our District Priorities Plan. Our goal is for all students to have meaningful engagement, participation, and learning through inclusive practices on a daily basis. Continuous progress monitoring and reflective practices will allow for a pathway to student achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	4.1 CAASPP ELA Source: CAASPP	2022 -2023 CAASPP ELA Proficiency Score (Met or Exceeded) Percentage for Student with Disabilities= 9.37%	2023-2024 CAASPP ELA Proficiency Score (Met or Exceeded) Percentage for Student with Disabilities=10%	2024-2025 CAASPP ELA Proficiency Score (Met or Exceeded) Percentage for Student with Disabilities= 13.41%	CAASPP ELA proficiency scores increased by 20%	Percentage for Student with Disabilities: +4.04%

2	4.2 CAASPP MATH Source: CAASPP	2022 -2023 CAASPP Math Proficiency Score (Met or Exceeded) Percentage for Student with Disabilities= 5.85%	2023 -2024 CAASPP Math Proficiency Score (Met or Exceeded) Percentage for Student with Disabilities=6.43%	2024 -2025 CAASPP Math Proficiency Score (Met or Exceeded) Percentage for Student with Disabilities= 11%	CAASPP Math proficiency scores increased by 20%	Student with Disabilities: +5.15%
3	4.3 California Science Test (CAST) Source: CAASPP	2022 -2023 CAST Proficiency Score (Met or Exceeded) Percentage for Student with Disabilities= 4%	2023 -2024 CAST Proficiency Score (Met or Exceeded) Percentage for Student with Disabilities=3%	2024 -2025 CAST Proficiency Score (Met or Exceeded) Percentage for Student with Disabilities= 9.89%	CAST proficiency scores increased by 20%	Student with Disabilities: +5.89%
4	4.4 California Alternate Assessment-(CAA) ELA Source: CAASPP	2022 -2023 CAA for ELA Proficiency Score Percentage All Grades: 12%	2023 -2024 CAA for ELA Proficiency Score Percentage All Grades: 20.59%	2024 -2025 CAA for ELA Proficiency Score Percentage All Grades: 7.94%	CAA for ELA proficiency scores increased by 20%	All Grades:-4.06%
5	4.5 California Alternate Assessment-(CAA) Math Source: CAASPP	2022 -2023 CAA for Math Proficiency Score Percentage All Grades: 12%	2023 -2024 CAA for Math Proficiency Score Percentage All Grades: 2.94%	2024 -2025 CAA for Math Proficiency Score Percentage All Grades: 6.35%	CAA for Math proficiency scores increased by 20%	All Grades: -5.65%
6	4.6 California Alternate Assessment-(CAA) Science Source: CAASPP	2022 -2023 CAA for Science Results by proficiency All Grades:13.64%	2023 -2024 CAA for Science Results by proficiency All Grades:11.36%	2023 -2024 CAA for Science Results by proficiency All Grades:10%	CAA for Science proficiency scores increased by 20%	All Grades:-3.64%

7	4.7 Goal Book Usage by managers and Teachers Source: Goal Book Analytics	2022 -2023 Goal Book Usage and Log ins 75% usage and 100% Log in	2023 -2024 Goal Book Usage and Log ins 75% usage and 100% Log in	2024 -2025 Goal Book Usage and Log ins 75% usage and 100% Log in	Goal Book 100% usage and 100% Log in	Goal book usage+0% Goal Book Log in +0%
8	4.8 Unique Learning System Usage by Mod- severe teachers Source: Unique Learning System Analytics	2022 -2023 Unique Learning System 100% of Moderate-Severe teachers have been trained on the system and 80% implementing the system	2023 -2024 Unique Learning System100% of Moderate- Severe teachers have been trained on the system and 80% implementing the system	2024 -2025 Unique Learning System100% of Moderate-Severe teachers have been trained on the system and 80% implementing the system	Unique Learning System 100% of Moderate-Severe teachers have been trained on the system and 100% implementing the system	Moderate-Severe teachers+0% implementing the system +0%
9	4.9 Individualized Education Plan (IEP) Completion Rate Source: SEIS - Special Education Information System	2022 -2023 Annual IEP Completion Rate: 94%	2023-2024 Annual IEP Completion Rate: 95%	2024-2025 Annual IEP Completion Rate: 95%	Annual IEP Completion 100%	+1%
10	4.10 Professional Development attendance Source: Special Education Training Sign in sheets	2022-2023 Participation rate for mandated Professional Development: 90%	2023-2024 Participation rate for mandated Professional Development: 90%	2024-2025 Participation rate for mandated Professional Development: 90%	100% participation rate mandated Professional Development	+0%

11	4.11 Student rate of inclusion report in General Education classes	2022-2023 54% rate of Inclusion	2023-2024 60% rate of Inclusion	2024-2025 60% rate of Inclusion	75% rate of Inclusion	+6%
12	4.12 Chronic absenteeism rate for students with special needs Source: Dataquest	2022-2023 Chronic Absenteeism Rate: 44.9%	2023-2024 Chronic Absenteeism Rate: 43.6%	2024-2025 Chronic Absenteeism Rate:33.5%	Chronic Absenteeism Rate 15%	-11.4%

Goal Analysis for 2025-2026

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The overall implementation of these actions for Goal # 4:
1 of 4 actions were implemented fully
1 of 4 actions were implemented partially
2 of 4 actions were minimally or not implemented

The most successful aspects of our implementation of these actions have been:
Action 4.1 Implementing Inclusive Opportunities for Students in Special Day Classes (SDC)
One of the most successful aspects of implementing this action was the delivery of targeted professional learning designed to strengthen proactive behavior support practices across special education programs. The training, *"From Reaction to Prevention: Building Strong Tier 1 Classroom Systems,"* was offered districtwide and attended by 63 special education staff members, including teachers and related service providers. This broad participation demonstrated a strong commitment to building staff capacity and creating more consistent behavioral support practices across classrooms and school sites.

The training equipped participants with nine classroom-ready strategies grounded in Applied Behavior Analysis (ABA) and aligned with PBIS Tier 1 and Tier 2 practices. By focusing on prevention rather than reaction, staff gained practical tools to increase student engagement, reduce challenging behaviors, and establish predictable, supportive learning environments. As a result, the district strengthened its ability to implement proactive behavior supports, improve classroom management practices, and promote positive academic and behavioral outcomes for students with disabilities.

Action 4.2 Professional Development on the use of inclusive practices through universal design for learning

The overall implementation of this action was partially implemented during the 2025–2026 school year. One of the most successful aspects of the action was the district's commitment to providing TouchMath professional development opportunities for special education teachers through multiple training sessions offered in both the fall and spring. Offering the training twice increased accessibility for staff and demonstrated the district's ongoing investment in strengthening mathematics instruction for students with disabilities through the use of research-based instructional strategies and consistent instructional materials.

Although attendance was inconsistent, the teachers who participated received valuable training designed to improve instructional practices and support student learning outcomes in mathematics. The implementation established a foundation for future expansion and highlighted the importance of providing specialized instructional supports aligned to student needs. The experience also provided valuable insights into barriers to participation, which will help the district strengthen expectations, improve attendance, and increase the overall impact of future professional learning opportunities.

Action 4.3 General Education teachers collaboration with special education staff to provide support in the Least restrictive environment (LRE)
The most successful aspect of implementing this action was the district's ability to provide consistent, ongoing professional learning focused on inclusive practices and supporting students with disabilities in the least restrictive environment. Monthly trainings for principals strengthened site leadership capacity to monitor and promote inclusive instructional practices, while creating greater alignment across schools regarding expectations for supporting students with diverse learning needs. These trainings helped reinforce the importance of access, equity, and shared responsibility for student success.

Additionally, special education staff participated in districtwide professional development during Back-to-School Tuesday sessions, which increased collaboration between general and special education personnel. A key highlight was the districtwide "IEP at a Glance" training, which equipped educators with practical tools to better understand student accommodations, modifications, and support needs within the general education setting. This training strengthened staff awareness of how to implement IEP requirements effectively, increased access to the core curriculum, and promoted a more inclusive educational experience for students with disabilities.

Action 4.4 Special Ed Instruction and Compliance (monitoring) Monitor the instructional practices and student outcomes for SWD
One of the most successful aspects of implementing this action was the increased understanding of IEP compliance requirements among educational partners. Staff members gained greater clarity regarding their individual roles and responsibilities in supporting key compliance areas, including timelines, enrollment procedures, IEP implementation, and documentation requirements. As a result, team members were better equipped to identify areas where additional support was needed and collaborate more effectively to ensure compliance and improve services for students with disabilities.

The training was offered twice during the year, once in the fall and again in the spring, to provide special education teachers with multiple opportunities to build their knowledge and skills. These sessions helped reinforce compliance expectations and promoted greater consistency in special education practices across the district. Although attendance challenges persisted, the training itself provided valuable guidance and resources that strengthened staff capacity to support student needs and implement IEPs with fidelity.

The most challenges aspects of our implementation of these actions have been:

Action 4.1 Implementing Inclusive Opportunities for Students in Special Day Classes (SDC)
One of the most challenging aspects of implementing this action was the inability to provide the planned indepth professional learning to general education teachers due to time and scheduling constraints. The General education teachers received a basic overview. While special education staff successfully completed the training, limited availability prevented districtwide participation as originally intended. As a result, additional planning and scheduling will be needed to ensure all staff have access to this professional learning, strengthening the consistent implementation of proactive behavior supports, PBIS practices, and positive classroom environments across all schools.

Action 4.2 Professional Development on the use of inclusive practices through universal design for learning
One of the most challenging aspects of implementing this action was ensuring consistent participation in the TouchMath professional development sessions. Although special

education teachers registered for the trainings and substitute coverage was secured, attendance remained inconsistent, limiting the number of staff who received the intended instructional support. This reduced the district's ability to build a common understanding and consistent implementation of the instructional strategies across classrooms.
The attendance challenges highlighted the need for stronger expectations, communication, and accountability measures to ensure participation in future training opportunities. Since these professional learning sessions are designed to strengthen staff capacity and improve instructional practices for students with disabilities, full participation is essential to maximizing the impact of the training and improving student outcomes. Moving forward, the district will focus on increasing participation rates to ensure a broader and more consistent implementation of the strategies provided.

Action 4.3 General Education teachers collaboration with special education staff to provide support in the Least restrictive environment (LRE)
One of the most challenging aspects of implementing this action was the inability to fully provide planned professional development for general education teachers due to competing priorities and limited time within the district's training calendar. While administrators and special education staff received targeted training on inclusive practices and IEP implementation, the broader training intended for general education teachers was not completed as planned. As a result, opportunities to build districtwide capacity around inclusive instructional strategies, accommodations, and access to the core curriculum were limited.

This partial implementation highlighted the need for more intentional scheduling and dedicated professional learning time to ensure all staff receive consistent training and support. Expanding access to this training remains critical, as general education teachers play a key role in implementing accommodations, supporting students with disabilities, and fostering inclusive classroom environments. Moving forward, the district will prioritize additional training opportunities and scheduling structures to ensure that all educators are equipped with the knowledge and skills necessary to effectively serve diverse learners.

Action 4.4 Special Ed Instruction and Compliance (monitoring) Monitor the instructional practices and student outcomes for SWD
One of the most challenging aspects of implementing this action was ensuring consistent participation in professional development throughout the school year. While all teachers received training at the beginning of the school year, attendance at follow-up sessions was inconsistent among some special education teachers. In several cases, staff members registered for the training and substitutes were secured, yet they did not attend, limiting the district's ability to build collective capacity and ensure consistent implementation of best practices across sites.

These attendance challenges reduced opportunities for staff to deepen their understanding of compliance requirements, instructional strategies, and support for students with disabilities. Moving forward, the district will need to strengthen expectations, communication, and accountability measures to ensure participation in required professional learning. Consistent attendance is critical to maintaining compliance, improving instructional practices, and ultimately supporting positive outcomes for students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There have been some material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for the following Actions:

Action 4.1 Increasing the use of inclusive practices for students in Special Day Classes:
Reason for difference: The activities were not implemented as planned. Professional development resources were not charged to this action. This resulted in no spending for this action.

Action 4.2 Professional Development on the use of inclusive practices through universal design for learning
Reason for difference: Activities were implemented but not to the extent of planned expenditures. The trainings occurred during contracted hours and the workshop presenters were from the SELPA or CCEE. This resulted in no spending for this action.

Action 4.3 General Education teachers collaboration with special education staff to provide support in the Least Restrictive Environment (LRE)
Reason for difference: The activities were not implemented as planned. The Administrator and Special Education teachers were trained during the contracted hours and the workshop presenters were from the SELPA or CCEE. This resulted in no spending for this action.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 4.1 Implementing Inclusive Opportunities for Students in Special Day Classes (SDC)
Action 4.1, Implementing Inclusive Opportunities for Students in Special Day Classes (SDC) is minimally implemented and partially effective in making progress toward the goal. CAASPP proficiency data for students with disabilities shows consistent and accelerating improvement across all three general assessment subjects from baseline: ELA increased +4.04pp (9.37% to 13.41%), Math increased +5.15pp (5.85% to 11.00%), and Science (CAST) increased +5.89pp (4.00% to 9.89%), with the most significant single-year gains occurring in 2024-25 across all three subjects. These results suggest that proactive, evidence-based inclusive strategies introduced through professional learning, particularly those targeting students with ADHD, autism, and executive functioning challenges, are beginning to take hold in classrooms where implementation has occurred, contributing to measurable improvements in academic proficiency for students with disabilities served on general assessments. The consistent upward trajectory across all three CAASPP subjects in 2024-25 reflects growing staff capacity to utilize prevention-focused instructional strategies that support engagement, participation, and access to the core curriculum.

However, the action has not yet been fully implemented districtwide, meaning only Special education teachers received indepth training,while the General education teacher received an overview, and its impact remains uneven across the full continuum of students with disabilities. CAA results, which measure outcomes for students with the most significant cognitive disabilities, declined from baseline across all three subjects: ELA fell -4.06pp (12.00% to 7.94%), Math fell -6.51pp (12.86% to 6.35%), and Science fell -0.43pp (10.43% to 10.00%), indicating that students in more intensive SDC placements have not yet benefited equitably from the inclusive strategies and professional learning introduced through this action. This two-tier outcome pattern, strong CAASPP gains alongside declining CAA results, underscores that partial implementation has produced uneven results, with the highest-need learners remaining underserved by current efforts. No changes were made to the overall goal or intended outcomes; however, continued expansion of training to additional staff, with particular attention to educators serving students on alternate assessments, will be essential to achieving consistency across all classrooms, strengthening inclusive practices at every level of the continuum, and ensuring that all students with disabilities experience meaningful progress toward their individual goals.

Action 4.2 Professional Development on the use of inclusive practices through universal design for learning
Action 4.2, Professional Development on the Use of Inclusive Practices Through Universal Design for Learning, is partially implemented and partially effective in making progress toward the goal. Mandated professional development participation held consistently at 90% across all three years (2022-23 through 2024-25), demonstrating a stable foundation of staff engagement in required training and a meaningful commitment to professional learning across the special education department. TouchMath training and other research-based instructional tools provided participating teachers with targeted strategies to improve mathematics instruction and student engagement. The impact of these efforts is reflected in CAASPP academic gains for students with disabilities from baseline, Math proficiency improved by +5.15pp (5.85% to 11.00%), ELA by +4.04pp (9.37% to 13.41%), and Science by +5.89pp (4.00% to 9.89%), representing the strongest academic growth trend of any subgroup across the dataset and suggesting that professional

learning investments are translating into measurable classroom outcomes for students served on general assessments.

However, inconsistent participation beyond the mandated 90% threshold and uneven implementation across special education classrooms prevented the action from reaching full effectiveness. While the 90% participation rate reflects strong engagement in required sessions, the remaining gap in voluntary or supplemental training, combined with the absence of expanded co-teaching and core curriculum access training, limited the district's ability to build universal instructional capacity across all learning environments. This is most evident in CAA results for students with the most significant cognitive disabilities, which declined from baseline across all three subjects (ELA -4.06pp, Math -6.51pp, Science -0.43pp), indicating that professional learning has not yet reached or sufficiently supported the staff serving the highest-need learners. No changes were made to the overall goal or intended outcomes; however, the district will expand future training to include co-teaching models, core curriculum access strategies, and Universal Design for Learning frameworks to strengthen inclusive practices for both special education and general education teachers and improve consistency of implementation across all learning environments.

Action 4.3 General Education teachers collaboration with special education staff to provide support in the Least restrictive environment (LRE)
Action 4.3,General Education Teacher Collaboration with Special Education Staff to Support the Least Restrictive Environment (LRE), is minimally implemented and partially effective in making progress toward the goal. Supporting data shows consistent performance across several key metrics: Goal Book usage and login rates held steady at 75% and 100% respectively across all three years, the IEP completion rate improved from 94% in 2022-23 to 95% in both 2023-24 and 2024-25, and mandated professional development participation maintained a 90% rate consistently across the same three-year period. These metrics demonstrate that the infrastructure supporting special education compliance and staff engagement in required training is stable and functioning. Administrators and special education staff received targeted training on inclusive practices and IEP implementation, and the sustained 90% participation rate in mandated professional development reflects meaningful staff commitment to required learning. Academic gains for students with disabilities on CAASPP assessments, ELA (+4.04pp), Math (+5.15pp), and Science (+5.89pp) from baseline, suggest that existing collaborative structures are producing measurable improvements for students served in general education settings.

However, the action's effectiveness is limited by the incomplete delivery of planned professional development specifically targeting general education teachers, which was not completed as planned due to competing priorities and limited time within the district's training calendar. This gap reduced the district's ability to build broad instructional capacity around inclusive practices, accommodations, and access to the core curriculum across all classrooms, the very settings where LRE is enacted daily. The absence of this training is particularly significant given that general education teachers are primary implementers of student accommodations and inclusive instructional strategies. CAA results for students with the most significant cognitive disabilities declined across all subjects from baseline (ELA -4.06pp, Math -6.51pp, Science -0.43pp), further underscoring that the students requiring the most intensive LRE supports are not yet experiencing adequate progress. No changes were made to the goal, metrics, or target outcomes; however, moving forward the district will prioritize intentional scheduling structures and dedicated professional learning time to ensure all general education staff receive consistent, high-quality training necessary to effectively serve the full continuum of diverse learners.

Action 4.4 Special Ed Instruction and Compliance (monitoring) Monitor the instructional practices and student outcomes for SWD This action is fully implemented and moderately effective in making progress toward the goal. Supporting data reflects steady, positive trends across key implementation metrics: Goal Book usage and login rates have held at 75% and 100% respectively across all three years (2022-23 through 2024-25), Unique Learning System training has maintained 100% of Moderate/Severe teachers trained with 80% implementing the system consistently across the same period, and the annual IEP completion rate improved from 94% in 2022-23 to 95% in both 2023-24 and 2024-25. These consistent metrics demonstrate that foundational systems for supporting students with disabilities are in place and stable. Ongoing professional development strengthened collaboration among program specialists, administrators, teachers, and service providers, resulting in improved awareness of compliance practices and a greater focus on supporting students in the least restrictive environment. Academic outcome data further supports moderate effectiveness, CAASPP proficiency for students with disabilities improved across all three subjects (ELA +4.04pp, Math +5.15pp, Science +5.89pp from baseline), and the IEP completion rate has remained at or above 94% throughout the measurement period.

However, the action's overall impact is tempered by several limiting factors that prevent a higher effectiveness rating. Inconsistent staff participation in professional development

and the need for deeper training in specific compliance areas reduced the breadth and depth of implementation across the district. Notably, CAA results, which measure outcomes for students with the most significant cognitive disabilities, declined across all three subjects from baseline (ELA -4.06pp, Math -6.51pp, Science -0.43pp), signaling that the most complex learners are not yet experiencing the same gains as the broader SWD population. No changes were made to the goal, metrics, or target outcomes; however, based on reflections from this year's implementation, the district will expand future training opportunities to include a stronger emphasis on compliance requirements and the development of high-quality IEPs. Sustained and differentiated professional learning, particularly targeted toward staff serving students on alternate assessments, will be essential to closing this gap and improving outcomes across the full continuum of students with disabilities.

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

Although implementation efforts were evident through professional development, inclusive instructional practices, and collaborative planning, the lack of systematic tracking, monitoring, and oversight of resources limited the district's ability to fully evaluate effectiveness and make data-informed adjustments. Additionally, changes in department leadership resulted in a shift in direction as new leadership assessed existing systems and identified opportunities to strengthen supports for students with disabilities. As a result, the goal is currently under differentiated assistance through the Educational Services Division, which will provide additional guidance and support to improve fiscal accountability, resource alignment, implementation fidelity, and data-monitoring practices to ultimately improve outcomes for students with disabilities.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	4.1 Implementing Inclusive Opportunities for Students in Special Day Classes (SDC)	Special Day Students will have access to inclusive learning opportunities that will increase academic achievement by participating in the general education setting and learning from core curriculum in a minimum of four IUSD Elementary (K-8th) and one High school. (Metric#4.1, 4.2, & 4.3)	$150,000.00	No
2	4.2 Professional Development on the use of inclusive practices through universal design for learning(repeated expenditure,	Students with disabilities will gain academic rigor as measured through achievement rates by participating in ongoing targeted differentiated practices as part of their daily instruction. Students with disabilities require specialized services that must meet compliance for FAPE/LRE. Students with special needs will benefit from learning from teachers that attend and practice professional development specific to supporting special education students, who will implement instructional practices that create equitable access to the CA standards for all. (Metric#4.10)	$25,000.00	No
3	4.3 General Education teachers collaboration with special education staff to provide support in the Least restrictive environment (LRE)	Students with special needs benefit academically, emotionally and physically from general education and special education teachers having opportunities to collaborate and create more equitable learning opportunities. (Metric# 4.1, 4.2,4.3, 4.4, 4.5, & 4.6)	$100,000.00	No
4	4.4 Special Ed Instruction and Compliance (monitoring) Monitor the instructional practices and	Students with special needs will benefit from comprehensive and legally defensible Individual Educational Plans that meet their individual needs by setting the expectation that the administrator of Instruction monitors the implementation of supplemental materials, applications and Alternative Curriculum, and the SEIS database. (Metric# 4.7, 4.8, & 4.9)	$11,747,334.00	No

	student outcomes for SWD	Special Education support staff will monitor and support the implementation of: Unique Learning System, Special Education Curriculum, Goal Book, Special Education Resource and maintaining IEP compliance.		

Goal

Goal #	Description	Type of Goal
5	English Learner students will be provided with a differentiated educational program responsive to their unique strengths and needs that is based on a system of coherent and aligned set of equitable practices, services, and standards-based teaching that accelerates English language proficiency and mastery in the grade level Common Core State Standards (CCSS) in all content areas, while developing or retaining proficiency in their primary language, while adhering to the four principles of the California English Learner Roadmap. Academic Growth Percent of English Learner who will meet or exceed the ELA standard in 2026: 11.54% Percent of English Learner who will meet or exceed the Math standard in 2026: 11.54% Percent of Long Term English Learner who will meet or exceed the ELA standard in 2026: 3.44% Percent of Long Term English Learner who will meet or exceed the Math standard in 2026: 1.37% English Language Proficiency Percent of English Learner who will make progress on the English Learner Progress Indicator (ELPI) in 2026: 46.92% Percent of students who will progress at least one ELPI level in 2026: 45.36% Rate of students who will be reclassified in 2026: 13.73% Percentage of LTEL students in 2026: 10.32% Percentage of At-Risk students 2026: 5.92%	Focus Goal

State priorities addressed by this goal.

1, 2, 3, 4

An explanation of why the LEA has developed this goal.

The goal for Year 3 is to accelerate outcomes for English Learners by focusing on measurable growth in academic achievement, language proficiency, and long-term student success. The district aims to increase academic performance in English Language Arts and Mathematics, as well as English language proficiency, by 20%, ensuring that English Learners make meaningful progress toward meeting grade-level standards and advancing in their language development.

In addition, the district is committed to increasing the reclassification rate by 20%, reflecting improved systems of instruction, progress monitoring, and support that enable students to successfully meet the criteria to exit English Learner status.

At the same time, the district will prioritize early identification and intervention by working to reduce the number of at-risk students, including Long-Term English Learners, by 20%, ensuring that students receive timely and targeted support before they fall significantly behind.

Together, these targets represent a focused effort to move beyond incremental gains toward accelerated, systemwide improvement, ensuring that English Learners develop the academic skills and language proficiency necessary for long-term success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	5.1 Percentage of English Learner who met or exceeded the standard in CAASPP ELA Source: CAASPP-ELPAC Public Reporting Site (caaspp-elpac.cde.org): 2023 Smarter Balanced ELA Results	Percent of English Learner who met or exceeded the ELA standard in 2023: 8.75%	Percent of English Learner who met or exceeded the ELA standard in 2024: 7.67	Percent of English Learner who met or exceeded the ELA standard in 2025: 9.62%	Percent of English Learner who meet or exceed the ELA standard will increase to 25%	+0.87%

2	5. 2 Percentage of English Learner who met or exceeded the standard in CAASPP Math Source: CAASPP-ELPAC Public Reporting Site (caaspp-elpac.cde.org): 2023 Smarter Balanced Math Results	Percent of English Learner who met or exceeded the Math standard in 2023: 8.06%	Percent of English Learner who met or exceeded the Math standard in 2024: 6.96%	Percent of English Learner who met or exceeded the Math standard in 2025: 9.62%	Percent of English Learner who meet or exceed the Math standard will increase to 25%	+1.56%
3	5.3 Percentage of Long Term English Learner who met or exceeded the standard in CAASPP ELA Source: CAASPP-ELPAC Public Reporting Site (caaspp-elpac.cde.org): 2023 Smarter Balanced ELA Results	Percent of Long Term English Learner who met or exceeded the ELA standard in 2023: 3.16%	Percent of Long Term English Learner who met or exceeded the ELA standard in 2024: 4.69%	Percent of Long Term English Learner who met or exceeded the ELA standard in 2025: 2.87%	Percent of Long Term English Learner who meet or exceed the ELA standard will increase to 20%	-0.29%

4	5.4 Percentage of Long Term English Learner who met or exceeded the standard in CAASPP Math Source: CAASPP-ELPAC Public Reporting Site (caaspp-elpac.cde.org): 2023 Smarter Balanced Math Results	Percent of Long Term English Learner who met or exceeded the Math standard in 2023: 2.64%	Percent of Long Term English Learner who met or exceeded the Math standard in 2024: 1.57%	Percent of Long Term English Learner who met or exceeded the Math standard in 2025: 1.14%	Percent of Long Term English Learner who meet or exceed the Math standard will increase to 20%	-1.50%
5	5.5 Percentage of English Learner who made progress toward English Proficiency measured by ELPAC Source: CA School Dashboard (caschooldashboard.org): 2022-23 English Learner Progress Indicator	Percent of English Learner who made progress on the English Learner Progress Indicator (ELPI) in 2023: 42.2	Percent of English Learner who made progress on the English Learner Progress Indicator (ELPI) in 2024: 38.3%	Percent of English Learner who made progress on the English Learner Progress Indicator (ELPI) in 2025: 39.10%	Percent of English Learner who make progress on the English Learner Progress Indicator (ELPI) will increase to 55%	-3.10%

6	5.6 Percentage of English Learner who made progress toward English Proficiency measured by ELPAC Source: CA School Dashboard (caschooldashboard.org): 2022-23 English Learner Progress Indicator	English Language Acquisition Results for 2023: Progressed at least one ELPI level: 39.8%	Percent of English learner who progressed at least one ELPI level in 2024: 37.2%	Percent of English learner who progressed at least one ELPI level in 2025: 37.80%	English Language Acquisition Results : Progressed at least one ELPI level will increase to 55%	-2.00%
7	5.7 Reclassification Rate DataQuest: 2022-23 English Learner (EL) Data > Annual Reclassification (RFEP) Counts and Rates (when available)	Rate of students reclassified in 2023: 3.79%	Rate of students reclassified in 2024: 7.8%	Rate of students reclassified in 2025: 11.44%	Rate of students reclassified will increase to 12%	+7.65%

8	Number & Percentage of At-Risk & LTEL students Source: DataQuest (dq.cde.ca.gov): English Learner Data	Number & Percentage of LTEL students in 2023: 452 (14%) At-Risk students in 2023: 271 (8.4%)	Number & Percentage of LTEL students in 2024: 403 (14%) At-Risk students in 2023: 274 (9.5%)	Number & Percentage of LTEL students in 2025: 349 (12.9%) At-Risk students in 2025: 201 (7.4%)	Number & Percentage of LTEL students will decrease to 11.34% At-Risk students will decrease to 7.7%	-1.10% -1.00%

Goal Analysis for 2025-2026

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The overall implementation of these actions for Goal # 5:
5 of 7 actions were implemented fully
1 of 7 actions were implemented partially
1 of 7 actions were minimally or not implemented

Action 5.1 was fully implemented as planned. English Learners, particularly LTELs and newcomer students, received targeted intervention and literacy support through afterschool academies, specialized instructional materials, online intervention programs, and newcomer supports designed to accelerate English language development and literacy achievement. Professional development was also provided to teachers and administrators to strengthen instructional practices for LTELs and newcomer students. Although the action was fully implemented, expenditures were lower than budgeted due to fewer teachers participating in the afterschool newcomer academy than originally anticipated.

Action 5.2 was partially implemented. English Learners received supplemental English Language Development support, including enhanced integrated ELD instruction, language scaffolds, supplemental instructional resources, and ELPAC Academies. Professional development, coaching, and implementation support were provided through the English Learner TOSA to strengthen instructional practices for English Learners across the district. However, some planned enhancements were integrated into broader district initiatives rather than implemented as separate Title III-funded activities, resulting in expenditures that were lower than originally budgeted.

Action 5.3 was fully implemented as planned. Teachers, instructional coaches, and administrators participated in ongoing professional development focused on integrated and designated ELD, academic language development, effective scaffolding practices, and data-informed instruction. Coaching, classroom support, and instructional resources were provided to strengthen Tier I instruction for English Learners. Expenditures closely aligned with the approved budget and supported districtwide implementation efforts.

Action 5.4 was fully implemented. English Learners received primary language support services intended to improve access to grade-level content and facilitate meaningful participation in the educational program. While the planned services were provided, expenditures were lower than anticipated due to reduced tutor costs and staffing efficiencies realized during implementation.

Action 5.5 was fully implemented as planned. The district continued to utilize and enhance systems for monitoring English Learner progress, supporting data analysis, tracking reclassification readiness, and informing instructional decision-making. These systems strengthened the district's ability to monitor student outcomes and ensure compliance with state and federal requirements. Expenditures were consistent with the approved budget.

Action 5.6 was not implemented as originally designed. The planned English Learner parent mini-conference was not conducted as a standalone Title III-funded event. Instead, families were provided opportunities to participate in a districtwide parent summit that addressed broader educational topics. As a result, no Title III expenditures were incurred for this action, and implementation did not occur with the level of specificity originally intended for English Learner families.

Action 5.7 was fully implemented as planned. District staff coordinated English Learner programs, monitored compliance requirements, supported school sites, and ensured implementation of state and federal mandates related to English Learners. Activities included oversight of assessments, reclassification procedures, program monitoring, and technical assistance to school personnel. Expenditures aligned closely with the approved budget and supported successful implementation of districtwide English Learner services.

Successes

Action 5.1 was successful, providing targeted intervention, literacy acceleration, newcomer support, specialized instructional materials, and professional development designed to improve English language development and academic achievement.

Actions 5.2 and 5.3 strengthened instructional capacity through professional development, coaching, instructional resources, and enhanced English Language Development support. Teachers, instructional coaches, and administrators received ongoing training focused on integrated and designated ELD, academic language development, scaffolding, and data-informed instructional practices.

Action 5.4 successfully provided primary language support services that increased access to grade-level content and promoted meaningful participation in classroom instruction.

Action 5.5 enhanced the district's ability to monitor English Learner progress, analyze data, track reclassification readiness, and ensure compliance with state and federal requirements through improved monitoring and data systems.

Action 5.7 successfully provided effective oversight of English Learner programs, including assessment administration, reclassification processes, compliance monitoring, technical assistance, and support for school-site implementation.

Overall, five of seven actions were fully implemented, demonstrating strong execution of planned services and support for English Learners.

Challenges

Action 5.1 experienced lower participation in supplemental afterschool programming than originally projected, resulting in reduced utilization of allocated resources.

Action 5.2 was only partially implemented as some planned enhancements were incorporated into broader district initiatives rather than delivered as distinct activities, limiting the ability to evaluate the specific impact of the planned services.

Action 5.6 was not implemented as originally designed. The planned English Learner parent mini-conference did not occur, and while families participated in a broader districtwide parent summit, they did not receive the targeted English Learner-focused engagement opportunities originally intended.

Actions 5.2 and 5.6 highlight challenges in maintaining distinct implementation of planned activities when services are integrated into larger district initiatives.

Several actions, including 5.1, 5.2, and 5.4, ended the year with expenditures below budget due to lower participation levels, staffing efficiencies, or the integration of services into existing district efforts. While fiscally responsible, these variances suggest opportunities to expand participation and maximize available resources.

Overall, Goal 5 was largely implemented as intended, with five actions fully implemented, one action partially implemented, and one action not implemented as originally designed. The district successfully delivered the majority of planned services supporting English Learner achievement, language development, reclassification efforts, and compliance requirements. Future implementation efforts should focus on increasing participation in supplemental programs, strengthening English Learner-specific family engagement opportunities, and ensuring that planned activities can be evaluated independently to better measure their effectiveness.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 5.2 This action was partially implemented and the actual expenditures were under the budgeted amount due to not having separate opportunities for English learners; instead, English learners participated in general district-wide events open to all, not incurring any cost under Title III, other than the district-wide reclassification ceremony cost.

Action 5.4 This action was fully implemented, although the actual expenditures were under the budgeted amount due to changes in tutor cost.

Action 5.6 This action was not implemented. Although English Learner families were supported though monthly DELAC meetings, this incurred no cost. The planned mini conference was not held as a separate event; instead English Learner families were invited to a general district-wide parent summit open to all, incurring no cost under Title III.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 5.1 This action was partially effective as LTEL outcomes showed a decline in ELA and in math, as measured by the CA Dashboard. However, EL outcomes surpassed the expected 20% growth in ELA and math, showing a 25.42% improvement in ELA and 38.22% growth in math.

Action 5.2 This action was not aligned to a specific metric; however, it was not effective due to lack of implementation.

Action 5.3 This action was effective as demonstrated by a growth rate of 46.67% in reclassifications, surpassing the expected growth of 20%.

Action 5.4 This action was partially effective as ELPI progress was minimal, showing a growth rate of 2.09% compared to the expected 20%.

Action 5.5 This action was effective, surpassing the 20% expected growth in ELA for English Learners, as measured by the CA Dashboard.

Action 5.6 This action was partially effective as ELPI progress was minimal, showing a growth rate of 2.09% compared to the expected 20%.

Action 5.7 This action was effective as demonstrated by a growth rate of 46.67% in reclassifications, surpassing the expected growth of 20%.

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

As a result of the 2025–26 implementation review, the district is making strategic adjustments to Goal 5 actions to improve alignment, strengthen impact, and ensure more effective use of resources. These changes are designed to address identified gaps—particularly around LTEL outcomes, English language proficiency growth, and consistency of implementation—while building on areas of success such as instructional improvement and reclassification gains.

Action 5.1 (Long Term English Learner and Newcomer Student Support) will continue as currently designed; however, the metrics will be refined to more closely align with the intent of the action, ensuring that outcomes for both LTELs and newcomers are more accurately measured and monitored.

Action 5.2 (Student Recognition & Interdisciplinary Showcases) will be discontinued due to lack of implementation and overlap with existing districtwide student engagement activities that already serve English Learners. The reclassification ceremony will be preserved and incorporated into a revised Action 5.6, ensuring that student recognition remains a meaningful component of the program.

To improve coherence and reduce fragmentation, Action 5.3 (Tier I Instruction & Professional Development) and Action 5.5 (Supplemental Professional Development) will be combined into a single, more focused action (new Action 5.2). This consolidation will streamline professional development efforts and include realigned metrics tied more directly to student outcomes, particularly academic achievement and instructional effectiveness.

Action 5.4 (Primary Language Support) will be embedded into Action 5.1 to reduce fragmentation.

Action 5.6 (Parental Engagement) will be restructured and expanded by incorporating elements of the discontinued Action 5.2 into a new Action 5.3. This revised action 5.3 will include realigned metrics focused on English language proficiency and reclassification, strengthening the connection between family engagement and student outcomes.

Finally, Action 5.7 (Workflow & FPM Support) will be adjusted to reflect staffing changes, specifically the discontinuation of the EL data technician due to district-wide reductions. Despite this change, the action will continue with refined metrics focused on reclassification rates, reduction of at-risk and LTEL students, and the addition of a new metric for student progress monitoring. This action will be renumbered as Action 5.4, maintaining its critical role in supporting data-driven decision-making and compliance.

Overall, these adjustments reflect a shift toward:
~Greater alignment between actions and measurable outcomes
~Streamlined and more coherent action structure
~Improved focus on high-impact strategies (instruction, language development, and reclassification)
~Stronger accountability through refined and targeted metrics
These changes position the district to move from inconsistent implementation to more focused, data-driven, and effective systemwide improvement for English Learners.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	5.1 Long Term English Learner and Newcomer	English Learners, particularly Long-Term English Learners (LTELs) and newcomer students, will receive targeted instructional support designed to accelerate English language development,	$619,863.17	Yes

	Student Support	literacy achievement, and academic success. Through expanded learning opportunities and specialized instructional supports, students will receive: ~Afterschool academies and intervention programs focused on literacy, academic language, and grade-level content access. ~Specialized curriculum and instructional materials for LTEL and newcomer students in grades 6–12. ~Online intervention and acceleration programs that provide personalized support in reading, writing, and language development. ~Foundational English language development and structured speaking, listening, reading, and writing opportunities for newcomer students. To ensure effective implementation, teachers, instructional coaches, and administrators will participate in ongoing professional development focused on evidence-based practices for LTELs and newcomers, literacy acceleration, academic language development, data-driven instruction, and effective scaffolding strategies. These services are designed to address achievement gaps, improve literacy outcomes, and accelerate progress toward English proficiency and academic success. Newcomer students will also receive primary language support from professional bilingual tutors during the day.		
2	5.2 Enhanced Instructional Support	English Learners will receive supplemental and enhanced English Language Development (ELD) services beyond the core instructional program to strengthen academic language development, accelerate English proficiency, and increase access to grade-level content. Supported by the English Learner Teacher on Special Assignment (EL TOSA), students will receive: ~Enhanced integrated ELD support that promotes academic speaking, writing, collaboration, and language development across content areas. ~Differentiated language scaffolds, including vocabulary development, structured discourse, and instructional supports based on English proficiency level. ~Supplemental instructional materials, technology resources, and intervention tools designed to strengthen language acquisition and content comprehension. ~Participation in ELPAC Academies for eligible students to support advancement to ELPAC Level 4 and reclassification readiness. Teachers, instructional coaches, and administrators will engage in ongoing professional development, coaching, collaborative planning, and classroom support focused on integrated and designated ELD, academic language development, effective scaffolding, structured student discourse, and data-informed instructional practices. Together, these services and professional learning opportunities are intended to strengthen instructional capacity, improve academic achievement, and increase reclassification outcomes for English Learners.	$156,709.04	No
3	5.3 Student Engagement, Family Support, and Reclassification	English Learners will receive increased opportunities for engagement, recognition, and family-supported learning, strengthening both motivation and academic progress. Students will receive: ~Opportunities to participate in family-supported learning activities, including literacy and academic workshops ~Support through informed families, as parents receive training on ELPAC, reclassification, and how to support learning at home	$93,000.00	Yes

		~Recognition of their academic progress, including participation in a districtwide reclassification ceremony ~Increased access to information and resources through multilingual communication between school and home These services strengthen student engagement, motivation, and support systems at home, which are critical to improving attendance, language development, and reclassification outcomes.		
4	5.4 Ongoing Progress Monitoring and Timely Support	English Learners will receive timely, data-informed support based on their academic and language progress, ensuring that no student falls behind without intervention. Students will receive: ~Regular monitoring of their progress in ELA, Math, and English language development ~Timely identification for additional support or intervention when needed ~Appropriate language services and support until they meet reclassification criteria ~Continued monitoring after reclassification to ensure sustained success These systems ensure that students receive the right support at the right time, addressing gaps early and increasing the likelihood of long-term success.	$94,964.47	Yes

Goal

Goal #	Description	Type of Goal
6	In an effort to increase stability, Equity Multiplier schools will receive services and support to ensure that all students have access to resources and opportunities necessary for their success. Inglewood Continuation (ICHS): Our goal is to increase the stability rate by 10% by June 2027 school year. Staff, parents, students, community partners and district office support will accomplish this goal by collaborating, attending training, implementing resources to address a Multi Tiered System of Support (MTSS), tracking student attendance and mobility weekly, and put in place and providing social and emotional systems of support to all students. Accomplishing these action steps will increase our stability rate, increase student attendance and increase student's motivation by coming to school everyday. Inglewood High School: By the end of the 2027 school year, Inglewood High School students will make a 20% gain in proficiency rates in ELA and Math assessments such as SBAC (11th grade), STAR and iReady (all grades). IHS Students will also demonstrate a 20% decrease on these assessments from the lowest performance level, and IHS will have a 95% participation rate for all of these assessments. These goals will be met through our efforts to increase classroom engagement and attendance. Frank D. Parent: Our goal is to increase the student stability rate by 10% by June 2027. This will be achieved through collaboration among staff, families, community partners, and district support. Together, we will implement a Multi-Tiered System of Support (MTSS), track student attendance and mobility weekly, and provide consistent social-emotional support for all students. Through ongoing training and targeted interventions, we aim to strengthen family engagement, improve attendance, and increase student motivation to attend school every day.	Equity Multiplier Focus Goal

State priorities addressed by this goal.

3, 4, 5, 6

An explanation of why the LEA has developed this goal.

This goal was developed to ensure that all students, inclusive of Students with Disabilities as well as other subgroups not identified as Unduplicated, have sufficient basic Common Core State Standards (CCSS) resources and materials while receiving instruction within a safe and upgraded learning environment provided by properly credentialed staff. Access to a Broad course of study that includes alternative programs, accelerated programs, and the expansion of the offerings.

The Equity Multiplier focuses on the school non-stability rate. According to the California Department of Education CDE: "The stability rate is a measure to identify the number and percent of students who receive a "full year" of learning in the same school. The measure is intended to serve as a tool to help better understand the complex needs of students and schools. Schoolsites with prior year non stability rates greater than 25 percent and prior year socioeconomically disadvantaged pupil rates greater than 70 percent." In Inglewood Unified, there are three sites that met this criteria: Inglewood High School, Inglewood Continuation High School, and Frank D. Parent.

Inglewood High School. The focus is to increase student achievement by providing more academic support classes and College to career elective choices.

Inglewood Continuation: The focus for this goal is to improve the school climate and culture increasing student attendance, academic performance and stability.

Frank D. Parent: The focus for this goal is to improve the culture and climate at Frank D. Parent to create a conductive learning environment. Where students feel heard and supported.

The Educational Partners at the three sites agree that there is a need for targeted services and training. Specifically training, coaching, and modeling of the implementation of all components of Positive Behavior Intervention and Supports on a secondary campus. This will positively impact the sites by establishing a social culture and the behavior support needed to improve social, emotional, behavioral, and academic outcomes for all students. Other supports will include Academic interventions for students in the form of tutors, Contracted Mental health providers for Therapeutic support for students and families. As well as expanded college and career opportunities.
The total District Allocation is $1,481,238 which includes:
Inglewood High School $1,027,526
Inglewood Continuation $146,789
Frank D. Parent: $306,923

California Dashboard 2025 Low performance rates
~Inglewood High School: English Language Arts (EL, Hispanic, & Socioeconomically Disadvantaged) & Math (EL & Hispanic) African American, Homeless and Students with disabilities (Suspension) English Language learner (Science) Students with disabilities (College and Career)
~Inglewood Continuation High School: N/A
~Frank D. Parent: Chronic Absenteeism (African American, Hispanic, &Socioeconomically Disadvantaged) Socioeconomically Disadvantaged & Hispanic (Suspension)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1	6.1 Attendance Rates Source: DataQuest	2022-2023 Average Daily Attendance Rate Inglewood High School 87.3% Inglewood Continuation High School 79.9% Morningside High School 89.9% Woodworth Monroe 87.25%	2023-2024 Average Daily Attendance Rate Inglewood High School 88% Inglewood Continuation High School 87% Morningside High School 89.% Woodworth Monroe 88%	2024-2025 Average Daily Attendance Rate Inglewood High School 88% Inglewood Continuation High School 87% Morningside High School 92.% Woodworth Monroe 89% Frank D. Parent 90.37%	Average Daily Attendance Rate: 96.0%	Inglewood High School +0.7% Inglewood Continuation High School +7.1% Morningside High School +2.1% Woodworth Monroe+1.751% Frank D. Parent N/A
2	6.2 Absence Rate Source: DataQuest	2022-2023 Absence Rate Inglewood High School 25.9 Inglewood Continuation High School 34.5 Morningside High School 19.0 Woodworth-Monroe 20.8	2023-2024 Absence Rate Inglewood High School 21.3 Inglewood Continuation High School 22.4 Morningside High School 19.1 Woodworth-Monroe 18.1	2024-2025 Absence Rate Inglewood High School 19.1 Inglewood Continuation High School 16.1 Woodworth-Monroe 16.9 Frank D. Parent 15.6	Average Daily Absence Rate: <10	Inglewood High School -6.8 Inglewood Continuation High School -18.4 Woodworth Monroe -3.9 Parent N/A
3	6.3 Chronic absenteeism Source: DataQuest	2022-2023 Chronic Absenteeism Rate Data quest Inglewood High School 56% Inglewood Continuation High School 88% Morningside High School 46% Woodworth-Monroe 51%	2023-2024 Inglewood High School 48% Inglewood Continuation High School 83% Morningside High School 44% Woodworth-Monroe 50%	2024-2025 Inglewood High School 43.7% Inglewood Continuation High School 66.4% Woodworth-Monroe 41.1% Frank D. Parent 35.5%	Chronic Absenteeism Rate: 15%	Inglewood High School -11.8% Inglewood Continuation High School-21.2 % Woodworth Monroe-10.8% Frank D. Parent N/A

4	6.4 Suspension Rate Source: DataQuest	2022-2023 Suspension Rate Inglewood High School: 6.2% Inglewood Continuation High School: 2.7% Morningside High School :4.0% Woodworth-Monroe: 1.1%	2023-2024 Inglewood High School: 6.1% Inglewood Continuation High School: 2.6% Morningside High School: 1.4% Woodworth-Monroe: 1.6%	2024-2025 Inglewood High School 7.3% Inglewood Continuation High School 1.5% Morningside High School 3.7% Woodworth Monroe 5.2% Frank D. Parent 6.1%	Suspension Rate: 2%	Inglewood High School +1.1% Inglewood Continuation High School -1.2% Morningside High School -0.3% Woodworth Monroe +4.1 Frank D. Parent N/A
5	6.5 Non Stability rate Source: DataQuest	2022-2023 Non Stability rate All Schools=14.5% Inglewood High School 27.7% Inglewood Continuation High School 87.9% Morningside High School 29.3% Woodworth Monroe 19.4% Low Income= 13.9% Foster Youth= 45.6% English Learners=14.3%	2023-2024 Inglewood High School 29.7% Inglewood Continuation High School 86.3% Morningside High School 28.2% Woodworth Monroe 43.3% Low Income= 17.0% Foster Youth= 49.3% English Learners=22.8%	2024-2025 Inglewood High School 29.8% Inglewood Continuation High School 90.2% Morningside High School=27.5% Woodworth Monroe 23.1% Frank D. Parent 26.4% All Students= 18.9% Low Income= 17.1% Foster Youth= 38.4% English Learners=18.3%	Non Stability Rate: 10%	Inglewood High School +2.1% Inglewood Continuation High School+2.3% Morningside High School-1.8% Woodworth Monroe +3.7 Frank D. Parent= N/A All Students= +4.4%% Low Income= +3.2% Foster Youth= -7.2% English Learners=+4.0%
6	6.6 CAASPP ELA Source: DataQuest	2023 CAASPP ELA proficiency Score (Met or Exceeded) ~IHS=30.59% ~ICHS=17.40% ~MHS=25.46% ~WM=21.53 Subgroups African American ~IHS=29.03% ~ICHS=N/A ~MHS=12.12% ~WM=22.48	2024 CAASPP ELA proficiency Score (Met or Exceeded) ~IHS=32% ~ICHS=12.91% ~MHS=25.66% ~WM=17.82% Subgroups African American ~IHS=29.73% ~ICHS=9.09% ~MHS=23.34% ~WM=18.79% ~FDP=30.00%	2025 CAASPP ELA proficiency Score (Met or Exceeded) ~IHS=34.62% ~ICHS=10.25% ~MHS=22.47% ~WM=19.07% ~FDP=34.42 Subgroups African American ~IHS=36.92% ~ICHS=0% ~MHS=8.70% ~WM=19.11% ~FDP=N/A English Learners	CAASPP ELA Proficiency scores increased by 20%	IHS: +4.03% ICHS: -7.15% MHS: -.2.99% WM=-2.46% FDP=N/A Subgroups African American ~IHS=: +.7.89% ~ICHS= N/A ~MHS= -3.42% ~WM=--3.37% ~FDP=N/A English Learners ~IHS: +0.32% ~ICHS: =0

		English Learners ~IHS=4.44% ~ICHS=N/A ~MHS=0% ~WM=2.89% Foster ~IHS=N/A ~ICHS=N/A ~MHS=0% ~WM=N/A Hispanic ~IHS= 30% ~ICHS=6.67% ~MHS=30.66% ~WM=18.07% Socioeconomically Disadvantaged ~IHS= 32.43% ~ICHS=16.67% ~MHS=26.04% ~WM=18.78% Students with disabilities ~IHS= 16.13% ~ICHS=N/A ~MHS=0% ~WM=7.06%	English Learners ~IHS=4.26% ~ICHS=12.50 ~MHS=0% ~WM=2.23% Foster ~IHS=N/A ~ICHS=N/A ~MHS=0% ~WM= N/A Hispanic ~IHS= 33.06% ~ICHS=15.00% ~MHS=24.69% ~WM=15.81% Socioeconomically Disadvantaged ~IHS= 32.10% ~ICHS=12.50% ~MHS=26.26% ~WM18.02% Students with disabilities ~IHS= 9.09% ~ICHS=N/A ~MHS=15% ~WM=9.09%	~IHS=4.76% ~ICHS=N/A ~MHS=4.35% ~WM=2.89% ~FDP=39.93% Foster ~IHS=N/A ~ICHS=N/A ~MHS=N/A ~WM= N/A ~FDP=N/A Hispanic ~IHS= 31.48% ~ICHS=16.00% ~MHS=27.69% ~WM=18.07% ~FDP=39.39% Socioeconomically Disadvantaged ~IHS= 32.73% ~ICHS=10.81% ~MHS=23.53% ~WM=18.78% ~FDP=31.65% Students with disabilities ~IHS= 12.05% ~ICHS=N/A ~MHS=0% ~WM=7.06% ~FDP= 16.67%		~MHS=+4.35% ~WM=+.0 ~FDP= N/A Foster ~IHS=N/A ~ICHS=N/A ~MHS=0 ~WM=N/A ~FDP= N/A Hispanic ~IHS: +1.48% ~ICHS: +9.33% ~MHS: -2.97% ~WM=0 ~FDP= N/A Socioeconomically Disadvantaged ~IHS= +0.3% ~ICHS= -5.86% ~MHS= -2.51% ~WM=0 ~FDP=N/A Students with disabilities ~IHS: -4.08% ~ICHS=N/A ~MHS:0 ~WM=-0 ~FDP=N/A
7	6.7 CAASPP Math Source: DataQuest	2023 CAASPP Math results by proficiency (Met or Exceeded) All Students IHS=0.59% ICHS=4.55% MHS=6.42% WM=11.29% Subgroups	2024 CAASPP Math proficiency Score (Met or Exceeded) All Students IHS=4.19% ICHS=6.45% MHS=7.08 WM=10.36% Subgroups	2025 CAASPP Math proficiency Score (Met or Exceeded) All Students IHS=4.92% ICHS=0% MHS=14.61% WM=11.77% FDP=20.78% Subgroups African American	CAASPP Math proficiency scores increased by 20%	IHS: +.4.33% ICHS: -4.55% MHS: +8.19% WM:+.48% FDP N/A Subgroups African American ~IHS: +6.15% ~ICHS: N/A ~MHS: +11.33% ~WM:+5.37%

		African American ~IHS=0% ~ICHS=N/A ~MHS=6.06% ~WM=9.38 English Learners ~IHS=0% ~ICHS=N/A ~MHS=0% ~WM=3.45% Foster ~IHS=N/A ~ICHS=N/A ~MHS=N/A ~WM=N/A Hispanic ~IHS=1.01% ~ICHS=7.14% ~MHS=5.41% ~WM=19.85% Socioeconomically Disadvantaged ~IHS=0.68% ~ICHS=5.88% ~MHS=5.25% ~WM=11.37% Students with disabilities ~IHS=0% ~ICHS=N/A ~MHS=0% ~WM=10.20%	African American ~IHS=2.38% ~ICHS=9.09% ~MHS=0% ~WM=10.81% English Learners ~IHS=4.26% ~ICHS=8.33 ~MHS=0% ~WM=4.24% Foster ~IHS=N/A ~ICHS=N/A ~MHS=N/A ~WM=N/A Hispanic ~IHS=5.83% ~ICHS=5.00% ~MHS=8.64% ~WM=9.22% Socioeconomically Disadvantaged ~IHS=4.23% ~ICHS=5.88% ~MHS=8.08% ~WM=10.53% Students with disabilities ~IHS=2.27% ~ICHS=N/A ~MHS=0% ~WM=11.68%	~IHS=6.15% ~ICHS=0% ~MHS=17.39% ~WM=14.75% ~FDP=19.82% English Learners ~IHS=2.33% ~ICHS=n/A ~MHS=0% ~WM=4.63% ~FDP=N/A Foster ~IHS=N/A ~ICHS=N/A ~MHS=0% ~WM=N/A ~FDP=N/A Hispanic ~IHS=3.66% ~ICHS=0% ~MHS=13.85% ~WM=9.64% ~FDP=23.53% Socioeconomically Disadvantaged ~IHS=4.21% ~ICHS=0% ~MHS=12.94% ~WM=11.25% ~FDP=20.29% Students with disabilities ~IHS=0% ~ICHS=N/A ~MHS=0% ~WM=9.41% ~FDP= 5.56%		~FDP N/A English Learners ~IHS: +2.33% ~ICHS: N/A ~MHS=0 ~WM=+1.18% ~FDP N/A Foster ~IHS=N/A ~ICHS=N/A ~MHS=N/A ~WM+N/A Hispanic ~IHS: +2.65% ~ICHS:-7.17% ~MHS: +8.44% ~WM=-10.21% ~FDP=N/A Socioeconomically Disadvantaged ~IHS: +3.53% ~ICHS=-5.88% ~MHS:+7.69 ~WM=-.12% ~FDP=N/A Students with disabilities ~IHS: 0% ~ICHS=N/A ~MHS=0% ~WM=-0.79% ~FDP=0%

8	6.8 College and Career Source: CA Dashboard	2023 College and Career Level of Proficiency Percentage of Student prepared by College and Career Indicator Level All Students= 17.8% African American=9.65% Hispanic=21% English Learners=11.4% Foster Youth=N/A Homeless Students=5.9% Socioeconomically Disadvantaged=18.1% Students with Disabilities=4.8%	2024 College and Career Level of Proficiency Percentage of Student prepared by College and Career Indicator Level All Students= 14.5% African American=8.9% Hispanic=16.1% English Learners=7.1% LTEL=5.6% Foster Youth=N/A Homeless Students=14.3% Socioeconomically Disadvantaged=14.6% Students with Disabilities=5.1%	2025 College and Career Level of Proficiency Percentage of Student prepared by College and Career Indicator Level All Students= 28.4% African American=23.4% Hispanic=29.6% English Learners=19.3% LTEL=19.2% Foster Youth=27.3% Homeless Students=27.3% Socioeconomically Disadvantaged=29.6% Students with Disabilities=15.6%	College and Career Indicator Level over 50%	All Students: +10.6% African American: +13.75% Hispanic: +8.6% English Learners:+7.9% LTEL+ 13.6% Foster Youth=27.3% Homeless Students: +21.4% Socioeconomically Disadvantaged: +11.5% Students with Disabilities: +10.8%

Goal Analysis for 2025-2026

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The overall implementation of these actions for Goal # 6:
4 of 10 actions were implemented fully
3 of 10 actions were implemented partially
3 of 10 actions were minimally or not implemented

Successful Aspects of Implementation

Action 6.1 Targeted Positive Behavior and Intervention supports at Inglewood Continuation (ICHS)
The most successful aspect of implementing Action 6.1, Targeted Positive Behavior Interventions and Supports (PBIS) at ICHS, has been the establishment of a positive, safe, and supportive school culture that promotes both student success and well-being. PBIS has been fully implemented schoolwide, with consistent behavioral expectations, targeted interventions, and recognition systems that encourage positive student behavior and engagement. Through field trips, rewards programs, assemblies, individualized tutorials, and strong staff-student relationships, students have been provided with meaningful opportunities to connect with school and remain engaged in their learning.

Additionally, PBIS implementation has strengthened collaboration among staff in proactively identifying and addressing student needs before behaviors escalate. The consistent use of supports and interventions has contributed to improved student behavior, stronger relationships between students and staff, and a more positive school climate overall. These efforts have helped create an environment where students feel supported, valued, and motivated to succeed both academically and socially.

Action 6.2 Increase student Attendance and Mobility at Inglewood Continuation (ICHS)
The most successful aspect of this action was the measurable improvement in student attendance and the establishment of consistent systems to support student engagement and stability. Attendance monitoring, counseling services, daily home communications, parent newsletters, home visits, parent engagement meetings, and individualized student conferences for chronic absenteeism were fully implemented and provided a coordinated approach to addressing attendance barriers. These efforts helped strengthen relationships between the school, students, and families while promoting regular school attendance.

Student data reflects an increase in average daily attendance rates across grade levels, demonstrating the positive impact of these targeted interventions. In addition, the implementation of the Community Schools initiative, combined with attendance incentives, positive reinforcement, and wraparound supports, contributed to increased student connectedness and a stronger sense of belonging on campus. These strategies have improved consistency in learning, enhanced family engagement, and supported greater student retention and school stability.

Action 6.3 Evidence Based Interventions at Inglewood Continuation (ICHS)
The most successful aspect of implementing evidence-based interventions at ICHS has been the consistent use of data-driven and research-based practices to support students' academic achievement, behavior, and social-emotional growth. Interventions were fully implemented schoolwide and provided targeted support based on individual student needs. A key component of this work was the utilization of Hey Tutors in classrooms, which provided students with additional academic assistance and helped reinforce learning during the instructional day. Ongoing grade analysis, progress monitoring, and data review enabled staff to identify students in need of support and adjust interventions to maximize effectiveness.

Additionally, collaboration among teachers, counselors, administrators, and support staff strengthened the consistency and impact of intervention efforts across the campus. By regularly monitoring student progress and implementing targeted supports, ICHS was able to improve student engagement, academic performance, and intervention outcomes. These coordinated efforts ensured that interventions remained equitable, responsive to student needs, and aligned with the school’s continuous improvement goals.

Action 6.4 Increase Student Social and Emotional Support at Inglewood Continuation (ICHS)
The most successful aspect of implementing student social and emotional supports at ICHS has been the comprehensive and consistent approach to promoting student well-being through targeted interventions, mentoring programs, wellness resources, Community Schools supports, and social-emotional learning embedded within classroom instruction. These supports were fully implemented and provided students with multiple opportunities to develop the skills needed to navigate academic, social, and emotional challenges. Staff members consistently utilized proactive strategies to foster positive relationships, increase student engagement, and create a safe, inclusive, and supportive learning environment.

A key success was the integration of the RETHINK social-emotional learning program into the daily curriculum. The embedded lessons provided students with regular opportunities to strengthen self-awareness, emotional regulation, responsible decision-making, and interpersonal skills. As a result, students demonstrated increased engagement in the classroom, improved school connectedness, and greater access to supports that promote resilience and overall well-being. These efforts contributed to a more positive school culture and strengthened the foundation for both academic and personal success.

Action 6.5 Expanding Course offering at Inglewood High School
The most successful aspect of implementing action 6.5 was the significant expansion of Career Technical Education (CTE) elective opportunities available to students at Inglewood High School. Through the strategic use of Equity Multiplier funding, the school was able to broaden student access to high-interest, industry-aligned courses that support both college and career readiness. These additional elective offerings provided students with meaningful opportunities to explore career pathways while developing technical and creative skills in growing workforce sectors.

Action 6.5 was fully implemented during the 2025–2026 school year. Equity Multiplier funds supported the addition of multiple CTE course sections, including four sections of

Introduction to Animation, two sections of Film and Video Production, six sections of eSports, three sections of SCROC Media Design, and three sections of Introduction to Graphic Design. These courses expanded student choice, increased engagement, and provided hands-on learning experiences connected to the Arts, Media, Entertainment, and Design industries. By increasing access to specialized coursework,

Action 6.6 Culture and Climate support for Inglewood High
The most successful aspect of implementing action 6.6 was the expansion and modernization of Inglewood High School's Positive Behavioral Interventions and Supports (PBIS) program. Equity Multiplier funding allowed the school to move beyond traditional PBIS practices by implementing an electronic Sentinel Bucks reward system, creating a more engaging and consistent method for recognizing and reinforcing positive student behaviors. This enhanced system increased student participation and motivation by providing tangible incentives for demonstrating the school's behavioral expectations.

The school also successfully hosted campus-wide recognition events to celebrate students with strong attendance and positive behavioral outcomes, helping to strengthen school culture and student connectedness. These efforts contributed to increased awareness and visibility of PBIS expectations across campus and supported a more positive learning environment. As a result of the school's commitment to implementing PBIS with fidelity, Inglewood High School qualified to apply for Silver-level PBIS recognition after earning Bronze-level recognition the previous year, demonstrating measurable growth in schoolwide behavioral systems and practices.

Additionally, the school made progress in increasing family engagement through events such as Coffee with the principal and student awards assemblies. These opportunities helped strengthen relationships between families and the school community while creating additional avenues for communication and celebration of student success. Although family engagement activities were not consistently scheduled throughout the year, participation in these events demonstrated the potential for stronger partnerships and provides a foundation for expanding parent involvement and educational opportunities in future years.

Action 6.7 College & Industry Visits for Inglewood High
The most successful aspect of implementing action 6.7 was the expansion of college and career readiness opportunities for students at Inglewood High School. Through college visits, Career Technical Education (CTE) pathway expansion, AVID programming, and career exploration activities, students gained greater exposure to postsecondary options and the skills needed for success after high school. Highlights included the annual HBCU tour, visits to colleges such as El Camino College and California State University, Fresno, and the addition of two AVID sections, including one designed specifically for Early College students.

These efforts contributed to significant improvements in college and career readiness outcomes. The percentage of students identified as prepared on the College and Career Indicator (CCI) increased from 14.5% in 2024 to 28.4% in 2025. Strong gains were observed across all student groups, including African American students (8.9% to 23.4%), Hispanic students (16.1% to 29.6%), English Learners (7.1% to 19.3%), Long-Term English Learners (5.6% to 19.2%), Homeless students (14.3% to 27.3%), Socioeconomically Disadvantaged students (14.6% to 29.6%), and Students with Disabilities (5.1% to 15.6%). Foster Youth also achieved a preparedness rate of 27.3% in 2025.

Additionally, Inglewood High School strengthened the quality of its college and career programs through ongoing professional development for AVID teachers and increased collaboration among staff. Plans to expand AVID offerings in the 2026–2027 school year, including courses focused on English Language Arts intervention and academic readiness, will further support student achievement and help ensure more students graduate prepared for college, career, and life.

Action 6.8 Targeted Positive Behavior and Intervention Supports at Woodworth Monroe
The most successful aspects of this action included monthly student recognition assemblies, staff professional development, and incentive-based activities such as the Mariner Store, dances, movie days, Student of the Month recognitions, and Perfect Attendance awards. These efforts increased student engagement, strengthened school connectedness, and reinforced positive behavior. The effectiveness of the program is reflected in the school's continued Silver-level recognition through the California PBIS Recognition Program in both 2023 and 2024, demonstrating sustained implementation and commitment to positive school climate practices.

Action 6.9 Increase student Attendance and Mobility at Woodworth Monroe
The most successful aspects of implementing this action were the proactive identification and timely intervention for students with attendance concerns, which allowed staff to address barriers before they escalated. Strengthened parent outreach and consistent home-school communication significantly increased family engagement and awareness around the importance of attendance. In addition, targeted support for highly mobile students proved effective in maintaining educational continuity, fostering stronger connections to school, and reducing disruptions to their learning experience.

Action 6.10 Evidence Based Interventions at Woodworth Monroe
The most successful aspect of implementing this action was achieving high assessment participation rates across grades 3–8, ensuring that student performance data accurately reflected the needs and progress of the school community. Through coordinated efforts by teachers, administrators, and support staff, more than 95% of eligible students completed required assessments, with several grade levels achieving participation rates of 98% to 100%.

These strong completion rates provided reliable data to inform instructional decisions, identify areas of student need, and monitor academic progress. The high level of participation also demonstrated effective planning, communication, and commitment to ensuring all students had the opportunity to demonstrate their learning and contribute to the school's overall academic performance measures.

Challenges in Implementation

Action 6.1 Targeted Positive Behavior and Intervention supports at Inglewood Continuation (ICHS)
The most challenging aspect of implementing Targeted Positive Behavior and Intervention Supports at ICHS has been ensuring consistent implementation across all classrooms and staff members. Maintaining ongoing student engagement and accountability with behavior expectations has also required continuous monitoring and support. Additionally, balancing intervention supports increasing social, emotional, and behavioral student needs has presented ongoing challenges throughout implementation and across curriculum.

Action 6.2 Increase student Attendance and Mobility at Inglewood Continuation (ICHS)
One challenge in increasing student attendance and mobility at ICHS has been addressing chronic absenteeism and inconsistent student engagement. Frequent student transitions and mobility throughout the school year can make it difficult to maintain academic continuity and consistent intervention support. Additionally, barriers such as transportation, family responsibilities, and social-emotional needs continue to impact daily attendance and student stability.

Action 6.3 Evidence Based Interventions at Inglewood Continuation (ICHS)
Challenges of implementing Evidence-Based Interventions (EBI) at ICHS include limited staff time for consistent implementation and ongoing professional development. Variability in student needs, which can make it difficult to match interventions with appropriate intensity and support. Ensuring sustained professional development and data use practices so staff consistently apply interventions with fidelity over time.

Action 6.4 Increase Student Social and Emotional Support at Inglewood Continuation (ICHS)
A key challenge has been ensuring that student social and emotional support are consistently implemented across all classrooms, not just within English courses. Some staff may vary in comfort level, training, or instructional time available to fully embed SEL practices into daily instruction. As a result, maintaining schoolwide consistency and alignment of SEL strategies remains an ongoing area of focus.

Action 6.5 Expanding Course offering at Inglewood High School
The most significant challenge in implementing action 6.5 was staffing the newly added Career Technical Education (CTE) courses in a timely manner. While Equity Multiplier funding made it possible to expand elective offerings and increase student access to career-focused learning opportunities, recruiting and onboarding qualified teachers for

these specialized courses proved difficult. Several positions remained vacant through a portion of the first semester, resulting in students receiving instruction from long-term substitute teachers until permanent staff could be hired.

Although many of the substitutes possessed relevant content knowledge and were able to provide meaningful instruction, the delayed placement of credentialed teachers created interruptions in program continuity and limited the full implementation of course objectives. The transition from substitute teachers to permanent instructors led to inconsistencies in pacing, instructional delivery, and student learning experiences. Despite these challenges, students continued to benefit from exposure to the curriculum and career pathway content; however, earlier staffing would have strengthened program implementation and provided a more seamless and cohesive learning experience throughout the school year.

Action 6.6 Culture and Climate support for Inglewood High
The most significant challenge in implementing action 6.6 was securing consistent buy-in from students, staff, and the broader school community. While the PBIS framework and incentive systems were established and implemented, some students and teachers initially expressed skepticism regarding the effectiveness and value of the program. This hesitancy made it difficult to build early momentum and achieve widespread participation in PBIS activities and recognition opportunities.

Despite these challenges, the school successfully hosted student-centered events such as the Trunk-or-Treat and Sneaker Ball, which generated positive engagement and demonstrated the benefits of the PBIS program. As students and staff began to experience the positive impact of these activities, perceptions gradually shifted, resulting in increased participation and support. The experience highlighted the importance of ongoing communication, consistent implementation, and visible celebration of successes to strengthen stakeholder confidence. Moving forward, the positive outcomes achieved this year are expected to help increase buy-in and foster greater commitment to PBIS initiatives among students, staff, and families.

Action 6.7 College & Industry Visits for Inglewood High
The most challenging aspect of implementing action 6.7 was effectively communicating college and career readiness opportunities to students and families in a timely manner. Although the school provided numerous college visits, career exploration activities, and postsecondary planning opportunities, information did not always reach students and families early enough to allow for adequate planning and participation. As a result, many students attempted to register at the last minute, creating challenges with event coordination, transportation, and completion of required paperwork.

This experience highlighted the need for more proactive and consistent communication strategies to ensure all students have equitable access to available opportunities. Moving forward, the school will increase the use of multiple communication platforms, provide earlier notifications and reminders, and develop a yearlong calendar of college and career activities to improve participation and engagement among students and families.

Action 6.8 Targeted Positive Behavior and Intervention Supports at Woodworth Monroe
One of the most significant challenges in implementing this action was ensuring that all staff members, including paraprofessionals and support staff, had a consistent understanding of the school's PBIS core values and behavioral expectations. While classroom teachers and PBIS team members regularly participated in planning and implementation efforts, additional support was needed to fully integrate all staff into the school's behavior support framework. This inconsistency sometimes resulted in varied application of PBIS practices across campus settings.

Another challenge was achieving consistent distribution of schoolwide incentive currency among staff members. Although the PBIS reward system was established and available for use, not all staff consistently recognized and rewarded students for demonstrating schoolwide expectations. As a result, some students may not have received the same level of positive reinforcement across different environments. Moving forward, additional training, communication, and accountability measures will be implemented to ensure all staff understand their role in supporting PBIS and consistently reinforce positive student behaviors throughout the school community.

Action 6.9 Increase student Attendance and Mobility at Woodworth Monroe
The most challenging aspects of implementing this action involved addressing the root causes of chronic absenteeism, many of which were beyond the school's direct control. Barriers such as transportation issues, housing instability, health concerns, and changing family circumstances continued to impact student attendance despite targeted outreach efforts. Supporting highly mobile students also presented challenges, as frequent school transfers and outdated contact information made it difficult to maintain consistent communication and engagement with families. Additionally, providing individualized interventions, conducting attendance monitoring, and coordinating services across multiple departments required substantial staff time and resources. While these efforts helped improve student support, the complexity and intensity of student needs often limited the speed and consistency of implementation.

Action 6.10 Evidence Based Interventions at Woodworth Monroe
The most challenging aspect of implementing this action was ensuring consistent student attendance during the assessment window. Student absences required extensive coordination, including make-up testing sessions, parent outreach, and ongoing monitoring to ensure students were available to participate in state assessments. These efforts demanded significant time and collaboration from teachers, administrators, and support staff. Despite these challenges and overall attendance concerns throughout the year, the school successfully achieved assessment participation rates ranging from 95% to 100% across grade levels. This accomplishment reflects the dedication of staff and the effectiveness of targeted attendance and testing strategies that ensured nearly all eligible students were able to complete the required assessments.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There have been some material differences between the Budgeted Expenditures and the Estimated Actual Expenditures for the following Actions:

Action 6.2 Increase student Attendance and Mobility at ICHS
The cost of the action incorporates programs from Action 6.3 and 6.4 which resulted in exceeding the amount budgeted.

Action 6.3 Evidence Based Interventions at ICHS
Reason for Difference: The cost for this action was covered in action 6.2

Action 6.4 Increase Student Social and Emotional Support at ICHS
Reason for Difference: The cost for this action was covered in action 6.2

Action 6.5 Expanding Course offering at Inglewood High School
Reason for Difference: The cost for this action was lower than anticipated. The cost for positions were shared with other funding sources

Action 6.6 Culture and Climate support for Inglewood High School
Reason for Difference: The action was rolled out later than anticipated which resulted in not utilizing all of the funds that were budgeted

Action 6.8 Targeted Positive Behavior and Intervention Supports at Woodworth Monroe
Reason for Difference: The cost for this action was lower than anticipated. The cost to support this initiative was shared with other funding sources

Action 6.9 Increase student Attendance and Mobility at Woodworth Monroe
Reason for Difference: The cost for this action was lower than anticipated. The cost to support this initiative was shared with other funding sources

Action 6.10 Evidence Based Interventions at Woodworth Monroe
Reason for Difference: The cost of positions and programs exceeded the amount budgeted. More positions were add to support this action.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 6.1 Targeted Positive Behavior and Intervention supports at Inglewood Continuation (ICHS)
Action 6.1, Targeted Positive Behavior and Intervention Supports at ICHS, is fully implemented and highly effective in making progress toward the goal of improving student behavior, engagement, and school climate. Suspension rate data from Dataquest confirms a consistent and meaningful downward trend across all three years: from 2.7% at baseline (2022-23) to 2.6% in 2023-24, and then dropping sharply to 1.5% in 2024-25 a cumulative reduction of 1.2 percentage points from baseline, representing a 44% relative decrease in suspension rate over three years. This sustained year-over-year decline reflects the consistent application of data-driven Tier 2 PBIS practices, structured early interventions, and collaborative problem-solving among staff to identify and respond to the needs of at-promise students. The 2024-25 result of 1.5% is the lowest suspension rate recorded at ICHS across the measurement period, indicating that the action has not only produced gains but is accelerating in its impact, placing ICHS as one of the strongest-performing Equity Multiplier schools on this metric and well below the districtwide suspension rate of 4.1% reported for the same year.

The broader school-level data further supports the high effectiveness rating, ICHS simultaneously achieved dramatic improvements in chronic absenteeism (down 21.2 from baseline to 66.4%), attendance (up 7.1 from baseline to 87.0%), and absence rate (down 18.4pp from baseline to 16.1%), suggesting that the positive behavioral climate cultivated through this action is contributing to improved student engagement and connectedness to school across multiple indicators. While academic proficiency at ICHS declined during the same period, a concern that warrants separate attention through instructional actions, the behavioral and attendance outcomes demonstrate that the foundation being built through targeted PBIS supports is creating the conditions necessary for learning. Continued full implementation of Tier 2 PBIS will be essential to sustaining these gains, refining

intervention practices, expanding student engagement opportunities, and ensuring that the positive behavioral trajectory translates into improved academic outcomes for students at Inglewood Continuation High School.

Action 6.2 Increase student Attendance and Mobility at Inglewood Continuation (ICHS)
Action 6.2, Increase Student Attendance and Mobility at ICHS, is partially implemented and partially effective in making progress toward the goal of improving student attendance and reducing mobility. Attendance and chronic absenteeism data confirm meaningful progress on engagement metrics: average daily attendance improved from 79.9% at baseline to 87.0% in 2024-25 (+7.1pp), chronic absenteeism dropped dramatically from 87.6% to 66.4% (-21.2pp from baseline), and the absence rate declined from 34.5% to 16.1% (-18.4pp from baseline), representing some of the strongest school-level improvements across all Equity Multiplier schools on these indicators. Targeted outreach, early identification of attendance barriers, and timely student support strategies have clearly contributed to more students being consistently present and engaged in instruction. These results demonstrate that the action's attendance-focused components are functioning effectively and producing measurable, sustained gains across three years.

However, the non-stability rate data tells a more complicated story that limits the overall effectiveness rating. Rather than improving, the non-stability rate increased from 87.9% at baseline to 90.2% in 2024-25, moving in the wrong direction and reaching its highest point in the three-year measurement period, despite a brief dip to 86.3% in 2023-24. At 90.2%, nine out of ten ICHS students experience some form of enrollment instability, reflecting the inherently transient nature of the continuation school population and indicating that mobility reduction efforts have not yet produced measurable results. This persistent structural challenge underscores that while attendance interventions are working once students are enrolled, the district has not yet found effective strategies to stabilize student enrollment and reduce the rate of transfers and interruptions that characterize ICHS's student population. No changes were made to the overall goal or intended outcomes; however, moving forward the district will need to examine whether mobility-specific strategies, distinct from attendance interventions, are sufficiently resourced and targeted to address the root causes of student instability at the continuation school level.

Action 6.3 Evidence Based Interventions at Inglewood Continuation (ICHS)
Action 6.3, Evidence-Based Interventions at ICHS, is partially implemented and minimally effective in making progress toward the goal of improving academic outcomes for students. CAASPP data reveals a consistent and deeply concerning decline across both ELA and Math proficiency at ICHS from the 2023 baseline. Overall ELA proficiency dropped from 17.40% to 10.25% (-7.15pp from baseline), with African American students falling from 9.09% in 2024 to 0% in 2025, and Socioeconomically Disadvantaged students declining from 16.67% to 10.81% (-5.86pp). The one subgroup showing ELA growth is Hispanic students, who improved from 6.67% at baseline to 16.00% in 2025 (+9.33pp) the only meaningful academic bright spot at ICHS across the measurement period. Math proficiency tells an even more alarming story: overall Math proficiency dropped from 4.55% at baseline to 0% in 2024-25, with every reportable subgroup, African American, Hispanic, and Socioeconomically Disadvantaged, also recording 0% proficiency in the most recent year, representing a complete collapse of measurable math achievement at the school level.

The 2024-25 Math results in particular, with every subgroup at 0%, are the most severe academic outcome recorded across any school or subgroup in the entire dataset reviewed, and stand in stark contrast to the behavioral and attendance gains achieved through Actions 6.1 and 6.2 at the same school. While attendance improved (+7.1pp), chronic absenteeism declined (-21.2pp), and suspensions decreased to 1.5%, these positive engagement indicators have not translated into academic proficiency gains, suggesting that evidence-based interventions are not yet sufficiently aligned to rigorous academic content, or that the intensity and consistency of implementation falls short of what students need to demonstrate grade-level mastery. The partial implementation rating reflects that while intervention systems and data-driven placement processes are in place, the instructional quality and academic rigor embedded within those interventions requires significant strengthening. No changes were made to the overall goal or intended outcomes; however, the district must urgently examine the fidelity, content alignment, and dosage of academic EBIs at ICHS, particularly in mathematics, to ensure that the school's improving behavioral climate becomes the foundation for genuine and measurable academic recovery

Action 6.4 Increase Student Social and Emotional Support at Inglewood Continuation (ICHS)
Action 6.4, Increase Student Social and Emotional Support at ICHS, is fully implemented and highly effective in making progress toward the goal of improving student engagement, school climate, and readiness to learn. ICHS attendance and absenteeism data across all three indicators demonstrate the strongest school-level improvement in

the dataset, reflecting the cumulative impact of expanded counseling access, RETHINK practices, and classroom-based social-emotional supports. Average daily attendance improved from 79.9% at baseline to 87.0% in 2024-25 (+7.1pp), the absence rate was cut more than in half from 34.5% to 16.1% (-18.4pp from baseline), and chronic absenteeism declined dramatically from 87.6% to 66.4% (-21.2pp from baseline) , with consistent year-over-year improvement across all three metrics in every year of implementation. The convergence of gains across attendance, absence, and chronic absenteeism simultaneously signals that social-emotional supports are not producing isolated or one-dimensional results but are creating a broadly more connected and engaged student population that is increasingly present, consistent, and ready to access instruction.

The sustained trajectory of improvement across all three years further strengthens the high effectiveness rating , unlike many indicators in this dataset that showed a 2023-24 dip before recovering, ICHS improved on every attendance metric in every single year without reversal, suggesting that full and consistent implementation of social-emotional supports has created durable cultural and relational conditions at the school. The reduction in chronic absenteeism from 87.6 , where nearly 9 in 10 students were chronically absent at baseline, to 66.4% represents a meaningful shift in school connectedness for the most disengaged student population in the district. Additionally, the suspension rate declined to 1.5% (-1.2pp from baseline) reported under Action 6.1 further corroborates that RETHINK practices and expanded counseling are contributing to reduced behavioral incidents and stronger self-regulation among students. While chronic absenteeism at 66.4% remains the highest among Equity Multiplier schools and indicates significant work still ahead, the consistent and accelerating pace of improvement positions ICHS to continue meaningful progress, provided that full implementation of social-emotional supports is sustained, expanded, and increasingly integrated with the academic intervention systems that need strengthening to complete the school's turnaround.

Action 6.5 Expanding Course offering at Inglewood High School
The implementation of Goal 6.5 has been highly effective in advancing college and career readiness for students at Inglewood High School. Through the strategic use of Equity Multiplier funding, students gained access to specialized CTE courses and pathway opportunities that would not otherwise have been available. Teachers hired to support these pathways have invested significant time in designing comprehensive programs, developing sequenced coursework, collaborating with academy teams, and creating long-term plans to ensure pathway sustainability and growth.

The impact of these efforts is reflected in the significant improvement in the College and Career Indicator (CCI) preparedness rates between 2024 and 2025. The percentage of all students identified as prepared increased from 14.5% to 28.4%, nearly doubling in one year. Substantial gains were also observed across student groups, including African American students (8.9% to 23.4%), Hispanic students (16.1% to 29.6%), English Learners (7.1% to 19.3%), Long-Term English Learners (5.6% to 19.2%), Homeless students (14.3% to 27.3%), Socioeconomically Disadvantaged students (14.6% to 29.6%), and Students with Disabilities (5.1% to 15.6%). Foster Youth also demonstrated strong performance at 27.3% prepared in 2025. These gains suggest that increased access to pathway coursework and industry-related learning experiences is positively impacting student preparedness for college and career success.

Action 6.6 Culture and Climate support for Inglewood High
The implementation of action 6.6 has been moderately effective in improving school climate, student engagement, and family involvement. Significant progress has been made in establishing a more robust PBIS framework through the use of the Sentinel Bucks reward system, student recognition events, and increased opportunities for family participation. The school's advancement from Bronze-level PBIS recognition to qualifying for Silver-level recognition demonstrates growth in the implementation of positive behavior supports and schoolwide systems.

While progress is evident, outcome data indicate that challenges remain. The suspension rate increased from 6.1% in 2023–2024 to 7.3% in 2024–2025, remaining above the target of less than 5.0%. Additionally, the student non-stability rate remained relatively unchanged, increasing slightly from 29.7% to 29.8%, which is above the desired target of less than 25%. These data suggest that while the foundational systems and engagement strategies are improving, additional time and targeted interventions are needed for these efforts to translate into measurable improvements in student behavior and school stability. Parent participation also remains an area for growth, although attendance at family events has improved compared to previous years when participation was minimal or nonexistent.

Action 6.7 College & Industry Visits for Inglewood High

The implementation of action 6.7 has been highly effective in advancing college and career readiness for students at Inglewood High School. Students were provided with a wide range of opportunities to explore colleges, career pathways, industry certifications, and workforce experiences through AVID, SCROC, college visits, career exploration events, and pathway coursework. These efforts contributed to a strong college-going culture and increased student awareness of postsecondary options.

The effectiveness of this action is reflected in both outcome data and student achievement. Inglewood High School achieved a 98% graduation rate, with the vast majority of graduating seniors reporting plans to attend a college, university, trade school, or career training program. Students participating in SCROC programs also gained industry-specific training and were prepared to enter employment opportunities aligned with their career interests. Additionally, College and Career Indicator preparedness rates increased substantially, with overall preparedness rising from 14.5% in 2024 to 28.4% in 2025. Significant gains were observed across all student groups, demonstrating that expanded college and career readiness opportunities are helping more students prepare for success beyond high school.

Action 6.8 Targeted Positive Behavior and Intervention Supports at Woodworth Monroe
The actions implemented to improve school culture and climate have been partially effective in making progress toward the goal. Throughout the year, the school focused on explicitly teaching and reinforcing behavioral expectations while developing systems of support as alternatives to suspension and chronic absenteeism. Although PBIS assemblies and incentive-based activities did not become consistent until January, these efforts have helped establish a stronger foundation for promoting positive behavior and student engagement. Additionally, the school successfully implemented regular PBIS team meetings and expanded support systems by creating Tier 2 and Tier 3 teams to provide targeted interventions for students requiring additional behavioral and academic support.

Outcome data demonstrate both areas of progress and continued need. While the suspension rate increased from 1.6% in 2023–2024 to 5.2% in 2024–2025, slightly exceeding the school target of less than 5%, the school's stability rate showed significant improvement. The non-stability rate decreased from 43.3% to 23.1%, surpassing the target of less than 25% and indicating substantial growth in student engagement, attendance, and school connectedness. These results suggest that the systems and interventions being implemented are beginning to have a positive impact, but additional time and consistent implementation will be needed to improve behavioral outcomes and reduce suspensions.

Based on reflections from this year's implementation, several enhancements have been made for the coming year. The school has established a formal system to identify, monitor, and support Tier 2 and Tier 3 students and has expanded partnerships with outside agencies and academic support providers to better address student needs. Moving forward, a major focus will be increasing student and parent engagement in promoting and sustaining the school's core values through expanded communication, family involvement opportunities, and schoolwide recognition systems that strengthen the positive school culture.

Action 6.9 Increase student Attendance and Mobility at Woodworth Monroe
The implementation of this action has been partially effective in making progress toward the goal of improving attendance and reducing chronic absenteeism at Woodworth-Monroe. While the school did not meet the established metrics of achieving an Average Daily Attendance (ADA) rate above 96% and a chronic absenteeism rate below 15%, notable improvements were made. ADA increased from 87.25% in 2022–2023 to 89% in 2024–2025, demonstrating gradual progress in student attendance. Additionally, chronic absenteeism declined significantly from 51.9% in 2022–2023 to 41.1% in 2024–2025, reflecting the positive impact of attendance interventions, family outreach efforts, and student support services. Student stability also improved considerably, decreasing from 43.3% in 2023–2024 to 23.1% in 2024–2025, indicating greater continuity in student enrollment and engagement.

Despite these gains, attendance and absenteeism rates remain well below the desired targets, highlighting the continued need for focused intervention and support. Suspension rates increased from 1.6% to 5.2% during the same period, suggesting that additional efforts are needed to strengthen school climate and behavioral supports. Overall, the action has shown measurable progress but has not yet achieved the intended outcomes, indicating that continued implementation and refinement are necessary. Regular attendance is essential for academic achievement, and students cannot fully benefit from instruction when they are not present in the classroom. The improvements in ADA, chronic absenteeism, and student stability demonstrate that the strategies being implemented are moving the school in the right direction. Continued investment in attendance

monitoring, family engagement, individualized student supports, and community partnerships will help address barriers to attendance and strengthen relationships with families. Maintaining and expanding these efforts will be critical to sustaining progress and achieving long-term attendance goals.

Action 6.10 Evidence Based Interventions at Woodworth Monroe
The implementation of this action has been partially effective in making progress toward the goal of increasing CAASPP ELA proficiency. While the school did not meet the target of a 20% increase in students scoring at the Met or Exceeded level, there were signs of improvement from 2024 to 2025. Overall ELA proficiency increased from 17.82% to 19.07%, reversing the decline experienced between 2023 and 2024. Several student groups also demonstrated gains, including English Learners, whose proficiency increased from 2.23% to 2.89%. However, achievement levels remain below desired outcomes, particularly among English Learners, socioeconomically disadvantaged students, and students with disabilities, indicating that continued academic intervention and targeted instructional support are needed.

Maintaining comprehensive assessment and progress-monitoring practices is essential for understanding student learning and identifying areas where additional support is needed. The assessment data provides valuable information that guides instructional planning, intervention efforts, and resource allocation. Continuing this action will allow staff to monitor trends, address achievement gaps among student groups, and implement targeted strategies to improve ELA proficiency and overall student outcomes.

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

In preparation for the 2026–2027 school year, several adjustments will be made to this goal. Due to meeting the Non Stability rate expectations, the actions for Woodworth Monroe will be retired. However Parent school did not meet the non stability rate expectation and will be added to the goal. The action items will be reorganized to reflect the inclusion of Parent School, the newest Equity Multiplier school. Specifically:
Actions 6.1–6.4 will address initiatives for Inglewood Continuation High School.
Actions 6.5–6.7 will pertain to Inglewood High School.
Actions 6.8–6.10 will focus on Frank D. Parent School
Additionally, a comprehensive goal analysis for Parent will be incorporated into the 2027–2028 Local Control and Accountability Plan (LCAP).

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1	6.1 Targeted Positive Behavior and Intervention supports at Inglewood Continuation	The staff will continue to collaborate, implement, and receive training on methods to continue the implementation of PBIS and MTSS. This goal provides students with the support with meeting the school expectations. Staff will receive targeted training on how to utilize PBIS Tiered supports Positive Reinforcement. Create a diverse leadership team to oversee PBIS- implementation. Collect and analyze data on current behavioral issues, develop clear behavioral expectations, provide ongoing training for staff on the PBIS process, develop systems of rewards and recognition, parent communications on PBIS programs, and provide students with immediate feedback who demonstrate expected behavior. Promote a learning environment where students feel respected, valued and supported regularly. Metric # 6.4	$65,000.00	No

2	6.2 Increase student Attendance and Mobility at Inglewood Continuation	Research Based practices implemented to monitor student attendance and mobility rates. Identify and address barriers to attendance. Implement a needs assessment document and offer resources to address the attendance barriers. Implement an attendance monitoring system which would use data regularly to monitor early warning signs, identify students with chronic absences and put interventions in place. Encourage teachers to build strong relationships with students to increase commitment to come to school, Communicate regularly with parents including home visits, consistent attendance policies and initiatives communicated to students and parents. Use attendance data to evaluate the effectiveness of attendance initiatives. Regular reviews and adjustments of attendance strategies to improve attendance. Metric #6.1 & 6.3	$35,789.00	No
3	6.3 Evidence Based Interventions at Inglewood Continuation	"This may include interventions focused on literacy and numeracy skills development, mental health and wellness, academic enrichment, parental involvement, and community engagement. Outreach programs for students and families. Interventions may also include multisensory instruction visual and auditory, student training on social skills to enhance and improve academic performance, mentoring/goal setting, direct instruction, peer assisted learning and RTI.	$26,000.00	No
4	6.4 Increase Student Social and Emotional Support at Inglewood Continuation	Implement and make resources available to students and families to support student social emotional health, community resources and attendance. Foster a school culture that emphasizes respect, clear policies on bullying and discrimination, extracurricular activities and sports to provide students with options, encourage students to engage in school decision making opportunities, provide mentoring programs for students, and ensure school sites have access to mental health professionals to provide individual and group counseling. Implement student surveys and well-being surveys to regularly gauge the social and emotional health of the student body. Metric 6.1	$20,000.00	No
5	6.5 Expanding Course offering at Inglewood High School	Expand access to academic, intervention, enrichment, and Career Technical Education (CTE) courses through an enhanced master schedule and reduced class sizes that allow for more individualized support and increased opportunities for success. Deliver engaging, student-centered instruction through small-group learning, collaborative activities, project-based experiences, and independent learning opportunities designed to address diverse learning needs and interests. Increase student engagement, strengthen academic achievement, and enhance college, career, and postsecondary readiness through expanded course offerings and high-quality instructional practices. Metric 6.6 & 6.7	$700,000.00	No
6	6.6 Culture and Climate support for Inglewood High School	Strengthen comprehensive academic, behavioral, and social-emotional supports through the implementation of Positive Behavioral Interventions and Supports (PBIS) and a Multi-Tiered System of Supports (MTSS). Foster a safe, supportive, and inclusive school environment through clear behavioral expectations, consistent positive reinforcement, and recognition programs that celebrate growth, achievement, and positive behavior. Ensure access to targeted interventions and individualized services for students requiring additional support. Utilize ongoing analysis of attendance, behavior, and school climate data to provide timely interventions and strengthen student connectedness, engagement, well-being, and overall success. Metric #6.1	$152,684.00	No
7	6.7 College & Industry Visits for Inglewood High School	Provide college and career exploration experiences that expand awareness of postsecondary opportunities and support future planning through college visits, career exploration activities, and engagement with college and industry representatives. Promote a college- and career-going culture by providing organizational tools, AVID resources, college awareness materials, and campus-wide messaging that reinforces postsecondary success. Offer learning opportunities that	$174,842.00	No

		develop independence, personal responsibility, and life-readiness skills, including social-emotional learning, financial literacy, driver's education, leadership development, and other experiences that prepare students for success in college, careers, and adult life. Metric 6.8		
8	6.8 Targeted Positive Behavior and Intervention Supports at Parent	Parent School will strengthen PBIS, restorative practices, SEL supports, counseling, and behavior intervention systems to improve school climate and reduce suspensions. Students will receive clear behavior expectations, positive recognition, restorative circles, conflict resolution, wellness activities, clubs, student based activities, and targeted behavioral support through MTSS. Staff will receive professional development to implement PBIS and restorative practices with fidelity.	$35,000.00	No
9	6.9 Action 6.9 Increase student Attendance and Mobility at Parent	Parent School will implement targeted attendance supports, including weekly attendance monitoring, early identification of chronically absent students, parent communication through ParentSquare, attendance intervention plans, family workshops, home visits when needed, attendance incentives, and MTSS/SARB attendance review meetings. Metric #6.5	$40,000.00	No
10	Action 6.10 Evidence Based Interventions at Parent	Students will receive evidence-based academic interventions in ELA, Math, and English language development through small group instruction, push-in/pull-out support, tutoring, progress monitoring every 4–6 weeks, data-driven PLC cycles, and targeted MTSS interventions. English Learners will receive designated/integrated ELD support, Summit K12 practice, ELPAC monitoring, and small group language support. Teacher support will be provided via ongoing professional development to serve our student population.	$231,923.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$26,301,547.00	$3,503,002.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
44.26%	6.01%	$3,686,774.40	50.27%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4 Targeted Increased Services for Students. 1.6 Additional Classroom Support	According to the DataQuest Stability report IUSD had a non-stability rate of 17.8% in the 2022-2023 school year as compared to LA county at 9.5%. Through the District Student Advisory Council we learned that some students are disengaged from school due to quality of teaching, course offering, academic and socio emotional challenges. Low income, Foster Youth, and English Learners have opportunity gaps and need to be exposed to real world experiences and build language skills.	These Low income, Foster Youth, and English Learners will be provided targeted increased services. These services may include additional computer applications, instructional materials, programs, field trips or experiences to encourage the practice of language acquisition at home and school. As well, broaden student access to experiences through exploration of hands-on activities and selecting locations that they otherwise would not visit. The services are selected based on the needs of the students at the individual school sites. At the elementary level, Additional teachers will be added to reduce class sizes. Supplemental Contract services will support by working alongside the classroom teacher to provide small group instruction to provide targeted assistance for a deeper level of support within the school day to target the unique academic needs. At the Secondary level, supplemental teachers will provide access to students by expanding course elective offerings such as AVID elective, Robotics elective and Project Lead the Way due to limited elective opportunities. Actions 1.4 & 1.6 are provided LEA-wide to address the needs of our LI, FY, EL by having access to targeted resources. These services support students who are at the lowest performance level at the district and school level. These actions also benefit all students including African American, Hispanic, Students with disabilities , &Two or more Races student groups at the lowest performance level on the CA Dashboard for the Chronic Absenteeism indicator.	These site based services will allow English Language Learners, Low Income, and Foster youth students to close opportunity gaps such as pupil learning loss, social emotional wellness and re-engagement as measured by DataQuest Stability report and High school Graduation Rate (Metric#1.5 & 6.6)

1.7 Implementation of Academic and Well-being Supports 1.8 Monitoring Wraparound Services	Our Low Income, English Learners, and Foster Youth students' socio-emotional wellness and academic success were impacted due to pupil learning loss, and barriers in receiving wrap-around services as an effect of the pandemic. Upon reviewing our student outcome data (ELPAC, SBAC, I-READY, and Achieve 3000), there is a need for consistent progress monitoring of our Low income, Foster youth, and English Learners. Participation and data outcomes for ELD additional supports, Intervention, and Enrichment opportunities for these student groups are not readily available. Our Cycle of Inquiry reflections have indicated that these student groups may not be receiving all support available to them.	Low income, Foster youth, and English Learners. will receive programmatic support and coordinated supplemental services from the Site Program Support Specialist (SSPSS). They will monitor the progress of these students by ensuring clearly defined scaffolded learning plans and instruction in order to achieve high levels of student outcome results in the areas of academic achievement. The Assistant Principal will coordinate and ensure these students receive wraparound services in order to social emotional needs. Assistant Principals will provide specific strategies to ensure the implementation and coordination of identified wraparound services for each of the student groups, including: ~Follow up to wellness referrals ~Monitoring the implementation of Tutoring and enrichment activities ~Ensuring the implementation of tiered PBIS strategies. ~Targeted college and career programming ~Support and feedback to teachers as they engage in the Cycle of Inquiry to analyze students' academic and social-emotional growth. These actions are being provided on an LEA-wide basis to benefit all students who may need well-being support.	Students will be in classrooms that focus on their individualized learning needs. The monitoring of progress will be determined by and an increase in Local assessment scores (I-Ready, Dibels, and STAR). (Metric# 2.4,2.5, 2.6, & 2.7)

2.1 Monitoring the District wide implementation of MTSS	There exists a need for deployment of multi-tiered systems of support to properly serve our low income students, particularly in implementing the tier II and tier III strategies. Based on our academic data, students have not been performing well in the state assessments, and our l LI, FY and EL students have remained in the red performance indicators for the state metrics on our dashboard. Additionally through the IUSD Parent Advisory Council, Student Advisory Council, and the Educational Partner Community Meetings, we learned that there are significant gaps in the initial implementation of English/ Language Arts and Mathematics professional development on the District-identified MTSS strategies to support Tiers I, II, and III.	This action is intended to increase ELA and mathematics assessment achievement for the LI, FY and EL students. Teachers, paraprofessionals, Counselors, other certificated will require extended, ongoing professional development opportunities: *All teachers will participate in weekly Professional Learning Communities during Banked Time Tuesdays to learn about and share instructional and attendance improvement strategies strategies that have been proven effective for unduplicated students to analyze student achievement data with a focus on English Learners, Foster Youth, and students receiving free or reduced lunch. *TK-8 teachers will attend week-long summer reading professional development institutes. The summer professional learning will focus on (1) implementing the core program with full fidelity in the context of the IUSD Multi-Tiered System of Support (MTSS) Plan which includes the implementation of Tier I instruction and Tier II and Tier III support for unduplicated students (2) Implementing universal design principles and supplemental program components to address the specific learning supports needed by English Learners, Foster Youth, and students receiving free or reduced lunch, and (3) 9-12 grade teachers will participate in standards-based lesson planning and Professional Learning Communities/ Collaborative Team professional learning on: (1) Implementing the core program with full fidelity in the context of the IUSD Multi-Tiered System of Support (MTSS) Plan which includes the implementation of Tier I instruction and Tier II and Tier III support for unduplicated students. and (2) Implementing universal design principles and supplemental program components to address the specific learning supports needed by English Learners, Foster Youth, and students receiving free or reduced lunch. This action is designed to address the needs of these specific groups and other students can benefit from a fully implemented MTSS Framework in the district.	The District has identified the following metrics to demonstrate that the action has proven effective: *Annual 5% increase in English/ Language Arts and Mathematics scores for unduplicated students as measured by our diagnostic assessments (iReady, Dibels, & Star) and CAASPP English/ Language Arts and Mathematics tests for a total of a 15% increase in CAASPP E/LA and mathematics by the end of the 2026-2027 school year (Metric#2.1, 2.2, & 2.3)

2.2 Differentiated Targeted Instructional Strategies 2.3 Progress Monitoring	The California School Dashboard indicates that our low income students and English Learners are not meeting standards in the core academic areas, English Language Arts, Math, and English Language Development (ELD). In order to accurately monitor our students' academic progress toward the CAASPP Summative goals, we must administer baseline assessments and systematically monitor how students are progressing and responding to interventions. Through the District English Language Advisory Committee and School Site Program Support specialist we learned that the implementation of supports were inconsistent throughout the district and there was a need for a systematic approach.	There is a need to support classroom instruction to help increase the proficiency levels in these core academic subjects. Low income and English Learner students will receive scaffolded and trauma-informed guided instruction as the result of the cycle of inquiry. The cycle of inquiry process and date driven teaching techniques will be supported by the Data Assessment Coordinator. While the Instructional coaches will provide classroom strategy demonstrations, create units of study, and help analyze student formative assessments in order to differentiate instruction to meet the needs of the low income and English Learner students. Actions 2.2 & 2.3 are being provided LEA-wide to address the needs of our LI and EL students in order to access strategies to improve student achievement . Which will also benefit all students including African American, English Learners Foster Youth, Hispanic Socioeconomically Disadvantaged, Students with disabilities student groups at the lowest performance level on the CA Dashboard for the CAASPP ELA/Math indicator."	We internally monitor our progress based on our 20-20-95 Initiative (20% annual increase in students at and above grade level, 20% decrease in students below grade level, accuracy ensured by 95% participation rates for all students and subgroups. Theses actions will be measured by an increase in the CAASPP ELA/Math. (Metric#2.1, 2.2, 2.3)

2.4 Intervention 2.5 Expand Learning Opportunities	According to the DataQuest Stability report IUSD had a non-stability rate of 17.8% in the 2022-2023 school year as compared to LA county at 9.5%. Low income students in our district may experience financial constraints that may not allow them to afford personalized tutoring. In addition to financial constraints, Foster Youth may also experience instability and lack of school connectedness. Supplemental resources and hands-on experiences can often be inaccessible to our low-income and foster youth outside of school due to financial constraints, transportation, and language barriers. Through the District Student Advisory Council we learned that some students are also disengaged from school due to the lack of support (academic/emotional) extracurricular activities, and competitions . Since the District has been in receivership, several specialized programs were discontinued due to their financial impact. Lack of alternative specialized services severely affected the interest and engagement of students making it challenging for students and families to remain in our District.	Students who face barriers to learning and academic achievement may have increased challenges which include access to instruction and instructional resources, and intervention programs. Our Low income and Foster youth have also performed low for the past two or more years on the state and local assessments per the dashboard indicators and are at risk of continuous low performance. Students will receive differentiated and individualized interventions during the day, afterschool, and on Saturday when possible at all sites. Teachers and support staff will monitor, analyze student progress, and provide differentiated and individualized intervention support. In addition, students will have access to alternative and specialized programs and services that are above and beyond their regular school program, including curricular resources, special workshops, and summer programs. Support staff will coordinate and monitor the implementation of: -Additional components of the Gifted and Talented Education Program -Expanded learning opportunities -Targeted services within the visual and performing arts (VAPA)Program -Science, Technology, Engineering, Arts, and Math (STEAM) Program -Robotics programs LI, and FY students will continue to receive supplemental resources, hands-on experiences, field trips and showcase events. Students will continue to be supported and coached through preparing and competing in district, County, and Statewide academic competitions and exhibitions. The implementation of extraordinary enrichment programs will support students who deserve equity and equitable opportunities as well as addressing their academic achievement. Students can then develop talents through other models of learning. Actions 2.4 & 2.5, these actions are being provided LEAwide to address the needs of our LI and FY students to increase student engagement. It will also benefit all students including African American, Hispanic, Students with disabilities, Two or more Races student groups at the lowest performance level on the CA Dashboard for the Chronic Absenteeism indicator.”	These district wide services will allow Low Income, and Foster youth students to close the achievement and opportunity gap as measured by DataQuest Stability report & Attendance (Metric# 3.1)

2.6 AVID 2.7 College Prep Resources 2.8 College and Career Support	Our low income students may lack the exposure to college opportunities and organizational strategies needed for academic success. Our low income students in grades 8-12 , including our EL, and foster youth students, may not always have accessibility or the financial and supplemental resources related to testing fees and preparation for the PSAT, SAT and ACT exams .College and Career support systems for low income, English learners, and foster youth are essential to increasing graduation rates and completion of A-G requirements. This includes access to knowledge about A-G requirements, offering guidance and support with college and career readiness, and providing increased A-G course offerings. The District Student Advisory Committee shared some alumni- (previous IUSD students) experiences of not feeling fully prepared for the college experience. The A-G Completion Rate for the Low Income student is 18.1%. Students need access to a robust college and career readiness culture starting in grade TK through 12th grade. .	There is a need for encouraging and supporting low income students to enroll in advanced level coursework, receive academic instruction and tutorial support, strengthen writing skills, improve study and organizational skills, gain college awareness, and experience and explore college and career options. Low income students will participate in the AVID Program which will provide equitable access to college and career readiness. Also receive increased test preparation support through tutoring and Saturday prep sessions which will allow them to have equitable access in participation and succeed on the PSAT, SAT and ACT college standardized tests. District Support staff will ensure the following services will be implemented: - AVID Site Coordinator will coordinate and monitor the implementation of the AVID tools, strategies and AVID Tutors As well as Professional learning opportunities for our teachers with targeted focus on our unduplicated students. Teacher professional development in the content area -Counselor professional development in Aeries Analytics and California College Guidance Initiative and the Transcript Evaluation. to identify students who are meeting and/or not meeting A-G requirements. -UCLA College Advisors will assist in implementing components of the college and career readiness program at the district's high schools. -Support students and parents with college exploration, college and career planning, and college and financial aid applications. College Fairs and College Tours 2.6, 2.7, & 2.8 These actions are being provided LEAwide to address the needs of our LI, FY, & EL students to increase College and Career Readiness and will also benefit all students including African American, English Learners, Homeless, Socioeconomically Disadvantaged & Students with disabilities, at the lowest performance level on the CA Dashboard for the College and Career Indicator.	AVID site teams will participate in the professional learning, conferences, and review the academic progress of the low income students. The success of the AVID Implementation District-wide and access to college tools will be measured by: -A-G Completion (Metric# 2.9)

2.9 CTE Program 2.10 (SCROC)	Our 2023 dashboard indicated that English Learner students, foster youth, and low income students continued to have low percentages in the completion of at least one Career Technical Education (CTE) Pathway (27%). Low income students lack the opportunity and access to high demand work fields and real life experiences. It is essential that our low income students have equal opportunities to succeed in the goal of college or career choices. The District Student Advisory Committee expressed a need for students to have a variety of CTE opportunities, internship, and access to entry level positions. Students lack the opportunity and access to high demand work fields and real life experiences. It is essential that our students have equal opportunities to succeed in the goal of college or career choices.	More specifically in the 2023 College/Career Measures Report, only 2.5% of low income students were considered prepared in CTE pathway completion, 0% of foster youth, and 0% of our EL students. English Learners, low income, and foster youth will have access to Career Technical Education and coordinated services supported by the CTE Advisor. The CTE Advisor will target and monitor the progress and access to services for these students to keep them on track for a non-traditional college path including preparation for high demand careers and supporting employability skills and job readiness. The CTE Advisor will work collaboratively with all school sites to coordinate summer academies, after school and Saturday CTE work-based learning opportunities. Students will have access to Career Technical Education and coordinated services supported by the CTE Advisor. The CTE Advisor will target and monitor the progress and access to services for our English learners, low income, and foster youth to keep them on track for a non-traditional college path including preparation for high demand careers and supporting employability skills and job readiness. Having a stronger CTE program with apprenticeship possibilities, will keep students enrolled in our high schools and increase student achievement for students who take the additional courses above and beyond their traditional A-G requirements. Low income students will gain access to expanded courses through the Southern California Regional Occupational Center (SCROC) beyond the school's Career Technical Education courses. Our low income students will collaborate with industry professionals to receive certifications and apprenticeships that will support postsecondary career choices and readiness. Actions 2.9 & 2.10 These actions are being provided LEA-wide to address the needs of our LI, FY, EL Student to have access to CTE Pathways. These action can also benefit all students including African American, English Learners, Homeless, Socioeconomically Disadvantaged, Students with disabilities student groups at the lowest performance level on the CA Dashboard for the College and Career indicator.	The effectiveness of this action will be measured by 3 outcomes: ~Both CTE & A-G Completion Rate ~College and Career indicator (Metric# 2.11)

2.12 Instructional Technology	The Digital divide still persists. The lack of familiarity with the use of instructional technology is one of the main reasons why families and students in our community struggled significantly with the use of digital tools. Low-income students do not always have access to devices, connectivity, and most importantly, teachers who are well-versed in the use of instructional technology.	Low-Income students will be provided additional instructional support to develop proficiency in navigating technology and digital tools. Staff will directly work with students to develop their technology skills allowing them to access programs, resources and technology competitions. Students will receive devices, connectivity, and teachers who are well-versed in the use of instructional technology to enhance skill building, access to information, and meeting various learning needs. Specifically the Technology Integration TOSA will provide professional learning opportunities for teachers to incorporate instructional technology tools and strategies into their teaching methods. Additionally, family resource staff members will receive training from the Technology Integration to support families in utilizing technology effectively for learning purposes. This action is provided LEAwide to address the needs of our low income students, but will also close the Digital Divide for all students.	Improving the learning process for our Low income, will support students in continuing to make gains in the areas of English Language Arts, Mathematics, and Science as measured by Local Assessments (IREADY, Dibels, and STAR) (Metric# 2.4, 2.5, 2.6,& 2.7)
3.1 School and Community Resources	The Chronic Absenteeism rate for 2023 was 48%for all students. The Chronic absenteeism rate for English learners (42.4%), Foster youth (29.7%), and low income (46.6%). English Learner, foster youth, and low-income student groups need direct involvement with the families to connect them to school and community resources and help them meet the basic needs that students require in order to be successful in attending school. Some of the basic needs include food stability, housing assistance, school clothing and supplies, as well as social and emotional well-being and support.	To increase the school attendance rates English Learner, Foster Youth, and low income students will be provided additional support staff who will identify, monitor and mentor these students to support attendance and learning engagement. Additional counselors, The Child Welfare & Attendance (CWA) technician and advisors will connect the students to school and community resources to meet their basic and unique social emotional needs. To increase the focus on support of unduplicated student populations, the Child Welfare and Attendance (CWA) Advisors will deliberately monitor the attendance trends of Foster Youth, English Learners, and low-income students at all school sites in the District, sharing data and strategies with each school's attendance improvement team for proactively improving attendance or reengaging chronically absent students. 3.1This action is being provided to Low income, English Learners and Foster Youth to provide support staff to encourage school attendance and provide family resources. It will also benefit all students including African American, Hispanic, & Students with disabilities, at the lowest performance level on the CA Dashboard for the Chronic Absenteeism indicator.	Increasing attendance and engagement through participation in assessments and programs, will positively impact students' social emotional growth and academic achievement outcomes, which will be reflected in the ~Chronic Absenteeism rate ~Graduation rate (Metric# 3.2 & 3.5)

3.2 Targeted Supports for Foster Youth, Low Income/Students Experiencing Homelessness	Our dashboard outcomes for academic, attendance, graduation and our local academic and survey data indicate that our Foster Youth and low income/homeless students are amongst the lowest performing groups when it comes to standards met results, and College and Career preparedness. Specifically, they perform lowest in Math, ELA, high school graduation rates, and A-G completion. According to our Community Liaison Specialists, Foster and Low income students, specially Students Experiencing Homeless struggle with school connectedness. They need individualized case management monitors if their daily needs are met.	Foster Youth and Low-Income/Homeless students will be provided specific extended day opportunities before and after school and on Saturdays (e.g. after-school intervention, tutoring, credit recovery classes), so their academic needs can be met to the greatest extent possible in the most stable learning environment. Through the implementation of these supports, our Foster Youth and low income/homeless students will demonstrate increased performance levels for the state indicators on the California Dashboard as well as develop life skills for adult success. This action is being provided LEAwide to address the needs of our LI, FY, with school connectedness and provide staff to monitor the needs. This will also benefit other students struggling with School connectedness.	Through the implementation of these supports will be measured by attendance rates (Metric#3.1)
3.3 Social Emotional Health and Wellness Center	Surveys and outreach data indicate the many challenges our low-income students in our community had to face throughout this pandemic. When schools closed, these students and families missed social contact, connections to friends, food and home insecurity, and supportive adults that were essential for learning and development. Many of our low-income students are now at increased risk for social-emotional challenges, which may contribute to disparities in wellbeing and academic achievement.	Low income students will have access to a comprehensive Wellness Center to provide physical and mental health services. This comprehensive Wellness Center will be a hub for our low income students and families to access wraparound support and resources. Two social workers and district community liaison will coordinate and monitor the resources to support the wellbeing of the low income students and their families. In response to these challenges, it is crucial that we provide safe spaces for our most vulnerable populations to be able to cope with overwhelming feelings of distress that may impede their development and academic achievement. Highly qualified personnel provided by our health partners have been trained to deal with mental health crises, suicidal ideations and posttraumatic stress, which disproportionately impacts our most vulnerable student populations. This action is being provided LEAwide to address the needs of our Low income student's social Emotional Health and Wellness. Other students with Social emotional challenges can benefit from this service.	The Wellness Centers will also offer basic mental health services as well as college and career and personal mentoring services for low-income students and other unduplicated groups with the ultimate goal to improve student academic achievement As measured by ~Middle school Dropout ~High school dropout (Metric# 3.3 & 3.4)

3.4 Additional Positive Behavior and Intervention Supports	The District's LCAP surveys indicated only 27.5% students feel safe), only 35.6% of staff feel safe, and 50% of families feel safe. Only 7 out of 14 schools implement PBIS with fidelity. In order to provide students with an equitable culture and climate experience across the district. The District Parent Advisory Committee experiences of Culture and Climate in our schools. According to LCAP Survey there is no consistent IUSD experience. Experiences vary from school to school. Our Low-income students are often negatively impacted by experiences of poverty, trauma, and homelessness in their environment outside school. Parent want a calm welcoming and support environment for their children.	Students will receive alternative behavior intervention and support models from teams of staff who will create plans for their academic, social emotional, and behavioral success. Tier II and Tier III Positive Behavior and Intervention Support (PBIS) for low income students will focus on counseling, behavior intervention plans, rewards and incentives, and check in/check systems for continuous goal setting, encouragement, and monitoring. Tier II and Tier III Positive Behavior and Intervention Support (PBIS) for low income students will focus on counseling, behavior intervention plans, rewards and incentives, and check in/check systems for continuous goal setting, encouragement, and monitoring. Providing additional 7 Student Supervision Assistants to support student programs was determined to be an ideal use of the Concentration Grant add-on. This action is being provided on an LEA-wide basis to address the needs of Low income students to provide intervention and alternative behavior modifications to maintain a low Suspension and expulsion rate. Other students can also benefit from these interventions.	The effectiveness these strategies will be measured by; ~Suspension Rate ~Expulsion Rate (Metric #3.6 & 3.7)
3.5 Additional Engagement Supports and Parent Decision Making Opportunities	Analysis of the California Dashboard local indicator Priority 3 (Parent Engagement) self assessment data indicates there is a need to improve on Building Relationships Between School Staff, Building Partnerships for Student Outcomes and Seeking Input for Decision-Making. Parent of Low Income Foster Youth and English Learner students need support with navigating the system. The DELAC and DPAC appreciate that opportunities to weigh in on district decision. These Advisories meet monthly to review data and discuss relevant topics. As rated in the local indicator on Parent decision making, more parents would like to be included in the discussions	Families of low income, foster youth and English learners will receive additional support through the Community Liaisons. Families will receive personalized outreach in navigating school systems, curriculum, communication tools, and instructional resources that will benefit student achievement. Students will receive multi-pronged approaches to academic and social emotional support through additional levels of engagement with their parents and families. The Community Liaison Specialists will also outreach to local businesses, support efforts in increasing enrollment, and work with the parent advisory groups and School Site Councils. In addition, the District will hire a translator/interpreter to ensure all written and verbal communications are provided for families. This LEA wide action is to address the needs of our LI, FY, and EL Parents. These parents are less likely to participate in school decision making opportunities. Site teams will work to remove barriers parents participating such as meeting times, how information is presented or meeting formats. Other parent can also benefit from these modifications	The impact of these services and actions will be measured by Attendance Rates (3.1) and Non -Stability rate (6.6)

3.7 Communication: Meaningful School to Home Engagement	Parent involvement is a critical part of success. Two-way communication between home and school needs improvement. There has been an increase in the communication at the district level, however the level of communication at the schools vary from site to site. The District Parent Advisory Councils and Parent Teacher Associations have identified the need for improved site level communication for Low Income students.	Low income students and families will receive additional support and communication on student achievement and on how parents can help before the final grades are issued. The district has acquired tools to help parents with tracking their students grades and attendance. However, recently a new tool is available: Parent Square. ParentSquare is a communications tool that provides a safe way for the school principal, teachers, staff and parents to receive important school and teacher communication in -- all in one place. All school, grade level and classroom information is automatically sent to the computer or phone via email, and/or text. According to the Parent Advisory and Parent Teacher Association there is a digital divide amongst parents. As a result there needs to be support on the ground to our parents with the use of the tools. On the school side there is an even larger lift to train and support teachers with use of the tool with fidelity. The Communication Director uses their time to bolster parent relationships with schools. They will lead the Parent Square implementation effort which is a huge undertaking, involving onboarding all staff, parents and students, ongoing training, tutorials, and support for students, parents and staff. Liaising with service providers, trainers and District teams. The District teams include but are not limited to Counselors, CWA-Child Welfare & Attendance Advisors, and Community Liaisons. Technology Integration TOSA will serve as the trainer of trainers on use of the ParentSquare system and model supports for the site teams. This action is provided LEAwide to address the needs of our Low income parents to access parent communication tools and use them to improve school to home communication. Other parents can also benefit from this receiving addition communication on student achievement.	The impact of this tool will be measured by the Attendance Rates (Metric#3.1)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3 Alternative Learning Model-Dual Immersion	According to the DataQuest College/Career Levels and Measures Report & Data, no IUSD students received a seal of Biliteracy in the 2022-2023 school year as compared to neighboring Charter High school. At the Elementary level on the CSA -California Spanish Test- 96% of the students tested scored on the lowest level.Through the District Parent Advisory Council, we learned that there were gaps in the Dual Immersion Program at the Elementary school and the foreign language course offerings at the high schools. Low income students may not always have access to world language opportunities due to limited exposure, resources, and financial constraints.	Low-income students will be provided an alternative learning model at two TK-8 schools, with highly qualified teachers receiving equitable access and opportunity to expand their world language experience. These students will become fluent in two languages while developing academic skills in core subjects and by providing a pathway to learning the seal of biliteracy. Dual language programs at these two TK-8 schools will provide specialized programs as measured by the increase of students obtaining the seal of biliteracy. Teachers will continue to be provided ongoing professional development focused on effective instructional practices, data-driven instruction, and the implementation of the curriculum.	Dual language programs at these two TK-8 schools will provide specialized programs as measured by the increase of scores on CSACalifornia Spanish Assessment (Metric 1.6)
5. 1 Long Term English Learner and Newcomer Support	Data indicates that Long-Term English Learners (LTELs) are the lowest-performing subgroup, with declining outcomes in ELA and persistent gaps in literacy. Newcomer students also require accelerated foundational language and literacy development to access grade-level content. Additionally, the district has a high number and percentage of LTEL and at-risk students, indicating a need for targeted intervention.	This action provides targeted, differentiated literacy-focused intervention through: ~Extended learning opportunities (afterschool academies) ~Specialized curriculum for grades 6–12 LTELs and newcomers ~Structured literacy and academic language development ~Online intervention tools for reading and writing These services are designed to accelerate literacy development, close gaps for LTELs, and reduce the number of students becoming or remaining long-term English Learners.	Metric 1: % of ELs meeting/exceeding ELA standards Metric 3: % of LTELs meeting/exceeding ELA standards Metric 4: % of LTELs meeting/exceeding Math standards Metric 8: Number & % of LTEL and at-risk students
5.3 Student Engagement, Family Support, and Reclassification	Data and educational partner input indicate that family engagement and understanding of ELPAC and reclassification are inconsistent, impacting student progress. Additionally, students benefit from increased motivation, recognition, and support systems at home, which influence attendance, engagement, and academic success.	Students receive: ~Family-supported learning opportunities (literacy workshops, academic support) ~Increased access to multilingual communication and resources ~Recognition through reclassification ceremonies ~Support through informed families trained in ELPAC and academic expectations These services strengthen student motivation, engagement, and home-school alignment, which are critical for improving language proficiency and reclassification outcomes.	Metric 5: % of ELs making progress on ELPI Metric 6: % of ELs progressing at least one ELPI level Metric 7: Reclassification rate

5.4 Ongoing Progress Monitoring and Timely Support	The district has a high number of LTEL and at-risk students, indicating that students are not being identified early enough for intervention. Additionally, inconsistent monitoring limits the ability to respond quickly to student needs and adjust instruction.	Students receive: ~Regular monitoring of ELA, Math, and language development ~Timely identification for intervention and support ~Continued support until reclassification Monitoring after reclassification to ensure continued success These systems ensure that students receive timely, targeted support, preventing long-term academic gaps and improving overall outcomes.	Metric 7: Reclassification rate Metric 8: Number & % of LTEL and at-risk students Metric 1 & 2: % of ELs meeting/exceeding (ELA & Math)

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The District plans to use the concentration add-on to retain staff providing direct services to students at schools with an Unduplicated pupil count that is greater than 55 percent." These positions include Custodians, Student Supervision Assistants, School Clerks, Instructional Aides and Program Aides.

Action 1.7: 1 Instructional Aides 1 TK-8 School (Woodworth-Monroe) =$56,175.08
Action 1.7: 3 Program Aides 1 K-8 School (Parent) 1 High School (Continuation) $161,654.64
Action 2.5: 13 Custodians District-Wide Action= $1,022,308.97
Action 3.1: 14 School Clerks District-wide=$520,482.94
Action 3.4 : 10 Student Supervision Assistants District-wide $218,738.82

Total positions= 33

Due to the school closures and mergers the district is evaluating any supplementary need and supports for the school sites=1,523,642
Total cost $ 1,979,360.45.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		6037/275 =21.95 1:22
Staff-to-student ratio of certificated staff providing direct services to students		6037/407= 14.85 1:15

Action Tables

2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-2027	$59,429,072.00	$26,301,547.00	44.26%	6.01%	50.27%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	$75,512,207.90	$3,415,862.50	$0.00	$2,700,301.33	$81,628,371.73	$700,000.00	$80,928,371.73

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	1.1 Purchase of new and current standards based materials	All	No				2024-2027	$0	$500,000	$0	$500,000	$0	$0	$500,000	0.00%
1	2	1.2 Recruit and maintain highly qualified staff	All	No				2024-2027	$0	$25,447,940	$25,447,940	$0	$0	$0	$25,447,940	0.00%
1	3	1.3 Alternative Learning Model-Dual Immersion revised	Low Income	Yes	Limited	Low Income	Specific Schools, Frank D. Parent & Woodworth-Monroe	2024-2027	$0	$1,390,241	$1,390,241	$0	$0	$0	$1,390,241	0.00%
1	4	1.4 Targeted Increased Services for Students.	All, English learner (EL), Foster Youth, Low Income	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	2024-2027	$0	$1,824,634	$1,824,634	$0	$0	$0	$1,824,634	0.00%
1	5	1.5 Increase Employee Retention and Development	All	No				2024-2027	$0	$142,223	$142,223	$0	$0	$0	$142,223	0.00%
1	6	1.6 Additional Classroom Support	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	2024-2027	$0	$2,720,765	$2,720,765	$0	$0	$0	$2,720,765	0.00%

1	7	1.7 Ensuring the implementation of Academic success and Wellbeing supports	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	2024-2027	$0	$1,893,897	$1,893,897	$0	$0	$0	$1,893,897	0.00%
1	8	1.8 Monitoring of wraparound services	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	2024-2027	$0	$731,486	$731,486	$0	$0	$0	$731,486	0.00%
1	9	1.9 Plant and Maintenance Services	All	No				2024-2025	$0	$7,550,550	$7,550,550	$0	$0	$0	$7,550,550	0.00%
2	1	2.1 Monitoring the District wide implementation of MTSS focusing on the effectiveness of Tier II and Tier II supports	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	2024-2025	$0	$3,146,558	$3,146,558	$0	$0	$0	$3,146,558	0.00%
2	2	2.2 Differentiated Targeted Instructional Strategies for Low income and English Learner Students	All	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	2024-2025	$0	$2,553,592	$0	$0	$0	$2,553,592	$2,553,592	0.00%
2	3	2.3 Universal diagnostic tool to measure student progress to mastery of standards	All	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	2024-2027	$0	$364,210	$364,210	$0	$0	$0	$364,210	0.00%
2	4	2.4 Academic Intervention support for Foster Youth and Low income Students	All	Yes	LEA-wide	Foster Youth, Low Income	All Schools	2024-2027	$0	$3,573,800	$3,573,800	$0	$0	$0	$3,573,800	0.00%
2	5	2.5 Access to Expand Learning Opportunities for Low income students	All	Yes	LEA-wide	Low Income	All Schools	2024-2027	$0	$3,964,234	$3,964,234	$0	$0	$0	$3,964,234	0.00%
2	6	2.6 College and Career Readiness K-12 AVID	All	Yes	LEA-wide	Low Income	All Schools	2024-2027	$0	$110,000	$110,000	$0	$0	$0	$110,000	0.00%
2	7	2.7 Provide Accessibility for College Prep tools and resources	All	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	2024-2027	$0	$712,400	$712,400	$0	$0	$0	$712,400	0.00%
2	8	2.8 College and Career support	All	Yes	LEA-wide	Low Income	All Schools	2024-2027	$0	$451,206	$451,206	$0	$0	$0	$451,206	0.00%
2	9	2.9 Monitor access to CTE Program and services (TK-12)	All	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	2024-2027	$0	$261,809	$261,809	$0	$0	$0	$261,809	0.00%
2	10	2.10 Provide Access to Career Technical Education Program center in grades 9 -12- Southern Regional Occupation Center (SCROC)	All	Yes	LEA-wide	Low Income	All Schools	2024-2027	$0	$650,986	$650,986	$0	$0	$0	$650,986	0.00%
2	11	2.11 Support for state and local mandated assessments testing	All	No				2024-2027	$0	$125,339	$125,339	$0	$0	$0	$125,339	0.00%
2	12	2.12 Proficiency in Instructional Technology	All	Yes	LEA-wide	Low Income	All Schools	2024-2027	$0	$976,553	$976,553	$0	$0	$0	$976,553	0.00%

2	13	Action 2.13 Expand Access to Instruction, Credit Recovery, and College Eligibility Opportunities for Credit-Deficient Students (LREBG)	All	No				2026-2027	$0	$249,562	$0	$249,562	$0	$0	$249,562	0.00%
2	14	Action 2.14 Accelerating Learning Through High-Dosage Tutoring and Academic Intervention (LREBG)	All	No				2026-2027	$0	$249,562	$0	$249,562	$0	$0	$249,562	0.00%
3	1	3.1 Social Emotional and Well-being School and Community Resources	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	2024-2027	$0	$2,855,829	$2,855,829	$0	$0	$0	$2,855,829	0.00%
3	2	3.2 Targeted Supports for Foster Youth, Low-Income/Students Experiencing Homelessness	All	Yes	LEA-wide	Low Income, Foster Youth	All Schools	2024-2027	$0	$294,984	$294,984	$0	$0	$0	$294,984	0.00%
3	3	3.3 Social Emotional Health and Wellness Center	All	Yes	LEA-wide	Low Income	All Schools	2024-2027	$0	$650,000	$650,000	$0	$0	$0	$650,000	0.00%
3	4	3.4 Additional Positive Behavior and Intervention supports	All	Yes	LEA-wide	Low Income	All Schools	2024-2027	$0	$1,673,417	$1,673,417	$0	$0	$0	$1,673,417	0.00%
3	5	3.5 Additional Engagement Supports and Parent Decision Making Opportunities	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	2024-2027	$0	$840,362	$840,362	$0	$0	$0	$840,362	0.00%
3	6	3.6 Student Engagement/Athletics	All	No				2024-2027	$0	$471,001	$235,501	$235,501	$0	$0	$471,001	0.00%
3	7	3.7 Meaningful School to Home Engagement	All	Yes	LEA-wide	Low Income	All Schools	2024-2027	$0	$83,123	$83,123	$0	$0	$0	$83,123	0.00%
3	8	3.8 Expanded School Health Services and Nursing Supports for Medically Complex Students (LREBG)	All	No				2026-2027	$0	$700,000	$0	$700,000	$0	$0	$700,000	0.00%
4	1	4.1 Implementing Inclusive Opportunities for Students in Special Day Classes (SDC)	All, Student with Disabilities (SWD)	No				2024-2027	$0	$150,000	$150,000	$0	$0	$0	$150,000	0.00%
4	2	4.2 Professional Development on the use of inclusive practices through universal design for learning(repeated expenditure,	All, Student with Disabilities (SWD)	No				2024-2025	$0	$25,000	$25,000	$0	$0	$0	$25,000	0.00%
4	3	4.3 General Education teachers collaboration with special education staff to provide support in the Least restrictive environment (LRE)	Student with Disabilities (SWD), All	No				2024-2027	$0	$100,000	$100,000	$0	$0	$0	$100,000	0.00%

4	4	4.4 Special Ed Instruction and Compliance(monitoring) Monitor the instructional practices and student outcomes for SWD	Student with Disabilities (SWD), All	No				2024-2027	$0	$11,747,334	$11,747,334	$0	$0	$0	$11,747,334	0.00%
5	1	5.1 Long Term English Learner and Newcomer Student Support	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	2024-2027	$0	$619,863	$619,863	$0	$0	$0	$619,863	0.00%
5	2	5.2 Enhanced Instructional Support	English learner (EL)	No				2024-2027	$0	$156,709	$10,000	$0	$0	$146,709	$156,709	0.00%
5	3	5.3 Student Engagement, Family Support, and Reclassification	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	2024-2027	$0	$93,000	$93,000	$0	$0	$0	$93,000	0.00%
5	4	5.4 Ongoing Progress Monitoring and Timely Support	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	2026-2027	$0	$94,964	$94,964	$0	$0	$0	$94,964	0.00%
6	1	6.1 Targeted Positive Behavior and Intervention supports at Inglewood Continuation	All	No				2024-2027	$0	$65,000	$0	$65,000	$0	$0	$65,000	0.00%
6	2	6.2 Increase student Attendance and Mobility at Inglewood Continuation	All	No				2024-2027	$0	$35,789	$0	$35,789	$0	$0	$35,789	0.00%
6	3	6.3 Evidence Based Interventions at Inglewood Continuation	All	No				2024-2027	$0	$26,000	$0	$26,000	$0	$0	$26,000	0.00%
6	4	6.4 Increase Student Social and Emotional Support at Inglewood Continuation	All	No				2024-2027	$0	$20,000	$0	$20,000	$0	$0	$20,000	0.00%
6	5	6.5 Expanding Course offering at Inglewood High School	All	No				2026-2027	$700,000	$0	$0	$700,000	$0	$0	$700,000	0.00%
6	6	6.6 Culture and Climate support for Inglewood High School	All	No				2026-2027	$0	$152,684	$0	$152,684	$0	$0	$152,684	0.00%
6	7	6.7 College & Industry Visits for Inglewood High School	All	No				2026-2027	$0	$174,842	$0	$174,842	$0	$0	$174,842	0.00%
6	8	6.8 Targeted Positive Behavior and Intervention Supports at Parent	All	No				2026-2027	$0	$35,000	$0	$35,000	$0	$0	$35,000	0.00%
6	9	6.9 Action 6.9 Increase student Attendance and Mobility at Parent	All	No				2026-2027	$0	$40,000	$0	$40,000	$0	$0	$40,000	0.00%
6	10	Action 6.10 Evidence Based Interventions at Parent	All	No				2026-2027	$0	$231,923	$0	$231,923	$0	$0	$231,923	0.00%

2026-2027 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$59,429,072.00	$26,301,547.00	44.26%	6.01%	50.27%	$29,978,321.40	0.00%	50.44%	**Total:**	$29,978,321.40
								LEA-wide Total:	$27,780,253.03
								Limited Total:	$2,198,068.37
								Schoolwide Total:	$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	3	1.3 Alternative Learning Model-Dual Immersion revised	Yes	Limited	Low Income	Specific Schools, Frank D. Parent & Woodworth-Monroe	$1,390,240.73	0.00%
1	4	1.4 Targeted Increased Services for Students.	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$1,824,633.80	0.00%
1	6	1.6 Additional Classroom Support	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$2,720,765.03	0.00%
1	7	1.7 Ensuring the implementation of Academic success and Wellbeing supports	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$1,893,896.71	0.00%
1	8	1.8 Monitoring of wraparound services	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$731,486.09	0.00%

2	1	2.1 Monitoring the District wide implementation of MTSS focusing on the effectiveness of Tier II and Tier II supports	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$3,146,557.73	0.00%
2	2	2.2 Differentiated Targeted Instructional Strategies for Low income and English Learner Students	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	$0.00	0.00%
2	3	2.3 Universal diagnostic tool to measure student progress to mastery of standards	Yes	LEA-wide	Low Income, English learner (EL)	All Schools	$364,210.17	0.00%
2	4	2.4 Academic Intervention support for Foster Youth and Low income Students	Yes	LEA-wide	Foster Youth, Low Income	All Schools	$3,573,800.08	0.00%
2	5	2.5 Access to Expand Learning Opportunities for Low income students	Yes	LEA-wide	Low Income	All Schools	$3,964,234.22	0.00%
2	6	2.6 College and Career Readiness K-12 AVID	Yes	LEA-wide	Low Income	All Schools	$110,000.00	0.00%
2	7	2.7 Provide Accessibility for College Prep tools and resources	Yes	LEA-wide	Low Income, English learner (EL), Foster Youth	All Schools	$712,400.00	0.00%
2	8	2.8 College and Career support	Yes	LEA-wide	Low Income	All Schools	$451,205.54	0.00%
2	9	2.9 Monitor access to CTE Program and services (TK-12)	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	$261,809.24	0.00%
2	10	2.10 Provide Access to Career Technical Education Program center in grades 9 -12- Southern Regional Occupation Center (SCROC)	Yes	LEA-wide	Low Income	All Schools	$650,986.00	0.00%
2	12	2.12 Proficiency in Instructional Technology	Yes	LEA-wide	Low Income	All Schools	$976,553.03	0.00%

3	1	3.1 Social Emotional and Well-being School and Community Resources	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	$2,855,829.22	0.00%
3	2	3.2 Targeted Supports for Foster Youth, Low-Income/Students Experiencing Homelessness	Yes	LEA-wide	Low Income, Foster Youth	All Schools	$294,984.00	0.00%
3	3	3.3 Social Emotional Health and Wellness Center	Yes	LEA-wide	Low Income	All Schools	$650,000.00	0.00%
3	4	3.4 Additional Positive Behavior and Intervention supports	Yes	LEA-wide	Low Income	All Schools	$1,673,417.38	0.00%
3	5	3.5 Additional Engagement Supports and Parent Decision Making Opportunities	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	$840,361.51	0.00%
3	7	3.7 Meaningful School to Home Engagement	Yes	LEA-wide	Low Income	All Schools	$83,123.28	0.00%
5	1	5.1 Long Term English Learner and Newcomer Student Support	Yes	Limited	English learner (EL)	All Schools	$619,863.17	0.00%
5	3	5.3 Student Engagement, Family Support, and Reclassification	Yes	Limited	English learner (EL)	All Schools	$93,000.00	0.00%
5	4	5.4 Ongoing Progress Monitoring and Timely Support	Yes	Limited	English learner (EL)	All Schools	$94,964.47	0.00%

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$92,090,918.00	$77,418,942.30

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Purchase of new and current standards based materials	No	$250,000.00	$560,000.00
1	2	Recruit and maintain highly qualified staff	No	$31,989,097.00	$27,030,066.00
1	3	1.3 Alternative Learning Model-Dual Immersion revised	Yes	$1,822,000.00	$1,337,841.00
1	4	1.4 Targeted Increased Services for Students.	Yes	$1,807,465.00	$1,542,452.73
1	5	1.5 Increase Employee Retention and Development	No	$142,223.00	$14,296.00
1	6	1.6 Additional Classroom Support	Yes	$4,606,112.00	$2,231,648.08
1	7	1.7 Ensuring the implementation of Academic success and Wellbeing supports	Yes	$1,829,472.00	$1,798,923.00
1	8	1.8 Monitoring of wraparound services	Yes	$785,067.00	$706,486.00
1	9	1.9 Plant and Maintenance Services	No	$7,197,212.00	$5,156,813.00
2	1	2.1 Monitoring the District wide implementation of MTSS focusing on the effectiveness of Tier II and Tier II supports	Yes	$5,456,367.00	$5,912,046.00
2	2	2.2 Differentiated Targeted Instructional Strategies for Low income and English Learner Students	Yes	$2,435,130.00	$2,291,465.00
2	3	2.3 Universal diagnostic tool to measure student progress to mastery of standards	Yes	$428,000.00	$360,000.00
2	4	2.4 Academic Intervention support for Foster Youth and Low income Students	Yes	$3,693,000.00	$840,276.00
2	5	2.5 Access to Expand Learning Opportunities for Low income students	Yes	$2,613,720.00	$2,544,626.00
2	6	2.6 College and Career	Yes	$325,000.00	$173,806.00

		Readiness K-12 AVID			
2	7	2.7 Provide Accessibility for College Prep tools and resources	Yes	$351,808.00	$300,482.00
2	8	2.8 College and Career support	Yes	$306,370.00	$482,085.00
2	9	2.9 Monitor access to CTE Program and services (TK-12)	Yes	$210,000.00	$164,768.00
2	10	2.10 Provide Access to Career Technical Education Program center in grades 9 - 12- Southern Regional Occupation Center (SCROC)	Yes	$550,000.00	$230,507.00
2	11	2.11 Support for state and local mandated assessments testing	No	$125,488.00	$125,339.00
2	12	2.12 Proficiency in Instructional Technology	Yes	$1,500,000.00	$1,119,057.00
3	1	3.1 Social Emotional and Well-being School and Community Resources	Yes	$1,468,386.00	$1,995,655.00
3	2	3.2 Targeted Supports for Foster Youth, Low-Income/Students Experiencing Homelessness	Yes	$196,432.00	$237,132.00
3	3	3.3 Social Emotional Health and Wellness Center	Yes	$100,000.00	$226,859.00
3	4	3.4 Additional Positive Behavior and Intervention supports	Yes	$1,735,961.00	$1,713,418.00
3	5	3.5 Additional Engagement Supports and Parent Decision Making Opportunities	Yes	$1,049,462.00	$1,194,512.00
3	6	3.6 Student Engagement/Athletics	No	$118,517.00	$247,296.00
3	7	3.7 Meaningful School to Home Engagement	Yes	$256,678.00	$129,198.00
4	1	4.1 Implementing Inclusive Opportunities for Students in Special Day Classes (SDC)	No	$150,000.00	$0.00
4	2	4.2 Professional Development on the use of	No	$25,000.00	$8,049.00

		inclusive practices through universal design for learning (repeated expenditure,			
4	3	4.3 General Education teachers collaboration with special education staff to provide support in the Least restrictive environment (LRE)	No	$100,000.00	$0.00
4	4	4.4 Special Ed Instruction and Compliance(monitoring) Monitor the instructional practices and student outcomes for SWD	No	$14,698,018.00	$13,447,460.00
5	1	5.1 Long Term English Learner and Newcomer Student Support	Yes	$857,708.00	$857,758.00
5	2	5.2 Student Recognition & Interdisciplinary Showcases	No	$10,000.00	$5,000.00
5	3	5.3 Tier I Instruction & Professional Development	No	$15,000.00	$14,135.00
5	4	5.4 Primary Language Support	No	$732,375.00	$530,991.00
5	5	5.5 Supplemental Professional Development	No	$140,000.00	$139,773.00
5	6	5.6 Parental Engagement	No	$10,000.00	$0.00
5	7	5.7 EL Program support	No	$96,242.00	$99,264.00
6	1	6.1 Targeted Positive Behavior and Intervention supports at ICHS	No	$40,000.00	$35,895.00
6	2	6.2 Increase student Attendance and Mobility at ICHS	No	$36,836.00	$83,408.00
6	3	6.3 Evidence Based Interventions at ICHS	No	$20,000.00	$0.00
6	4	6.4 Increase Student Social and Emotional Support at ICHS	No	$20,000.00	$0.00
6	5	6.5 Expanding Course offering at Inglewood High School	No	$672,684.00	$485,064.00
6	6	6.6 Culture and Climate support for Inglewood High School	No	$175,000.00	$131,320.00

6	7	6.7 College & Industry Visits for Inglewood High School	No	$20,000.00	$17,900.00
6	8	6.8 Targeted Positive Behavior and Intervention Supports at Woodworth Monroe	No	$307,696.00	$182,377.00
6	9	6.9 Increase student Attendance and Mobility at Woodworth Monroe	No	$307,696.00	$80,648.00
6	10	6.10 Evidence Based Interventions at Woodworth Monroe	No	$307,696.00	$632,847.49

2025-2026 Contributing Actions Annual Update Table

6.Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount):	4.Total Planned Contributing Expenditures (LCFF Funds)	7.Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5.Total Planned Percentage of Improved Services (%)	8.Total Estimated Actual Percentage of Improved Services(%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$26,562,449.00	$34,384,138.00	$26,099,535.73	$8,284,602.27	0.00%	0.00%	0.00% - No Difference

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
1	3	1.3 Alternative Learning Model-Dual Immersion revised	Yes	$1,822,000.00	$1,337,841.00	0.00%	0.00%
1	4	1.4 Targeted Increased Services for Students.	Yes	$1,807,465.00	$1,542,452.73	0.00%	0.00%
1	6	1.6 Additional Classroom Support	Yes	$4,606,112.00	$2,231,648.00	0.00%	0.00%

1	7	1.7 Ensuring the implementation of Academic success and Wellbeing supports	Yes	$1,829,472.00	$1,798,923.00	0.00%	0.00%
1	8	1.8 Monitoring of wraparound services	Yes	$785,067.00	$706,486.00	0.00%	0.00%
2	1	2.1 Monitoring the District wide implementation of MTSS focusing on the effectiveness of Tier II and Tier II supports	Yes	$5,456,367.00	$5,912,046.00	0.00%	0.00%
2	2	2.2 Differentiated Targeted Instructional Strategies for Low income and English Learner Students	Yes	$2,435,130.00	$0.00	0.00%	0.00%
2	3	2.3 Universal diagnostic tool to measure student progress to mastery of standards	Yes	$428,000.00	$360,000.00	0.00%	0.00%
2	4	2.4 Academic Intervention support for Foster Youth and Low income Students	Yes	$3,693,000.00	$840,276.00	0.00%	0.00%
2	5	2.5 Access to Expand Learning Opportunities for Low income students	Yes	$2,613,720.00	$2,544,626.00	0.00%	0.00%
2	6	2.6 College and Career Readiness K-12 AVID	Yes	$325,000.00	$173,806.00	0.00%	0.00%
2	7	2.7 Provide Accessibility for College Prep tools and resources	Yes	$351,808.00	$300,482.00	0.00%	0.00%
2	8	2.8 College and Career support	Yes	$306,370.00	$482,085.00	0.00%	0.00%
2	9	2.9 Monitor access to CTE Program and services (TK-12)	Yes	$210,000.00	$164,768.00	0.00%	0.00%
2	10	2.10 Provide Access to Career Technical Education Program center in grades 9 - 12- Southern Regional Occupation Center (SCROC)	Yes	$550,000.00	$230,507.00	0.00%	0.00%
2	12	2.12 Proficiency in Instructional Technology	Yes	$1,500,000.00	$1,119,057.00	0.00%	0.00%
3	1	3.1 Social Emotional and Well-being School and Community Resources	Yes	$1,468,386.00	$1,995,655.00	0.00%	0.00%

3	2	3.2 Targeted Supports for Foster Youth, Low-Income/Students Experiencing Homelessness	Yes	$196,432.00	$237,132.00	0.00%	0.00%
3	3	3.3 Social Emotional Health and Wellness Center	Yes	$100,000.00	$226,859.00	0.00%	0.00%
3	4	3.4 Additional Positive Behavior and Intervention supports	Yes	$1,735,961.00	$1,713,418.00	0.00%	0.00%
3	5	3.5 Additional Engagement Supports and Parent Decision Making Opportunities	Yes	$1,049,462.00	$1,194,512.00	0.00%	0.00%
3	7	3.7 Meaningful School to Home Engagement	Yes	$256,678.00	$129,198.00	0.00%	0.00%
5	1	5.1 Long Term English Learner and Newcomer Student Support	Yes	$857,708.00	$857,758.00	0.00%	0.00%

2025-2026 LCFF Carryover Table

9.Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8.Total Estimated Actual Percentage of Improved Services(%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover – Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover – Percentage (12 divided by 9)
$61,344,000.00	$26,562,449.00	5.26%	48.56%	$26,099,535.73	0.00%	42.55%	$3,686,774.40	6.01%

Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	$2,376,340.95	$177,251.34	$146,709.04	$0.00	$0.00	$0.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	1.1 Purchase of new and current standards based materials	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$500,000.00
1	2	1.2 Recruit and maintain highly qualified staff	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$25,447,940.00
1	3	1.3 Alternative Learning Model-Dual Immersion revised	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,390,240.73
1	4	1.4 Targeted Increased Services for Students.	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,824,633.80
1	5	1.5 Increase Employee Retention and Development	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$142,223.00

1	6	1.6 Additional Classroom Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,720,765.03
1	7	1.7 Ensuring the implementation of Academic success and Wellbeing supports	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,893,896.71
1	8	1.8 Monitoring of wraparound services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$731,486.09
1	9	1.9 Plant and Maintenance Services	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$7,550,550.00
2	1	2.1 Monitoring the District wide implementation of MTSS focusing on the effectiveness of Tier II and Tier II supports	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,146,557.73
2	2	2.2 Differentiated Targeted Instructional Strategies for Low income and English Learner Students	$2,376,340.95	$177,251.34	$0.00	$0.00	$0.00	$0.00	$2,553,592.29
2	3	2.3 Universal diagnostic tool to measure student progress to mastery of standards	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$364,210.17
2	4	2.4 Academic Intervention support for Foster Youth and Low income Students	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,573,800.08
2	5	2.5 Access to Expand Learning Opportunities for Low income students	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$3,964,234.22
2	6	2.6 College and Career Readiness K-12 AVID	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$110,000.00
2	7	2.7 Provide	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$712,400.00

		Accessibility for College Prep tools and resources							
2	8	2.8 College and Career support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$451,205.54
2	9	2.9 Monitor access to CTE Program and services (TK-12)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$261,809.24
2	10	2.10 Provide Access to Career Technical Education Program center in grades 9 - 12- Southern Regional Occupation Center (SCROC)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$650,986.00
2	11	2.11 Support for state and local mandated assessments testing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$125,339.00
2	12	2.12 Proficiency in Instructional Technology	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$976,553.03
3	1	3.1 Social Emotional and Well-being School and Community Resources	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$2,855,829.22
3	2	3.2 Targeted Supports for Foster Youth, Low-Income/Students Experiencing Homelessness	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$294,984.00
3	3	3.3 Social Emotional Health and Wellness Center	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$650,000.00
3	4	3.4 Additional Positive Behavior and Intervention supports	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$1,673,417.38
3	5	3.5 Additional	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$840,361.51

		Engagement Supports and Parent Decision Making Opportunities							
3	6	3.6 Student Engagement/Athletics	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$471,001.00
3	7	3.7 Meaningful School to Home Engagement	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$83,123.28
4	1	4.1 Implementing Inclusive Opportunities for Students in Special Day Classes (SDC)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$150,000.00
4	2	4.2 Professional Development on the use of inclusive practices through universal design for learning(repeated expenditure,	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$25,000.00
4	3	4.3 General Education teachers collaboration with special education staff to provide support in the Least restrictive environment (LRE)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$100,000.00
4	4	4.4 Special Ed Instruction and Compliance (monitoring) Monitor the instructional practices and student outcomes for SWD	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$11,747,334.00
5	1	5.1 Long Term English Learner and Newcomer Student Support	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$619,863.17
5	2	5.2 Enhanced Instructional	$0.00	$0.00	$146,709.04	$0.00	$0.00	$0.00	$156,709.04

		Support							
5	3	5.3 Student Engagement, Family Support, and Reclassification	$0.00	$0.00		$0.00	$0.00	$0.00	$93,000.00
5	4	5.4 Ongoing Progress Monitoring and Timely Support		$0.00	$0.00	$0.00	$0.00	$0.00	$94,964.47
6	1	6.1 Targeted Positive Behavior and Intervention supports at Inglewood Continuation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$65,000.00
6	2	6.2 Increase student Attendance and Mobility at Inglewood Continuation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$35,789.00
6	3	6.3 Evidence Based Interventions at Inglewood Continuation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$26,000.00
6	4	6.4 Increase Student Social and Emotional Support at Inglewood Continuation	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$20,000.00
6	5	6.5 Expanding Course offering at Inglewood High School	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$700,000.00
6	6	6.6 Culture and Climate support for Inglewood High School	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$152,684.00
6	7	6.7 College & Industry Visits for Inglewood High School	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$174,842.00
6	8	6.8 Targeted Positive Behavior and Intervention	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$35,000.00

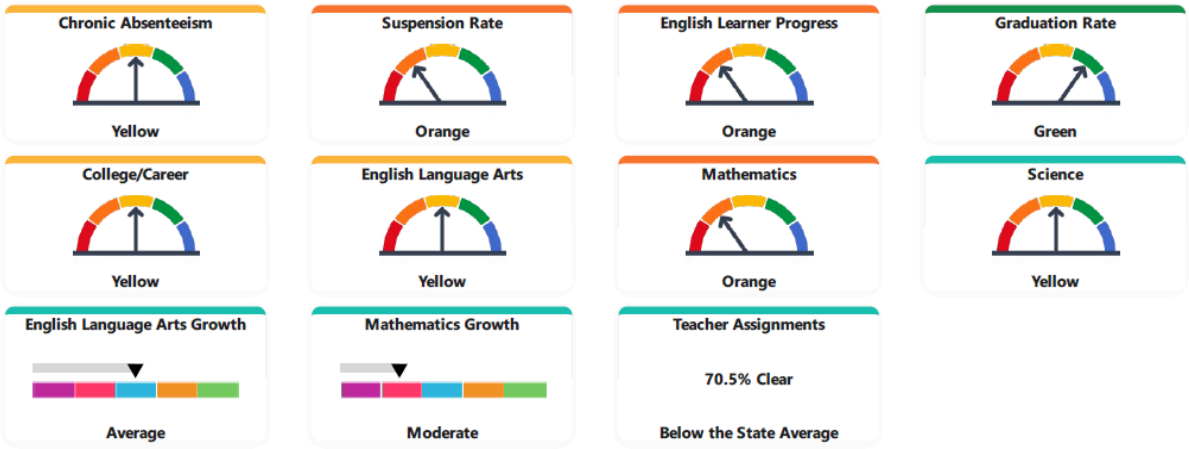
		Supports at Parent							
6	9	6.9 Action 6.9 Increase student Attendance and Mobility at Parent	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$40,000.00
6	10	Action 6.10 Evidence Based Interventions at Parent	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$231,923.00

Appendix B

CALIFORNIA DASHBOARD
Inglewood Unified School District



Lowest Performance — Highest Performance



Legend	
Chart	Definition
Dashboard Comparison	*Means; Numerically insignificant or there are no students in this subgroup.
Inglewood Unified School District Dashboard Red List	*Means: No subgroups are red in this indicator Subgroup in the low performing

Appendix C

Dashboard Comparison by Year and Subgroup

IUSD	Chronic Absenteeism		Suspension		EL Progress		Graduation Rate		College/Career		ELA		Math		Science
District-wide	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2025
African American					*	*									
American Indian					*	*	*	*	*	*	*	*	*	*	*
Asian					*	*	*	*	*	*	*	*	*	*	*
English Learners															
Filipino	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Foster Youth					*	*	*	*	*	*					*
Hispanic															
Homeless					*	*	*	*	*	*					
Long-Term English Learners															
Pacific Islander					*	*	*	*	*	*	*	*	*	*	*
Socioeconomically Disadvantaged					*	*									
Students with Disabilities					*	*									
Two or more Races					*	*	*	*	*	*	*	*	*	*	*
White					*	*	*	*	*	*	*	*	*	*	*

Bennett Kew	Chronic Absenteeism		Suspension		EL Progress		ELA		Math		Science
School-wide	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2025
African American					*	*					*
American Indian	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
English Learners											*
Filipino	*	*	*	*	*	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*	*	*	*	*	*
Hispanic					*	*					
Homeless	*	*	*	*	*	*	*	*	*	*	*
Long-Term English Learners	*	*	*	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
Socioeconomically Disadvantaged					*	*					
Students with Disabilities					*	*					*
Two or more Races	*	*	*	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*	*	*	*

Centinela	Chronic Absenteeism		Suspension		EL Progress		ELA		Math		Science
School-wide	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2025
African American					*	*					*
American Indian	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
English Learners											
Filipino	*	*	*	*	*	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*	*	*	*	*	*
Hispanic					*	*					
Homeless	*	*	*	*	*	*	*	*	*	*	*
Long-Term English Learners					*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
Socioeconomically Disadvantaged					*	*					
Students with Disabilities					*	*					*
Two or more Races	*	*	*	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*	*	*	*

City Honors	Suspension		EL Progress		Graduation Rate		College/Career		ELA		Math		Science
School wide	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2025
African American			*	*									
American Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*
English Learners	*	*	*	*	*	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic			*	*	*	*	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*	*	*	*	*	*	*
Long-Term English Learners	*	*	*	*	*	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Socioeconomically Disadvantaged			*	*									
Students with Disabilities	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more Races	*	*	*	*	*	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*	*	*	*	*	*

ICHS	Suspension		EL Progress		Graduation Rate		College/Career		ELA		Math		Science
School wide	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2025
African American			*	*	*	*	*	*	*	*	*	*	*
American Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*
English Learners			*	*	*	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic			*	*	*	*	*	*	*	*	*	*	*
Homeless	*	*	*	*	*	*	*	*	*	*	*	*	*
Long-Term English Learners	*	*	*	*	*	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Socioeconomically Disadvantaged			*	*	*	*	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more Races	*	*	*	*	*	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*	*	*	*	*	*

IHS	Suspension		EL Progress		Graduation Rate		College/Career		ELA		Math		Science
School wide	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2025
African American			*	*									
American Indian	*	*	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*	*	*
English Learners													
Filipino	*	*	*	*	*	*	*	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*	*	*	*	*	*	*	*
Hispanic			*	*									
Homeless	*		*	*	*	*	*	*	*	*	*	*	*
Long-Term English Learners										*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*
Socioeconomically Disadvantaged			*	*									
Students with Disabilities			*	*						*		*	*
Two or more Races	*	*	*	*	*	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*	*	*	*	*	*

Kelso	Chronic Absenteeism		Suspension		EL Progress		ELA		Math		Science
School wide	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2025
African American					*	*					*
American Indian	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
English Learners											*
Filipino	*	*	*	*	*	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*	*	*	*	*	*
Hispanic					*	*					*
Homeless	*	*	*	*	*	*	*	*	*	*	*
Long-Term English Learners	*	*	*	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
Socioeconomically Disadvantaged					*	*					
Students with Disabilities					*	*					*
Two or more Races	*	*	*	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*	*	*	*

Latijera	Chronic Absenteeism		Suspension		EL Progress		ELA		Math		Science
School wide	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2025
African American					*	*					
American Indian	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
English Learners											*
Filipino	*	*	*	*	*	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*	*	*	*	*	*
Hispanic											
Homeless	*	*	*	*	*	*	*	*	*	*	*
Long-Term English Learners	*	*	*	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
Socioeconomically Disadvantaged					*	*					
Students with Disabilities					*	*					*
Two or more Races					*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*	*	*	*

Oak	Chronic Absenteeism		Suspension		EL Progress		ELA		Math		Science
School wide	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2025
African American					*	*	*	*	*	*	*
American Indian	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
English Learners											*
Filipino	*	*	*	*	*	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*	*	*	*	*	*
Hispanic					*	*					
Homeless	*	*	*	*	*	*	*	*	*	*	*
Long-Term English Learners	*	*	*	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
Socioeconomically Disadvantaged					*	*					*
Students with Disabilities					*	*					
Two or more Races	*	*	*	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*	*	*	*

Parent	Chronic Absenteeism		Suspension		EL Progress		ELA		Math		Science
School wide	2024	2025	2024	2025	2024	2054	2024	2025	2024	2025	2025
African American					*	*					*
American Indian	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
English Learners	*	*	*	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*	*	*	*	*	*
Hispanic					*	*					*
Homeless	*	*	*	*	*	*	*	*	*	*	*
Long-Term English Learners	*	*	*	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
Socioeconomically Disadvantaged					*	*					
Students with Disabilities					*	*	*	*	*	*	*
Two or more Races	*	*	*	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*	*	*	*

Payne	Chronic Absenteeism		Suspension		EL Progress		ELA		Math		Science
School-wide	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2025
African American					*	*					*
American Indian	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
English Learners											
Filipino	*	*	*	*	*	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*	*	*	*	*	*
Hispanic					*	*					
Homeless	*	*	*		*	*	*	*	*	*	*
Long-Term English Learners		*		*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
Socioeconomically Disadvantaged					*	*					
Students with Disabilities					*	*					*
Two or more Races	*	*	*	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*	*	*	*

Woodworth-Monroe	Chronic Absenteeism		Suspension		EL Progress		ELA		Math		Science
School wide	2024	2025	2024	2025	2024	2025	2024	2025	2024	2025	2025
African American					*	*					
American Indian	*	*	*	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*	*	*	*
English Learners											
Filipino	*	*	*	*	*	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*	*	*	*	*	*
Hispanic					*	*					
Homeless	*	*	*	*	*	*	*	*	*	*	*
Long-Term English Learners											*
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*
Socioeconomically Disadvantaged					*	*					
Students with Disabilities					*	*					
Two or more Races	*	*	*	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*	*	*	*

2025-2026 Inglewood Unified School District Dashboard Red List

Lowest Performing (Red) Subgroups by Year & State Indicator

	School	English	Math	English Learners	Chronic Absenteeism	Suspension	Graduation Rate	College and Career
2025	**Inglewood Unified School District**	Homeless	English Learners, Hispanic, Homeless, Long-Term English Learners,	*	Asian, Foster	African American, Foster, Homeless, Long-Term English Learners, Socioeconomically Disadvantaged, Student with Disabilities	*	*
2024		African American, English Learners, Long-Term English Learners, Socioeconomically Disadvantaged, Student with Disabilities	**District Wide** African American, Hispanic, Socioeconmically Disadvantaged	*	African American, Asian, Foster Youth, Pacific Islander, White	*	English Learners	African American, English Leaners, Long-Term English Learner, Students with disabilities,
2023		African American, English Learners, Foster Youth	**District Wide** African American, English Learners Hispanic, Socioeconmically Disadvantaged	*	**District Wide** African American Hispanic, Homeless, Socioeconomically Disadvantaged, Student with Disabilities Two or more Races	Homeless	English Learners, Hispanic, Homeless	African American,Homeles, Students with disabilities,
2025	**Bennett Kew**	*	*	*	*	*	[redacted]	[redacted]
2024		English Learners, Student with Disabilities	*	*	**School-Wide**, Hispanic, Socioeconmically Disadvantaged, Student with Disabilities	*		
2023		English Learners	English Learners, Hispanic, Socioeconmically Disadvantaged	*	*	**School-Wide** Socioeconmically Disadvantaged		
2025	**Centinela**	*	*	*	*	African American		
2024		English Learners	African American, Student with Disabilities	*	*	*		
2023		African American	African American	*	**School-Wide** English Learners, Students with disabilities, Hispanic, Socioeconmically Disadvantaged	*		

2025-2026 Inglewood Unified School District Dashboard Red List

Lowest Performing (Red) Subgroups by Year & State Indicator

	School	English	Math	English Learners	Chronic Absenteeism	Suspension	Graduation Rate	College and Career
2025	**City Honors**	*	*	*		*	*	
2024		*	*	*		*	*	*
2023		*	*	*		*	*	*
2025	**Inglewood**	**School-Wide** English Learners, Hispanic, Socioeconomically Disadvantaged	**School-Wide** English Learners, Hispanic	*		African American	*	*
2024		Students with disabilities	*	*		African American	*	African American, English Learners,LongTerm English Learners,
2023		**School-Wide** African American, English Learners, Hispanic, Socioeconomically Disadvantaged	**School-Wide** African American, English Learners, Hispanic, Socioeconmically Disadvantaged	**School-Wide** English Learners		**School-Wide** African American, Socioeconmically Disadvantaged	School Wide	African American, English Learners, Students with disabilities,
2025	**ICHS**	*	*	*		*	*	*
2024		*	*	*		*	*	*
2023		*	*	*		*	*	School Wide , Socioeconmically Disadvantaged
2025		English Learners, Hispanic	**School-Wide** African American, English Learners, Hispanic, Socioeconmically Disadvantaged Students with disabilities,	English Learners	*	**School-Wide** African American, Hispanic, Socioeconmically Disadvantaged Students with disabilities		

2025-2026 Inglewood Unified School District Dashboard Red List

Lowest Performing (Red) Subgroups by Year & State Indicator

	School	English	Math	English Learners	Chronic Absenteeism	Suspension	Graduation Rate	College and Career
2024	**Kelso**	**School-Wide** African American, English Learners, Students with disabilities, Hispanic, Socioeconmically Disadvantaged	**School-Wide** African American, Hispanic, Students with disabilities, Socioeconmically Disadvantaged	*	Afican American	*		
2023		**School-Wide** African American, English Learners, Students with disabilities, Hispanic, Socioeconmically Disadvantaged	**School-Wide** African American, English Learners, Students with disabilities, Socioeconmically Disadvantaged	*	Students with disabilities	Students with disabilities		
2025	**LaTijera**	*	*	English Learners	African American, Student with disabilities	*		
2024		*	English Learners, Students with disabilities	*	**School-Wide** African American, English Learners,Students with disabilities, Hispanic, Socioeconmically Disadvantaged	**School-Wide** African American,Students with disabilities, Hispanic, Socioeconmically Disadvantaged		
2023		Students with disabilities	Students with disabilities	**School-Wide** English Learners	**School-Wide** African American, English Learners,Students with disabilities, Hispanic, Socioeconmically Disadvantaged	Students with disabilities		
2025	**Oak**	English Learners	**School-Wide** English Learners, Students with disabilities, Hispanic, Socioeconmically Disadvantaged	*	*	**School-Wide** Students with disabilities		
2024		*	*	*	*	*		
2023		English Learners,Students with disabilities	**School-Wide** English Learners, Students with disabilities, Hispanic, Socioeconmically Disadvantaged	**School-Wide** English Learners	**School-Wide** Hispanic, Socioeconmically Disadvantaged	African American		
2025		*	*	*	**School-Wide** African American, Hispanic, Socioeconmically Disadvantaged	Hispanic, Socioeconmically Disadvantaged		

2025-2026 Inglewood Unified School District Dashboard Red List

Lowest Performing (Red) Subgroups by Year & State Indicator

	School	English	Math	English Learners	Chronic Absenteeism	Suspension	Graduation Rate	College and Career
2024	**Parent**	*	*	*	*	Students with disabilities	[redacted]	[redacted]
2023		*	**School-Wide** African American, Hispanic, Socioeconmically Disadvantaged	*	**School-Wide** African American, Socioeconmically Disadvantaged	**School-Wide** African American, Socioeconmically Disadvantaged		
2025	**Payne**	Students with disabilities	**School-wide** English Learners, Hispanic, Socioeconmically Disadvantaged, Students with disabilities	*	*	**School-wide** Hispanic, Homeless, Socioeconmically Disadvantaged, Students with disabilities		
2024		English Learners, Hispanic, Socioeconmically Disadvantaged, Students with disabilities	*	*	African American, Lonterm English Learners	*		
2023		English Learners, Hispanic	African American, Socioeconmically Disadvantaged	*	Hispanic, Socioeconmically Disadvantaged	Students with disabilities		
2025	**Woodworth**	*	Hispanic, Long-Term English Learner	School Wide	*	**School-Wide** African American Long-Term English Learners, Students with disabilities, Socioeconmically Disadvantaged		
2024		**School-Wide** African American English Learners, Students with disabilities, Hispanic, Socioeconmically Disadvantaged	**School-Wide** African American English Learners, Students with disabilities, Hispanic, Socioeconmically Disadvantaged	School Wide English Learners,	African American, English Learners, Students with disabilities	*		
2023		English Learners	English Learners	*	*	*		

Note the LCAP includes data from the 2023-2025. During this time the follow schools were open

Closed Schools	
Crozier	Morningside
Highland	Worthington
Hudnall	

Glossary of Acronyms and Terms

Term	Definition
A-G	The 15-course sequence (a-g subject requirements) required for admission to UC/CSU.
ADA	Average Daily Attendance.
AP	Advanced Placement (college-level courses/exams for high school students).
AVID	Advancement Via Individual Determination — a college-readiness program/elective.
BCBA	Board Certified Behavior Analyst.
CA Dashboard	California School Dashboard, the state's school/district accountability reporting tool.
CAA	California Alternate Assessment, for students with the most significant cognitive disabilities.
CAASPP	California Assessment of Student Performance and Progress (statewide ELA/Math testing).
CAST	California Science Test.
CCEE	California Collaborative for Educational Excellence.
CCI	College/Career Indicator, a State Dashboard measure of college/career readiness.
CSA	California Spanish Assessment (biliteracy proficiency measure).
CTE	Career Technical Education.
CWA	Child Welfare and Attendance.
DELAC	District English Learner Advisory Committee.
DIBELS	Dynamic Indicators of Basic Early Literacy Skills, an early-reading assessment.
DPAC	District Parent Advisory Committee.
EAP	Early Assessment Program, indicating college readiness in ELA/Math.
EL	English Learner.

Term	Definition
ELAC	English Learner Advisory Committee (school-site).
ELPAC	English Language Proficiency Assessments for California.
ELPI	English Learner Progress Indicator (State Dashboard measure).
FDP	Frank D. Parent School (Equity Multiplier site, new for 2026-27).
FIT	Facility Inspection Tool, used for the annual Williams Act facilities review.
Fully Implemented	All components are in place and functioning as intended. The process or program is executed consistently and thoroughly.
FY	Foster Youth.
GATE	Gifted and Talented Education.
HBCU	Historically Black Colleges and Universities.
Highly Effective	Consistently exceeds expectations. Strong evidence of sustained impact, measurable outcomes, and innovative or exemplary practices. Practices are well-documented and replicable.
i-Ready	A diagnostic and instructional platform for reading and math.
ICHS	Inglewood Continuation High School.
IEP	Individualized Education Program.
IHP	Individualized Health Plan.
IHS	Inglewood High School.
Ineffective	Fails to meet expectations. Little or no evidence of positive outcomes. Lacks implementation fidelity, alignment, or demonstrated results.
LCAP	Local Control Accountability Plan.
LCFF	Local Control Funding Formula, California's K-12 school funding system.
LCSW	Licensed Clinical Social Worker.

Term	Definition
LRE	Least Restrictive Environment, the special education placement principle.
LREBG	Learning Recovery Emergency Block Grant.
LTEL	Long-Term English Learner.
Met	The target has been fully achieved or surpassed. Results are aligned with the intended metric goal.
MHS	Morningside High School.
Minimally Implemented	Very few components are in place; implementation is superficial, irregular, or not sustained.
Moderately Effective	Meets expectations. Produces clear, positive outcomes. Evidence of impact is consistent, though opportunities for improvement remain.
MSW	Master of Social Work (social work intern/staff credential).
MTSS	Multi-Tiered System of Support (Tier I/II/III instructional and behavioral framework).
Naviance	A college and career readiness planning platform.
No Progress	Efforts have been made, but there is no measurable change or improvement toward the goal.
Not Met	The target was not achieved, and no steps were taken or no evidence of effort exists.
ParentSquare	A school-to-home family communication and engagement platform.
Partially Effective	Partially meets expectations. Some positive outcomes are evident, but implementation or impact is inconsistent. Gaps in execution or results are noticeable.
Partially Implemented	Some components are implemented, but gaps or inconsistencies are evident. Process is in progress but not fully operational.
PBIS	Positive Behavioral Interventions and Supports.
PD	Professional Development.
PLC	Professional Learning Community.
Progressing	The target has not yet been fully met, but measurable and meaningful progress toward the goal is evident.

Term	Definition
SARB	School Attendance Review Board.
SCROC	South Coast Regional Occupational Center (regional CTE campus).
SDC	Special Day Class.
Section 504	Federal civil rights law requiring accommodations for students with disabilities.
SEIS	Special Education Information System, used for IEP documentation/compliance.
SEL	Social-Emotional Learning.
SELPA	Special Education Local Plan Area.
SSC	School Site Council.
SSPSS	School Site Program Support Specialist.
STAR (Renaissance)	Renaissance Star Assessments, a reading/math progress-monitoring tool.
SWD	Students with Disabilities.
TK	Transitional Kindergarten.
TOSA	Teacher on Special Assignment.
UDL	Universal Design for Learning.
Williams Act	California legislation ensuring equitable access to instructional materials, safe facilities, and qualified teachers.
WM	Woodworth-Monroe (former Equity Multiplier site, retiring from Goal 6 in 2026-27).

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners 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 the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners 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 tool for engaging educational partners.

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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 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 and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is 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 target 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 students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners 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 must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners 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 must 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. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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 educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion 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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.
    - 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 educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***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.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated 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).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's 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).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- 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 transitional kindergarten through grade five), 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."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **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.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).