

# LCFF Budget Overview for Parents

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

CDS Code: 19-64634-0000000

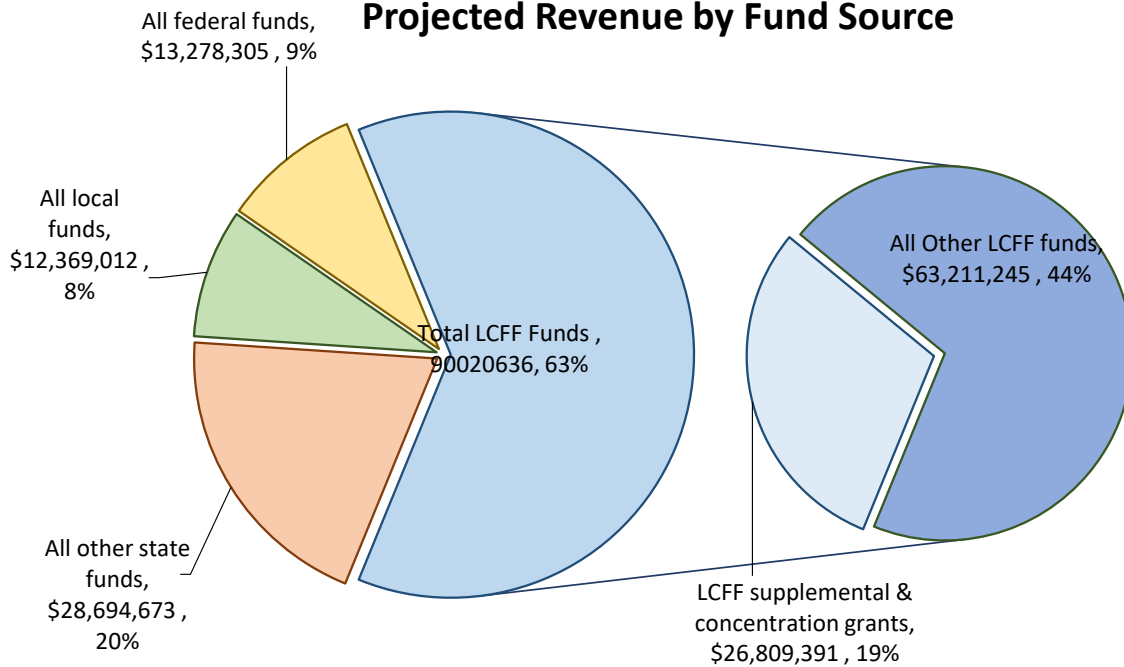
School Year: 2025-26

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).

## Budget Overview for the 2025-26 School Year

### Projected Revenue by Fund Source

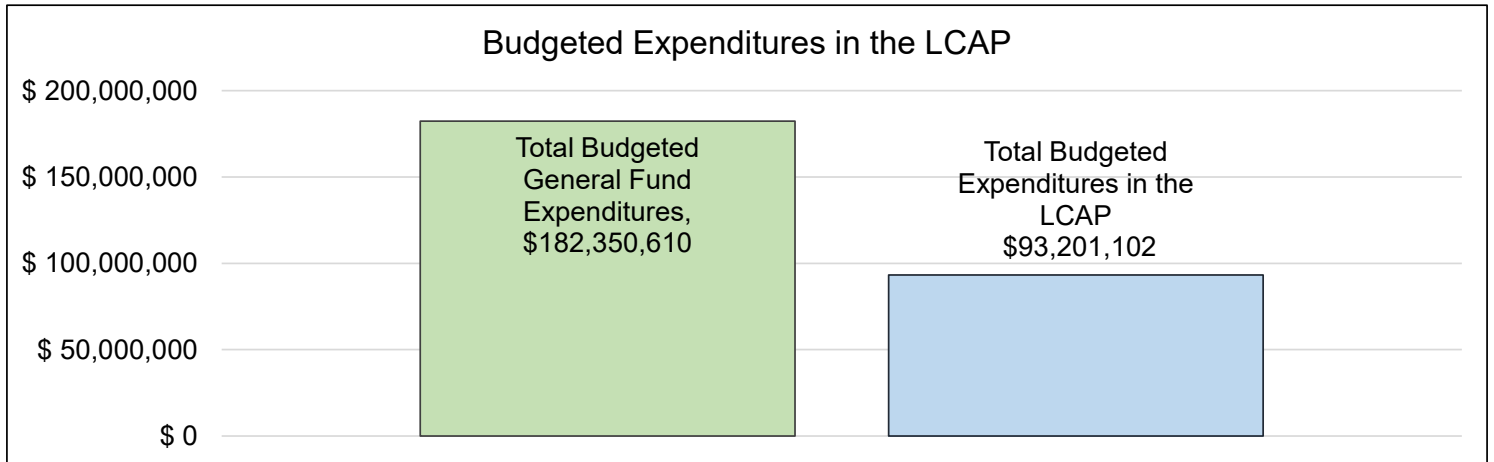


This chart shows the total general purpose revenue Inglewood Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Inglewood Unified School District is \$144,362,626.00, of which \$90,020,636.00 is Local Control Funding Formula (LCFF), \$28,694,673.00 is other state funds, \$12,369,012.00 is local funds, and \$13,278,305.00 is federal funds. Of the \$90,020,636.00 in LCFF Funds, \$26,809,391.00 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 2025-26. 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 \$182,350,610.00 for the 2025-26 school year. Of that amount, \$93,201,102.00 is tied to actions/services in the LCAP and \$89,149,508.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

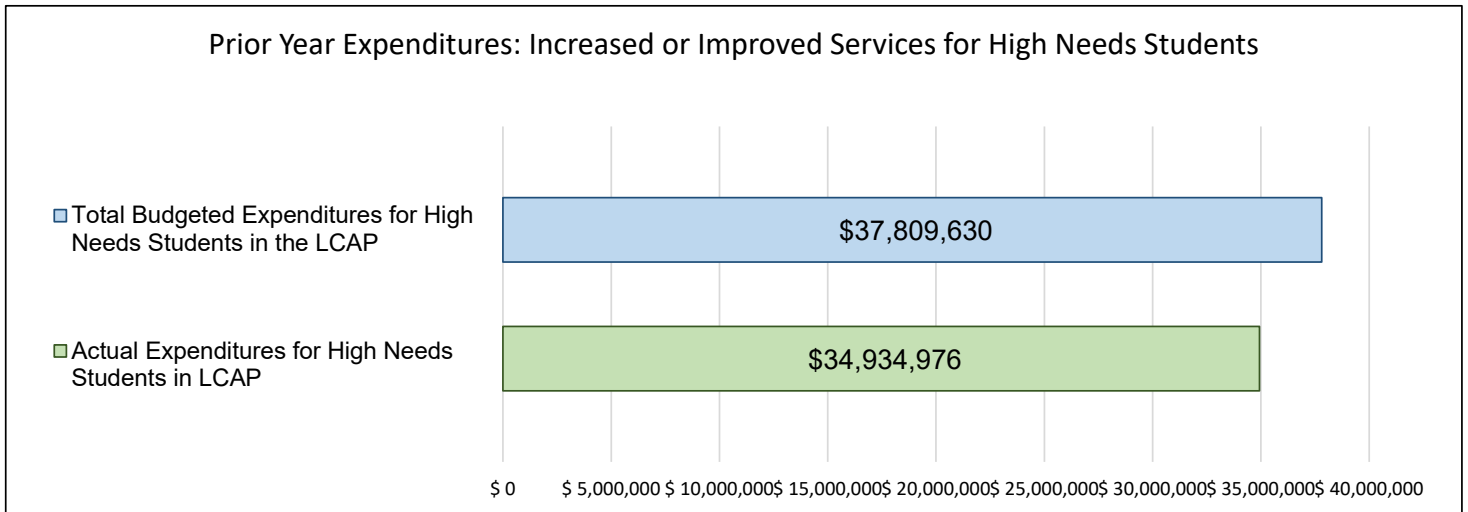
State loan repayment, property and liability insurance, LACOE support positions, settlements, legal costs, audit fees, utilities, maintenance and other operational costs, and administrative costs (fiscal services, human services, and business services). \* For reference, these figures do not include 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 2025-26 School Year

In 2025-26, Inglewood Unified School District is projecting it will receive \$26,809,391.00 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 \$34,384,138.00 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 2024-25



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 2024-25, Inglewood Unified School District's LCAP budgeted \$37,809,630.00 for planned actions to increase or improve services for high needs students. Inglewood Unified School District actually spent \$34,934,976.00 for actions to increase or improve services for high needs students in 2024-25. The difference between the budgeted and actual expenditures of \$2,874,654.00 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 2025-2026

### 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 (2024–2025 AERIES Data)

Total Enrollment: 6,524 students

Ethnic Composition:  
-Hispanic/Latino: 63%  
-African American: 32%  
-Other (White, American Indian, Asian, Pacific Islander, Filipino, Multi-Ethnic): 5%

Student Subgroups:  
-English Learners: 25.2%

- Foster Youth: 1.8%
- Homeless Youth: 2.4%
- Students with Disabilities: 13.2%
- Socioeconomically Disadvantaged: 80.8%

## IUSD School 2025-2026

### TK-8 Schools

- Bennett-Kew P–8 Leadership Academy of Excellence
- Centinela UTK-8 School
- Kelso UTK–8 School
- La Tijera Academy of Excellence UTK–8 Charter School (Dependent Charter)
- Oak Street UTK–8 School
- Beulah Payne P–8 STEAM Academy
- Frank D. Parent UTK–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
- Irvine 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 will undergo 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 will relocate 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. As part of a significant restructuring, Inglewood High School and Morningside High School will merge to form a single comprehensive high school. In addition to these changes, Highland Elementary and Hudnall Elementary will permanently close. 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 2025–2026 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, Morningside High School, and Woodworth-Monroe UTK–8. As part of the district's ongoing efforts to streamline resources and strengthen academic support, Inglewood High School and Morningside High School will merge into a single comprehensive high school. The newly unified school will retain the Inglewood High School name, while the Morningside name will be retired. Consequently, funding and actions specifically tied to Morningside High School under the Equity Multiplier program will sunset at the end of the 2024–2025 school year. In addition to these changes, a new school has been added to the Equity Multiplier list for 2025–2026, accompanied by a new goal and set of actions to address the unique needs of its students. These updates reflect the district's commitment to equity, strategic resource allocation, and continuous improvement.

## 2024-2025 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 Professional Learning Communities (PLCs) and collaborative teams across all school sites. These structures have fostered a culture of shared responsibility, collective efficacy, and results-oriented collaboration focused on student learning.

To further support this culture of collaboration, the District launched a Data Summit where school teams come together in PLCs to analyze student data, share promising 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. 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 classroom practices. This instructional shift is being reinforced through ongoing professional development and coaching aligned with the principles of effective teaching and learning. The Implementation of Districtwide Data Summits have accelerated and amplified our commitment to 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.

The District has also intensified 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 now a key strategy in driving instructional clarity and coherence across classrooms and schools. Additionally, the District has expanded its investment in guiding coalitions 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, 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.

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. The implementation of MTSS supports 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. Increases in 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.

Finally, the District introduced a new behavior team support 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 will include internships by the 2025-2026 school year. These are often paid internships, and always positioned with cutting-edge industry partners.

The Implementation of the Early College at Inglewood High School is providing targeted educational opportunities to students that facilitates them starting their colleague 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."

The YMCA After School Programming has played a vital role in enabling the Inglewood Unified School District (IUSD) to provide accessible, community-centered enrichment opportunities beyond the regular school day. By partnering with the YMCA, IUSD is able to offer a diverse array of after-school programs that not only support the academic,

social, and emotional development of students, but also align with their individual interests and passions. These programs foster a safe and engaging environment where students can explore new skills, connect with peers, and build confidence through hands-on learning and meaningful experiences. Ultimately, the collaboration ensures that after-school hours are not just an extension of the school day, but a dynamic platform for personal growth, creativity, and lifelong learning.

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 meet A-G requirements, but also completes a CTE pathway. The academies are designed facilities 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 assistant principal and counselor are assigned to each academy which will 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 was 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.

#### 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. 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 conduct 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.

Accountability will be enhanced 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.

#### 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.

## Reflections: Annual Performance

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

### California School Dashboard Data

The California Dashboard data for Inglewood Unified School District from the 2023–2024 to 2024–2025 school years shows a mixed pattern of progress and persistent challenges. Notably, some improvements were observed in key indicators and student subgroups, especially in the areas of chronic absenteeism, suspension rates, and graduation rates. However, several indicators and student groups either remained in the red or regressed to red in 2024–2025, indicating continued or deepened need for targeted support and interventions.

### Progress from Red (2023–2024) to Higher Ratings (2024–2025)

Several district-wide and subgroup metrics that were rated red in 2023–2024 made notable improvements:

1. District-wide Chronic Absenteeism improved from Red to Yellow, suggesting better student attendance overall.
2. District-wide Graduation Rate improved from Orange to Yellow, reflecting a positive trend in student completion
3. District-wide Suspension Rate moved from Yellow to Green, indicating significant improvement in school climate and discipline.
4. Hispanic students' Chronic Absenteeism improved from Red to Yellow, and their Graduation Rate improved from Red to Yellow as well.
5. English Learners' Math improved from Red to Orange, showing gains in math instruction or support.
6. Socioeconomically Disadvantaged students' Chronic Absenteeism improved from Red to Yellow, with
7. Suspension improving from Orange to Green, and their Graduation Rate from Orange to Green.
8. Students with Disabilities' Chronic Absenteeism improved from Red to Yellow.
9. Homeless students' Chronic Absenteeism improved from Red to Orange, and Suspension improved from Red to Yellow.
10. Foster Youth English Language improved from Red to Yellow.
11. American Indian Suspension Rate improved from Orange to Green.
12. African American Suspension improved from Orange to Yellow.
13. Two or More Races' Chronic Absenteeism improved from Red to Orange.

These gains point to effective practices in student engagement, attendance interventions, and discipline strategies, especially among socioeconomically disadvantaged and English Learner populations.

### Indicators or Subgroups Remaining Red in 2024–2025

Some areas showed no improvement and remained red, indicating ongoing challenges:

1. District-wide Math
2. African American students in multiple areas: English Language, Math, Chronic Absenteeism, College/Career

3. English Learners in English Language and Graduation Rate
4. Students with Disabilities in College/Career
5. Pacific Islander Chronic Absenteeism
6. Socioeconomically Disadvantaged Math
7. Long-Term English Learners in College/Career and English Language

These persistent red ratings highlight systemic issues related to equity, particularly for African American, English Learner, and special education populations.

## Successes

Inglewood Unified School District (IUSD) demonstrated notable progress across multiple state indicators and student subgroups in the 2023–2024 reporting year. Under the Graduation Rate indicator, the district achieved an increase from 80.4% to 86.4%, a significant improvement that surpasses pre-pandemic levels. This success is especially evident among African American and Hispanic students, who showed upward trends in graduation outcomes, and is directly tied to Action 2.9, which strengthened A-G support, college access services, and bridge programs. College and Career Readiness also improved, with more students meeting the College/Career Indicator, particularly among Long-Term English Learners and Low-Income students, due to expanded AVID programming (Action 2.7) and increased access to tutoring, test prep, and individualized learning plans (Action 2.8).

Significant progress has been made in supporting English learners, particularly in the areas of reclassification, academic achievement, and early literacy. Reclassification gains have been a standout success, with the number of reclassified students increasing from 42 in 2021 to 117 in 2024—nearly tripling over four years. This growth reflects both improved English language development among students and more effective systems for identifying and exiting eligible ELs. RFEP students continue to demonstrate strong academic outcomes, outperforming all other subgroups with 57% meeting or exceeding standards in ELA and 39% in Math. These results suggest that EL students who receive effective support are well-prepared for academic success after exiting the program. In K–5, foundational literacy has shown substantial improvement, with oral reading fluency benchmark attainment rising from 32% to 61%—a 29-point gain and a notable increase from 39% the previous year.

In secondary grades, although overall literacy and math performance remains low, targeted interventions appear to be making a positive impact. Eleventh graders showed the greatest reading improvement, with proficiency rising from 6% to 20%. Students in grades 9–12 and 6–8 also demonstrated modest gains in reading, increasing 6 and 5 percentage points respectively. Math proficiency across K–12 increased by 12 points, from 3% to 15%. These academic gains are mirrored in state accountability data: 41.6% of schools improved or maintained performance on the English Learner Progress Indicator; 33.3% improved in ELA and 63.6% in Math. Additionally, 76.9% of schools improved or maintained performance on the Suspension indicator, and 70% showed positive trends in Chronic Absenteeism. Together, these results point to a comprehensive and increasingly effective approach to meeting the academic and developmental needs of English learners.

Chronic absenteeism, a critical barrier to student success, declined district-wide to 20.4%, supported by Action 3.1, which deployed counselors, Child Welfare and Attendance advisors, and site-level attendance teams to address barriers through mentoring and community partnerships. This decline was most notable among English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities.

Suspension rates remained low—some as low as 1.1%—thanks to sustained implementation of Positive Behavior Intervention and Supports (PBIS), contributing to a safer and more inclusive school climate. These collective gains illustrate the impact of a data-informed, equity-focused LCAP strategy that is driving improved outcomes across critical areas of student achievement and well-being.

## Challenges

Despite these gains, IUSD continues to face significant challenges, particularly in Academic Performance and English Learner Progress. ELA proficiency only rose slightly from 43% to 44%, and Mathematics from 28% to 29%, with both still well below state averages. Subgroups such as African American, English Learner (EL), and Socioeconomically Disadvantaged students continue to underperform in core academic areas, especially in schools where EL proficiency in ELA and math remains as low as 0%. These academic gaps highlight the need to intensify instructional support under Actions 2.1 and 2.2, which focus on small group instruction, trauma-informed teaching, and AVID strategies. English Learner progress remains especially concerning, necessitating deeper implementation of Action 5.1 to enhance extended learning and targeted language development.

English Learner progress remains especially concerning, necessitating deeper implementation of Action 5.1 to enhance extended learning and targeted language development. In literacy and ELA, EL performance on the CAASPP has declined from 9% in 2022–23 to 7% in 2023–24, with English Only (EO) students outperforming ELs by approximately 20 percentage points and RFEPs exceeding ELs by more than 50 points. High school literacy levels remain critically low, with fewer than 15% of EL students meeting

standards, and growth across grade spans is inconsistent—especially stagnant in grades 6–8. In math, EL performance remains critically low at 6% proficiency, with minimal growth over four years. Meanwhile, RFEP and IFEP students are nearing 40% proficiency, exposing a widening gap and suggesting ELs lack sufficient access to grade-level numeracy and language-rich math instruction. Local assessments mirror these trends, with only 15% of ELs performing on grade level in math. These gaps signal an urgent need for better-integrated academic and language support systems.

English language proficiency trends also raise concerns. While increased reclassification rates show some progress, there has been an 11-point increase in Level 1 ELPAC scores (from 20% to 31%) and a decrease in Level 4 attainment (from 17% in 2023 to 10% in 2024), likely due to the reclassification of higher-performing students. This shift reflects a growing population of newcomers and early-proficiency ELs in need of stronger support. Many students are struggling to move beyond Levels 1 and 2, pointing to a lack of effective early language development and targeted interventions. Simultaneously, the uneven implementation of existing supports is a significant barrier. Slight or no improvement across multiple metrics suggests that current services are not being applied consistently or monitored effectively across the district. Progress monitoring and intervention systems lack standardization and accountability, further exacerbating gaps in outcomes and limiting the district's ability to respond swiftly and effectively to student needs.

Chronic absenteeism, while improved overall, remains high for specific subgroups including Pacific Islander (69%), Foster Youth, and African American students, indicating that the interventions under Action 3.1 must be more culturally responsive and data-driven at the site level.

College and Career Readiness, though trending upward, still shows disparities among subgroups like ELs, Students with Disabilities, and Long-Term English Learners, requiring a scaling up of dual enrollment, CTE pathways, and academic counseling outlined in Actions 2.9 and 2.10.

Lastly, While the suspension rate remains stable, ongoing work is needed to ensure inclusive discipline policies are implemented consistently across all schools to reduce disproportionality, particularly for Students with Disabilities and African American students. Addressing these persistent gaps will require continued alignment of MTSS structures, staff development, and early warning systems to ensure every student receives timely, targeted, and equitable support.

#### Next Steps for Improvement

To address Indicators/Subgroups Remaining Red and sustain momentum in improving student outcomes, the Inglewood Unified School District (IUSD) is committed to a comprehensive, equity-focused approach as outlined in its Local Control and Accountability Plan (LCAP). The district is prioritizing targeted actions that respond directly to the needs of historically underserved subgroups, including African American students, English Learners (ELs), Low-Income (LI) students, Foster Youth (FY), and Students with Disabilities.

IUSD is implementing a Multi-Tiered System of Supports (MTSS), which serves as the foundation for differentiated instruction and intervention. Through Actions 2.1 and 2.2, the district is enhancing Tier II and Tier III support by investing in professional development and Professional Learning Communities (PLCs). These efforts ensure that LI, FY, and EL students receive targeted instruction such as small-group teaching, pre-teaching, oral language development, and the use of AVID strategies. Instructional coaches are central to this work, supporting teachers in designing trauma-informed, scaffolded instruction based on formative assessment data.

To strengthen academic monitoring, Action 2.3 introduces a universal diagnostic system that tracks student progress using tools like DIBELS, i-Ready, and Renaissance Star. The district's 20-20-95 initiative aims for a 20% annual increase in students meeting grade-level standards, guided by ongoing data chats and teacher reflection. Additionally, Action 2.12 supports staff training for mandated assessments, ensuring accurate data collection and compliance, especially benefiting ELs and Students with Disabilities.

Recognizing the importance of college and career readiness, IUSD is expanding its AVID program (Action 2.7), increasing access to test preparation and individualized learning plans (Action 2.8). Through Action 2.9, the district is deepening support for A-G completion by offering bridge programs, CTE pathways, and enhanced counselor training. These services are especially targeted to Long-Term ELs and Students with Disabilities, supporting equitable access to postsecondary opportunities.

To combat chronic absenteeism, the district is implementing Action 3.1, which provides additional counselors, Child Welfare & Attendance (CWA) technicians, and mentoring programs that connect students and families to community resources. IUSD plans to continue to implement site-level attendance teams that will analyze attendance barriers and offer culturally responsive wraparound services to address the root causes of absenteeism.

IUSD is also making strides in inclusive education. Action 4.1 focuses on providing Special Day Class (SDC) students with increased access to general education environments and core curricula. This initiative promotes academic inclusion and social integration, particularly at the elementary and high school levels.

In an effort to address the identified needs of English learner students, several improvements to existing actions and the addition of targeted resources and strategies will be implemented. Under Action 5.1, long-term English learners (LTEs) and newcomer students in grades 6–12 will have access to two new targeted ELD courses—Newcomer ELD and ELD 4—using supplemental, specialized curriculum designed to meet their distinct needs. Additionally, English learners in grades 1–5 will be supported through the use of Imagine Math Facts, an engaging virtual program that builds automaticity in basic math operations. Extended learning opportunities—including Saturday school, after-school programs, and summer sessions—will be made available to support foundational literacy and academic language development. These programs will be designed and overseen by the EL Services Director and the ELD Teacher on Special Assignment (TOSA).

Through Action 5.3, students will benefit from instructional scaffolds and structured language supports such as accountable talk strategies, sentence frames, and writing protocols. These strategies will be reinforced through site- and district-level professional development for teachers, focused on integrated ELD instruction and informed by student data. The EL Services Director and ELD TOSA will lead this professional learning. Additionally, small-group, data-driven ELD instruction will be provided, differentiated by proficiency levels and planned collaboratively by general education and ELD teachers to ensure alignment between content and language goals.

Action 5.5 ensures that English learners receive explicit academic instruction in all subject areas, supported through scaffolded strategies including visuals, sentence frames, structured discussion and writing, and guided practice. These instructional enhancements will be facilitated by the ELD TOSA. Students will also participate in collaborative academic tasks designed to promote speaking, listening, and extended discourse. Progress monitoring will be strengthened through the use of formative assessments aligned to the four domains of ELD standards—listening, speaking, reading, and writing. Digital student profiles or portfolios will be developed to track individual student progress, interventions, and outcomes. A structured data review process will take place every 6–8 weeks, involving site EL leads, instructional coaches, teachers, and administrators, led by the ELD TOSA and supported by the EL data technician.

Action 5.6 will enhance support for English learners by expanding family engagement efforts. These include multilingual communications, reclassification workshops, and parent training on how to support learning at home. These initiatives will be led by the EL Services Director. Lastly, under Action 5.7, the academic progress of Reclassified Fluent English Proficient (RFEP) students will be systematically monitored, particularly within the first two years after reclassification. Clear intervention triggers will be established to ensure timely academic support in the event of performance decline, with the EL data technician providing essential support for data tracking and intervention coordination.

### 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 the Appendix for charts related to this section. 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, 5.2, 5.4, 5.7

##### 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

Subgroup

~African American

~Homeless

~Socioeconomically Disadvantaged

~Students with disabilities

Graduation Rate

Action: 2.9

Subgroup

~English Learners

~Hispanic

~Homeless

College and Career

Actions 2.7, 2.10,

Subgroup

~African American

~English Learners

~Homeless

~Socioeconomically Disadvantaged

~Students with disabilities

In conclusion, IUSD's approach is rooted in a commitment to continuous improvement and equity. By addressing the needs identified through the California School Dashboard and local data, IUSD is making targeted efforts to support our struggling schools and student groups. Our successes demonstrate that with strategic interventions, collaborative practices, and a focus on data-driven decision making, significant progress is achievable. IUSD will continue to build on these strategies to ensure every student in IUSD has the opportunity to succeed.

Learning Block Recovery Grant

Inglewood Unified School District does not have any unexpended Learning Block Recovery Grant funds for the 2025-2026 school year

# Reflections: Technical Assistance

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

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| <p>Inglewood Unified (Year 6) (ADA 6,525 as of 2024-2025)</p> <p>2023 California Dashboard Subgroup with lowest performance</p> <ol style="list-style-type: none"><li>1. African American: College/Career, Chronic Absenteeism, ELA, &amp; Math</li><li>2. English Learners: Graduation Rate, ELA, &amp; Math</li><li>3. Hispanic: Chronic Absenteeism, Graduation Rate, &amp; Math</li><li>4. Homeless Youth: College/Career, Chronic Absenteeism, Graduation Rate &amp; Suspension Rate</li><li>5. Socioeconomically Disadvantaged: Chronic Absenteeism ELA, &amp; Math</li></ol> <p>2024 California Dashboard Subgroup with lowest performance</p> <ol style="list-style-type: none"><li>1. African American: College/Career, Chronic Absenteeism, ELA, &amp; Math</li><li>2. English Learners: Graduation Rate, College/Career, &amp; ELA</li><li>3. Long-Term ELs: Graduation Rate, College/Career, &amp; ELA</li><li>4.Students w/Disabilities: College/Career, &amp; ELA</li></ol> <p>Ongoing Work related to DA Support</p> <p>Inglewood Unified School District (IUSD), in its sixth year of state monitoring, has strategically partnered with external agencies such as the Los Angeles County Office of Education (LACOE) and the California Collaborative for Educational Excellence (CCEE) to build internal capacity and create conditions for sustainable improvement. With an Average Daily Attendance (ADA) of 9,011 in 2022–2023, the district has prioritized systems transformation in response to persistently low student outcomes, as reflected in the California School Dashboard. Data from the Dashboard reveal significant performance concerns for multiple student groups: African American students showed red indicators in College/Career Readiness (CCI), Chronic Absenteeism, and CAASPP scores in both ELA and Math; English Learners also demonstrated red in Graduation Rate and CAASPP; Hispanic students were orange in ELA and red in Math, in addition to high Chronic Absenteeism and Graduation Rate concerns. Similarly, Homeless Youth were identified for intensive support across multiple indicators including CCI, Chronic Absenteeism, Graduation Rate, and Suspension Rate. Socioeconomically Disadvantaged students showed orange in ELA and red in Math, while Students with Disabilities were flagged for both CCI and Chronic Absenteeism.</p> <p>In response, IUSD has developed strategic partnerships to build the capacity of site and district teams. The Director II of State &amp; Federal Programs engages monthly with LACOE's State &amp; Federal Directors network, while the Assistant Superintendent of Educational Services meets bi-weekly with LACOE's Dr. Sunghie Okino to focus on MTSS implementation with a focus on instruction, behavior, and attendance. Collaboration with CCEE has also been critical, particularly in improving services for English Learners through joint presentations, regular consultation, and targeted professional learning. IUSD's engagement in the annual LACOE Differentiated Assistance Convening has allowed district leaders to participate in workshops tailored to the needs identified in the Dashboard data and collaboratively plan next steps aligned to the LCAP.</p> <p>To address the disparities illuminated by the Dashboard, IUSD conducted empathy interviews and a deeper analysis of student experience and performance data, which informed the development of a districtwide African American Student Achievement &amp; Wellness Plan. This plan is designed to provide a culturally affirming and data-driven approach to improving outcomes for African American students, while serving as a model for other student groups experiencing disproportionate outcomes.</p> <p>Outreach to educational partners has been strengthened through monthly engagement opportunities facilitated by the Director II of State &amp; Federal Programs. These sessions foster collaboration among students, educators, families, and community partners, using real-time data to co-design strategies and ensure transparency and responsiveness. IUSD has also focused on internal coherence around data-driven instruction. Through Goal 2, Actions 3 and 12 in the LCAP, the district has aligned professional development and assessment cycles to state and local performance indicators. The district has seen improvement in participation rates on local assessments from 2023–2024 to 2024–2025, with ELA participation increasing in 7 out of 12 grades and Math in 10 out of 12 grades. These assessments are analyzed in structured Cycles of Inquiry during protected collaboration time built into the Banked Time Calendar, supported by simplified, district-wide protocols. This systematization of assessment, analysis, and instructional response ensures that educators are equipped to meet student needs equitably and efficiently. Collectively, these efforts represent IUSD's comprehensive and data-informed approach to reducing disparities and improving academic, social, and emotional outcomes for its most vulnerable student populations.</p> <p>Work Under way</p> |
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The District provides targeted technical assistance to schools as part of a differentiated support model designed to address the specific needs of all 2024-2025 differentiated assistance student groups, African American students, English Learners, Long-Term English Learners, and Students with Special Needs, and Hispanic students. This support is grounded in a Multi-Tiered System of Support (MTSS) framework that integrates academic, behavioral, and social-emotional supports to ensure equitable outcomes for all students. Please see the IUSSD Matrices of support. All supports described in the IUSD LCAP.

Each school's data is analyzed through an equity lens to identify opportunity gaps, patterns in student performance, and disproportionality in discipline or access to rigorous instruction. Based on this analysis, the District's Educational Services team collaborates with site leadership to develop customized support plans that include:

- ~Culturally responsive instructional strategies and professional development aligned to the needs of African American and Hispanic students.
- ~Designated and integrated ELD coaching and modeling for supporting English Learners across all content areas.
- ~Inclusive practices training, co-teaching models, and accommodations support for students with disabilities. Data-driven intervention planning to support Tier II and Tier III students for all differentiated assistance student groups, including progress monitoring and team-based problem solving through collaborative team works (PLCs) and Districtwide Data Summits.

To expand capacity and deepen the impact of these efforts, the District partners closely with the Los Angeles County Office of Education (LACOE). Through this partnership, schools have access to:

- ~Our LACOE facilitator meets biweekly with the Assistant Superintendent, Educational Services to serve as a critical colleague who ask probing questions connected to ongoing data analysis and plan implementation while integrating offers of County Office of Education support
- ~Facilitation of root cause analyses and equity audits to guide schools in addressing systemic barriers and improving student outcomes.
- ~Technical assistance aligned to Differentiated Assistance and CSI/TSI designations, when applicable, ensuring a coherent and collaborative approach to school improvement.

This integrated system of technical assistance reflects the District's commitment to equity, continuous improvement, and culturally responsive education. By combining internal expertise with external support from LACOE, the District ensures that schools are equipped with the tools, knowledge, and resources needed to serve every student well—especially those most impacted by historical and systemic inequities.

#### CAASPP English/Language Arts and Mathematics: African American Students, English Learners, Long-Term English Learners, and Students with Disabilities

The District has created a targeted differentiated support system for all of the identified differentiated assistance groups outlined above. Differentiated support starts with the IUSD Cycle of Inquiry 2024-2025 (Make Your Own Copy) with a focus on these groups of students. Teachers, site and District administrators are required to analyze the academic, attendance, social-emotional, and behavioral data of students with the clear expectations that District MTSS supports be applied to meet their needs and advance students' metrics in all four areas. Teachers leverage their data analysis in collaborative teams to adjust instruction to meet the needs of students.

Site administrators conduct very regular classroom observations; meet with individual teachers to provide ongoing feedback based on student data and low inference notes; and, meet monthly with the Deputy Chief Academic Officer to engage in the Cycle of Continuous Improvement that she designed to hold site administration accountable for student progress in all four areas.

#### Chronic Absenteeism: African American Students

Inglewood Unified School District (IUSD) is implementing a targeted, equity-driven approach to reduce chronic absenteeism, particularly in schools where rates remain persistently high. Aligned with the District's Multi-Tiered System of Support (MTSS), the approach includes differentiated assistance that addresses the underlying causes of absenteeism through a combination of intensified student support, family engagement, and data-informed intervention for African American students.

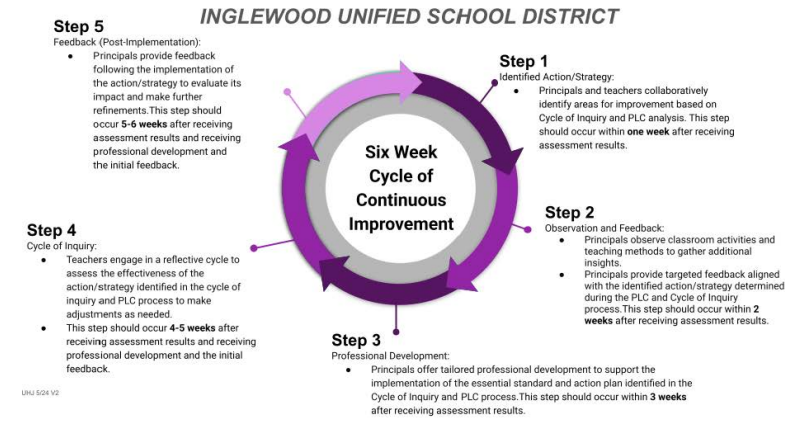
As part of this effort, school counselors are intensifying their role in chronic absenteeism prevention and response. Counselors conduct individualized outreach to students and families, identify barriers to attendance, and provide direct support that may include mental health services, academic check-ins, or connection to community resources. They also lead or participate in site-based attendance teams that review attendance data regularly to identify trends and tailor interventions.

The District has also increased the frequency and intentionality of Student Attendance Review Team (SART) meetings, bringing together families, school leaders, and support staff to collaboratively develop attendance improvement plans. These meetings focus on partnership rather than punishment—building trust with families, identifying root causes, and creating clear, supportive steps toward improved attendance. To re-engage students directly, schools are implementing student-centered attendance initiatives that may include:

- ~Attendance incentive programs that recognize improved or consistent attendance.
- ~Peer mentorship or attendance ambassador programs to promote a sense of belonging.
- ~Student voice opportunities, such as focus groups and surveys, to better understand and address student-reported barriers to attending school.
- ~School-wide wellness and engagement activities that build positive school climate and connectedness are critical factors in student attendance.

These efforts are supported by regular analysis of attendance data disaggregated by student group, grade level, and school site. The District's differentiated model ensures that resources and support are allocated based on need, with an emphasis on African American, English Learner, Students with Special Needs, and Hispanic student groups, who are often disproportionately affected by chronic absenteeism.

Appendix: A  
Internal Protocol: Cycle of Continuous Improvement created by Dr. Ugema Hosea-James



**IUSD Success: No Comprehensive Improvement Schools**

| School      | 2023      | 2024           | Status     |
|-------------|-----------|----------------|------------|
| IUSD        | DASS      | No Status      | Went up    |
| Bennett Kew | No Status | No Status      | Maintained |
| Centinela   | No Status | No Status      | Maintained |
| City Honors | No Status | No Status      | Maintained |
| Crozler     | No Status | No Status      | Maintained |
| Highland    | ATSI      | No Status      | Went up    |
| Hudnall     | No Status | No Status      | Maintained |
| Inglewood   | CSI       | No Status      | Went up    |
| ICHS        | CSI       | No Status      | Went up    |
| Kelso       | ATSI      | ATSI           | Same       |
| La Tijera   | No Status | TSI            | Went down  |
| Morningside | No Status | No Status      | Maintained |
| Oak         | CSI       | No Status      | Went up    |
| Parent      | CSI       | No Status      | Went up    |
| Payne       | No Status | No Status      | Maintained |
| Woodworth   | No Status | No Status      | Maintained |
| Worthington | ATSI      | Merged with WM |            |

| ESSA Comparisons |                                                                                                                                         |      |                           |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------|---------------------------|
| School Count     | 2023                                                                                                                                    | 2024 | Status                    |
| No Status        | 6                                                                                                                                       | 13   | More schools in no status |
| ATSI/TSI         | 3                                                                                                                                       | 2    | Fewer schools in TSI/ATSI |
| CSI              | 4                                                                                                                                       | 0    | No schools in CSI         |
| No Status        | School meeting growth expectations                                                                                                      |      |                           |
| ATSI/TSI         | Additional Targeted Support and Improvement/ Targeted Support and Improvement - One or more subgroups in not meeting growth expectation |      |                           |
| CSI              | Comprehensive Supports Improvement- School wide not meeting the expectations                                                            |      |                           |

# 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 |
|------------------------|------------------------|
|------------------------|------------------------|

The Inglewood Unified School District (IUSD) actively engaged the community in the review and development of the Local Control and Accountability Plan (LCAP) and the LCAP Federal Addendum through ongoing consultation with a wide range of Educational Partners. These partners included students, parents and guardians, teachers, support staff, school and district administrators, site English Learner Advisory Committees, School Site Councils, site student advisory committees, the District Parent Advisory Committee, District English Learner Advisory Committee (DELAC), District Student Advisory Committee, the Special Education Advisory Committee, Southwest SELPA (Special Education Local Plan Area), Parent Teacher Associations (PTAs), the PTA President's Council, the Inglewood Teachers Association (ITA), Inglewood Management Association (IMA), the Teamsters Union, classified employees, and members of the broader Inglewood community. Meaningful feedback was collected through surveys administered to parents, students, staff, and community members via Google Forms, as well as through a series of meetings held throughout the school year. The LCAP Educational Partners Committee met on the following dates: October 8, 2024; November 12, 2024; December 3, 2024; January 14, 2025; February 4, 2025; March 4, 2025; April 1, 2025; May 6, 2025; and May 27, 2025 (a joint review meeting with all committees and the County Administrator). Each meeting was designed to foster inclusive planning and discussion, beginning with a specific problem of practice or area of focus related to the LCAP or the Federal Addendum. District departments responsible for implementing LCAP actions shared updates highlighting both achievements and implementation challenges experienced throughout the year. The committee reviewed state and local data, discussed findings from the LCAP survey, assessed the effectiveness of the 2024–2025 LCAP and Federal Addendum, and contributed to the development of the 2025–2026 plan.

On October 8, 2024, the IUSD community was invited to participate in the first Educational Partners LCAP Committee Meeting of the year. This meeting marked the beginning of a series of monthly gatherings dedicated to supporting the implementation and continuous review of the District's Local Control and Accountability Plan (LCAP). The committee is composed of representatives from all Educational Partner groups identified in the LCAP process, ensuring diverse perspectives and inclusive decision-making. District Leadership opened the meeting with a warm welcome and words of appreciation, setting a collaborative tone for the year ahead. The Executive Director of State and Federal Programs then provided an overview of the committee's essential role in the development, monitoring, and evaluation of the LCAP. Attendees engaged with presentations on the LCAP framework, the Federal Addendum, and the Equity Multiplier, followed by a group discussion focused on the committee's ongoing responsibilities and next steps. The meeting laid a strong foundation for meaningful engagement and shared accountability throughout the year.

On November 12, 2024, the IUSD community came together for the second meeting in the year-long series of District Educational Partners LCAP Committee gatherings. These monthly meetings are designed to support the implementation and ongoing monitoring of the Local Control and Accountability Plan (LCAP). The committee, which includes representatives from all Educational Partner groups identified through the LCAP process, engaged in a collaborative and insightful session. The agenda included a welcome and introductions, a review of state priorities—particularly Priority 4: Pupil Achievement—student data, student voices, social-emotional learning (SEL), school safety, and next steps. During the meeting, the Executive Director of State and Federal Programs presented an overview of the State Priorities, with a focused discussion on Priority 4. This led to a meaningful dialogue around beginning-of-year student assessment data and strategies to enhance student learning and teacher support. Committee members also reviewed feedback from the District Student Advisory Committee (DSAC), which offered valuable student perspectives on school culture and climate. This input inspired a thoughtful conversation emphasizing the significance of SEL and school safety as integral elements of academic and personal success.

On December 3, 2024, the IUSD community was invited to attend the third meeting in the ongoing series of District Educational Partners LCAP Committee Meetings. These gatherings are a key part of the year-long effort to implement and monitor the Local Control and Accountability Plan (LCAP). The committee is composed of representatives from all stakeholder groups identified through the LCAP process, ensuring broad and inclusive input. The agenda for this meeting featured several important topics, including a welcome and introductions, an overview of the California School Dashboard, a presentation on Wellness Centers, the introduction of the IUSD Technology Plan, and a discussion of next steps. A guest speaker highlighted the districts Wellness Centers—an initiative aligned with LCAP Goal 3—detailing the current services and supports available to students. This presentation was further enriched by insights from a vendor partner. Additionally, the IUSD Technology Plan was introduced, with committee members encouraged to offer feedback to support its development. The meeting concluded with a high-level presentation of the 2024 California School Dashboard results, delivered by the Executive Director of State and Federal Programs.

On January 14, 2025, the IUSD community was invited to participate in the fourth meeting of the District Educational Partners LCAP Committee, part of a year-long series focused on the implementation and monitoring of the Local Control and Accountability Plan (LCAP). The committee, which includes representatives from all educational partner groups identified through the LCAP process, gathered to review key updates and data. The meeting agenda included Welcome and Introductions, Updates, the California School Dashboard, the Every Student Succeeds Act (ESSA) Report, and Next Steps. During the session, members engaged in a thoughtful review of the latest California School Dashboard results, gaining deeper insight into district performance data. The committee reflected on current practices and explored strategies to support areas identified for growth. A highlight of the meeting was the presentation of the newly released ESSA report, which brought positive news—no IUSD schools were identified for Comprehensive Support and Improvement (CSI) for the 2024–2025 school year. This significant accomplishment was acknowledged and celebrated by the group.

On February 4, 2025, the IUSD community was invited to attend the fifth meeting of the District Educational Partners LCAP Committee, part of an ongoing series dedicated to supporting the implementation and monitoring of the Local Control and Accountability Plan (LCAP). This committee includes representatives from each educational partner group identified through the LCAP process. The agenda for the meeting included Welcome and Introductions, Updates, a Mid-Year LCAP Review, the LCAP Survey, and Next Steps. A central focus of the meeting was a thoughtful and robust discussion on the anticipated impact of upcoming school mergers and closures—particularly the merger of Inglewood High School and Morningside High School—on LCAP actions and the allocation of resources, with special attention to school safety. The committee also reviewed the purpose and structure of the annual LCAP Survey. Members explored potential revisions and additions to ensure the survey captures meaningful feedback from the community. As part of this process, committee members were asked to review draft survey questions as a follow-up activity. A brief but productive discussion helped clarify the intent of the questions and prepared the group for deeper engagement and input in the weeks ahead.

On March 4, 2025, the IUSD community was invited to participate in the sixth meeting of the District Educational Partners LCAP Committee, part of a year-long series dedicated to the implementation and monitoring of the Local Control and Accountability Plan (LCAP). The committee includes representatives from all educational partner groups identified through the LCAP process. The meeting agenda included Welcome and Introductions, a Mid-Year Data Presentation, Needs Assessment and Data Collection, Recommendations for Goals and Actions, and Next Steps. A key component of the meeting was a comprehensive presentation on the LCAP Mid-Year Review. This included a self-assessment of each LCAP action's level of implementation, categorized as Fully Implemented, Partially Implemented, or Minimally Implemented. Representatives from the Educational Services Division attended the meeting to respond to questions and address concerns raised by committee members.

The engagement portion of the meeting provided members with the opportunity to offer feedback and recommendations on the current implementation of LCAP goals and actions. Suggestions centered on strengthening both intervention and enrichment programs to better support student learning. The committee also reviewed relevant district wide data and the current needs assessment, followed by a thoughtful discussion about how existing goals and actions are being implemented across school sites.

On April 1, 2025, the IUSD community was invited to attend the seventh meeting in the year-long series of District Educational Partners LCAP Committee Meetings, which focus on the implementation and monitoring of the Local Control and Accountability Plan (LCAP). The committee includes representatives from all educational partner groups identified through the LCAP process. The agenda for the meeting included Welcome and Introductions, a 2nd Call Presentation, LCAP Survey Review, Needs Assessment, Recommendations for Goals and Actions, and Next Steps. In response to ongoing safety concerns surrounding the upcoming merger of Inglewood High School and Morningside High School, district administration provided an overview of the strategies and resources being implemented to support a safe and successful transition. The committee also reviewed the current LCAP survey, and members were encouraged to complete it and help promote participation within their school communities to ensure diverse and representative input. The meeting concluded with a discussion on how existing resources are being used to support student achievement. Committee members shared thoughtful feedback on current priorities and identified areas of continued need, contributing to the development of informed recommendations for future LCAP goals and actions.

On May 6, 2025, the meeting centered entirely on a comprehensive review of the Local Control and Accountability Plan (LCAP) survey results collected from students, staff, and parents. The discussion focused on identifying key themes and insights from the data to better understand stakeholder perceptions and experiences related to district programs, services, and overall school climate. Council members engaged in a thoughtful conversation about how the feedback could inform upcoming decisions and adjustments to the LCAP. In

addition, there was a consensus on the importance of refining the survey questions for the 2025–2026 school year. Members suggested that updates to the survey should reflect the progress made in existing initiatives as well as any significant changes to programs and supports, ensuring the tool remains relevant and continues to capture meaningful input from all educational partners.

#### DPAC-District Parent Advisory Council

The DPAC primarily consisted of parent representatives from the School Site Councils. This committee worked closely with the Assistant Superintendent of Educational Services and the Executive Director of State and Federal Programs to conduct an in-depth review of student data, as well as to monitor, implement, and evaluate various programs and initiatives. Additionally, the committee focused on reviewing the LCAP and LCAP Federal Addendum. DPAC meetings were held on the following dates: October 15, 2024; December 10, 2024; January 21, 2025; February 11, 2025; March 11, 2025; April 22, 2025; May 13, 2025; and May 27, 2025 (with all committees and the County Administrator).

The October 15, 2024, meeting of the District Parent Advisory Council (DPAC) brought together parent leaders elected to School Site Councils from each campus, along with representatives from the District English Learner Advisory Committee (DELAC) and the Special Education Advisory Committee (SEAC). This was the second DPAC meeting of the year, and the agenda included: Welcome and Introductions, Educational Services Update, Data Chat, Council Responsibilities, Parent Involvement Policy, and Next Steps. During the meeting, the Chief Academic Officer provided an update on beginning-of-year data, offering insights into student performance trends. The "Data Chat" segment focused on student attendance and was led by the Director of Student Services. The Executive Director of State and Federal Programs reviewed the roles and responsibilities of the DPAC, emphasizing how the LCAP Federal Addendum aligns with and supports the Local Control and Accountability Plan (LCAP). She explained how the district monitors the implementation of both plans through its various departments and highlighted the importance of parent input in shaping district-wide goals and actions.

The December 10, 2024, meeting of the District Parent Advisory Council (DPAC) brought together parent leaders elected to School Site Councils across all campuses, as well as representatives from the District English Learner Advisory Committee (DELAC). This was the second DPAC meeting of the year, with an agenda that included: Welcome and Introductions, School Share-Out, California Dashboard, Parent Notifications, Educational Services Update, and Next Steps. Because DPAC members also serve on their respective School Site Councils, they were given the opportunity to share their experiences with implementing the Single Plan for Student Achievement (SPSA) at the site level. Members discussed both successes and challenges related to plan implementation. A key part of the meeting was the discussion of the upcoming California Dashboard release and how the data might affect site plans. The Assistant Superintendent of Educational Services provided a data update to help inform the conversation and support parent understanding of how data will drive decisions moving forward.

The January 21, 2025, meeting of the District Parent Advisory Council (DPAC) brought together parent leaders elected to School Site Councils from every campus, along with representatives from the District English Learner Advisory Committee (DELAC) and the Special Education Advisory Committee (SEAC). The meeting agenda included: Welcome and Introductions, Educational Services Update, Data Impact on the Single Plan for Student Achievement (SPSA), and Next Steps. During the meeting, the Assistant Superintendent of Educational Services presented an overview of the Student Study Team (SST) process. Following the presentation, parents shared that they gained a clearer understanding of the purpose behind the SST process, how it functions, and how it connects to the district's Multi-Tiered System of Supports (MTSS). This led to a meaningful discussion about the ways in which student data informs the California Dashboard and the Every Student Succeeds Act (ESSA) report, and how schools use that data to shape and adjust their SPSAs to better address student needs.

The February 11, 2025, District Parent Advisory Council (DPAC) meeting brought together parent leaders from each school's School Site Council. The agenda included: Welcome and Introductions, an Educational Services Update presented by Dr. Bernadette Lucas, a presentation on Social-Emotional Support through Hazel Health, a discussion on School Culture and Climate, and Next Steps. During the meeting, the Assistant Superintendent of Educational Services presented information on the district's efforts to support students' social-emotional well-being, highlighting Hazel Health as a key resource. Parents offered suggestions on how to better promote and increase awareness of these services within the broader school community. This conversation naturally led into a discussion about school culture and climate, with parents sharing their individual school experiences. The meeting included a brief overview of the district's Positive Behavioral Interventions and Supports (PBIS) initiative, which aims to foster a positive and inclusive school environment for all students.

On March 7, 2025, the District Parent Advisory Committee—comprised of parent leaders elected to School Site Councils from every campus, along with DELAC and SEAC representatives—convened to continue important conversations around creating optimal learning environments for students. The meeting agenda included Welcome and Introductions, an Educational Services Update, Priority 5: Culture and Climate, a presentation on PBIS (Positive Behavioral Interventions and Supports), Priority 6: Pupil Engagement, and a Mid-Year (MOY) Data Review.

A key focus of the meeting was a presentation on the implementation of PBIS across school sites. Parents learned how PBIS is tailored to the needs of individual campuses and how they can become involved in the PBIS committees at their own schools. Several parents shared personal insights and experiences related to how PBIS has impacted their children.

The committee also reviewed recent data connected to Culture and Climate, exploring how these elements influence student achievement, particularly attendance. Participants were encouraged by the increase in average daily attendance across the district and engaged in a thoughtful discussion about the strategies contributing to this positive trend. The meeting reflected a continued commitment to collaboration, transparency, and student-centered improvement.

On April 22, 2025, the agenda included a presentation on Nutrition Services by a representative from LACOE, along with an overview of the District Wellness Policy. The meeting also covered the district's volunteer process, led by Lead Community Liaisons and included updates on the Parent Newsletter. Educational Services provided an update, highlighting the CAASPP preparation campaign. A significant portion of the meeting focused on gathering input for the Local Control and Accountability Plan (LCAP), including feedback on the LCAP Federal Addendum and access to survey links for students, parents, community members, and staff.

On May 13, 2025, the main focus of the meeting was a detailed presentation and discussion around the California Local Indicators, which are a key component of the Local Control Accountability Plan (LCAP) and reflect the district's progress in engaging families and communities. Educational partners reviewed and provided input on three key sections of the Local Indicators. The DPAC members present participated in the Local Indicator parent engagement self-assessment presentation and discussion. It revealed varying levels of implementation across schools. In Section 1, Building Relationships Between School Staff and Families, the members present rank the district at 3, reflecting initial implementation with inconsistent practices across sites. Section 2, Building Partnerships for Student Outcomes, received a score of 4, indicating full implementation overall, though schools ranged from levels 3 to 5, showing a need for greater consistency. Similarly, Section 3, Seeking Input for Decision-Making, also earned a score of 4, recognizing strong efforts to involve families and educational partners, while noting that some schools are still developing effective engagement strategies. Throughout the conversation, participants reflected on these scores and provided feedback via a survey link shared during the meeting. There would also be similar opportunities to engage in this dialogue for parents that missed the meeting at site throughout the district. The discussion emphasized the importance of continuing to strengthen communication, collaboration, and inclusion across all schools to move toward full implementation and sustainability of these critical practices. The meeting concluded with an invitation to provide further feedback on the LCAP Federal Addendum and a reminder about the importance of inclusive and transparent decision-making.

#### DSAC- District Student Advisory Council (Elementary School)

The District Student Advisory Council (DSAC) offers a meaningful platform for students to provide feedback on school programs and initiatives, with the goal of enhancing the overall student experience and supporting academic achievement. More importantly, DSAC serves in an advisory capacity, contributing to the development, monitoring, and evaluation of key district plans, as well as the equitable allocation of resources. District leadership attends every meeting to answer questions, listen to student perspectives, and gather unfiltered feedback directly from those most impacted by school policies. The DSAC Elementary School meeting schedule for the 2024–2025 school year is as follows: September 30, 2024; November 4, 2024; December 13, 2024; January 14, 2025; February 19, 2025; and April 7, 2025.

On September 30, 2024, the District Student Advisory Council, consisting of student representatives in grades 3–5 from all IUSD elementary schools, held its first meeting of the year to establish roles, expectations, and a foundation for student leadership. The agenda included introductions, leadership nominations, and an overview of key district plans such as the LCAP, Federal Addendum, and SPSA, with a focus on State Priority 5: Pupil Engagement. A major topic of discussion was absenteeism, supported by district attendance data, where students shared insights on current school practices and offered feedback on improving attendance support. This kickoff meeting highlighted the district's commitment to amplifying student voice in shaping school policy and culture.

On November 4, 2024, the District Student Advisory Council, made up of student representatives in grades 3–5 from all IUSD elementary schools, held its second meeting of the year to continue fostering student voice and leadership. The meeting focused on academic achievement and well-being, featuring discussions on CAASPP and common assessment data in English Language Arts and math, as well as the importance of Social-Emotional Learning (SEL). Students reflected on how to motivate peers for upcoming assessments and emphasized the connection between emotional well-being and academic success. Their interest in SEL resources highlighted the need for greater access to support tools across school sites, showcasing the council’s meaningful contribution to improving both academic outcomes and student wellness.

On December 13, 2024, the District Student Advisory Council (DSAC) hosted a special all-grade-level meeting, bringing together student representatives from grades 3–12 across IUSD to collaborate, learn, and discuss school performance and student success. The meeting included a presentation on the California School Dashboard, after which students analyzed their individual school data, reflected on current progress, and proposed strategies for improvement. Breakout sessions by grade level allowed for deeper discussions, with elementary students engaging district officials in a thoughtful conversation about school safety. The meeting underscored the importance of student voice in shaping school culture and driving meaningful improvements across the district.

On January 14, 2025, the District Student Advisory Council (DSAC) Elementary School representatives participated in a mid-year review of the Local Control and Accountability Plan (LCAP), offering valuable student reflections on the district’s progress based on the annual LCAP Student Survey. The discussion focused on key areas such as academic expectations, communication, student support, school climate, inclusion, and access to interventions and social-emotional resources. Students shared feedback on the clarity of academic goals, ease of communication with staff, the rigor and supportiveness of the curriculum, and the extent to which they felt welcomed, safe, and supported at school. They also reviewed middle and high school survey items related to college readiness and counselor support, considering how the district could further help students succeed academically, attend school consistently, and prepare for their futures.

On February 18, 2025, the District Student Advisory Council (DSAC) convened a meeting focused on a comprehensive review of the Middle of the Year (MOY) assessment data. During this session, elementary school representatives engaged in a detailed analysis of student performance across multiple indicators. The data review included English Language Arts and Mathematics scores, as well as attendance trends disaggregated by grade level and student subgroup. This deep dive provided an opportunity for student leaders to better understand academic and engagement trends within their schools and to begin identifying areas where additional support or attention may be needed to improve outcomes for all learners.

On April 7, 2025, the District Student Advisory Council (DSAC) held its final meeting of the school year, bringing together student representatives from grades 3 through 12 across the district. This culminating session provided a space for students to reflect on the year's work and contribute meaningful feedback to inform future district planning. A key topic of discussion was the upcoming CAASPP assessment. Students shared how their schools were preparing for the test and reflected on how their own readiness and motivation had evolved compared to the previous year. The majority of the meeting was dedicated to gathering student voices around district initiatives, with a focus on the implementation of academic and wellness supports. Students offered final thoughts and thoughtful suggestions on how the district can continue to improve services to better meet the diverse needs of learners across all grade levels.

DSAC- District Student Advisory Council (Middle School)

The District Student Advisory Council (DSAC) – Middle School provides a valuable opportunity for students to share feedback on school programs and initiatives, with the goal of fostering a positive student experience and promoting academic achievement. Beyond this, DSAC plays a vital advisory role in the development, monitoring, and evaluation of district plans, including how resources are allocated to support student success. District leadership is present at every meeting to engage with students, answer questions, and listen to unfiltered input that helps shape school and district-wide decisions. The DSAC Middle School meeting schedule for the 2024–2025 school year is as follows: September 30, 2024; October 11, 2024; November 6, 2024; December 13, 2024; January 21, 2025; February 21, 2025; and April 7, 2025.

On September 30, 2024, the District Student Advisory Council, made up of middle school representatives from grades 6–8 across IUSD, held its first meeting of the year to establish expectations, define leadership roles, and explore key district plans such as the LCAP, Federal Addendum, and SPSA. The meeting emphasized student voice in shaping district priorities, with a focus on Pupil Engagement

under the Local Control Funding Formula. A key discussion centered on the impact of absenteeism, where students shared their experiences and offered thoughtful feedback on how schools address attendance. This kickoff meeting set a strong foundation for a year of meaningful student leadership and district collaboration.

On November 4, 2024, the District Student Advisory Council, consisting of middle school representatives from across IUSD, held its second meeting of the year to further define its role and provide input on key district issues. The meeting focused on State Priority 4: Pupil Achievement, with students reviewing CAASPP and common assessment data in English Language Arts and math, and sharing strategies to support academic improvement. A significant part of the discussion centered on the connection between school safety and academic success, as students emphasized the importance of feeling safe to focus and perform well in school. Their thoughtful feedback highlighted the council's ongoing commitment to improving both academic outcomes and overall student well-being.

On December 13, 2024, the District Student Advisory Council held a districtwide meeting with student representatives from grades 3–12, creating a collaborative space for students to engage in school improvement efforts. The session began with a presentation on the California School Dashboard, followed by team discussions where students reviewed their school data and shared strategies to enhance or maintain performance. Students then participated in breakout sessions by grade level—elementary, middle, and high school—to explore topics specific to their experiences. The meeting emphasized the importance of student voice in data-informed decision-making and reinforced their role in shaping school success.

On January 21, 2025, the District Student Advisory Council Middle school representatives participated in a mid-year review of the Local Control and Accountability Plan (LCAP), using the student version of the survey to reflect on their educational experiences and assess the district's performance. Students discussed academic expectations, communication with staff, instructional quality, access to support services, and inclusion of students with special needs. They also examined their participation in school programs, availability of counseling, and feelings of safety and belonging. Although focused on middle school, students also explored college and career readiness topics relevant to older students, helping them understand the broader educational journey. Their feedback provided valuable insights to ensure the LCAP continues to support both academic success and student well-being.

On February 19, 2025, the District Student Advisory Council (DSAC) convened with middle school representatives to conduct a comprehensive analysis of the Middle of the Year (MOY) assessment data. This in-depth review focused on English Language Arts and Mathematics performance, as well as attendance data broken down by grade level and student subgroup. The purpose of the session was to engage student leaders in meaningful dialogue around academic progress and student engagement across the district. By examining both achievement and attendance trends, the council aimed to identify patterns, highlight areas of success, and discuss opportunities for improvement. The insights gathered from this data dive will help inform future conversations and student-driven recommendations that support academic growth and equitable access to learning.

On April 7, 2025, the District Student Advisory Council (DSAC) held its final meeting of the school year, bringing together student representatives from grades 3 through 12 across the district. This culminating session provided a space for students to reflect on the year's work and contribute meaningful feedback to inform future district planning. A key topic of discussion was the upcoming CAASPP assessment. Students shared how their schools were preparing for the test and reflected on how their own readiness and motivation had evolved compared to the previous year. The majority of the meeting was dedicated to gathering student voices around district initiatives, with a focus on the implementation of academic and wellness supports. Students offered final thoughts and thoughtful suggestions on how the district can continue to improve services to better meet the diverse needs of learners across all grade levels.

DSAC- District Student Advisory Council (High School)

The District Student Advisory Committee( DSAC) High School serves as a vital platform for students to share their perspectives and provide feedback on school programs and initiatives, all with the goal of enhancing the student experience and promoting academic success. More importantly, DSAC plays an advisory role in the development, monitoring, and evaluation of key district plans and the allocation of resources. Through this meaningful engagement, students help shape decisions that directly impact their learning environments. The DSAC meeting schedule for the 2024–2025 school year includes the following dates: October 2, 2024; November 13, 2024; December 13, 2024; February 28, 2025; and April 7, 2025.

On October 2, 2024, the District Student Advisory Council, made up of high school representatives from grades 9–12, held its first

meeting of the year to set expectations, define roles, and begin meaningful dialogue on key district topics. The agenda included introductions, a review of the council's purpose and norms, leadership nominations, and an overview of major district plans such as the Local Control and Accountability Plan (LCAP), the Federal Addendum, and the Single Plan for Student Achievement (SPSA). Students also explored Local Control Funding Formula (LCFF) State Priorities, particularly Priority 5: Pupil Engagement, through a focused discussion on attendance, guided by district data and four reflection questions. Their thoughtful responses helped launch a year of student-led input and advocacy to support positive change across IUSD high schools.

On November 4, 2024, the District Student Advisory Council, composed of high school representatives, held its second meeting to address student achievement and school safety. Students analyzed CAASPP and common assessment data, raising concerns about low motivation and rushed testing, particularly among younger students and in classrooms led by disengaged substitutes. City Honors and Morningside High shared effective test preparation strategies, while Inglewood High was encouraged to engage more in these discussions. The council recommended improving substitute teacher readiness, introducing student incentives, supporting teacher development, and increasing parent involvement through the Parent District Advisory Committee—all aimed at enhancing student engagement and academic outcomes across the district.

On December 13, 2024, the District Student Advisory Council (DSAC) held a special district wide meeting with student representatives from grades 3–12 to collaborate, analyze school data, and provide feedback on key issues affecting their campuses. After a presentation on the California School Dashboard, students worked in cross-site teams to review their school data and discuss strategies to improve performance and support student success. Breakout sessions by grade span allowed students to explore issues relevant to their experiences, with high school representatives focusing on the upcoming school merger and sharing insights on safety and campus culture. The meeting emphasized the value of student voice in shaping district decisions and improving school environments.

On February 19, 2025, the District Student Advisory Council (DSAC) convened with high school representatives to conduct a comprehensive analysis of the Middle of the Year (MOY) assessment data. This in-depth review focused on English Language Arts and Mathematics performance, as well as attendance data broken down by grade level and student subgroup. The purpose of the session was to engage student leaders in meaningful dialogue around academic progress and student engagement across the district. By examining both achievement and attendance trends, the council aimed to identify patterns, highlight areas of success, and discuss opportunities for improvement. The insights gathered from this data dive will help inform future conversations and student-driven recommendations that support academic growth and equitable access to learning.

On April 7, 2025, the District Student Advisory Council (DSAC) held its final meeting of the school year, bringing together student representatives from grades 3 through 12 across the district. This culminating session provided a space for students to reflect on the year's work and contribute meaningful feedback to inform future district planning. A key topic of discussion was the upcoming CAASPP assessment. Students shared how their schools were preparing for the test and reflected on how their own readiness and motivation had evolved compared to the previous year. The majority of the meeting was dedicated to gathering student voices around district initiatives, with a focus on the implementation of academic and wellness supports. Students offered final thoughts and thoughtful suggestions on how the district can continue to improve services to better meet the diverse needs of learners across all grade levels.

LCAP Survey

Between March 31 and April 22, 2025, Inglewood Unified School District conducted its annual LCAP Survey, gathering input from 1,265 students (grades 3–12), 339 parents, and 203 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 emphasized the need for increased academic support and more personalized learning opportunities, highlighted the importance of supportive and skilled teachers, and expressed a strong desire for real-world preparation and college readiness. They also called for clean, safe, and resource-rich environments and emphasized emotional well-being, motivation, and daily engagement as key drivers of their success.

Parents echoed many of these priorities, with recurring themes around the importance of quality instruction and academic support. They

also stressed the need for whole-child support, including physical and emotional safety; greater access to enrichment and hands-on learning opportunities; improved family communication and involvement; and stronger systems of equity and support.

Staff members consistently focused on delivering high-quality, standards-aligned instruction, expanding access to relevant professional development, and fostering supportive, inclusive, and safe learning environments. Their responses also underscored the importance of equity, college and career readiness, and the need for clear organizational communication and support.

Together, these themes will inform ongoing LCAP planning and resource allocation, ensuring that district priorities are aligned with the voices and needs of the students, families, and staff we serve.

#### Joint Parent Advisory Meeting

May 27, 2025 – Joint Parent Advisory Meeting

The Joint Parent Advisory Meeting brought together parent leaders elected to School Site Councils from every campus, DELAC representatives, the County Administrator, the LCAP Committee, and the Executive Director of State and Federal Programs. In accordance with Education Code, the County Administrator or designee is required to provide written responses to all comments made during the presentations and ensure those responses are available for public review. 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

Throughout the 2024–2025 school year, the District English Learner Advisory Committee (DELAC) served as a critical forum for engaging educational partners, particularly parents of English Learners, in the collaborative review, monitoring, and development of the Local Control and Accountability Plan (LCAP). The committee placed a special emphasis on Goal 1.3, which supports the development and expansion of Dual Language Immersion (DLI) programs, and Goal 5, which focuses on improving outcomes for English Learners. At the August 27 DELAC meeting, the Director of English Learner Services introduced the newly added LCAP Goal 5, emphasizing its importance in advancing academic achievement, language development, and student well-being for English Learners. The director also highlighted the distinctive characteristics and goals of the district’s Dual Language Immersion programs under Goal 1.3, outlining the benefits of biliteracy and cultural competence. Parents were encouraged to participate actively in both program support and LCAP development.

In the September 10 meeting, parents reviewed EL student data, including performance on state assessments in math and reading, as well as English Language Proficiency Assessments for California (ELPAC) scores. The director explained how LCAP-funded intervention and acceleration programs were aligned to support English Learners in mastering grade-level standards and becoming eligible for reclassification. The importance of family engagement and utilizing available resources was reinforced.

By October 8, the committee reviewed Beginning-of-Year (BOY) assessment data. The director emphasized the need for students to regularly access at-home intervention tools to strengthen reading skills. DELAC participants engaged in a discussion about updates to the EL Master Plan, which included new services, metrics, and district responsibilities outlined in the LCAP. Attendance emerged as a key area of concern. Parents discussed cultural and family-related factors affecting absences, reaffirming their role in promoting regular attendance and requesting that the district continue to educate families about the importance of daily school participation.

On November 18, DELAC focused on the reclassification process and how progress is reflected in the California School Dashboard. Parents expressed interest in modifying DELAC meeting times to boost participation and requested hybrid formats to increase accessibility.

During the December 10 meeting, discussions centered on the performance of students receiving special education services in relation to general education peers, using the newly released 2024 CA Dashboard data. Parents advocated for district administrators to share this data with school sites to inform programmatic decisions and strengthen support for diverse student groups.

On January 21, the conversation shifted to ELPAC administration logistics and its alignment with LCAP metrics. Parents raised concerns

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|                                                        | <p>about students with chronic absences and advocated for enhanced social-emotional support systems. The director reiterated the district's commitment to addressing both academic and socio-emotional needs to support EL student success.</p> <p>The February 18 meeting featured a review of the LCAP's current implementation and evaluation. The director outlined how the plan targets improvements across academic, behavioral, social-emotional, and cultural domains, in light of the MOY assessment results. Parents explored how goal-setting and program planning for the 2025–26 LCAP would be aligned to school site needs. A significant topic was the proposed transition of one dual immersion program into a foreign language program, based on student data and LCAP metrics under Goal 1.3. Parents emphasized the need for timely feedback mechanisms to raise concerns and influence decisions.</p> <p>At the March 11 meeting, DELAC reviewed Local Control Funding Formula (LCFF) allocations and the role of supplemental funds. The director introduced plans to apply for Title III Immigrant funds in response to a growing newcomer population. Attendance was again discussed, especially its direct impact on funding. Parents highlighted challenges with teacher absences and advocated for a stronger pool of qualified substitute teachers. Conversations also focused on school culture and communication as levers for long-term improvement in student outcomes.</p> <p>The April 22 meeting concentrated on using student data and metrics from the 2024–2025 LCAP to inform the 2025–2026 plan. Parents examined reclassification progress and identified a need for targeted interventions, particularly for long-term English Learners. While some schools demonstrated strong growth, others showed continued need. The committee discussed strategies for enhancing newcomer support and acknowledged staffing challenges in dual immersion programs. Improving alignment between DELAC, ELACs, and School Site Councils was also discussed to strengthen parent voice and site-level decision-making. The role of school principals in promoting English Learner success was emphasized.</p> <p>Finally, the May DELAC meeting was held jointly with the LCAP Educational Partners Committee. Parents were invited to provide direct input on every LCAP goal and related actions. Feedback from DELAC members throughout the year led to key adjustments in the LCAP, especially in Goals 1.3 and 5.1 through 5.6. This engagement ensures that the final LCAP reflects the needs and perspectives of English Learner families, reinforces the district's commitment to equity, and supports continuous improvement of programs and services for English Learners and Dual Language Immersion students.</p> |
| Principals and other administrators                    | <p>Principals and other certificated management had multiple opportunities to provide input on the LCAP and actively engage in its development, implementation, monitoring, and evaluation. Administrators regularly participated in monthly Educational Partner meetings and attended monthly budget meetings to monitor the use of Supplemental and Concentration funds. Additionally, periodic updates, reviews, and presentations were held during Principals' Meetings and Extended Cabinet sessions. These forums provided administrators with opportunities to review proposed actions, share successes and challenges related to previous initiatives, and offer valuable feedback. Administrators also engaged in data review sessions, analyzing the key data points used in LCAP metrics as well as insights from the LCAP educational partners survey.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Equity Multiplier- Inglewood High & Morningside Merger | <p>The process for engaging our students, staff, and families throughout the year in conversations about the use of Equity Multiplier funds and the merger of the 2 schools took place through School Site Council Meetings, English Learner Advisory Committee meetings, parent gatherings such as coffee with the principal, student dialogue either at the school site through the ASB and student leadership or through debriefings with the DSAC students. The meetings centered on how we can utilize the EM funds to retain students and build a more engaging school that students would want to come to. The conversations between the two schools took place in the Spring, wherein both SSC and ELMAC groups worked together to create the SPSA for the 2026 school year. From these conversations, the addition of more course offerings was a constant message by all groups. Having classes be more engaging and having more caring adults on campus were also at the top of these conversations. Ultimately, the students, parents, and staff voiced a desire to create a school that was more beneficial to students through course offerings and provided a sense of safety for students as the top two indicators for retaining students. Those items are visible in the Goals and Action Steps of the 2026 SPSA for Inglewood United.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Equity Multiplier- Inglewood Continuation              | <p>ICHS introduced and engaged parents in school decision making opportunities in order to create a collaborative educational environment. Inglewood Continuation High School clearly expressed our goals, expectations and the LCAP at the beginning of the school year during the parent orientation meeting and Back To School Night - what role the parents will play and what impact their</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

involvement will have. Parental outreach via our monthly parent newsletter, website and parentsquare software kept our parents engaged in school updates and activities. ICHS has a School Site Council which involves parents in our decision making process. During the School Site Council meetings the LEA's LCAP (Local Control Accountability Plan) is discussed with partners and its alignment to our SPSA Plan. Individual parent meetings were scheduled to allow the flexibility of parent work schedules. Parents were asked to give feedback and complete our school's Needs Assessment annually to drive our SPSA and LCAP goals and next steps. Daily interactions with parents by all staff members to address student attendance and mobility status. Communication logs were kept and filed to help monitor student stability status. Through daily telephone calls and emails ICHS consistency has contributed to the stability. The counselor meets with students and parents small group and individually to address attendance and mobility. The Continuation High School has a focus on making sure our students graduate successfully. Additional educational partners engaged via presentations to students, and field trips. Parent-teacher engagement occurred daily via ParentSquare in relationship to student progress and academic success.

Equity Multiplier- Woodworth-Monroe

Parents and community members, students, and staff were updated on academic progress and other topics related to student success. Participants were presented with information regarding new funds that need to be allocated and approved for expenditures during the 2024/2025 school year. These funds include Title I, S & C, Prop 28, and the new Equity Multiplier grant. At this time, staff, students, parents, and community partners discussed ideas to utilize the new Equity Multiplier grant. Climate and Culture was a top priority for all participants. Attendance, Wellness, more opportunities for community involvement, communication, and an increase promoting safety and belonging for all participants.

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

The development of the adopted LCAP was directly influenced by the feedback gathered from educational partners, which was synthesized into five common themes across students, parents, and staff. These themes informed the selection and refinement of key actions in the plan.

Students emphasized the need for academic support and personalized learning, including tutoring, small group instruction, and individualized course planning. These needs are addressed through actions such as 1.1, 1.2, 1.4, and 2.1, which provide targeted instruction and intervention support. Students also highlighted the value of supportive, skilled teachers and requested more real-world preparation and college readiness, leading to investments in Actions 2.7, 2.8, 2.9, and 2.10, which expand CTE, AVID, and college access programming. The desire for safe, clean, and inclusive environments and support for emotional well-being is reflected in Actions 3.4 and 4.2, which promote campus safety, mental health services, and student engagement strategies.

Parents echoed many of the same priorities, including the importance of quality instruction, whole-child support, enrichment opportunities, family involvement, and equitable access. Their input directly informed investments in Actions 1.5, 2.4, 3.3, and 3.5, which focus on academic supports, communication tools, and inclusive school cultures. Parents also voiced a desire for increased access to the arts, STEAM, sports, and dual language programs—emphasized in Action 2.6.

Staff emphasized the importance of high-quality, standards-aligned instruction, which led to a continued focus on professional learning through Actions 1.6 and 2.4. Their feedback also shaped Actions 3.4 and 4.2, which support safe and inclusive school environments, as well as Actions 3.5 and 3.7, which aim to improve internal communication, organizational support, and alignment around district initiatives like the LCAP.

Ultimately, the LCAP reflects a strategic response to the priorities and concerns of all Educational Partners groups. The District’s commitment to equity is also evident in its efforts to ensure that the level of support and program implementation is more consistent across schools. Central office teams are actively collaborating with site leadership to streamline services and close gaps in access, so that all students, regardless of campus, benefit from the LCAP’s intended outcomes.

Educational Partner Feedback Influence on Equity Multiplier Actions (6.1–6.10)

Educational partner feedback gathered through parent meetings, student forums, staff input, and community outreach—played a critical role in shaping the Equity Multiplier Actions across Inglewood Continuation High School (ICHS), Inglewood High School, and Woodworth-Monroe. Partners consistently emphasized the importance of improving school climate, increasing access to social-emotional supports, and addressing chronic absenteeism and mobility—especially among our most vulnerable student populations. In response, schools expanded their focus on Positive Behavior Interventions and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS), integrating family voices into the design of reward systems and behavior expectations (Actions 6.1 & 6.8). Parents and staff urged for stronger relationships between home and school, leading to increased communication strategies and PTA engagement. Concerns about student attendance and high mobility rates informed the creation of targeted monitoring systems, early intervention practices, and wraparound services to reduce barriers and connect families with resources (Actions 6.2 & 6.9). Students voiced the need for meaningful academic and emotional supports, leading to the integration of evidence-based interventions including tutoring, mentorship, and mental health services (Actions 6.3, 6.4, 6.10). At Inglewood High, educational partners highlighted the need for reduced class sizes, more enrichment options, and stronger campus supervision, which led to strategic staffing increases and the hiring of a Dean of Discipline and additional campus aides (Actions 6.5 & 6.6). Additionally, student and family interest in real-world exposure and post-secondary readiness guided the development of college and industry field experiences (Action 6.7). Collectively, these actions reflect the district’s commitment to equity and demonstrate how deeply educational partner input has influenced both the vision and implementation of supports.

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
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|--------|-------------|--------------|

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|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 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<br>Access to<br>Standards–<br>Aligned<br>Instructional<br>Materials<br>(Priority 1)*<br>Source: Williams’<br>Textbook<br>Sufficiency<br>Report                              | 2022-2023<br>Williams’ Textbook<br>Sufficiency Report<br>at 100%                                                                             | 2024-2025<br>Williams’ Textbook<br>Sufficiency Report<br>at 100%                                                                              |  | Maintain Williams’ Textbook<br>Sufficiency Report at 100%                                                             | Met                                                                                                                                  |
| 2 | 1.2<br>Fully<br>Credentialed<br>and<br>Appropriately<br>Assigned<br>Teachers<br>(Priority 1)*<br>Source: Teacher<br>Assignment<br>Monitoring<br>Outcomes<br>report<br>DataQuest | 2022-2023<br>Teacher Assignments<br>Clear= 80%<br>Out-of-Field= 3.5%<br>Intern= 0.7%<br>Ineffective=9.9%<br>Incomplete=5.4%<br>Unknown= 0.1% | 2023-2024<br>Teacher Assignments<br>Clear= 78.77%<br>Out-of-Field= 0.31%<br>Intern= 8.31%<br>Ineffective=2.46<br>Incomplete=0%<br>Unknown= 0% |  | Teacher Assignments<br>Clear= 85%<br>Out-of-Field= 2%<br>Intern= 5%<br>Ineffective=5%<br>Incomplete=3%<br>Unknown= 0% | Teacher Assignments<br>Clear= -1.23%<br>Out-of-Field= -3.19%<br>Intern: +7.61%<br>Ineffective=-7.44%<br>Incomplete=0%<br>Unknown= 0% |
| 3 | 1.3<br>Facilities in<br>“Good” Repair as<br>Measured by<br>Facility<br>Inspection Tool<br>(FIT) (Priority 1)*                                                                   | 2023-2024<br>Facilities in Good Repair--<br>metric met                                                                                       | 2024-2025<br>Facilities in Good Repair--<br>metric met                                                                                        |  | Maintain Facilities in Good<br>Repair--metric met                                                                     | Met                                                                                                                                  |

|   |                                                                                                                                          |                                                                                                                     |                                                                                                                           |  |                                                                                                                        |                                          |
|---|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------------------------------------------|------------------------------------------|
| 4 | 1.4<br>Implementation of State Standards (Priority 2)<br>Source: Local Indicator for Implementing State Academic Standards               | 2023<br>Local Indicator for Implementing State Academic Standards self-reflection tool<br>Score of 3                | 2024-2025<br>Score 3                                                                                                      |  | Maintain Local Indicator for Implementing State Academic Standards self-reflection tool<br>Score of 3 or above         | +0%                                      |
| 5 | 1.5<br>Access to and enrollment in a broad course of study (Priority 7)<br>Source: Local Indicator for Access to a Broad Course of Study | 2023-2024<br>Number of Certified GATE students in IUSD: 180 (3%)                                                    | 2024-2025<br>Number of Certified GATE student in IUSD: 249 (4%)                                                           |  | Increase the Number of Certified GATE student in IUSD: 10%                                                             | +1%                                      |
| 6 | 1.6<br>California Spanish Assessment<br>Source: CAASPP                                                                                   | 2022-2023<br>CAASPP CSA<br>Percentage of student in highest performance level<br>All Students= 0%<br>Low Income =0% | 2023-2024<br>CAASPP CSA<br>Percentage of student in highest performance level<br>All Students= 4.75%<br>Low Income =4.75% |  | CAASPP CSA<br>Percentage of student in highest performance level increased by 5%<br>All Students >5%<br>Low Income >5% | All Students +4.75%<br>Low Income +4.75% |

## Goal Analysis for 2024-2025

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:  
 9 of 10 actions were implemented fully  
 1 of 10 actions were implemented partially  
 0 of 10 actions were minimally or not implemented

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

#### Action 1.1 – Purchase of New and Standards-Based Instructional Materials

All school sites successfully passed the Fall 2024 Williams Act inspection, indicating full compliance with textbook sufficiency requirements. A newly appointed Textbook Coordinator led the organization of the Book Track system and oversaw district-wide inventory management. This ensured greater accuracy and accountability in the distribution and monitoring of instructional materials across the district.

#### Action 1.2 – Recruitment and Retention of Qualified Teaching and Administrative Staff

The district advanced several innovative staffing strategies. Enhanced screening measures were implemented through a partnership with eSkill, providing more comprehensive evaluations of candidates across all classifications. Pipeline development was strengthened through collaborations with UMASS Global and CSUDH, creating fieldwork opportunities to grow credentialed staff internally. Recruitment efforts were expanded through participation in fairs hosted by LACOE, USC, Long Beach Department of Mental Health, and Long Beach Community Action Partnership. Vacancy tracking saw improvements via interdepartmental collaboration and the adoption of Airtable for real-time updates. In addition, the district partnered with the International Alliance Group (IAG) to support hard-to-fill vacancies and introduced welcome materials to new hires to build a culture of recognition from day one.

#### Action 1.3 Alternative Learning Model: Dual Immersion

Both Dual Immersion programs were fully staffed and supported with a standards-based core curriculum and supplemental acceleration supports. These measures proved essential in helping students thrive academically within bilingual learning environments.

#### Action 1.4 Targeted Increased Services for Students

School sites effectively leveraged their allocated resources to implement strategic personnel and programs aimed at improving academic achievement and student engagement. These efforts contributed to an inclusive and supportive learning environment across campuses.

#### Action 1.6 Additional Classroom Support

Elementary schools successfully reduced class sizes, enhancing individualized instruction. Meanwhile, secondary schools expanded course offerings, enabling students to access a more diverse and engaging curriculum aligned with their academic goals.

#### Action 1.7 Academic Success and Well-being Supports

All School Site Program Support Specialist (SSPSS) positions were filled, which had a direct impact on MTSS implementation and student progress monitoring. Their work helped ensure timely interventions and sustained academic success.

#### Action 1.8 Monitoring of Wraparound Services

Assistant Principals collaborated with Counselors, Child Welfare Advisors, PBIS teams, and Student Support Services staff to deliver coordinated resources and interventions to students. This alignment of services ensured students received the support they needed to succeed both academically and socially.

#### 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.

#### Action 1.10 Employee Retention and Development

The district implemented a series of initiatives to support employee retention and professional growth. The Professional Growth Program, managed jointly by union and district

representatives, reimbursed employees for educational courses. Employees holding a Doctorate or National Board Certification received a \$2,000 annual stipend, as did BCLAD-certified teachers in ELD classrooms. Teachers participating in the Induction Program received an annual \$1,000 stipend over three years. Salary increases of 2% and 8% were also implemented to maintain competitive compensation and address past pay inequities. Collectively, these efforts supported the development of a stable and motivated workforce.

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

#### Action 1.2 Recruitment and Retention of Qualified Staff

Despite strong progress, the district continues to face difficulty recruiting qualified candidates for hard-to-fill roles such as Special Education, Dual Immersion, and certain classified positions. These challenges mirror statewide trends and are compounded by limited candidate pools, credentialing obstacles, and compensation disparities.

#### Action 1.3 Alternative Learning Model: Dual Immersion

While both programs were staffed, the district still struggles to hire fully qualified Dual Immersion teachers and secure sufficient high-quality Spanish-language curriculum materials, particularly for the foreign language component of instruction.

#### Action 1.5 Special Education Staffing

The district experienced persistent staffing shortages in Special Education, particularly among Moderate/Severe Credentialed Teachers and Special Education Aides. These vacancies impacted service delivery for students with the highest needs.

#### Action 1.9 Plant and Maintenance Services

Although work performance among present custodial and maintenance staff was commendable, issues related to staff attendance and engagement remain. These factors continue to affect the department's overall capacity and consistency in meeting site needs.

#### Action 1.10 Employee Retention and Development

While compensation increases improved retention, salaries across all job classifications have not yet reached competitive levels relative to neighboring districts. Furthermore, limited professional development time in the work year calendar constrains training opportunities. A shortage of classified substitutes also hinders the district's ability to release staff for training during work hours, which in turn affects daily operations and professional growth efforts.

The district made commendable progress in implementing Goal 1, with 90% of actions fully executed. These successes stemmed from strategic planning, strong partnerships, and targeted investments in staffing, instructional quality, and student support. However, ongoing challenges particularly in staffing hard-to-fill roles and providing sufficient training opportunities—require sustained focus. The district remains committed to refining its recruitment practices, improving compensation frameworks, and expanding professional development to ensure ongoing success and continuous improvement.

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 lower than budgeted due to reduced spending in this area.

Action 1.4 – Targeted Increased Services for Students

Reason for Difference: Actual spending was below the budgeted amount, resulting in lower expenditures for this action.

Action 1.5 – Employment of High-Quality Special Education Teachers and Classroom Support Staff

Reason for Difference: Staffing vacancies contributed to lower actual expenditures.

Action 1.6 Additional Classroom Support Staff

Reason for Difference: Actual spending was below the budgeted amount, resulting in lower expenditures for this action

### A description of the effectiveness or ineffectiveness of the specific actions to date 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 ensuring that all students have access to high-quality instructional resources. The district achieved 100% textbook sufficiency in both the 2023–2024 and 2024–2025 Williams’ Textbook Sufficiency Reports, meeting the established goal. A key factor in this success was the hiring of a District Textbook Coordinator, who launched the Book Track inventory system and began training site-level textbook leads. This role has strengthened oversight, improved inventory accuracy, and laid the foundation for long-term fiscal efficiency in instructional materials procurement.

Actions 1.2 and 1.5 Recruitment and Retention of Qualified Teaching and Administrative Staff, and Special Education Teachers and Support Staff

These actions were partially effective. The district made strategic use of Airtable to monitor vacancies, tailor recruitment efforts, and track staffing trends. As a result, vacancies were reduced from 178 in July 2024 to 87 in March 2025, indicating a 51% improvement. However, the goal of keeping vacancies below 5% of total positions has not yet been achieved. Additionally, while all classrooms had assigned teachers, many were staffed with substitutes or interns rather than fully credentialed educators, highlighting the continued need for targeted hiring of qualified personnel.

Action 1.3 Alternative Learning Model: Dual Immersion

The implementation of the Dual Immersion program was moderately effective, especially considering it was launched mid-year. The California Spanish Assessment Proficiency increased from 0% in 2022–2023 to 4.75% in 2023–2024, just 0.25% short of the 5% improvement goal. This strong early performance suggests the model has potential to meet and exceed future targets. The district plans to incorporate more precise monitoring metrics into the 2025–2026 LCAP to better capture the program’s impact moving forward.

Action 1.4 Targeted Increased Services for Students

This moderately effective action significantly enriched the student learning experience through targeted support such as small group instruction, afterschool tutoring, and academic competitions. Despite these enhancements, average daily attendance improved only slightly from 89% in 2022–2023 to 90% in 2023–2024, falling short of the 96% goal. Similarly, graduation rates rose from 80.4% to 81%, but remain well below the target of 90%. These modest gains suggest the initiatives are on the right path but require further investment and oversight to achieve the desired outcomes.

Action 1.6 Additional Classroom Support

This action has been highly effective in both elementary and secondary settings. Elementary schools saw fewer combination classes and improved teacher-to-student ratios, while Accelerated Learning Teachers provided critical early literacy intervention. At the secondary level, expanded access to programs such as AVID, Robotics, and Project Lead the Way increased student engagement and career readiness. The number of certified GATE students increased from 180 (3%) in 2023–2024 to 249 (4%) in 2024–2025, showing positive momentum toward the goal of 10%. However, the State Standards Reflection Tool score remained at 3 out of 5, indicating further efforts are needed to fully implement rigorous, standards-based instruction.

#### Action 1.7 Academic Success and Wellbeing Supports

This highly effective action supported students' academic and social-emotional needs. School Site Program Support Specialists played a key role in managing interventions and fostering inclusive environments through reading initiatives and cultural programs. As a result, the number of certified GATE students rose from 180 (3%) to 249 (4%), making progress toward the 10% target. However, as with Action 1.6, the State Standards Reflection Tool score remained unchanged at 3, underscoring the need for enhanced alignment with academic rigor and standards-based practices.

#### Action 1.8 Monitoring of Wraparound Services

This action has been moderately effective in expanding comprehensive student supports, particularly through collaboration among Assistant Principals, counselors, Child Welfare Advisors, and PBIS Coordinators. These teams strengthened service delivery and improved school culture. According to the district's school climate survey, the percentage of students reporting positive perceptions of school safety and connectedness rose to 72% in 2023–2024, moving closer to the 80% goal. Increased PBIS implementation and partnerships via the Community Schools grant and Children's Institute have been instrumental in supporting student well-being, especially at high-need campuses such as Morningside HS and Inglewood HS.

#### Action 1.9 Plant and Maintenance Services

This highly effective action achieved its primary metric, with facilities rated as "Good" Repair in both the 2023–2024 and 2024–2025 Facility Inspection Tool (FIT) assessments, meeting the district's goal. However, progress was limited by inconsistent engagement and weak attendance monitoring in maintenance tracking. While the physical conditions met expectations, long-term sustainability will require improved systems for routine inspection, reporting, and staffing accountability.

#### Action 1.10 Increase Employee Retention and Development

This action was moderately effective in supporting staffing stability and instructional quality. The implementation of the Supplementary Early Retirement Plan (SERP), utilized by over 60 employees, helped the district avoid more significant layoffs and maintain continuity. Moreover, the percentage of teachers with clear credentials rose from 80% in 2022–2023 to 85% in 2024–2025, while the percentage of ineffective teacher assignments dropped from 9.9% to 5%. Out-of-field assignments decreased from 3.5% to 2%, and the number of incomplete records also fell significantly. These outcomes reflect the district's success in improving workforce qualifications and aligning staff credentials with classroom needs.

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.

#### Action 1.3 Alternative Learning Model: Dual Immersion

This action has been enhanced to include a new component focused on whole language learning for elementary students. A corresponding metric has been added to better assess the effectiveness of this instructional approach and its impact on language acquisition and literacy development.

#### Action 1.4 Targeted Increased Services for Students

This action will continue; however, the metric has been refined to measure its impact more specifically on student attendance and graduation rates, ensuring stronger alignment with long-term student engagement and success outcomes.

#### Action 1.5 Recruitment and Retention of High-Quality Special Education Staff

While this action will remain a district priority, it will be relocated to Goal 4 in the next LCAP cycle to better align with broader strategies focused on equitable access and specialized support services for students with disabilities.

#### Action 1.8 Monitoring of Wraparound Services

This action will also continue, with a revised metric that assesses its impact on culture and climate. This change strengthens the alignment between student wellness supports and the broader goals of academic success and school connectedness. These refinements reflect the district's commitment to continuous improvement, data-informed decision-making, and aligning actions and metrics with the desired outcomes of student engagement, academic success, and equitable support.

**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        | 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. (Metric #1.1)                                                                                                | \$250,000.00    | No           |
| 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) | \$31,989,097.00 | 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 )                                                                                                                                                                                                                                                 | \$1,822,000.00  | Yes          |
| 4        | 1.4 Targeted Increased                                | English Language Learners, Low Income, and Foster youth students will be provided targeted                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | \$1,807,465.00  | Yes          |

|   |                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                |     |
|---|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----|
|   | Services for Students.                                                     | 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)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                |     |
| 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:<br><br>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.<br>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).<br>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).<br>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)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | \$4,606,112.00 | 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 implementation of Multiple tier System and Support (MTSS). (Metric# 1.4)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | \$1,829,472.00 | Yes |
| 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)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | \$785,067.00   | 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)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | \$7,197,212.00 | 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<br>CAASPP ELA - English Language Arts<br><br>Source: CAASPP | 2022/2023<br>CAASPP ELA Proficiency Scores (Met or Exceeded) Percentage<br>District wide- 28%<br><br>Subgroups<br>Low Income: 27%<br>EL: 9%<br>Foster: 16% | 2023-2024<br>CAASPP ELA Proficiency Scores (Met or Exceeded) Percentage<br>District wide: 29%<br>Subgroups<br>Low Income: 29%<br>EL: 9%<br>Foster: 25% |  | CAASPP ELA Proficiency scores increased by 20%  | District wide- +1%<br>Subgroups<br>Low Income: +2%<br>EL: +0%<br>Foster: +9% |
| 2 | 2.2<br>CAASPP Math<br><br>Source: CAASPP                        | 2022-2023<br>CAASPP Math Proficiency Score (Met or Exceeded) Percentage<br>District wide- 17%<br><br>Subgroups<br>Low Income 16%<br>EL 8%<br>Foster 5%     | 2023-2024<br>CAASPP Math Proficiency Score (Met or Exceeded) Percentage<br>District wide: 17%<br>Subgroups<br>Low Income: 16%<br>EL: 7%<br>Foster: 6%  |  | CAASPP Math proficiency scores increased by 20% | District wide- +0%<br>Subgroups<br>Low Income: +0%<br>EL: -1%<br>Foster: +1% |
| 3 | 2.3<br>California Science Test (CAST)<br><br>Source: CAASPP     | 2022-2023<br>CAST Proficiency Score (Met or Exceeded) Percentage<br>District wide- 10%<br><br>Subgroups<br>Low Income: 10%<br>EL: 1%<br>Foster: 6%         | 2022-2023<br>CAST Proficiency Score (Met or Exceeded) Percentage<br>District wide: 11%<br>Subgroups<br>Low Income: 11%<br>EL: 1%<br>Foster: 10%        |  | CAST proficiency scores increased by 20%        | District wide: +1%<br>Subgroups<br>Low Income: +1%<br>EL: +0%<br>Foster: +4% |

|   |                                                                          |                                                                                                                                                    |                                                                                                                                                                                                                                                    |  |                                                     |                                                                                                                                                                                                    |
|---|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | 2.4<br>I-Ready-ELA<br><br>Source: I-Ready                                | 2023-2024<br>I-Ready proficiency score percentage<br>District wide (Grades 6-8)- TBD<br><br>Subgroups<br>Low Income: TBD<br>EL: TBD<br>Foster: TBA | 2024-2025<br>I-Ready proficiency score percentage<br>Grade 6: 22%<br>Grade 7: 30%<br>Grade 8: 41%<br><br>Elementary used Dibels for 2024-2025                                                                                                      |  | I-Ready proficiency scores increased by 20%         | Grade 1:+20%<br>Grade 2:+12%<br>Grade 3:+14%<br>Grade 4: +14%<br>Grade 5: +8%<br>Grade 6: +8%<br>Grade 7: +7%<br>Grade 8: +11%<br>Grade 9: +7%<br>Grade 10: +9%<br>Grade 11: +11%<br>Grade 12: +3% |
| 5 | 2.5<br>I-Ready Math<br><br>Source: I-Ready                               | 2023-2024<br>I-Ready Math Proficiency percentage<br>District wide- TBD<br><br>Subgroups<br>Low Income: TBD<br>EL: TBD<br>Foster: TBD               | 2024-2025<br>I-Ready Math Proficiency percentage<br>Grade 1:33%<br>Grade 2: 21%<br>Grade 3: 26%<br>Grade 4: 29%<br>Grade 5: 26%<br>Grade 6: 24%<br>Grade 7: 25%<br>Grade 8: 32%<br>Grade 9: 28%<br>Grade 10: 27%<br>Grade 11: 19%<br>Grade 12: 13% |  | I-Ready Math proficiency scores increased by 20%    | Grade 1:+20%<br>Grade 2:+12%<br>Grade 3:+14%<br>Grade 4: +14%<br>Grade 5: +8%<br>Grade 6: +8%<br>Grade 7: +7%<br>Grade 8: +11%<br>Grade 9: +7%<br>Grade 10: +9%<br>Grade 11: +11%<br>Grade 12: +3% |
| 6 | 2.6<br>Renaissance-ELA Proficiency percentage<br><br>Source: Renaissance | 2023-2024<br>Renaissance-ELA Proficiency scores<br>District wide- TBD<br><br>Subgroups<br>Low Income: TBD<br>EL: TBD<br>Foster: TBD                | 2024-2025<br>Renaissance-ELA Proficiency scores<br>Grade 9: (STAR): 38%<br>Grade 10: (STAR): 45%<br>Grade 11: (STAR): 42%<br>Grade 12: (STAR): 40%                                                                                                 |  | Renaissance-ELA proficiency scores increased by 20% | Grade 9: (STAR): +10%<br>Grade 10: (STAR): +12%<br>Grade 11: (STAR): +8%<br>Grade 12: (STAR): +11%                                                                                                 |

|    |                                                                                          |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                              |  |                                                                     |                                                                                                                                        |
|----|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| 7  | 2.7<br>Dibels<br>Proficiency<br>percentage<br><br>Source: DIBELS                         | 2023-2024<br>Dibels proficiency scores<br>Grade K:38%<br>Grade 1:39%<br>Grade 2: 47%<br><br>Subgroups<br>Low Income: 41.3%<br>EL: 39.2%<br>Foster: N/A (No Foster Students)<br><br>Grades 3-5 were administered I-Ready in 2023-2024 | 2024-2025<br>Dibels proficiency scores<br>Grade K:51%<br>Grade 1:63%<br>Grade 2: 52%<br>Grade 3: 50%<br>Grade 4: 40%<br>Grade 5: 54%<br><br>Subgroups<br>Low Income: 51.6%<br>EL: 45.5%<br>Foster: N/A (No Foster Students ) |  | DIBELS proficiency scores increased by 20%                          | Grade K:+13%<br>Grade 1:+24%<br>Grade 2: +5%<br><br>Subgroups<br>Low Income: +10.27%<br>EL: 6.34%<br>Foster: N/A (No Foster Students ) |
| 8  | 2.8<br>AVID Coaching and Certification Instrument (CCI)<br><br>Source: AVID CCI          | 2023-2024 AVID Certification Score of 1 per school                                                                                                                                                                                   | 2024-2025 AVID Certification Score of 2 (Average score for certified schools)                                                                                                                                                |  | AVID Certification Score of 3 (Average score for certified schools) | +1                                                                                                                                     |
| 9  | 2.9<br>A-G Completion Rate<br><br>Source: DataQuest                                      | 2022-2023 A-G Completion Rate: 28.1% (129 students)<br><br>Low=28.5%<br>EL=14.7%<br>Foster=N/A                                                                                                                                       | 2023-2024 A-G Completion Rate: 25.4% (87 students)<br><br>Low=26.1%<br>EL=13.2%<br>Foster=N/A                                                                                                                                |  | A-G Completion Rate: 50%                                            | All: -2.7%<br>Low: -2.4%<br>EL: -1.5%<br>Foster=N/A                                                                                    |
| 10 | 2.10<br>CTE- Career Technical Education Pathway Completion Rate<br><br>Source: DataQuest | 2022-2023 CTE Pathway Completion Rate: 6% (27 students)                                                                                                                                                                              | 2023-2024 CTE Pathway Completion Rate: 13% (45 students)                                                                                                                                                                     |  | CTE Pathway Completion Rate: 50%                                    | +7                                                                                                                                     |

|    |                                                                                                                                                           |                                                                                                              |                                                                                                              |  |                                                                                        |                                         |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------------|-----------------------------------------|
| 11 | 2.11<br>Both CTE & A-G<br>Completion<br><br>Source:<br>DataQuest                                                                                          | 2022-2023 Both CTE & A-G<br>Completion rate: 4%<br>(11 students)                                             | 2023-2024<br>Both CTE & AG<br>Completion rate: 5%<br>(17 students)                                           |  | CTE & A-G Completion Rate:<br>50%                                                      | +1                                      |
| 12 | 2.12<br>Passage of AP<br>Exam with a<br>score of 3 or<br>higher<br><br>Source: College<br>Board                                                           | 2022-2023<br>Passage of AP Exam<br>(Priority 4) with a score of<br>3 or higher<br><br>Percentage Rate: 22%   | 2023-2024<br>Passage of AP Exam<br>(Priority 4) with a score of<br>3 or higher<br>Percentage Rate: 24%       |  | Passage of AP Exam (Priority<br>4) with a score of 3 or higher<br>Percentage Rate: 50% | +2                                      |
| 13 | 2.13<br>Early<br>Assessment<br>Program (EAP) -<br>Percentage of<br>Students<br>Prepared for<br>College – ELA &<br>Math (Priority 4)<br><br>Source: CAASPP | 2022/2023<br>CAASPP ELA & Math<br>11th Grade proficiency<br>scores<br>ELA-Grade 11: 36%<br>Math-Grade 11: 4% | 2023-2024<br>CAASPP ELA & Math<br>11th Grade proficiency<br>scores<br>ELA-Grade 11: 35%<br>Math-Grade 11: 8% |  | CAASPP ELA & Math<br>proficiency scores increased<br>by 20%                            | ELA-Grade 11: -1%<br>Math-Grade 11: +4% |

## Goal Analysis for 2024-2025

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:  
 12 of 13 actions were implemented fully  
 1 of 13 actions were implemented partially  
 0 of 13 actions were minimally or not implemented

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

#### Action 2.1 Monitoring the District-wide implementation of MTSS focusing on the effectiveness of Tier II and Tier II supports

The most successful aspects of this action stem from the intentional and sustained focus on building and monitoring collaborative teams within the district's Professional Learning Communities (PLC) culture. Educational Services staff and site administrators conducted regular reviews of collaborative team agendas, notes, and instructional planning, while principals actively participated in the Principal Cycle of Continuous Improvement. For the 2024–2025 school year, English Language Arts served as the districtwide collaborative focus, allowing teams to align their work around a common academic goal. This targeted collaboration led to significant instructional shifts, including the increased use of student data to drive small group instruction and more intentional planning for both intervention and acceleration. Tier I instruction became more responsive and differentiated, which in turn strengthened Multi-Tiered System of Supports (MTSS) practices. One key success was the rise in Student Success Team (SST) referrals, reflecting earlier and more systematic support for students before escalating to special education. This proactive approach contributed to a meaningful reduction in special education referrals made without full implementation of MTSS strategies.

Additionally, this action had a positive impact on school climate and student engagement, as evidenced by the increase in average daily attendance and a substantial reduction in chronic absenteeism—from 40% to 33%. These improvements reflect the broader effectiveness of data-informed, collaborative practices in driving both academic and behavioral outcomes.

#### Action 2.2 Differentiated Targeted Instructional Strategies for Low income and English Learner Students

The action was successfully implemented, with strong supports provided across all TK–8 schools to differentiate instruction for low-income and English Learner students. Each site benefited from the presence of instructional coaches and Accelerated Learning Teachers (ALTs), particularly in the primary grades, who worked to build early literacy skills. Coaches supported staff with curriculum implementation and facilitated learning walks to observe and refine instructional practices. The professional development offered to instructional coaches was more robust and data-driven, allowing them to provide more targeted support for both new and veteran teachers. As a result, teachers were better equipped to implement intervention strategies and tailor instruction based on real-time data, helping close learning gaps for the most vulnerable student populations.

#### Action 2.3 Universal diagnostic tool to measure student progress to mastery of standards

This action demonstrated significant success through the implementation of a universal diagnostic tool (DIBELS, Star, and i-Ready) to monitor student progress toward mastery of standards. While not all grade levels reached the 95% participation target, the overall district participation rate was strong at 95%, with 7 out of 12 grades meeting or exceeding the goal. Particularly encouraging were the participation gains from 2024 to 2025 across both K–8 and high school grade levels, indicating increased student engagement and improved assessment systems. This broad participation strengthened the district's ability to monitor academic progress and adjust instruction as needed.

#### Action 2.4 Academic Intervention support for Foster Youth and Low income Students

The action provided impactful academic intervention support for foster youth and low-income students. Students were able to access support during the school day, after school, and on weekends through partners such as Hey Tutor, Bruin Corps, and RIVA. Small group instruction was emphasized, and the positive academic and social-emotional outcomes were especially visible among Early College students, where the fulfillment of promised tutoring support validated the program's credibility among families and reinforced student achievement.

#### Action 2.5 Access to Expand Learning Opportunities for Low-income students

This action was a highlight in terms of expanding access to enrichment for low-income students. Visual and Performing Arts (VAPA) programs grew significantly, with music instruction now offered at all TK–8 schools, and students showcasing their talents at citywide and county events, even earning television and radio exposure. Robotics programs expanded from high school to middle school, with teams competing in and winning regional competitions. The Gifted and Talented Education (GATE) Academy entered its third year with consistent student engagement and environmental presentations by Green Teams. These programs collectively elevated student voice and pride while enhancing academic engagement.

#### Action 2.6 Access to hands on Learning Experiences

This action saw success, particularly in hands-on learning and academic competitions that bolstered school pride. New activities were added to the academic calendar, and students participated in presentations from community colleges and universities hosted at their high schools. These real-world connections enriched learning and encouraged college-going identities among students.

#### Action 2.7 College and Career Readiness K-12 AVID

This action advanced the district's college and career readiness goals through K–12 implementation of AVID. Schools utilized AVID in varied forms, cohorts, grade-level integration, and schoolwide strategies, and more campuses attended AVID Summer Institutes to build capacity. This broader participation helped to institutionalize AVID methodologies and prepare students for academic success and postsecondary transitions.

#### Action 2.8 Provide Accessibility for College Prep tools and resources

This action provided equitable access to college preparation tools. All 9th–11th grade students took the PSAT, and all 12th graders had the opportunity to take the SAT. High school students developed individualized four-year academic plans in AERIES. Furthermore, integration of district data into the California College Guidance Initiative (CCGI) marked a critical step toward personalized college and career planning for grades 6–12. The IT team's collaboration with CCGI and the upcoming counselor training signal promising long-term implementation.

#### Action 2.9 College and Career support

The action effectively strengthened college and career support across high schools. The South Bay Workforce Investment Board (SBWIB) added part-time career counselors, and academic and college counselors worked together to enhance A–G completion. Two of the three high schools showed gains in A–G completion rates. AP participation and pass rates improved, and college exposure opportunities—such as field trips, campus tours, and presentations—increased. Mentorship programs expanded, and Early College counselors prioritized student choice in course and CTE pathway enrollment, ensuring meaningful student agency and alignment with future goals.

#### Action 2.10 Monitor access to CTE Program and services (TK-12)

This action made measurable progress in monitoring and expanding access to CTE programs across school sites. The creation of a comprehensive Career Guide for students, families, and staff enhanced awareness and planning. A CTE website is in development, and early marketing efforts are underway. These steps contribute to growing student access and equitable participation in CTE pathways.

#### 2.11 Provide Access to Career Technical Education Program center in grades 9-12- Southern Regional Occupational Center (SCROC)

This action successfully leveraged the Southern California Regional Occupational Center (SCROC) to broaden high school students' access to career technical education in specialized areas not offered within the district, including animation, film, and computer science. Students enrolled in SCROC courses after school, and instructors were provided to support the Graphic Media Design Pathway. These opportunities helped address gaps in internal offerings and expanded student choice, although continued quality monitoring and alignment with district expectations remain areas for growth.

#### Action 2.12 Support for state and local mandated assessments testing

The action was fully implemented and marked by strong coordination of local and state assessments. The District Assessment Coordinator maintained regular communication with school sites, ensuring that assessment expectations and schedules were clearly understood and followed. The district administered five full assessment cycles across all grade levels, closely aligned with the core curriculum. Monthly meetings between the district and site testing coordinators provided consistency and support, strengthening the district's capacity to use data for instructional decision-making and compliance.

#### Action 2.13 Proficiency in Instructional Technology

This action achieved moderate success in increasing proficiency in instructional technology across the district. Schools now have greater access to digital resources and online

curriculum platforms that support both teaching and learning. Students, including those from low-income households, were provided access to academic support through digital tools, helping to bridge gaps in technological fluency. Instructional coaches played a key role in this success by receiving training and subsequently modeling technology integration strategies for teachers. They introduced tools and platforms that allowed teachers to enhance instruction, personalize learning, and support student engagement. Although the original plan called for the Technology Integration TOSA to lead this effort, the responsibility shifted to site-based SSPSS and coaches due to a staffing gap. Despite this challenge, the coaches adapted effectively and continued to promote technology integration in classrooms. This progress laid a strong foundation for future work in digital citizenship and higher-level technology application aligned with the SAMR model.

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

#### Action 2.1 Monitoring the District-wide implementation of MTSS focusing on the effectiveness of Tier II and Tier II supports

This action faced several key challenges in implementation, most notably in ensuring that teachers consistently used student data to differentiate instruction for every learner. While collaboration occurred, leveraging data to accelerate learning for students already meeting standards was limited. Another challenge was the lack of routine analysis of data at the student focus group level, which restricted opportunities to tailor supports. Engaging students in goal-setting based on their individual data was inconsistent, and the integration of social-emotional data into academic planning remained an area of needed growth.

#### Action 2.2 Differentiated Targeted Instructional Strategies for Low income and English Learner Students

This action struggled with staffing limitations, particularly at the secondary level, where there were not enough instructional coaches. Some coaches had to support multiple school sites, reducing the time and impact they could dedicate to each. While TK-8 schools had Accelerated Learning Teachers supporting literacy, the absence of sufficient secondary support hindered equitable implementation across grade spans.

#### Action 2.3 Universal diagnostic tool to measure student progress to mastery of standards

This action encountered several disruptions, notably the wildfires in Southern California, which significantly impacted attendance during assessment windows. Even with extensions, test coordinators had to conduct numerous individual make-up sessions. Transitioning from i-Ready to DIBELS in grades K-5 also posed challenges, as DIBELS requires one-on-one administration, increasing the burden on teachers and requiring additional staffing support from TOSAs to fill in for absent teachers or long-term vacancies.

#### Action 2.4 Academic Intervention support for Foster Youth and Low income Students

This action faced resistance from some site leadership and counseling staff, who believed tutoring should be reserved for struggling students. This assumption hindered broader implementation for all Early College students. Encouraging parental support for consistent attendance at tutoring sessions was also a challenge, despite the service being promised as an integral academic support.

#### Action 2.7 College and Career Readiness K-12 AVID

This was impacted by staffing gaps. The AVID TOSA and tutor positions were not filled during this LCAP cycle, which meant that implementation relied heavily on site leads. This created inconsistencies in the quality and fidelity of AVID strategies across school sites and affected progress toward certification goals.

#### 2.8 Provide Accessibility for College Prep tools and resources

This action experienced technical challenges in reconciling Aeries course data with the University of California's Course Management Portal (CMP), as reported by the California College Guidance Initiative (CCGI). These data mismatches are critical to resolve, as they directly affect students' ability to transmit course and grade information to CSU and UC applications. Addressing these discrepancies has required significant coordination between the district's IT team and CCGI.

#### Action 2.9 College and Career support

This action was hindered by staffing inconsistencies, making it difficult to provide consistent and meaningful college and career counseling. CTE support also varied between

sites, creating equity gaps in student access to advising, pathway planning, and postsecondary exposure.

**Action 2.10 Monitor access to CTE Program and services (TK-12)**

This action encountered barriers in establishing exploratory CTE programs across all schools. Many of the TK-8 exploratory classes remained after-school only, rather than being integrated into the regular school day. Hiring CTE and Project Lead The Way (PLTW) teachers for these younger grades to build strong, hands-on programs proved difficult.

**2.11 Provide Access to Career Technical Education Program center in grades 9-12- Southern Regional Occupational Center (SCROC)**

This action faced significant obstacles due to vacancies at SCROC. These staffing shortages led to the cancellation of key pathways, such as medical and engineering. Although partnerships with Ed Services helped identify IUSD teachers who could be certified to teach PLTW, the lack of consistent SCROC staff undermined continuity. Additionally, SCROC instructors are not required to participate in IUSD professional development or industry-specific training, which limits curriculum alignment and up-to-date industry relevance.

**Action 2.12 Support for state and local mandated assessments testing**

This action faced logistical challenges due to the number of platforms used for local assessments and the volume of disaggregated data required across various metrics. Pulling, organizing, and reporting this data was time-consuming. The rollout of a new ELA curriculum added to the complexity. Many new site test coordinators required individualized support from the district's Advisor of Assessment, who provided drop-in sessions and one-on-one coaching. Furthermore, ClassLink integration issues prevented certain demographic data—like SPED and GATE status—from being shared reliably with some assessment platforms, complicating disaggregation and reporting.

**Action 2.13 Proficiency in Instructional Technology**

This action was impacted by the inability of the assigned Technology Integration TOSA to fulfill their duties. As a result, the responsibility shifted to SSPSSs at school sites, limiting the scope and effectiveness of district-wide implementation. Without a centralized leader in place to guide training and integration, the action's full potential in advancing technology proficiency and SAMR-aligned instruction was not realized.

**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:

**2.4 Academic Intervention support for Foster Youth and Low income Students**

Reason for difference: Costs of program implementation were less than planned expenditures. This resulted in spending less than planned.

**2.5 Access to Expand Learning Opportunities for Low income students**

Reason for difference: Costs of program implementation exceeded planned expenditures. This resulted in spending more than planned.

**2.7 College and Career Readiness K-12 AVID**

Reason for difference: Services were provided from other state and federal funds. This resulted in spending less than planned.

**2.8 Provide Accessibility for College Prep tools and resources below**

Reason for difference: Costs of program implementation were less than planned expenditures. This resulted in spending less than planned.

**2.11 Provide Access to Career Technical Education Program center in grades 9 -12- Southern Regional Occupational Center (SCROC) below**

Costs of program implementation were less than planned expenditures. This resulted in spending less than planned.

## 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 III supports

IUSD was moderately effective with monitoring the district-wide implementation of MTSS with a focus on Tier II and Tier III supports. It is showing gradual but promising impact, particularly through the lens of increased collaboration via Professional Learning Communities (PLCs). The structured, research-based approach, which includes data-driven instruction, pre-teaching, oral language development, and differentiated strategies for low-income (LI), foster youth (FY), and English Learner (EL) students, is beginning to yield measurable results, though the improvements remain modest in some areas. Analysis of the CAASPP ELA and Math metrics from 2022-2023 to 2023-2024 shows minimal growth overall (ELA proficiency improved only 1% district-wide), but with notable gains for Foster youth in ELA (from 16% to 25%) and slight progress in Math for the same group (from 5% to 6%). While EL students showed no gain in ELA and a slight decline in Math (from 8% to 7%), the improvement in foster youth achievement suggests that targeted Tier II and III interventions may be especially effective for the most vulnerable populations when implemented with fidelity.

### Action 2.2 Differentiated Targeted Instructional Strategies for Low income and English Learner Students

This action was moderately effective in some aspects and highly effective in others. Based on the strong upward trends in both ELA and math proficiency scores and the enhanced support systems in place at the TK–8 level. The targeted implementation of scaffolded strategies supported by Instructional coaches and Accelerated Learning Teachers (ALTs), contributed to significant growth in student outcomes. Instructional coaches provided embedded support through classroom demonstrations, development of units of study, learning walks, and active participation in Professional Learning Communities (PLCs). These structures ensured that teachers were not only trained in differentiated instructional strategies but were also consistently supported in applying them through a continuous cycle of inquiry and data analysis.

The impact of these actions is reflected in multiple metrics. I-Ready Math scores showed marked improvement across all grade levels from 2023–2024 to 2024–2025, with Grade 1 increasing from 12% to 33%, Grade 3 from 12% to 26%, and even high school grades showing steady gains (e.g., Grade 10 from 18% to 27%). Similarly, I-Ready ELA scores for middle grades improved, especially in Grade 8, where proficiency rose from 26% to 41%. Renaissance-ELA scores also demonstrated impressive growth at the high school level, with Grade 10 increasing from 33% to 45% and Grade 12 from 29% to 40%. Early literacy gains were also significant, with DIBELS proficiency rising from 38% to 51% in Kindergarten and from 39% to 63% in Grade 1, further confirming that foundational instruction is improving.

The combination of coaching, structured collaboration through PLCs, and a focus on responsive instruction based on formative data analysis has enhanced teacher practice and directly contributed to student growth. The sustained investment in capacity-building at the school level, particularly for early literacy and math, has proven effective. The results suggest that if this level of support and professional development continues, especially with a strong emphasis on meeting the needs of English Learners and low-income students, the district will likely see continued improvement in academic achievement across all grade levels.

### Action 2.3 Universal diagnostic tool to measure student progress to mastery of standards

This action was highly effective, based on both student outcome data and the system-wide alignment it has fostered. The use of common diagnostic assessments such as DIBELS, i-Ready, and Renaissance Star across all school sites has enabled consistent monitoring of student achievement and supported meaningful data-driven instructional decisions. The District Assessment Coordinator, in collaboration with site SSPSS, has successfully built capacity among instructional staff through training, preparation, and data chats at key points in the academic year. These efforts have resulted in substantial gains in student proficiency across grade levels, particularly in foundational literacy and math. The data show clear evidence of improvement. In DIBELS, Kindergarten proficiency increased from 38% to 51%, and Grade 1 rose dramatically from 39% to 63%. Similar gains were seen in i-Ready Math, with Grade 1 increasing from 12% to 33%, Grade 3 from 12% to 26%, and Grade 8 from 21% to 32%. Renaissance-ELA scores also reflect this upward trend, with Grade 10 proficiency increasing from 33% to 45% and Grade 12 from 29% to 40%. While the district did not meet its 95% proficiency goal for every individual grade level, the overall system did meet the participation benchmark, which highlights strong implementation fidelity. Beyond the raw scores, the diagnostic tools have supported tighter Cycles of Inquiry within Professional Learning Communities by providing consistent data points across sites and grade levels. The built-in intervention features in i-Ready and Renaissance Star further allow teachers to tailor instruction at both the individual and group level, enhancing the responsiveness and precision of supports. Continued use of mCLASS for English and Lectura for Dual Immersion programs is well-aligned to the district's bilingual and early literacy goals. Overall, this action has built a strong foundation for continuous improvement and equity in academic outcomes, and it should absolutely be sustained and refined in the coming years.

#### Action 2.4 Academic Intervention support for Foster Youth and Low income Students

This action was moderately effective, with notable gains in some grade-level proficiency scores but uneven implementation and impact across sites. The action aimed to provide targeted interventions during, after, and beyond the school day, and while a variety of supports were made available, including instructional aides, small group instruction, Hey Tutor, Bruin Corp, and RIVA, access and utilization varied widely by site and teacher. The most consistent improvements can be seen in early grade literacy and math, where DIBELS proficiency rose significantly (e.g., Grade 1 improved from 39% to 63%), and i-Ready Math scores showed strong gains across the board, such as Grade 1 rising from 12% to 33% and Grade 3 from 12% to 26%. Similarly, secondary ELA proficiency improved in all grades measured by Renaissance Star, such as Grade 10 increasing from 33% to 45%. However, deeper analysis reveals persistent challenges. For example, Grade 11 ELA proficiency slightly declined from 36% to 35%, and while math proficiency rose from 4% to 8%, it still remains critically low. The reported 2% gain in AP passage rates from 22% to 24% is a positive step, but minimal. A key implementation gap stems from the inconsistency in teacher use of Hey Tutors within the classroom setting, particularly during core instruction time. Additionally, many students lacked structured opportunities to access academic help during the school day, making afterschool and weekend support insufficient or inaccessible for some. The development of a Peer Tutoring Program through CTE and Early College showed promise when it was finally launched late in the year, with clear benefits in both academic outcomes and social-emotional development. This effort highlights the importance of early planning and integrated support systems. To increase the effectiveness of this action, it is recommended that built-in academic support periods be scheduled during the regular school day, and that strong partnerships between teachers and tutors be cultivated from the start of the school year. Expanding and streamlining access to intervention resources—especially for students with the highest needs will be critical to building on this year’s moderate progress.

#### Action 2.5 Access to Expand Learning Opportunities for Low-income students

This action was moderately effective, as evidenced by meaningful gains in attendance, access to enrichment programs, and the broadening of academic and extracurricular offerings across grade levels. Targeted programs such as VAPA, STEAM, Robotics, GATE, and expanded CTE pathways demonstrated both growth and impact. For example, average daily attendance for low-income students increased from 89% to 90.4%, and English Learners from 88% to 91.8%, indicating improved student engagement likely tied to more dynamic learning opportunities. The graduation rate also rose slightly from 80.4% to 81%, a positive trajectory even if still below the desired 90% benchmark. The VAPA program's expansion to include music instruction across all TK-8 schools marked a significant step in providing equitable access to arts education. Students not only received instruments and instruction but also had opportunities to showcase their talents at public events, on television, and on the radio—boosting both confidence and visibility. The Robotics program, another high-impact initiative, grew from being high school-focused to including middle school students and continued to earn recognition at regional competitions. The GATE Academy maintained a consistent and growing cohort, with certified students rising from 180 to 249, reflecting a 10% increase. Monthly enrichment activities and culminating events, like environmental presentations from school Green Teams, highlighted the program’s commitment to both academic and civic development. Moreover, the expansion of CTE pathways and the introduction of dual enrollment and co-teaching models have begun to lay the groundwork for long-term academic and career readiness, particularly for historically underserved student groups. The district's commitment to offering a broad course of study for low-income students, English Learners, African American/Black students, and foster youth ensures that enrichment is not reserved for a select few, but embedded in the instructional framework districtwide. While some indicators such as graduation rates still fall below desired thresholds, the progress made across multiple areas strongly supports the continuation and further development of these efforts. To sustain and build on this success, ongoing monitoring, resource allocation, and intentional outreach to families and students will be essential.

#### Action 2.6 Access to hands on Learning Experiences

This action was moderately effective in some aspects and highly effective in others., as it successfully expanded opportunities for low-income students, English Learners, and foster youth to engage in meaningful, real-world learning experiences that enriched the instructional day and fostered school connectedness. One clear indicator of this success is the improvement in attendance rates across these student groups from 2023-2024 to 2024-2025: Low-income student attendance rose from 89% to 90.4%, English Learners from 88% to 91.8%, and foster youth, while still high, saw a slight decline from 96.1% to 93.7%, though still above district average. These increases suggest that student engagement and motivation have been positively impacted by the expanded access to hands-on and culturally relevant learning.

The implementation of districtwide academic competitions and special project showcases has created greater excitement around learning and strengthened school identity and pride. The addition of new activities to the academic calendar allowed more students to participate and display their talents, particularly in areas aligned with cultural relevance

and creativity. Student participation in on-campus community college and university presentations throughout the year helped build a sense of academic aspiration and exposed students to postsecondary options early, particularly valuable for underrepresented student groups. However, sustaining and scaling these efforts required considerable logistical support, including the presence of custodial staff for after-school and weekend events. The district's attention to this operational need indicates a thoughtful approach to ensuring access and continuity of programming. Although the graduation rate only rose slightly from 80.4% to 81%, the increase in attendance and student involvement in academic and cultural enrichment activities reflects a positive trend that, if continued, could lead to stronger academic outcomes in future years. Continued focus on student participation, equity of access, and coordination of support services will be key to maintaining and enhancing the impact of these hands-on learning initiatives.

#### Action 2.7 College and Career Readiness K-12 AVID

This action was moderately effective, with signs of ongoing growth and promising future impact. The AVID Certification Score increased from a Level 1 in 2023–2024 to a Level 2 in 2024–2025, reflecting progress toward program fidelity and alignment with AVID's College and Career Readiness standards. This shift from initial implementation to a more structured and supported program indicates improved systems for coordinating AVID strategies, tools, and tutor support across sites.

Implementation varied across the district, with some schools establishing AVID cohorts, grade-level models, or full schoolwide integration, demonstrating flexibility in adapting the program to fit school contexts. Participation in the AVID Summer Institute has grown, allowing site teams to deepen their understanding of the program's instructional framework and align classroom strategies to support low-income students. As a result, more students—particularly in grade 9—have gained access to critical college and career readiness supports such as note-taking strategies, academic goal setting, and postsecondary planning. While the AVID Certification Score still has room for improvement (with Level 3 being the goal), the steady increase reflects an investment in building capacity and expanding program access. Continued professional development, targeted student recruitment, and consistent monitoring of student academic progress through AVID tools will be essential in achieving a fully certified, high-impact program across all grade levels.

#### 2.8 Provide Accessibility for College Prep tools and resources

This action was partially effective, with partial implementation and mixed results in key outcome metrics. While notable progress was made in foundational efforts such as launching the California College Guidance Initiative (CCGI) and uploading student data, the core performance metric, A-G completion, declined from 28.1% (129 students) in 2022–2023 to 25% (87 students) in 2024–2025. This suggests that although access to tools improved, student outcomes did not yet reflect those supports. Implementation of this action included critical components such as tutoring, Saturday Math Academy, and AP prep courses aimed at increasing equity in college readiness among low-income students, English Learners, and foster youth. Counselors and teachers collaborated on 4-year academic plans and individualized learning aligned to College Board standards, and the inclusion of Naviance and CaliforniaColleges.edu has laid a strong foundation for guiding students through career and college exploration. However, the impact of these interventions has yet to materialize in increased college eligibility as measured by A-G rates. The introduction of CCGI is a promising development. Its alignment with statewide goals and integration with CALPADS data positions students to take greater ownership of their postsecondary planning through tools like CaliforniaColleges.edu, especially when fully implemented in fall 2025. Moving forward, it will be critical to not only continue these efforts but also strengthen implementation fidelity, ensure consistent student engagement with the platforms and support systems, and closely monitor progress to reverse the decline in A-G completion.

#### Action 2.9 College and Career support

This action was partially effective, with only minimal improvement in student outcomes and implementation challenges that hindered full impact. The percentage of students completing both CTE and A-G requirements increased slightly from 4% (11 students) in 2022–2023 to 5% (17 students) in 2023–2024, far short of the target goal of 50%. This data reflects a need for more robust, system-wide implementation and monitoring of support strategies aimed at increasing postsecondary readiness for low-income students and English Learners. Although some elements of the action were implemented—such as professional development for teachers and counselors, CTE pathways, and early college programs—these supports were inconsistently delivered or poorly understood. Notably, misunderstandings about dual enrollment and Early College programs contributed to students receiving insufficient academic and emotional support. Counselors, in some cases, treated dual enrollment students as independent adults, which resulted in a lack of communication with families and reduced interventions for struggling students. These misconceptions negatively impacted student performance and retention in these courses. The effectiveness of this action depends heavily on counselor training, student support systems, and inter-departmental collaboration. The planned alignment of graduation

requirements with A-G standards for the Class of 2025 is a step in the right direction and, if paired with increased outreach, individualized college advising, and summer planning, could lead to higher completion rates in future years. Continuing this action is essential, but must be accompanied by deeper investment in targeted interventions, mandatory counselor education, and consistent tracking of student progress to ensure equitable access to postsecondary success.

#### Action 2.10 Monitor access to CTE Program and services (TK-12)

The effectiveness of Action 2.10 was moderately effective, showing clear progress in program development and student access, though full implementation remains a work in progress. The action resulted in a significant increase in CTE pathway completions, from 5.9% in 2022–2023 to 13% in 2023–2024, indicating growing engagement and awareness of career readiness pathways among English Learners, low-income students, and foster youth. This upward trend reflects the positive impact of targeted support by the CTE Advisor and increased coordination of services such as summer academies and after-school career-based learning opportunities. Despite this progress, the implementation fell short of fully meeting its goals due to gaps in equitable access, inconsistent communication, and limited student completion of full pathways necessary for industry certification. A major barrier identified was the lack of uniform participation across school sites, with some campuses offering more robust CTE options while others remained limited by staffing or administrative willingness. To address this, the district is taking proactive steps—such as restructuring the comprehensive high school into specialized “Houses” aligned with industry sectors (e.g., Arts, Media & Entertainment; STEM; and Early College)—and distributing Career Guides to improve transparency and student choice. Additionally, the creation of a centralized CTE website and improved digital access will further strengthen awareness and planning. To ensure sustained improvement, CTE offerings must be expanded to all schools, regardless of site-specific constraints, through shared staffing and extended-hour programming. When equitably implemented, these efforts will prepare more students for high-demand careers, build employability skills, and open multiple postsecondary pathways aligned with their interests and strengths.

#### 2.11 Provide Access to Career Technical Education Program center in grades 9-12- Southern Regional Occupational Center (SCROC)

The effectiveness of Action 2.11 was moderately effective, with notable gains in student access and CTE pathway completions, but concerns remain regarding program quality and alignment with industry standards. Between 2022–2023 and 2023–2024, the CTE Pathway Completion Rate more than doubled, rising from 6% (27 students) to 13% (45 students), demonstrating that expanding course options through SCROC successfully addressed access barriers, especially for low-income students whose career interests may not have been supported by district-offered pathways. Additionally, transportation and materials were provided, removing logistical challenges for students. However, the effectiveness of the SCROC partnership is limited by several key implementation challenges. One major concern is the misalignment between SCROC instruction, particularly in the Graphic Media Design Pathway, and actual industry expectations, leaving students underprepared and without industry certifications. Furthermore, scheduling issues at the Continuation High School restrict students’ ability to complete full pathways, which directly affects IUSD’s CTE and A-G completion rates. In 2023–2024, the percentage of students completing both CTE and A-G requirements increased only marginally from 4% to 5%, highlighting the need for deeper structural reform and oversight. To improve outcomes, the district must ensure that SCROC instructors understand IUSD’s instructional expectations and career readiness standards. Additionally, reforming the master schedule at the Continuation High School to allow students full access to pathway completion is critical. While hiring challenges make the SCROC partnership essential, its continued use must be coupled with increased accountability, stronger coordination, and a clear emphasis on student outcomes. With these improvements, SCROC can be a more powerful lever for career readiness and equitable postsecondary access.

#### Action 2.12 Support for state and local mandated assessments testing

The effectiveness of Action 2.12 was moderately effective, as it met several key implementation goals but showed only slight gains in student achievement metrics. The District Assessment Coordinator successfully led the rollout of the most extensive assessment calendar to date, ensuring consistent site-level execution through standardized resources, staff training, and close collaboration with Site Testing Coordinators and School Site Program Support Specialists (SSPSS). These efforts improved systems for assessment administration and data use, particularly in the implementation of district common formative assessments and site-based training on intervention tools. However, the metrics reveal only incremental improvements in student proficiency, with districtwide CAASPP ELA scores increasing by just 1 percentage point (from 28% to 29%), and subgroup growth varying. Foster Youth saw notable improvement (16% to 25%) while English Learner scores remained stagnant at 9%. CAASPP Math scores remained unchanged overall at 17%, with some subgroups—particularly English Learners—showing a slight decline. In Science (CAST), there was marginal growth, especially for Foster Youth (from 6% to 10%), while English Learners again showed no improvement. These results highlight that while the infrastructure for assessment was strengthened, the translation of those systems into meaningful student achievement gains remains a work in progress. Moving forward, continued investment in the District Assessment Coordinator role is critical. As data-driven

decision-making becomes increasingly essential for local and state accountability (e.g., CA Dashboard, FCMAT, and ESSA), so too does the need for dedicated personnel to lead testing coordination, support professional learning, and guide cycles of inquiry. To boost future effectiveness, there must be a stronger link between assessment results and targeted instructional interventions that address the unique needs of underperforming subgroups.

Action 2.13 Proficiency in Instructional Technology

This action was ineffective, as the intended implementation was only partially realized and did not fully reach its target outcomes. While schools were provided with access to digital resources, online curriculum, and academic support platforms, the core strategy of building site-level instructional technology capacity through a dedicated Technology Integration TOSA was not fully executed. Due to the TOSA being unable to fulfill the assigned duties, the responsibility for training and support was shifted to School Site Program Support Specialists (SSPSSs), whose primary roles already included multiple areas of instructional and compliance support. As a result, training on deeper technology integration—particularly regarding the higher levels of the SAMR model—was inconsistent across sites. Without dedicated personnel, teachers and students lacked the structured, sustained professional development needed to build true proficiency in instructional technology or engage meaningfully in technology competitions and advanced digital projects. The absence of systematic monitoring and impact metrics for this action further limits the ability to gauge student growth in digital literacy, particularly for low-income students who rely more heavily on school-provided technology access and training. To improve the effectiveness of this action, the district must reinstate and fully staff the Technology Integration TOSA role to provide consistent coaching, model best practices, and expand opportunities for students to apply technology skills in authentic, competitive, and career-oriented contexts. With appropriate staffing and site-level accountability, this action has the potential to build 21st-century skills equitably across all schools and student groups.

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 2025–2026 school year, an adjustment will be made to the current action plan. After reviewing the analysis it was determined that there was an overlap in the activities in Action 2.5 and 2.6. As a result it was determined that one of these actions should be eliminated. For the 2025-2026 school year Action 2.6 will be retired.

**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) | \$5,456,367.00 | Yes          |

|   |                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                |     |
|---|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----|
| 2 | 2.2 Differentiated Targeted Instructional Strategies for Low income and English Learner Students | Low income and English learner students will receive scaffolded and trauma-informed guided 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)                                                                                                                                                                                                                                                                                                                                                                                                                    | \$2,435,130.00 | Yes |
| 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, 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:<br><br>-DIBELS (K-2 ELA)<br>-i-Ready (grades 1-12 math, grades 3-8 ELA)<br>-Renaissance Star (grades 9-12 ELA)<br>-Data Chats: Measured by Google survey (self reported) of teachers reports (Metrics# 2.4, 2.5, 2.6, & 2.7) | \$428,000.00   | 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)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | \$3,693,000.00 | 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:<br>~Additional components of the Gifted and Talented Program<br>~Expanded learning opportunities<br>~Targeted services within the visual and performing arts (VAPA)<br>~Access to Science, Technology, Engineering, Arts, and Math (STEAM)programs<br>~Robotics programs<br>~Academic Competitions<br>~Student Showcase<br>Custodians (25) are needed to support all of the specialized programs that occur after school and on the weekends. (Metric# 3.1)                                                                                                                                                                 | \$2,613,720.00 | Yes |
| 6 | 2.6 College and Career Readiness K-12 AVID                                                       | Low income students will participate in the AVID 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.<br>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)                                                                                                                                                                                                                                                                                 | \$325,000.00   | 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | \$351,808.00   | Yes |

|    |                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                |     |
|----|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----|
|    |                                                                                                                               | standardized tests. Additionally, teachers will help students develop individualized learning plans 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.<br>(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:<br>-Teacher professional development in the content area<br>-Counselor professional development in Aeries Analytics to identify students who are meeting and/or not meeting A-G requirements.<br>-CTE Pathways<br>-Bridge Programs from elementary, to middle, to high school.<br>-College and Career Support Services<br>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. | \$306,370.00   | 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.<br>(Metric#2.10)                                                                                                                                                                                                                                                                                                                                                                                                                              | \$210,000.00   | 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.<br>(Metric#2.10)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | \$550,000.00   | 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.<br>(Metric#2.1, 2.2, & 3.3)                                                                                                                                                                                                                                                                                                                                                                                                  | \$125,488.00   | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                               | \$1,500,000.00 | Yes |



# 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<br>Attendance Rates<br>Source: DataQuest | 2023-2024<br>Average Daily Attendance Rate =89.5%<br>Low Income= 89%<br>EL=88%<br>Foster youth=96.1% | 2024-2025<br>Average Daily Attendance Rate =90.9%<br>Low Income= 90.4%<br>EL=91.8%<br>Foster youth=93.7% |                | Average Daily Attendance Rate:<br>96.0% | Attendance Rate: +1.4%<br>Low Income: +1.4%<br>EL: +3.8%<br>Foster youth:-2.4% |

|   |                                                              |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                      |  |                                   |                                                                                                                                                                                                                                                                                   |
|---|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 | 3.2<br>Chronic<br>absenteeism<br>Source:<br>DataQuest        | 2022-2023<br>Chronic Absenteeism<br>Rate Data quest<br>All students=48%<br>African American=48%<br>English Learners=45%<br>Foster=34.7%<br>Hispanic=46.8%<br>Socioeconomically<br>Disadvantaged=48.1%<br>Students with<br>disabilities=50.5%<br>Two or More Races=47%<br><br>New<br>Asian=41.7%<br>Pacific Islander=56%<br>White=47.4% | 2023-2024<br>Chronic Absenteeism<br>Rate Data quest<br>All students=43%<br>African American=47.7%<br>Asian=44.2%<br>English Learners=40.6%<br>Foster=34.6%<br>Hispanic=40.8%<br>Pacific Islander=69%<br>Socioeconomically<br>Disadvantaged=43.6%<br>Students with<br>disabilities=43.6%<br>Two or More<br>Races=37.7%<br>White=47.3% |  | Chronic Absenteeism Rate:<br>15%  | All students: -5%<br>African American: -.3%<br>English Learners: -4.4%<br>Foster: -.1%<br>Hispanic: -6%<br>Socioeconomically<br>Disadvantaged: -4.5%<br>Students with<br>disabilities: -6.9%<br>Two or More Races: -9.3%<br>Asian: +2.5%<br>Pacific Islander: +13%<br>White: -.1% |
| 3 | 3.3<br>Middle School<br>Dropout Rate<br>Source:<br>DataQuest | 2022-2023<br>Middle School Dropout<br>Rate: 0%<br>Low Income: 0%                                                                                                                                                                                                                                                                       | 2023-2024<br>Middle School Dropout<br>Rate: 0%<br>Low Income: 0%                                                                                                                                                                                                                                                                     |  | Middle School Dropout Rate:<br>0% | +0                                                                                                                                                                                                                                                                                |
| 4 | 3.4<br>High School<br>Dropout Rate<br>Source:<br>DataQuest   | 2022-2023<br>High School Dropout<br>Rate: 10.9%<br>Low Income: 10.2%                                                                                                                                                                                                                                                                   | 2023-2024<br>High School Dropout<br>Rate: 14.5%<br>Low Income: 12.7%                                                                                                                                                                                                                                                                 |  | High School Dropout Rate:<br>0%   | Dropout<br>Rate: -3.6%<br>Low Income: -2.5%                                                                                                                                                                                                                                       |

|   |                                                               |                                                                                                                                                                                                                       |                                                                                                                                                                                                                        |  |                                     |                                                                                                                                                                                                |
|---|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5 | 3.5<br>High School<br>Graduation Rate<br>Source:<br>DataQuest | 2023 High School<br>Graduation Rate<br>All Students=80%<br>English Learners=70%<br>Foster=N/A<br>Hispanic=78.4%<br>Homeless=56.3%<br>Socioeconomically<br>Disadvantaged=81.7%                                         | 2024 High School<br>Graduation Rate<br>All Students=87.2%<br>English Learners=74%<br>Foster=N/A<br>Hispanic=87.4%<br>Homeless=82.9%<br>Socioeconomically<br>Disadvantaged=88.6%                                        |  | High School Graduation rate:<br>90% | All Students: +7.2%<br>English Learners: +4%<br>Hispanic: +9%<br>Homeless: +26.6%<br>Socioeconomically<br>Disadvantaged: +6.9%<br>Foster: N/A                                                  |
| 6 | 3.6 Suspension<br>Rate<br><br>Source:<br>DataQuest            | 2022-2023<br>Suspension Rate<br>All students= 3.8%<br>African American=7.2%<br>English Learners=2.4%<br>Foster=5.1%<br>Homeless=8.8%<br>Socioeconomically<br>Disadvantaged=4.0%<br>Students with<br>Disabilities=4.3% | 2023-2024<br>Suspension Rate<br>All students= 3.4%<br>African American=6.7%<br>English Learners=1.7%<br>Foster=8.1%%<br>Homeless=6.9%<br>Socioeconomically<br>Disadvantaged=3.0%<br>Students with<br>Disabilities=3.3% |  | Suspension Rate: 2%                 | All students: +.4%<br>African American: -0.5%<br>English Learners: -.7%<br>Foster: +3%<br>Homeless: -1.9%<br>Socioeconomically<br>Disadvantaged: -1.0%<br>Students with<br>Disabilities: -1.0% |
| 7 | 3.7<br>Expulsion Rate<br><br>Source:<br>DataQuest             | 2022-2023<br>Expulsion Rate 0%<br>All Students=0%<br>English Learners=0%<br>Foster=0%<br>Socioeconomically<br>Disadvantaged=0%                                                                                        | 2023-2024<br>Expulsion Rate 0%<br>All Students=0%<br>English Learners=0%<br>Foster=0%<br>Socioeconomically<br>Disadvantaged=0%                                                                                         |  | Expulsion Rate: 0%                  | All Students: +0%<br>English Learners: +0%<br>Foster: +0%<br>Socioeconomically<br>Disadvantaged: +0%                                                                                           |

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

# Goal Analysis for 2024-2025

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

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

## Action 3.1 Social Emotional and Well-being School and Community Resources

One of the most impactful aspects of this action was the district’s strong partnership with the Los Angeles County Office of Education (LACOE) and mental health providers. These collaborations allowed for the deployment of on-site mental health professionals and social workers across school campuses, providing timely and consistent support to English Learners, Foster Youth, and low-income students. The increased availability of social-emotional services contributed to improved student well-being, greater engagement, and higher attendance. Additionally, the presence of these services fostered stronger connections between families, schools, and community-based providers, reinforcing a comprehensive system of care.

## Action 3.2 Targeted Supports for Foster Youth, Low-Income, and Students Experiencing Homelessness

The district's proactive approach in offering before-school, after-school, and Saturday School sessions has been highly effective in providing extended academic support. The Children, Youth and Family Collaborative (CYFC) program, which blended academic tutoring with social-emotional learning through both push-in and pull-out models for homeless and foster youth. Which provided Youth Engagement Specialists (YES), has been particularly successful due to its focus on goal setting, consistent tutoring schedules, strong mentorship, and integration with classroom learning. YES staff have built trust with students and their families, reinforcing academic skills and fostering social-emotional development. These relationships have improved student outcomes and strengthened the support network around high-need students.

## Action 3.3 Social Emotional Health and Wellness Center

Seven school sites initiated the Community School Initiative, significantly increasing access to wraparound services for low-income students. The Wellness Centers have connected families with mental health services, basic needs assistance, and other community resources. Community Partners, School Counselors and support staff have enhanced individualized student monitoring, allowing for timely identification of needs and appropriate interventions. The initiative has also raised awareness among students and families about available resources, building trust and increasing overall engagement. The work with Our Own continues to be a success with fidelity of its current programming in wellness centers throughout the district.

## Action 3.4 Additional Positive Behavior and Intervention Supports

Staff successfully implemented Tier II and Tier III behavioral supports, such as individualized behavior plans and check-in/check-out systems, which promoted positive student behavior and increased classroom engagement. Reward and incentive programs motivated students and contributed to a more accountable, positive school climate. Collaboration among teachers, counselors, and support staff was critical to this success, ensuring consistent and coordinated interventions.

## Action 3.5 Additional Engagement Supports and Parent Decision-Making Opportunities

Parent and family engagement has seen substantial growth through expanded participation in advisory and decision-making committees, including School Site Councils, ELAC,

DELAC, DPAC, and LCAP committees. These groups are now active participants in data-driven conversations that shape school and district planning. Community liaisons have been instrumental in this transformation by building trust, providing parent workshops, and connecting families to critical academic and wellness resources. Monthly events and school-based parent centers have deepened relationships between schools and the community.

#### Action 3.6 Student Engagement/Athletics

Athletics have been a vital engagement tool across all grade levels. High school students compete in CIF-sanctioned events, while middle schoolers participate in citywide tournaments through the Foundation for Interscholastic Youth Athletics. These programs foster teamwork, discipline, and pride. Notably, some high school athletes have earned college scholarships, expanding post-secondary opportunities. Elementary students have also benefited from weekly sports clinics and expanded enrichment opportunities through the district's Expanded Learning program, which offers activities in arts, athletics, and academics.

#### Action 3.7 Community Relations

The district made measurable progress with communication efforts by increasing ParentSquare usage across school sites and providing multilingual tutorials, workshops, and parent training sessions at events and parent centers. These efforts improved direct communication with families and helped increase engagement in student progress monitoring and school activities.

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

#### Action 3.1 Social Emotional and Well-being Resources

While mental health support was significantly expanded, there remains a need for consistent staffing across all sites. Not every school has access to the same community partners/agencies or comprehensive mental health support, which limits the equity and impact of these services.

#### Action 3.2 Targeted Supports for Foster Youth, Low-Income, and Homeless Students

Engaging families in extended learning opportunities remains a challenge. Additionally, coordinating schedules between students, YES staff, and teachers can be difficult. Delays in securing required consent forms also slow student enrollment in support programs. Overcoming stigma associated with receiving academic help is another barrier that affects student participation.

#### Action 3.3 Wellness Center

Limited staffing, funding, and physical space prevented the district from scaling the Wellness Center model to all schools. Additionally, some families were unaware of available services, underscoring the need for more effective outreach and communication.

#### Action 3.4 Positive Behavior Supports

Staffing shortages and inconsistencies in implementation hindered the effectiveness of Tier II and III supports. Data tracking systems also need improvement to ensure progress is monitored and interventions are adjusted effectively.

#### Action 3.5 Parent Engagement and Decision-Making

While participation has increased, many families still struggle to use critical tools such as Aeries and ParentSquare. Ongoing training and support are essential to deepen their engagement and improve their ability to monitor and support student learning.

#### Action 3.6 Student Engagement/Athletics

The recent merger of high schools and ongoing facility renovations have disrupted athletic participation. Some programs were relocated or suspended, affecting students' ability to consistently engage in sports. These disruptions also impacted access to important community-building experiences and scholarship opportunities.

Action 3.7 Meaningful School to Home Engagement

A major challenge remains in increasing the adoption and usage of ParentSquare features. Only 21% of families use the app, and just 17% receive push notifications. Many families face barriers related to digital literacy, access, and familiarity with the platform. Despite having phone numbers on file for 98% of families, fewer than half receive messages through their preferred method, signaling a need for continued outreach and targeted training.

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:Costs of program implementation were less than planned expenditures.

Action 3.2 Targeted Supports for Foster Youth, Low Income/Students Experiencing Homelessness

Reason for difference:Costs of program implementation and Contracts were more than planned expenditures.

Action 3.3 Social Emotional Health and Wellness Center

Reason for difference: Costs of program implementation were less than planned expenditures.

Action 3.4 Additional Positive Behavior and Intervention supports

Reason for difference: Activities were implemented but not to the extent of planned expenditures. This includes vacant positions and contract cost.

Action 3.5 Additional Engagement Supports and Parent Decision Making Opportunities

Reason for Difference: A district-wide salary increase led to higher personnel costs than originally budgeted.

Action # 3.6 Student Engagement/Athletics

Reason for difference: Activities were implemented but not to the extent of planned expenditures. This resulted in spending less than planned.

Action # 3.7 Student Engagement/Athletics

Reason for difference: Activities were provided from other state, private, and donated funds. This resulted in spending less than planned.

Action 3.7 Meaningful School to Home Engagement

Reason for Difference: A district-wide salary increase led to higher personnel costs than originally budgeted.

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

This action was moderately effective, showing measurable improvements in chronic absenteeism and Average Daily Attendance (ADA) rates, especially among English Learners and low-income students. The district-wide chronic absenteeism rate improved from red to yellow on the California Dashboard, and the overall ADA increased from 89.5% in 2023–2024 to 90.9% in 2024–2025. Subgroup data reflect meaningful progress such as English Learners improving from 88% to 91.8% ADA and indicate that targeted supports are positively impacting student engagement. However, persistent or worsening absenteeism among subgroups like African American, Pacific Islander, and Foster Youth students, who remained in the red or declined, signals that the action is not yet equitably effective across all populations and requires deeper, more tailored interventions. The use of Child Welfare and Attendance (CWA) advisors and counselors has been central to the strategy’s implementation. These professionals conducted routine wellness checks, monitored attendance trends, and provided individualized outreach to high-need students and their families. School Attendance Review Teams (SART) served as early

intervention structures at school sites, offering families collaborative support plans to address barriers to attendance. In more serious cases, the School Attendance Review Board (SARB) facilitated formal hearings with support from LACOE and community partners to enforce attendance while connecting families to essential services. Resource panels integrated cross-functional expertise to ensure students received wraparound support, addressing both in-school and out-of-school challenges such as housing instability, transportation issues, or mental health crises. District-wide attendance campaigns complemented these efforts by creating a consistent message around the importance of daily attendance. These campaigns leveraged school events, student incentives, public service messaging, and community partnerships to increase awareness and build a shared commitment to showing up every day. Additionally, the expansion of the Community School model at seven sites amplified impact by embedding services such as mental health care, food distribution, and family support directly onto campuses. While the chronic absenteeism rate has declined from 47.5% to 43% and the graduation rate has inched up from 80.4% to 81%, the district remains far from its goals of a 15% absenteeism reduction and 96% ADA. Sustained investment, expanded staffing, and culturally responsive engagement strategies will be necessary to accelerate progress and ensure equitable outcomes for all student groups.

#### Action 3.2 Targeted Supports for Foster Youth, Low Income/Students Experiencing Homelessness

This action was partially effective, showing improvement in attendance and academic engagement, though some performance indicators remained stagnant or declined. Chronic absenteeism among Foster Youth slightly decreased from 34.7% to 34%, while Homeless student absenteeism saw a more significant drop from 71.9% to 58.9%, indicating progress in engagement. Academic indicators for Foster Youth showed improvement in English Language performance (from Red to Yellow) and stable outcomes in Math (Orange to Orange), while suspension rates increased slightly (Yellow to Orange), suggesting room for continued behavior-focused support. For Homeless students, improvements were seen in chronic absenteeism (Red to Orange), suspensions (Red to Yellow), though academic indicators remained unchanged at Orange, and some performance metrics were unavailable due to small student counts. The Children, Youth, and Family Collaborative (CYFC) program significantly enhanced the effectiveness of these supports. With 97 students enrolled—many receiving both academic and social-emotional assistance—the program demonstrated measurable impact, including a 14% increase in academic performance, improved attendance, and more consistent classroom behavior. Of the eight seniors in the program, six plan to attend college, supported by FAFSA completion and individualized guidance from Youth Education Specialists (YES). These results suggest that the CYFC model, with its holistic focus and reliable staff support, plays a critical role in stabilizing learning environments for vulnerable students and should be scaled or sustained to drive further gains. However, to improve long-term outcomes, particularly for Homeless students, additional efforts are needed to address persistent digital access, attendance, and academic achievement gaps.

#### Action 3.3 Social Emotional Health and Wellness Center

The implementation of Action 3.3 was moderately effective, demonstrating meaningful progress in support services while falling short of full implementation across the district. Average daily attendance rates for low-income students increased from 89% in 2023–2024 to 90.4% in 2024–2025, suggesting improved student engagement potentially linked to enhanced wellness support. The district-wide attendance rate also rose from 89.5% to 90.9%, with English Learner attendance increasing from 88% to 92%, indicating that broader support systems may be positively impacting multiple student groups. However, the Wellness Center and associated services were not consistently available at all school sites due to staffing and infrastructure limitations. Positive signs such as increased access to mental health services and stronger family engagement point to the action's potential impact, but to fully meet its intended goals, further investment in personnel, outreach, and site-based expansion is needed to ensure equitable access for all low-income students and their families.

#### Action 3.4 Additional Positive Behavior and Intervention supports

Action 3.4 was highly effective in reducing suspensions, increasing school-wide implementation of behavioral supports, and creating safer and more supportive environments for low-income and high-needs students. Suspension rates improved across nearly all student groups, with the district-wide rating moving from Yellow in 2023–2024 to Green in 2024–2025. Notably, suspension rates for socioeconomically disadvantaged students improved from Orange to Green, and homeless student suspensions improved from Red to Yellow. These gains reflect the positive impact of Tier II and Tier III Positive Behavioral Interventions and Supports (PBIS), which included behavior intervention plans, counseling, incentives, and check-in/check-out systems. The inclusion of all 14 (of 15) schools in the PBIS implementation and increased family engagement—particularly through PTA-led reward systems—further reinforced a consistent and collaborative approach.

Climate and safety data supported these improvements. Parent perceptions of safety rose significantly from 79.1% to 87%, while staff and student responses remained strong, indicating sustained or growing trust in school environments. Although student feelings of safety and being welcomed slightly dipped or plateaued (73–74%), parent responses

remained high, suggesting a generally positive school culture. Additionally, the PBIS Climate Survey results showed steady satisfaction among all stakeholders, and multiple schools received formal PBIS recognition from LACOE, including Platinum-level awards. Targeted interventions at the secondary level—such as partnerships with Second Call and Village Nation—were responsive to specific subgroup needs, especially among African American students. These strategic partnerships and the district’s commitment to culturally responsive support further illustrate the depth and success of Action 3.4’s implementation.

#### Action 3.5, Additional Engagement Supports and Parent Decision-Making Opportunities

This has proven highly effective in advancing the district’s goals for family engagement and support. Evidence of this effectiveness is reflected in the 2024–2025 Local Indicators for Parent Involvement and Family Engagement (Priority 3), which show a marked improvement from the prior year. Each of the three key self-reflection questions—Building Relationships Between School Staff and Families, Building Partnerships for Student Outcomes, and Seeking Input for Decision Making—improved from a rating of “2” in 2023–2024 to a “4” in 2024–2025. This significant upward shift suggests that targeted efforts to engage families, particularly those of English learners, foster youth, and low-income students, have begun to yield measurable outcomes.

One of the most notable areas of improvement has been in fostering authentic parent decision-making. Across the district, there has been a clear increase in parent participation in key advisory committees, including School Site Councils (SSC), English Learner Advisory Committees (ELAC), the District English Learner Advisory Committee (DELAC), the District Parent Advisory Council (DPAC), and the LCAP Educational Partner Committee. Parents are no longer limited to passive roles but are increasingly involved in reviewing student achievement data and providing input on school and district initiatives. Their growing presence at District data summits and school board meetings is a sign of heightened interest and a stronger sense of empowerment. The district has also taken steps to ensure that these forums are more than symbolic; parent input is now being used to shape plans, identify student needs, and prioritize resources. This evolution from consultation to shared decision-making represents a meaningful cultural shift and reflects the district’s commitment to building inclusive governance structures that value all voices.

The success of this action is closely tied to the vital work of Community Liaisons, who have strengthened connections between schools and families—particularly those from low-income, foster youth, and English learner backgrounds—through personalized outreach, guidance, and consistent support. Stationed at both district and school sites, these liaisons manage parent centers, facilitate monthly workshops, and lead district-wide events that promote academic, social-emotional, and community engagement. Their efforts have empowered families with the tools and knowledge needed to support student success while fostering a more inclusive and collaborative school culture. Local indicators show clear progress in family engagement and participation in decision-making forums, although continued work is needed to expand these gains to all families, especially those who remain disconnected. Sustaining and scaling this progress will require further development of outreach structures and more precise measurement of their impact.

#### Action 3.6 Student Engagement/Athletics

This action has proven to be highly effective in promoting student engagement and improving attendance across the district. The Average Daily Attendance (ADA) rate rose from 89.5% in 2023–2024 to 90.9% in 2024–2025, reflecting consistent progress toward the district’s 96% target. Subgroup attendance gains—such as low-income students increasing from 89% to 90.4% and English learners from 88% to 91.8%—demonstrate the action’s particular benefit for historically underserved populations. Although foster youth attendance saw a slight decrease from 96.1% to 93.7%, they remain above the district average, indicating overall stability within that subgroup. These trends suggest that athletics and related engagement strategies are positively impacting student participation and connectedness.

High school athletics have been instrumental in fostering school pride and student motivation. Sports programs have not only promoted physical wellness and life skills but also supported academic persistence by reinforcing eligibility requirements. The district’s comprehensive approach—supporting athletes academically and through recruitment pipelines—has led to tangible outcomes, including college scholarships for student-athletes. These achievements reinforce a culture of aspiration and contribute to improved student morale and identity within the school community. Athletics have thus become a bridge between academic effort and future opportunity, reinforcing the district’s equity goals. At the middle and elementary school levels, Action 3.6 has laid strong foundational supports through clinics, tournaments, and Expanded Learning enrichment. Middle school students benefit from early exposure to structured sports environments, while elementary students engage in programs that integrate physical activity, teamwork, and leadership development. These initiatives not only promote early student connectedness but also offer meaningful family engagement opportunities. With these programs in place, students are more likely to develop habits of regular attendance and positive peer interaction, setting the stage for sustained engagement in later years. Together, these efforts make Action 3.6 a cornerstone of the district’s broader student engagement and success strategy.

Action 3.7 Meaningful School to Home Engagement

This action has been moderately effective in improving two-way communication with families through the ParentSquare platform, contributing to increased overall parent engagement and communication access—particularly for low-income families. While the email opt-in rate improved slightly from 47% in 2023–2024 to 48% in 2024–2025, and text opt-in saw a slight decrease from 52% to 50%, these marginal changes suggest that while ParentSquare adoption has been sustained, there is still substantial room for growth, especially in deeper feature usage and app engagement. A key strength of this action lies in the targeted outreach and onboarding support provided to families, especially those from historically underserved communities. Recognizing that many low-income families require additional guidance in using digital platforms, the Communications Director has worked collaboratively with site and district teams, Community Liaisons and the Technology Department to ensure parents are not only enrolled in the platform but also trained to use it effectively. Community Liaisons, in particular, have played a vital role in this process, assisting parents with registering for ParentSquare during school events and providing one-on-one support at site-based parent centers. These face-to-face, personalized interactions have helped reduce barriers for non-tech-savvy parents and built trust in the system.

Despite high communication volume—nearly 5,000 posts, 40,000 direct messages, and 187,874 auto notices—overall engagement with the full range of ParentSquare features remains limited, with only 21% app adoption and 17% of parents receiving real-time notifications. Key tools like polls, permission slips, and secure documents are significantly underused, indicating a need for continued, differentiated training to help families transition from passive recipients to active participants in two-way communication. Deepening digital literacy and expanding feature use are essential to transforming ParentSquare into a platform that fosters meaningful parent-teacher partnerships, strengthens home-school collaboration, and supports equity-driven goals.

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.

Based on the analysis of the effectiveness of GOAL # 3, there are no planned changes to this goal, actions, or metrics.

**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) | \$1,468,386.00 | Yes          |
| 2        | 3.2 Targeted Supports for Foster Youth, Low-Income/Students Experiencing Homelessness | 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. (Metric#3.1)                                                                                            | \$196,432.00   | Yes          |
| 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                                                                                                                                                 | \$100,000.00   | Yes          |

|   |                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                |     |
|---|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|-----|
|   |                                                                             | 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)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                |     |
| 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)                                                                                                                                                                                                                                                                                                          | \$1,735,961.00 | 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)                                                                                                                                                                                                                                                                                                      | \$1,049,462.00 | 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)                                                                                                                                                       | \$118,517.00   | 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 | \$256,678.00   | Yes |

# 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<br>CAASPP ELA<br><br>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% |                | CAASPP ELA proficiency scores increased by 20% | Percentage for Student with Disabilities: +0.63% |

|   |                                                                                  |                                                                                                                        |                                                                                                                       |  |                                                           |                                   |
|---|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|--|-----------------------------------------------------------|-----------------------------------|
| 2 | 4.2<br>CAASPP MATH<br>Source: CAASPP                                             | 2022 -2023 CAASPP<br>Math Proficiency Score<br>(Met or Exceeded)<br>Percentage for Student<br>with Disabilities= 5.85% | 2023 -2024 CAASPP<br>Math Proficiency Score<br>(Met or Exceeded)<br>Percentage for Student<br>with Disabilities=6.43% |  | CAASPP Math proficiency<br>scores increased by 20%        | Student with Disabilities: +0.58% |
| 3 | 4.3<br>California<br>Science Test<br>(CAST)<br>Source: CAASPP                    | 2022 -2023<br>CAST Proficiency Score<br>(Met or Exceeded)<br>Percentage for Student<br>with Disabilities= 4%           | 2023 -2024<br>CAST Proficiency Score<br>(Met or Exceeded)<br>Percentage for Student<br>with Disabilities=3%           |  | CAST proficiency scores<br>increased by 20%               | Student with Disabilities: -1%    |
| 4 | 4.4<br>California<br>Alternate<br>Assessment-<br>(CAA) ELA<br>Source: CAASPP     | 2022 -2023<br>CAA for ELA Proficiency<br>Score Percentage<br>All Grades: 12%                                           | 2023 -2024<br>CAA for ELA Proficiency<br>Score Percentage All<br>Grades: 20.59%                                       |  | CAA for ELA<br>proficiency scores increased<br>by 20%     | All Grades:+8.59%                 |
| 5 | 4.5<br>California<br>Alternate<br>Assessment-<br>(CAA) Math<br>Source: CAASPP    | 2022 -2023<br>CAA for Math Proficiency<br>Score Percentage<br>All Grades: 12%                                          | 2023 -2024 CAA for Math<br>Proficiency Score<br>Percentage All Grades:<br>2.94%                                       |  | CAA for Math<br>proficiency scores increased<br>by 20%    | All Grades: -9.92%                |
| 6 | 4.6<br>California<br>Alternate<br>Assessment-<br>(CAA) Science<br>Source: CAASPP | 2022 -2023<br>CAA for Science Results<br>by proficiency<br>All Grades:13.64%                                           | 2023 -2024 CAA for<br>Science Results by<br>proficiency All<br>Grades:11.36%                                          |  | CAA for Science<br>proficiency scores increased<br>by 20% | All Grades:-0.93%                 |

|    |                                                                                                                   |                                                                                                                                         |                                                                                                                                         |  |                                                                                                                            |     |
|----|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------------------------------------------------|-----|
| 7  | 4.7<br>Goal Book Usage by managers and Teachers<br>Source: Goal Book Analytics                                    | 2022 -2023<br>Goal Book Usage and Log ins<br>75% usage and 100% Log in                                                                  | 2023 -2024<br>Goal Book Usage and Log ins<br>75% usage and 100% Log in                                                                  |  | Goal Book 100% usage and 100% Log in                                                                                       | +0% |
| 8  | 4.8<br>Unique Learning System Usage by Mod- severe teachers<br>Source: Unique Learning System Analytics           | 2022 -2023<br>Unique Learning System 100% of Moderate / Severe teachers have been trained on the system and 80% implementing the system | 2023 -2024<br>Unique Learning System 100% 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 | +0% |
| 9  | 4.9<br>Individualized Education Plan (IEP) Completion Rate<br>Source: SEIS - Special Education Information System | 2022 -2023<br>Annual IEP Completion Rate: 94%                                                                                           | 2023-2024<br>Annual IEP Completion Rate: 95%                                                                                            |  | Annual IEP Completion 100%                                                                                                 | +1% |
| 10 | 4.10<br>Professional Development attendance<br>Source: Special Education Training Sign in sheets                  | 2022-2023<br>Participation rate for mandated Professional Development: 90%                                                              | 2023-2024<br>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<br>54% rate of Inclusion           | 2023-2024<br>60% rate of Inclusion           |  | 75% rate of Inclusion        | +6%   |
| 12 | 4.12 Chronic absenteeism rate for students with special needs<br>Source: Dataquest | 2022-2023<br>Chronic Absenteeism Rate: 44.9% | 2023-2024<br>Chronic Absenteeism Rate: 43.6% |  | Chronic Absenteeism Rate 15% | -1.3% |

## Goal Analysis for 2024-2025

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

0 of 4 actions were implemented partially

3 of 4 actions were minimally or not implemented

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

Action 4.4 Special Ed Instruction and Compliance (monitoring) Monitor the instructional practices and student outcomes for SWD

The most successful aspect of this action is its monitoring processes, which identified areas where staff needed additional training. Paraprofessionals continue to receive high quality training which is making them a value asset to the classroom.

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

Action 4.1 Implementing Inclusive Opportunities for Students in Special Day Classes (SDC)

While inclusive access to core curriculum improved, Special Education teachers often had to adapt the general education materials using scaffolded versions, which required significant time, effort, and instructional judgment. This placed additional demands on teachers who were already balancing compliance and instructional responsibilities.

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

Although the monthly professional development sessions were aligned with strategic goals, ensuring consistent application of strategies in classrooms remained a challenge. Some sessions may not have fully addressed the day-to-day instructional needs of teachers, limiting their immediate impact on practice.

Action 4.3 General Education teachers collaboration with special education staff to provide support in the Least restrictive environment (LRE)

This action was hindered by structural and logistical barriers, including limited shared planning time between general and special education teachers. This made it difficult to engage in effective co-planning and collaboration. Furthermore, inconsistent understanding of staff roles in co-teaching environments and varying levels of preparedness to support students with disabilities led to uneven implementation of inclusive practices.

Action 4.4 Special Ed Instruction and Compliance (monitoring) Monitor the instructional practices and student outcomes for SWD

The administrators and support staff struggled to conduct regular, in-depth monitoring due to competing priorities and time constraints. This reduced the effectiveness of oversight and limited the ability to provide timely coaching or intervention, especially in larger or under-resourced school sites.

#### 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 4.4 Special Ed Instruction and Compliance (monitoring) Monitor the instructional practices and student outcomes for SWD

Reason for difference: The activities were implemented as planned, however the cost was lower than the amount budgeted.

Action 4.1-4.3 were listed as non-contributing with LCFF fund, however these actions were supported with federal funds.

#### 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)

This can be considered moderately effective. The action has successfully met its implementation goals, ensuring that students with disabilities accessed the core curriculum in inclusive settings across multiple schools. This marks a significant step toward equity and educational access, as both General Education and SDC teachers collaborated to create integrated learning environments using structured programs like Amplify and Savvas. However, while the structural implementation is in place, the corresponding outcome metrics reflect only partial improvement. For example, there was a positive shift in chronic absenteeism from red to yellow, indicating better student engagement. Additionally, the suspension rate remained green, suggesting consistent behavior support. Yet, academic indicators such as math and graduation rates remained stagnant at orange, and college/career readiness continued to score in the red range, highlighting limited academic growth or long-term preparation. Most concerning is the decline in English Language performance, dropping from orange to red, which signals a need for targeted instructional adjustments. Overall, while the foundation for inclusion has been effectively established, the impact on student academic outcomes remains uneven, suggesting the need for intensified support, differentiated instruction, and continual progress monitoring to achieve stronger long-term gains.

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

The action provided professional development on inclusive practices through Universal Design for Learning (UDL) is moderately effective. With a sustained 90% teacher participation rate in both the 2022–2023 and 2023–2024 school years, the action demonstrates strong implementation and a clear commitment to professional learning. This consistency indicates that educators are increasingly aware of and engaged with inclusive instructional practices that support students with disabilities. However, while professional development attendance is high, the true measure of effectiveness lies in how these practices translate into improved academic outcomes for students. Current student achievement metrics, such as stagnant or declining performance in areas like English language arts, math, and college/career readiness, suggest that while teachers may be receiving training, consistent and effective classroom implementation may still be developing. Continued monitoring, coaching, and support are essential to bridge the gap between professional development participation and student academic gains. Therefore, the action shows strong foundational implementation, but its ultimate impact on student achievement remains in progress.

#### Action 4.3 General Education teachers collaboration with special education staff to provide support in the Least restrictive environment (LRE)

The action promotes inclusion through collaborative support between special education and general education staff is partially effective. The action was implemented with fidelity, meeting expectations through increased collaboration between the district BCBA, administrators, and instructional staff, which led to more students with disabilities accessing general education settings. This improved inclusion aligns with the principles of the Least Restrictive Environment (LRE) and is foundational for long-term academic gains. However, the outcome data show mixed results in terms of academic performance. While there was a modest 1% increase in ELA CAASPP performance (from 9% to 10%) and a significant improvement in ELA CAA scores (from 12% to 21%), math CAASPP scores remained flat at 5.85%, and science CAASPP scores declined from 4% to 3%. Particularly concerning is the sharp drop in Math CAA scores (from 12% to 3%), suggesting that not all students with disabilities are benefiting equally from inclusion efforts. These disparities indicate that while inclusion structures are in place, differentiated instruction and aligned academic supports need to be strengthened to ensure meaningful access to grade-level standards. Maintaining this action is essential, but its success hinges on refining instructional strategies and more closely monitoring student progress across content areas.

**Action 4.4 Special Ed Instruction and Compliance (monitoring)** Monitor the instructional practices and student outcomes for SWD This action focused on Special Education instruction and compliance monitoring through tools such as GOAL Book, Unique Learning System, and SEIS—is highly effective. The consistent 100% login rate for GOAL Book across two years, coupled with a stable 75% usage rate, reflects strong and sustained implementation among teachers. Additionally, 90% of moderate/severe teachers have consistently implemented Unique Learning System assessments, showing a commitment to delivering standards-based instruction tailored to students with significant disabilities. SEIS, the system used for managing IEPs, has maintained a 100% usage rate, while the annual IEP completion rate was a strong 94% in 2022–2023, indicating effective compliance monitoring and timely documentation. These metrics demonstrate that educators are effectively utilizing key platforms to plan, monitor, and deliver individualized instruction. The integration of these tools ensures alignment with IEP goals and promotes equitable access to the curriculum. Continued investment in training and usage of these systems will further solidify progress and maintain compliance, supporting improved outcomes for 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 such as professional development, inclusive instructional practices, and collaborative planning the lack of systematic tracking and oversight of the resources weakened the ability to evaluate effectiveness or adjust supports based on data. As a result, the entire goal is currently under differentiated assistance by the Educational Services Division, which will provide additional guidance and support to strengthen fiscal accountability, ensure resource alignment, and improve outcomes for students with disabilities. Additionally Actions 4.1-4.3 will be supported with federal funds for the 20205-2026 school year

**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 student outcomes for SWD                 | 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)<br>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.        | \$14,698,018.00 | No           |

# Goal

| Goal # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Type of Goal |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 5      | <p>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.</p> <p>Academic Growth<br/> Percent of English Learner who will met or exceeded the ELA standard in 2025: 9.20%<br/> Percent of English Learner who will met or exceeded the Math standard in 2025: 8.35%<br/> Percent of Long Term English Learner who will met or exceeded the ELA standard in 2025: 5.63%<br/> Percent of Long Term English Learner who will met or exceeded the Math standard in 2025: 1.88%</p> <p>English Language Proficiency<br/> Percent of English Learner who will make progress on the English Learner Progress Indicator (ELPI) in 2025: 45.96%<br/> Percent of students who will progress at least one ELPI level in 2025: 44.64%<br/> Rate of students who will be reclassified in 2025: 9.36%<br/> Percentage of LTEL students in 2025: 12.6%<br/> Percentage of At-Risk students 2025: 8.55%</p> | Focus Goal   |

State priorities addressed by this goal.

1, 2, 3, 4

An explanation of why the LEA has developed this goal.

21.3% of the district's student population are English learners (EL), and 12.9% of English learners are long-term English learners (LTEL). 11.6% of the district's student population are Reclassified Fluent English Proficient (RFEP). The district is committed to supporting language acquisition and academic achievement for this population. While we have made slight progress in English language performance, a significant achievement gap persists between subgroups, with English learner students lagging behind the district average by 21.49% in ELA and 8.10% in Math. District data indicates this gap is even wider for long-term English learner students and that additional support is critical. During

the educational partner engagement process, District English Learner Parent Advisory Committee members reviewed local and state assessment data for academic achievement that demonstrated a lack of adequate progress for the majority of our English learners. Educational partners have requested that the district provide enhanced support for newcomer students and targeted interventions for long-term EL students in the ELA and Math; and promote family engagement by providing multilingual communication, reclassification workshops, and training on how to support learning at home.

## 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<br>Percentage of English Learner who met or exceeded the standard in CAASPP ELA<br><br>Source:<br>CAASPP-ELPAC Public Reporting Site (caaspp-elpac.cde.org):<br>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 meet or exceed the ELA standard will increase to 25% | -1.08%                           |

|   |                                                                                                                                                                                                               |                                                                                          |                                                                                          |  |                                                                                               |        |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------|--------|
| 2 | <p>5.2 Percentage of English Learner who met or exceeded the standard in CAASPP Math</p> <p>Source: CAASPP-ELPAC Public Reporting Site (caaspp-elpac.cde.org): 2023 Smarter Balanced Math Results</p>         | 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 meet or exceed the Math standard will increase to 25%          | -1.10% |
| 3 | <p>5.3 Percentage of Long Term English Learner who met or exceeded the standard in CAASPP ELA</p> <p>Source: CAASPP-ELPAC Public Reporting Site (caaspp-elpac.cde.org): 2023 Smarter Balanced ELA Results</p> | 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 meet or exceed the ELA standard will increase to 20% | 1.53%  |

|   |                                                                                                                                                                                                                 |                                                                                                             |                                                                                                              |  |                                                                                                                    |        |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------|--------|
| 4 | <p>5.4 Percentage of Long Term English Learner who met or exceeded the standard in CAASPP Math</p> <p>Source: CAASPP-ELPAC Public Reporting Site (caaspp-elpac.cde.org): 2023 Smarter Balanced Math Results</p> | 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 meet or exceed the Math standard will increase to 20%                     | -1.07% |
| 5 | <p>5.5 Percentage of English Learner who made progress toward English Proficiency measured by ELPAC</p> <p>Source: CA School Dashboard (caschooldashboard.org): 2022-23 English Learner Progress Indicator</p>  | 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 make progress on the English Learner Progress Indicator (ELPI) will increase to 55% | -3.9%  |

|   |                                                                                                                                                                                                                |                                                                                                        |                                                                                         |  |                                                                                                              |       |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------|-------|
| 6 | <p>5.6 Percentage of English Learner who made progress toward English Proficiency measured by ELPAC</p> <p>Source: CA School Dashboard (caschooldashboard.org): 2022-23 English Learner Progress Indicator</p> | <p>English Language Acquisition Results for 2023:</p> <p>Progressed at least one ELPI level: 39.8%</p> | <p>Percent of English learner who progressed at least one ELPI level in 2024: 37.2%</p> |  | <p>English Language Acquisition Results :</p> <p>Progressed at least one ELPI level will increase to 55%</p> | -2.6% |
| 7 | <p>5.7 Reclassification Rate</p> <p>DataQuest: 2022-23 English Learner (EL) Data &gt; Annual Reclassification (RFEP) Counts and Rates (when available)</p>                                                     | <p>Rate of students reclassified in 2023: 3.79%</p>                                                    | <p>Rate of students reclassified in 2024: 7.8%</p>                                      |  | <p>Rate of students reclassified will increase to 12%</p>                                                    | 3.0%  |

|   |                                                                                                           |                                                                                                 |                                                                                                 |  |                                                                                                        |                 |
|---|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------|-----------------|
| 8 | Number & Percentage of At-Risk & LTEL students<br>Source: DataQuest (dq.cde.ca.gov): English Learner Data | Number & Percentage of LTEL students in 2023: 452 (14%)<br>At-Risk students in 2023: 271 (8.4%) | Number & Percentage of LTEL students in 2024: 403 (14%)<br>At-Risk students in 2023: 274 (9.5%) |  | Number & Percentage of LTEL students will decrease to 11.34%<br>At-Risk students will decrease to 7.7% | 0%<br><br>-1.1% |
|---|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------|-----------------|

Goal Analysis for 2024-2025

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 fully implemented  
1 of 7 actions was implemented partially  
1 of 7 actions was not implemented

Goal 5 focused on supporting English Learners (ELs), Long-Term English Learners (LTELs), and Newcomer students through a range of targeted actions. Implementation across these actions was mixed, with most being either partially or fully implemented. The most successful efforts were those directly connected to student-facing supports, such as newcomer academies, online intervention tools, and reclassification-focused professional development. However, challenges related to timing of implementation, delays in procurement, and limited stakeholder capacity—particularly for parent engagement—impacted overall effectiveness.

Action 5.1, which provided Saturday and afterschool Newcomer Academies and deployed Imagine Learning across sites, was fully implemented. Student participation was high and consistent. However, math and reading intervention tools were delayed until midyear, limiting student time in the programs and preventing full impact. Successes that can be attributed to this action are EL students showing a growth of +29% in early literacy from BOY (32%) to EOY (61%), demonstrating a significant growth from 2024 EOY (39%); and 5 out of 12 (41.6%) schools maintaining or advancing at least one performance level on the CA Dashboard English Learner Progress Indicator.

Action 5.2, focused on the California EL Roadmap, was only partially implemented due to time constraints.

Action 5.3, focused on Tier I instruction and professional development, was fully implemented and contributed to the district’s improved reclassification rate, which increased from 3.79% in 2023 to 7.8% in 2024. This action included extensive professional learning series and collaborative support from the EL Director and EL TOSA. Successes related to this action include a growing number of students reclassified each year, increasing from 42 in 2021 to 117 in 2024 (an increase of 48 students from 2023); RFEP students continuing to outperform all other subgroups, with 57% meeting/exceeding standards in ELA and 39% in Math—higher than both EO and IFEP groups, showing long-term academic success following reclassification; and a major growth in early literacy benchmarks (oral reading fluency) in K-5 indicating improved Tier 1 reading instruction and foundational literacy support, benefiting ELs in early grades.

Action 5.4, which provided primary language support, was fully implemented with tutoring and translation tools, though communication gaps limited full usage. Successes include EL students in grades 9-12 showing a slight growth in reading of 6% from BOY (7%) to EOY (13%), and from 2024 EOY (6.7%); and EL students in grades 6-8 showing a slight growth in reading of 5% from BOY (4%) to EOY (9%).

Action 5.5, which provided supplemental professional development, experienced some delays in professional learning and program procurement, but was fully implemented. Some successes that can be attributed to this action include a moderate gain in Grade 11 reading performance with a +14% growth from BOY (6%) to EOY (20%), indicating potential success of targeted interventions or instructional shifts in upper secondary grades; and EL students in K-12 showing a moderate growth in Math of 12% from BOY (3%) to EOY (15%).

Action 5.6, targeting parent engagement, was not implemented due to the challenge of establishing a consistent and engaged DELAC parent group. Successes include 10 out of 13 (76.9) schools maintaining or advancing ELs at least one performance level on the CA Dashboard Suspension indicator; and 7 out of 10 (70%) schools maintaining or advancing ELs at least one performance level on the CA Dashboard Chronic Absenteeism indicator.

Action 5.7, supporting program operations and compliance, funded an EL data technician and supported expanded use of Ellevation as a centralized monitoring platform. This action was fully implemented, improving data hygiene, monitoring, and timely reclassification workflows, leading to fewer Census Day corrections and stronger compliance practices. A great success was tripled reclassification numbers, moving the reclassification rate closer to the district's 2025 goal of 5.5%.

Finally, several new and updated actions have been added for 2025–26, including: Action 5.2 Student Recognition & Interdisciplinary Showcases to increase engagement, language development, and family participation; Action 5.3 Tier I Instruction & Professional Development with more specific language; and Action 5.6 Parental Engagement to build parent participation and engagement. Each action has been paired with a revised or more appropriate metric to ensure alignment between services, implementation goals, and measurable outcomes. These updates will enable more effective tracking of progress and ensure that support for English Learners is both equitable and impactful.

#### **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 5.1 was fully implemented and included the Imagine Learning program, Saturday and after-school Newcomer Academies, and supplemental services coordinated by the EL Director. Although the programs were successfully launched and participation was strong, the actual S&C expenditures totaled \$346,000, approximately 81% of the budgeted \$426,000. The 19% underspending was due to teacher salaries not being fully deducted during the fiscal reporting window.

Actions 5.2-5.7 were listed as contributing actions, however they were ultimately supported with federal funds

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

Action 5.1 was moderately effective, showing a slight increase in ELA proficiency among LTELs (from 3.16% to 4.69%), although math proficiency declined (from 2.64% to 1.57%).

Action 5.2 (implementation of the California EL Roadmap) and Action 5.6 (parental engagement), were ineffective. The Roadmap work reached only administrators and DELAC members, with little to no training for teachers or classified staff, limiting its impact. Parent engagement efforts were minimal and failed to meet expectations, particularly in supporting EL student progress on the ELPI.

Action 5.3 was among the most highly effective, directly contributing to an increase in the reclassification rate, which moved closer to the district's 2025 goal of 5.5%. When reviewing the data outcomes linked to each action, the results are mixed.

Action 5.4, which provided bilingual support and digital tools, was fully implemented but proved only partially effective, as the percentage of students progressing one ELPI level declined from 39.8% in 2023 to 37.2% in 2024 indicating the need to reassess the support model for primary language resources. While the number of students achieving Level 4 on the ELPAC also decreased (from 17% in 2023 to 10% in 2024), this may be attributed to the reclassification of proficient students rather than a decline in instructional effectiveness. However, the increase in Level 1 students (from 20% to 31%) suggests a shifting English learner population, emphasizing the need for more robust newcomer support systems.

Action 5.5, while fully implemented, was only partially effective, as it saw a decrease in both ELA and math proficiency among English Learners—suggesting that additional refinement and earlier implementation will be necessary to achieve stronger academic outcomes.

Action 5.7 was highly effective, significantly decreasing the number of fatal errors in CALPADS and reducing the time required to review data for certification, even though it was not tied to a specific metric."

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 this year's implementation review, several changes are planned for the coming year. Actions 5.1, 5.3, 5.5, and 5.6 will be continued with key refinements.

~Action 5.1 will be continued and strengthened. Implementation will begin earlier in the school year and utilize more targeted instructional tools for Newcomers and LTELs to ensure they receive timely access to supplemental support. Originally measured by general progress in ELA and math, this action is now more accurately aligned with Metric #1 (EL ELA performance), Metric #2 (EL Math performance), Metric #3 (LTEL ELA), Metric #4 (LTEL Math), and new Metric #8 (Number & Percentage of At-Risk & LTEL students) to better capture its impact. These refined metrics better reflect the action's intent and outcomes and support accountability. The action will continue with stronger oversight by the Director of EL Services to help ensure that both LTEL and newcomer students benefit from consistent, extended learning opportunities that focus on language development and academic acceleration.

~Action 5.2, which did not yield measurable outcomes, will not continue as a standalone initiative. The principles of the EL Roadmap (Action 5.2) will instead be embedded into the implementation of other high-impact actions under Goal 5. A new Action 5.2, Student Recognition and Interdisciplinary Showcases, will be added to increase engagement, language development, and family participation.

~Action 5.3 will expand its reach by leveraging banked-time Tuesdays and PLC time to deliver professional development more consistently. The action was monitored using Metric #7\*, but will now be monitored using Metrics #1 and #2 to \*The baseline on metric 7 indicates 3.79% as the reclassification rate for 2023; however, after CALPADS certification, the rate was found to actually be 4.8%. Additionally, efforts will be made to improve communication with teachers and families to ensure full awareness and usage of bilingual resources.

~Action 5.4, which provided bilingual support tools, will continue as is. It is now aligned with Metric #6, tracking ELPI progress.

~Action 5.5 will continue with adjusted timelines and better alignment to Metric #1 to track EL ELA performance, as systems are now in place for more effective and timely implementation, and the EL TOSA has developed stronger site-level relationships that will allow for more targeted support.

~Action 5.6 Parental engagement efforts will be modified to procure a consistent and representative group of parent leaders. Parents will continue to be encouraged to actively participate in the review and decision making process to improve student outcomes through the DELAC, and family engagement will be enhanced through multilingual communication, reclassification workshops, and training on how to support learning at home. The associated metric, Metric #5 (ELPI progress), declined from 42.2% in 2023 to 38.3% in 2024, suggesting this action needs to be revised to build stronger parent engagement at the district level.

~Action 5.7 will remain a cornerstone of the program, as clean and timely data continues to be critical for program operations and compliance. It is now aligned with Metric #7 (Reclassification rate) due to its indirect contribution to improved student services, monitoring and compliance.

~The addition of Metric 3.8 will focus on the number of at risk & LTEL Students

For the 2025-2026 school year Actions 5.2-5.7 were listed as non contributing actions and supported with federal funds

**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 Student Support | In addition to daily designated and integrated English Language Development instruction in the classroom, Long Term English Learners and ELs who are Newcomers will be provided with supplementary materials and services. The EL director will research and design, lead and monitor opportunities for Newcomers and Long Term English Learners that are beyond the school day, including ELPAC Academy and online intervention and acceleration programs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | \$857,708.00 | Yes          |
| 2        | 5.2 Student Recognition & Interdisciplinary Showcases      | English Learners will be provided with multiple opportunities and resources to participate in interdisciplinary competitions and showcases that highlight their academic progress, creativity, and talents across content areas to increase engagement, motivation, and a sense of pride among English Learners while strengthening family and community partnerships. These events will promote the development of academic language, cross-disciplinary thinking, and student confidence by giving ELs a platform to present their work to broader audiences beyond the classroom and be recognized with medals, academic prizes, or learning tools. Competitions and exhibitions may include writing contests, public speaking events, multimedia projects, and culturally relevant performances. A culminating districtwide Reclassification ceremony will be held annually to celebrate the efforts, growth, and achievements of English Learners. | \$10,000.00  | No           |
| 3        | 5.3 Tier I Instruction & Professional Development          | All English Learner students will be provided with high quality, standards-based Tier I differentiated instruction using district-approved curriculum and effective integrated ELD strategies as set forth by state and federal regulations. Teachers and site administrators will be provided with ongoing professional development at the site and district level on program, curriculum, assessment, and instructional strategies, including SDAIE and small-group instruction.                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | \$15,000.00  | No           |
| 4        | 5.4 Primary Language Support                               | All English Learner students in K-12, primarily newcomer students and students in ELPAC levels 1 and 2, will have primary language support to increase access to challenging state academic standards, as available. Primary language support may include professional bilingual tutoring services during the school day, electronic translators, and other supports.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | \$732,375.00 | No           |
| 5        | 5.5 Supplemental Professional Development                  | Long Term English Learner and Newcomer students will be provided with targeted, innovative, and technology-based instruction designed to enhance their learning. Hiring an EL Teacher on Special Assignment (TOSA) will be instrumental in leading classroom strategy demonstrations for English Language Development (ELD), sharing best practices focused on addressing the diverse needs of EL students at various levels; creating units of study and helping to analyze student formative assessments. The EL TOSA will assist in planning, implementing and monitoring ongoing synchronous and asynchronous supplemental professional development for teachers on implementing rigorous standards-aligned instruction designed to support EL and LTEL students.                                                                                                                                                                                   | \$140,000.00 | No           |
| 6        | 5.6 Parental Engagement                                    | English Learner families and school Community Liaisons will participate in the CABE's parent and family engagement program, Project 2Inspire, which is focused on building leadership capacity, valuing and drawing upon community funds of knowledge to inform, support, and enhance teaching and learning so that English Learner students can graduate college, career, and are 21st century ready. And 10 parents will be selected to receive a free registration to the California Association for Bilingual Education (CABE)'s Parent and Paraeducator Regional Conference in the Southern California location to learn and come back and share the information with our DELAC members.                                                                                                                                                                                                                                                           | \$10,000.00  | No           |
| 7        | 5.7 EL Program support                                     | All English Learner students will receive timely and appropriate language services and will be exited from those services when they are no longer needed. Hiring a Data Processing Specialist will enhance and increase the accuracy of data and ensure compliance with state and federal reporting requirements; coordinate data processing activities between the district office, school site personnel, and third party organizations and support with all Title III clerical activities. Using                                                                                                                                                                                                                                                                                                                                                                                                                                                     | \$96,242.00  | No           |

|  |                                                                                                                                                                                                                                                                                                        |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | an effective workflow platform will streamline and expedite district processes with digital EL/RFEP monitoring, reclassification workflows, translated state-required parent letters, Federal Program Monitoring (FPM) support, and assessment data analysis available to administrators and teachers. |  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

# Goal

| Goal # | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Type of Goal |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| 6      | <p>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.</p> <p>Inglewood Continuation (ICHS): Our goal is to increase the stability rate by 10% by June 2026 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.</p> <p>Inglewood High School: By the end of the 2026 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.</p> <p>Woodwoth Monroe: Our goal is to increase the student stability rate by 10% by June 2026. 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.</p> | Focus Goal   |

State priorities addressed by this goal.

3, 4, 5, 6

## An explanation of why the LEA has developed this goal.

The Equity Multiplier initiative prioritizes support for schools with high student non-stability rates. According to the California Department of Education (CDE), the stability rate measures the number and percentage of students who remain enrolled in the same school for a full academic year. This metric is intended to deepen understanding of the complex challenges faced by students and school communities. Schools are identified for Equity Multiplier support if their non-stability rate exceeds 25% and if more than 70% of their students are socioeconomically disadvantaged, based on data from the prior year.

In 2023, three schools in Inglewood Unified met this criteria: Inglewood Continuation High School, Inglewood High School, and Morningside High School. By 2024, the list expanded to include four schools: the three previously identified, along with Woodworth-Monroe UTK-8. This increase reflects both the evolving needs of the student population and the district's ongoing commitment to providing equitable, targeted supports where they are most needed. Morningside is merging with Inglewood for the 2025-2026 school year as a result the Equity Multiplier funds and action will sunset at the close of the 2024-2025 school year. The focus for the remaining school will include:

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

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

Woodworth-Monroe: The focus for this goal is to improve the school culture and climate while increasing student attendance, academic performance and the stability rate.

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.

The total District Allocation is \$1,947,611 which includes:

Inglewood High School \$867,684

Inglewood Continuation \$156,839

Woodworth-Monroe \$923,088

California Dashboard Low performance indicators 2023

Inglewood High School: English Language Arts, Math, English Learners, Suspension

Inglewood Continuation High School: College and Career

Woodworth-Monroe: No Low Indicators

California Dashboard Low performance indicators 2024

Inglewood High School: No Low Indicators

Inglewood Continuation High School: No Low Indicators

Woodworth-Monroe: English Learners, English Language Arts, Math

## 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<br>Attendance Rates<br>Source:<br>DataQuest    | 2022-2023<br>Average Daily Attendance Rate<br><br>Inglewood High School 87.3%<br>Inglewood Continuation High School 79.9%<br>Morningside High School 89.9%<br>Woodworth Monroe 87.7% | 2023-2024<br>Average Daily Attendance Rate<br>Inglewood High School 88%<br>Inglewood Continuation High School 87%<br>Morningside High School 89.9%<br>Woodworth Monroe 88% |                | Average Daily Attendance Rate:<br>96.0% | Inglewood High School +0.7%%<br>Inglewood Continuation High School +7.1%<br>Morningside High School +0.9.%<br>Woodworth-Monroe +0.3% |
| 2        | 6.2<br>Absence Rate<br>Source:<br>DataQuest        | 2022-2023 Absence Rate<br>Inglewood High School 25.9<br>Inglewood Continuation High School 34.5<br>Morningside High School 19.0<br>Woodworth-Monroe 20.8                             | 2023-2024 Absence Rate<br>Inglewood High School 21.3<br>Inglewood Continuation High School 22.4<br>Morningside High School 19.1<br>Woodworth-Monroe 18.1                   |                | Average Daily Absence Rate: <10         | Inglewood High School : +4.6<br>Inglewood Continuation High School: +12.1<br>Morningside High School: +0.1<br>Woodworth-Monroe :-1.9 |
| 3        | 6.3<br>Chronic absenteeism<br>Source:<br>DataQuest | 2022-2023<br>Chronic Absenteeism Rate Data quest<br>Inglewood High School 56%<br>Inglewood Continuation High School 88%<br>Morningside High School 46%<br>Woodworth-Monroe 51%       | 2023-2024<br>Inglewood High School 48%<br>Inglewood Continuation High School 83%<br>Morningside High School 44%<br>Woodworth-Monroe 50%                                    |                | Chronic Absenteeism Rate: 15%           | Inglewood High School: -8%<br>Inglewood Continuation High School: -5 %<br>Morningside High School: -2%<br>Woodworth-Monroe: -1%      |

|   |                                                       |                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                               |  |                                                |                                                                                                                                                                                                                                            |
|---|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | 6.4<br>Suspension Rate<br><br>Source:<br>DataQuest    | 2022-2023 Suspension Rate<br>Inglewood High School: 6.2%<br>Inglewood Continuation High School: 2.7%<br>Morningside High School :4.0%<br>Woodworth-Monroe: 1.1%                                                                                                          | 2023-2024<br>Inglewood High School: 6.1%<br>Inglewood Continuation High School: 2.6%<br>Morningside High School: 1.4%<br>Woodworth-Monroe: 1.6%                                                               |  | Suspension Rate: 2%                            | Inglewood High School -.1%<br>Inglewood Continuation High School -.1%<br>Morningside High School -2.6%<br>Woodworth-Monroe: +0.5%                                                                                                          |
| 5 | 6.5<br>Non Stability rate<br><br>Source:<br>DataQuest | 2022-2023<br>Non Stability rate<br>All Schools=14.5%<br><br>Inglewood High School 27.7%<br>Inglewood Continuation High School 87.9%<br>Morningside High School 29.3%<br>Woodworth Monroe 19.4%<br><br>Low Income= 13.9%<br>Foster Youth= 45.6%<br>English Learners=14.3% | 2023-2024<br>Inglewood High School 29.7%<br>Inglewood Continuation High School 86.3%<br>Morningside High School 28.2%<br>Woodworth Monroe 43.3%<br><br>Low Income= %<br>Foster Youth= %<br>English Learners=% |  | Non Stability Rate: 10%                        | Inglewood High School: -2%<br>Inglewood Continuation High School: -1.6%<br>Morningside High School: -1.1%<br>Woodworth Monroe: + 23.9%<br><br>Low Income= %<br>Foster Youth= %<br>English Learners=%                                       |
| 6 | 6.6<br>CAASPP ELA<br><br>Source:<br>DataQuest         | 2022/2023<br>CAASPP ELA proficiency Score (Met or Exceeded)<br>All Students<br>~IHS=30.59%<br>~ICHS=17.40%<br>~MHS=25.46%<br>~WM=21.53%<br><br>Subgroups<br>African American<br>~IHS=29.03%<br>~ICHS=N/A<br>~MHS=12.12%<br>~WM=22.48%                                    | 2024 CAASPP ELA proficiency Score (Met or Exceeded)<br>IHS=32%<br>ICHS=12.91%<br>MHS=25.66%<br>WM=17.82%<br><br>Subgroups<br>African American<br>~IHS=29.73%<br>~ICHS=9.09<br>~MHS=23.34%<br>~WM=18.79%       |  | CAASPP ELA Proficiency scores increased by 20% | IHS: -1.41%<br>ICHS: -4.49%<br>MHS: -.2%<br>WM:-3.51%<br><br>Subgroups<br>African American<br>~IHS: +.7%<br>~ICHS: +9.09<br>~MHS: +11.22%<br>~WM:-3.69%<br><br>English Learners<br>~IHS: -.18%<br>~ICHS: +12.50%<br>~MHS: 0%<br>~WM:-4.62% |

|   |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                                                 |                                                                                                                                                                                                                                                                                                                                                                      |
|---|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   |                                            | <p>English Learners<br/>~IHS=4.44%<br/>~ICHS=N/A<br/>~MHS=0%<br/>~WM=6.85%</p> <p>Foster<br/>~IHS=N/A<br/>~ICHS=N/A<br/>~MHS=0%<br/>~WM=N/A</p> <p>Hispanic<br/>~IHS= 30%<br/>~ICHS=6.67%<br/>~MHS=30.66%<br/>~WM=19.85%</p> <p>Socioeconomically Disadvantaged<br/>~IHS= 32.43%<br/>~ICHS=16.67%<br/>~MHS=26.04%<br/>~WM=21.34%</p> <p>Students with disabilities<br/>~IHS= 16.13%<br/>~ICHS=N/A<br/>~MHS=0%<br/>~WM=</p> | <p>English Learners<br/>~IHS=4.26%<br/>~ICHS=12.50<br/>~MHS=0%<br/>~WM=2.23%</p> <p>Foster<br/>~IHS=N/A<br/>~ICHS=N/A<br/>~MHS=0%<br/>~WM= N/A</p> <p>Hispanic<br/>~IHS= 33.06%<br/>~ICHS=15.00%<br/>~MHS=24.69%<br/>~WM=15.81%</p> <p>Socioeconomically Disadvantaged<br/>~IHS= 32.10%<br/>~ICHS=12.50%<br/>~MHS=26.26%<br/>~WM=18.02%</p> <p>Students with disabilities<br/>~IHS= 9.09%<br/>~ICHS=N/A<br/>~MHS=15%<br/>~WM=9.09%</p> |  |                                                 | <p>Foster<br/>~IHS: N/A<br/>~ICHS: N/A<br/>~MHS: 0%<br/>~WM: N/A</p> <p>Hispanic<br/>~IHS: +3.06%<br/>~ICHS: +8.33%<br/>~MHS: -5.31%<br/>~WM:-4.04%</p> <p>Socioeconomically Disadvantaged<br/>~IHS: -.33%<br/>~ICHS: -4.17%<br/>~MHS: -.22%<br/>~WM: -3.32%</p> <p>Students with disabilities<br/>~IHS: -7.04%<br/>~ICHS: N/A<br/>~MHS: +15.00%<br/>~WM: +1.25%</p> |
| 7 | 6.7<br>CAASPP Math<br>Source:<br>DataQuest | <p>2022/2023<br/>CAASPP Math results by proficiency (Met or Exceeded)<br/>All Students<br/>~IHS=0.59%<br/>~ICHS=4.55%<br/>~MHS=6.42%</p>                                                                                                                                                                                                                                                                                   | <p>2024 CAASPP Math proficiency Score (Met or Exceeded)<br/>All Students<br/>IHS=4.19%<br/>ICHS=6.45%<br/>MHS=7.08<br/>WM=10.36%</p>                                                                                                                                                                                                                                                                                                   |  | CAASPP Math proficiency scores increased by 20% | <p>IHS: +3.6%<br/>ICHS: +1.9%<br/>MHS: +.66%<br/>WM: -0.93%</p> <p>Subgroups<br/>African American<br/>~IHS: +2.38%<br/>~ICHS: +9.09%<br/>~MHS: -6.06%</p>                                                                                                                                                                                                            |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | ~WM=11.29%<br><br>Subgroups<br>African American<br>~IHS=0%<br>~ICHS=N/A<br>~MHS=6.06%<br>~WM=9.38%<br><br>English Learners<br>~IHS=0%<br>~ICHS=N/A<br>~MHS=0%<br>~WM=3.45%<br><br>Foster<br>~IHS=N/A<br>~ICHS=N/A<br>~MHS=N/A<br>~WM=N/A<br><br>Hispanic<br>~IHS=1.01%<br>~ICHS=7.14%<br>~MHS=5.41%<br>~WM=10.53%<br><br>Socioeconomically Disadvantaged<br>~IHS=0.68%<br>~ICHS=5.88%<br>~MHS=5.25%<br>~WM=11.37%<br><br>Students with disabilities<br>~IHS=0%<br>~ICHS=N/A<br>~MHS=0%<br>~WM=10.20% | African American<br>~IHS=2.38%<br>~ICHS=9.09%<br>~MHS=0%<br>~WM=10.81%<br><br>English Learners<br>~IHS=4.26%<br>~ICHS=8.33<br>~MHS=0%<br>~WM=4.24%<br><br>Foster<br>~IHS=N/A<br>~ICHS=N/A<br>~MHS=N/A<br>~WM=N/A<br><br>Hispanic<br>~IHS=5.83%<br>~ICHS=5.00%<br>~MHS=8.64%<br>~WM=9.22%<br><br>Socioeconomically Disadvantaged<br>~IHS=4.23%<br>~ICHS=5.88%<br>~MHS=8.08%<br>~WM=10.53%<br><br>Students with disabilities<br>~IHS=2.27%<br>~ICHS=N/A<br>~MHS=0%<br>~WM=11.68% |  |  | ~WM: +1.43%<br><br>English Learners<br>~IHS: +4.26%<br>~ICHS: +8.33%<br>~MHS: 0%<br>~WM: +0.79<br><br>Foster<br>~IHS=N/A<br>~ICHS=N/A<br>~MHS=N/A<br>~WM=N/A<br><br>Hispanic<br>~IHS: +4.82%<br>~ICHS: -2.14%<br>~MHS: +3.23%<br>~WM: -1.31%<br><br>Socioeconomically Disadvantaged<br>~IHS: +3.55%<br>~ICHS: 5.88%<br>~MHS: +2.83%<br>~WM: -0.84%<br><br>Students with disabilities<br>~IHS: +2.27%<br>~ICHS: N/A<br>~MHS: 0%<br>~WM: +1.48% |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|   |                                                       |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                         |  |                                             |                                                                                                                                                                                                                            |
|---|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8 | 6.8<br>College and Career<br><br>Source: CA Dashboard | 2023 College and Career Level of Proficiency Percentage of Student prepared by College and Career Indicator Level<br>All Students= 17.8%<br>African American=9.65%<br>Hispanic=21%<br>English Learners=11.4%<br>Foster Youth=N/A<br>Homeless Students=5.9%<br>Socioeconomically Disadvantaged=18.1%<br>Students with Disabilities=4.8% | 2024 College and Career Level of Proficiency Percentage of Student prepared by College and Career Indicator Level<br>All Students= 14.5%<br>African American=8.9%<br>Hispanic=16.1%<br>English Learners=7.1%<br>Foster Youth=N/A<br>Homeless Students=14.3%<br>Socioeconomically Disadvantaged=14.6%<br>Students with Disabilities=5.1% |  | College and Career Indicator Level over 50% | All Students: -3.30%<br>African American: +0.75%<br>Hispanic: -4.9%<br>English Learners:-4.3%<br>Foster Youth=N/A<br>Homeless Students: +8.4%%<br>Socioeconomically Disadvantaged:-35%<br>Students with Disabilities: +.3% |
|---|-------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Goal Analysis for 2024-2025

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:

5 of 12 actions were implemented fully

6 of 12 actions were implemented partially

1 of 12 actions were minimally or not implemented

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

Action 6.1 Increase course offerings at Morningside High School

This action focused on expanding course offerings at Morningside through the addition of elective and Career Technical Education (CTE) courses. This effort allowed students greater access to hands-on learning experiences aligned with college and career pathways. With the support of three funded elective teachers, MHS students were able to engage in industry-recognized programs that built both academic and vocational competencies.

Action 6.2 Restorative Justice Intervention Professional Development for Morningside Staff

In support of a positive school climate, initiated sitewide professional development on restorative justice practices at MHS. The training sessions successfully introduced staff to restorative strategies aligned with PBIS, fostering a schoolwide shift away from punitive discipline.

Action 6.3 Increase student attendance and and stability Rate at Morningside

Attendance and student stability were further addressed through consistent monitoring by district and site teams, and strengthened outreach by a Program Aide, MHS saw positive trends in attendance.

#### Action 6.5 Professional learning Opportunities for Morningside staff

This Action supported these efforts at MHS by offering teachers professional learning through on-site sessions focused on student engagement and long-term academic planning.

#### Action 6.6 Targeted Positive Behavior and Intervention supports at ICHS

At ICHS, advanced the implementation of PBIS with mixed success. Staff developed PBIS leadership, created visible expectations through signage, launched monthly incentives, and engaged students and families through newsletters and outreach. While full implementation is ongoing, structures such as the campus passport program and designated PBIS training reflect positive momentum.

#### Action 6.7 Increase student Attendance and Mobility at ICHS

targeted attendance and mobility. The school made substantial efforts through data tracking, personal outreach, SART processes, and staff-student relationship-building. However, consistent execution of systems such as home visits and data-informed intervention remains an area for continued development.

#### Action 6.8 Evidence Based Interventions at ICHS

This Action focused on evidence-based academic and social-emotional interventions at ICHS. While efforts were made to introduce components such as RTI and direct instruction, implementation varied by area. Nevertheless, meaningful college and career outreach occurred through field trips, counseling sessions, and visits from community partners like El Camino College and Cal State Dominguez Hills.

#### Action 6.10 Expanding Course offering at Inglewood High School

Inglewood High School demonstrated significant progress by expanding course offerings and reducing class sizes through the addition of five full-time teaching positions. New electives such as Choir and Strings were well-attended and showcased through campus-wide performances. The Early College program had a successful inaugural year, with 22 students completing their first round of college courses and an expansion planned for 9th and 10th grades.

#### Action 6.11 Culture and Climate support for Inglewood High School

This action supported culture and climate at IHS through staffing that addressed absenteeism and student roaming. While the impact of these supports is still being quantified, initial feedback from students revealed improved resiliency and connection to caring adults.

#### Action 6.12 Culture and Climate support for Inglewood High School

This action enhanced college and career exposure at IHS. Students participated in visits to UCSB, CSU campuses, HBCUs, and SCROC programs. Notable highlights included a scholarship recipient from the barbering program and engagements with NFL SCL, Accelerated Radio Network, and El Camino College. These experiences created meaningful pathways for students, reinforcing the broader district goal of preparing all students for postsecondary success.

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

#### Action 6.2 Restorative Justice Intervention Professional Development for Morningside Staff

MHS focused on Restorative Justice training, the primary obstacle was scheduling. Classified staff, due to work-hour constraints, were pulled from student-facing roles to attend sessions, creating disruptions in service and attendance coverage.

Action 6.3 Increase student attendance and and stability Rate at Morningside

MHS made efforts to increase attendance and stability were compromised by conflicting schedules. Attendance review meetings frequently overlapped with pressing school incidents, limiting full engagement and consistency.

Action 6.4 Target college and Career readiness for Morningside

MHS aimed at enhancing college and career readiness, was impacted by the absence of a full-time College and Career Counselor, which resulted in missed opportunities for daily student support and engagement.

Action 6.5 Professional learning Opportunities for Morningside staff

Professional learning at MHS was undercut by staff reluctance to attend non-mandatory training funded by Equity Multiplier resources. This lack of buy-in limited the development of a cohesive schoolwide vision.

Action 6.6 Targeted Positive Behavior and Intervention supports at ICHS

ICHS struggled due to a shortage of mental health professionals and a lack of a standardized SEL curriculum. Without uniform training or dedicated time, SEL delivery was inconsistent, and students most in need were often disengaged due to low interest or parental support.

Action 6.7 Increase student Attendance and Mobility at ICHS

ICHS aimed at improving attendance and mobility was limited by inconsistencies in chronic absentee monitoring and difficulty in contacting and supporting parents facing external challenges.

Action 6.8 Evidence Based Interventions at ICHS

While external partners provided valuable interventions and post-secondary exposure, there was a heavy reliance on support from IHS's College and Career Counselor, highlighting a staffing gap at ICHS itself.

Action 6.9 Increase Student Social and Emotional Support

At ICHS the overarching barrier was again the shortage of mental health personnel. SEL implementation varied across classrooms due to lack of dedicated time and insufficient training, leading to uneven student access and engagement.

Action 6.12 Culture and Climate support for Inglewood High School

IHS faced participation challenges, with underutilization of SCROC programs and a concentration of opportunities among a small group of repeat students. The school must implement proactive recruitment strategies to broaden access and ensure more students benefit from college and career exposure activities.

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 Restorative Justice Intervention Professional Development for Morningside Staff

Reason for difference: The expenditures were less than the amount budgeted. This resulted in less spending than planned for this action.

Action 6.3 Increase student attendance and and stability Rate at Morningside

Reason for difference: The expenditures were more than the amount budgeted. This resulted in overs spending for this action.

Action 6.4 Target college and Career readiness for Morningside

Reason for difference: The expenditures were less than the amount budgeted. This resulted in less spending than planned for this action.

Action 6.5 Professional learning Opportunities for Morningside staff

Reason for difference: The expenditures were less than the amount budgeted. This resulted in less spending than planned for this action.

Action 6.6 Targeted Positive Behavior and Intervention supports at ICHS

Reason for difference: The expenditures were less than the amount budgeted. This resulted in less spending than planned for this action.

Action 6.7 Increase student Attendance and Mobility at ICHS

Reason for difference: The expenditures were more than the amount budgeted. This resulted in overs spending for this action.

Action 6.8 Evidence Based Interventions at ICHS

Reason for difference: The expenditures were less than the amount budgeted. This resulted in less spending than planned for this action.

Action 6.9 Increase Student Social and Emotional Support

Reason for difference: Action was not implemented as planned

Action 6.10 Expanding Course offering at Inglewood High School

Reason for difference: The expenditures were less than the amount budgeted. This resulted in less spending than planned for this action.

Action 6.11 Culture and Climate support for Inglewood High

Reason for difference: The expenditures were more than the amount budgeted. This resulted in overs spending for this action.

Action 6.14 College & Industry Visits for Inglewood High

Reason for difference: The expenditures were less than the amount budgeted. This resulted in less spending than planned for this action.

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

### Action 6.1 Increase course offerings at Morningside High School

This action can be considered moderately effective based on the attendance and academic performance data. Morningside's average daily attendance rate saw a slight decline from 89.9% in 2022–2023 to 89% in 2023–2024, indicating a minor drop in student presence despite expanded elective options. However, academic performance showed marginal improvement. The CAASPP ELA proficiency rate increased slightly from 25.46% to 25.66%, and the math proficiency rate rose from 6.42% to 7.08%. While these gains are modest, they suggest that the new elective offerings, supported by the hiring of three CTE teachers, may have had a positive effect on student engagement and academic achievement. The continued emphasis on skilled staffing and practical skills development aligns well with the goal of boosting post-secondary readiness and student motivation. Still, the minimal growth in performance and a slight dip in attendance indicate that while the action has promise, its impact at Morningside so far is limited and requires further monitoring and adjustment for stronger results.

### Action 6.2 Restorative Justice Intervention Professional Development for Morningside Staff

This action was highly effective based on the suspension data. The school experienced a significant decrease in its suspension rate, dropping from 4.1% in 2022–2023 to just 1.4% in 2023–2024. This notable decline reflects a strong initial impact of the restorative practices training and suggests a successful shift in how student behavior is addressed. The reduction in suspensions supports the intended outcome of moving away from punitive discipline toward more supportive and relationship-centered interventions. While the professional development met its expectations, there is still room for deeper implementation and ongoing staff support. The success of this action indicates that further integration of restorative justice into daily classroom practices and schoolwide systems will likely continue to improve student behavior, school climate, and overall student well-being. Continued training and structured follow-up will be essential in maintaining and building on this progress to ensure long-term culture change and sustained reductions in exclusionary discipline practices.

### Action 6.3 Increase student attendance and and stability Rate at Morningside

This action was considered moderately effective. The school's non-stability rate decreased slightly from 29.3% in 2022–2023 to 28.2% in 2023–2024, indicating a marginal improvement in student retention and stability. While the shift is positive, the minimal change suggests that although the action was implemented, its full impact was limited. The assignment of a Program Aide to support outreach, coordinate wellness resources, and assist with attendance was a step in the right direction, but the scope and consistency of the intervention may not have been sufficient to yield more substantial results. The implementation did meet expectations in terms of staffing and providing support to students, especially those in vulnerable populations such as foster youth and special education students. However, to improve stability more significantly, a stronger year-long strategy is needed. This includes selecting a committed team at the beginning of the year, setting clear and measurable goals, and ensuring that efforts to monitor and address student instability are not disrupted by competing school priorities. Sustained attention and coordination are essential to make deeper progress in reducing the non-stability rate at Morningside.

### Action 6.4 Target college and Career readiness for Morningside

This action was moderately effective, Morningside's College and Career Indicator improved from "Low" in 2023 to "Orange" in 2024, reflecting meaningful progress in preparing students for post-secondary success. This improvement suggests that the resources provided through Equity Multiplier funds—such as access to field trips, tournament fees, rewards, equipment, and other materials—had a tangible impact on student engagement and exposure to college and career opportunities beyond the traditional classroom setting. The implementation of this action was successful in expanding student access to enrichment experiences that promote real-world readiness. Teachers were better equipped to provide hands-on, relevant learning experiences, and students were given opportunities to explore various pathways and develop a stronger sense of post-secondary options. The shift in the College and Career Indicator demonstrates that the investment in supplemental programs and supports was worthwhile. Continued use of EM funds in this area is recommended to maintain momentum and further enhance student preparedness for college, careers, and

### Action 6.5 Professional learning Opportunities for Morningside staff

This action was ineffective. While the action was implemented and staff did participate in a vision and mission retreat, the depth and breadth of the training did not fully capitalize on available opportunities. As a result, the intended outcomes, developing a cohesive action plan to support student learning and stability, were only partially realized. Although the initial retreat laid a foundation for aligning staff around school goals, the lack of sustained and targeted professional development limited the overall impact. To strengthen future implementation, it is recommended that a structured calendar of relevant training and conferences be developed and communicated to staff throughout the year. Ongoing professional learning, tied directly to site goals and student needs, is essential to ensure consistent instructional practices, strengthen stability supports, and drive long-term improvements in teaching and learning outcomes.

#### Action 6.6 Targeted Positive Behavior and Intervention supports at ICHS

This action was moderately effective. The suspension rate at ICHS showed a slight decrease from 2.7% in 2022–2023 to 2.6% in 2023–2024, indicating a marginal improvement in student behavior outcomes. While the reduction is minimal, it suggests that some foundational elements of the PBIS framework were implemented; however, the overall impact was limited due to inconsistent application and follow-through across the school. The action did lead to initial progress, such as staff training on tiered supports and the development of a reward and recognition system. A leadership team was established to oversee implementation, and some efforts were made to communicate expectations and interventions to parents. However, key components such as consistent use of behavioral data to inform interventions, full staff implementation fidelity, and widespread student participation in the reward system were either incomplete or still in development. For PBIS to have a greater impact on school climate and student behavior at ICHS, future efforts must focus on sustained professional development, stronger data usage, and full integration of recognition and feedback systems across all classrooms and student groups.

#### Action 6.7 Increase student Attendance and Mobility at ICHS

This action was ineffective. While the action was implemented with some initial success, the chronic absenteeism rate at ICHS increased significantly from 73.2% in 2022–2023 to 83% in 2023–2024. Similarly, the non-stability rate remained alarmingly high, showing only a slight improvement from 87.9% to 86.3%. These metrics indicate that, despite earnest efforts, the implemented strategies did not result in a measurable improvement in student stability or daily attendance. The site made notable progress in establishing foundational systems, including attendance tracking through call logs and Student Attendance Review Teams (SARTs), as well as the distribution of needs assessments and essential resources to support students and families. Professional development addressing the needs of highly mobile students was initiated, and communication with families improved through newsletters and ParentSquare. However, the implementation lacked depth and consistency. Key strategies, such as early identification of high-mobility students, comprehensive intervention systems, and teacher training, were either too limited in scope or not sustained throughout the year. To increase effectiveness, future efforts must include deeper integration of data-informed decision-making, stronger interdepartmental coordination, and year-round monitoring and responsiveness to student attendance trends.

#### Action 6.8 Evidence Based Interventions at ICHS

This action was moderately effective. While the average daily attendance rate improved significantly from 79.9% in 2022–2023 to 87% in 2023–2024, academic performance metrics declined. The CAASPP ELA proficiency rate dropped from 17.40% to 12.91%, and although math proficiency increased slightly from 4.55% to 6.45%, the overall academic outcomes remain well below state targets. These mixed results suggest that while interventions positively impacted attendance, they were less effective in improving student achievement. The action saw partial implementation, with targeted academic support in literacy and numeracy provided to some students through strategies like RTI, peer-assisted learning, and direct instruction. Mental health and wellness services, such as support from Didi Hirsch, helped address emotional and behavioral challenges. Additionally, social-emotional learning and goal-setting activities were offered, aiming to enhance students' academic engagement and motivation. However, the reach of these interventions was inconsistent, and there were gaps in progress monitoring and fidelity of implementation. To improve outcomes, future efforts must focus on expanding the reach of interventions, ensuring consistent delivery, and strengthening the connection between support services and academic performance.

#### Action 6.9 Increase Student Social and Emotional Support

This action was moderately effective. The school saw a notable improvement in its Average Daily Attendance Rate, rising from 79.9% in 2022–2023 to 87% in 2023–2024. While this reflects positive progress in student engagement and school climate, it remains below the district's benchmark of 96%, indicating only partial success in meeting the action's full objectives. Key components of the action included SEL skill-building—particularly in self-awareness and responsible decision-making—delivered in advisories and select

classrooms, as well as reinforced anti-bullying efforts and a focus on respect and inclusion. Student surveys informed some decisions, and mentorship opportunities and extracurricular activities helped foster a sense of belonging. However, the depth and consistency of implementation varied, and access to SEL and mental health support was uneven across the site. Notably, some resources allocated to support this action were not utilized, limiting the ability to fully assess the action's potential impact. Moving forward, the school should ensure complete implementation of planned supports, expand SEL across all classrooms, and improve outreach to students and families about available services to better realize the action's goals.

#### Action 6.10 Expanding Course offering at Inglewood High School

This action was moderately effective, with measurable academic and attendance improvements that suggest the action had a meaningful impact. The Average Daily Attendance Rate rose slightly from 87.3% in 2022–2023 to 88% in 2023–2024, reflecting a modest but positive trend toward consistent student engagement. Academically, Inglewood High saw an increase in both CAASPP ELA and Math proficiency scores. ELA proficiency rose from 30.59% to 32%, and Math proficiency increased significantly from 0.59% to 4.19%, signaling that access to smaller classes and expanded academic supports may be helping students improve performance particularly in mathematics, which had been a critical area of need. Implementation of the action was mostly effective, as the school added 5 FTE positions in core content and intervention, allowing for smaller class sizes and a broader range of offerings. While core and intervention classes remained well-attended throughout the year, some enrichment courses, such as Early College, Strings, and Choir, experienced attrition. This suggests a need for better alignment between student interests and course offerings, as well as stronger structures to sustain participation in non-mandatory courses. Nevertheless, maintaining full enrollment in intervention classes ensured that the highest-need students remained supported. This action aligns with Inglewood High School's broader rebranding and school improvement strategy by enhancing its academic appeal for both high-achieving and at-risk students. Continued refinement of electives and early identification of students for targeted supports will be key to sustaining and building upon these gains.

#### Action 6.11 Culture and Climate support for Inglewood High School

This action was moderately effective, with visible improvements in student behavior and attendance, despite the absence of a fully implemented staffing model. The suspension rate at Inglewood High decreased slightly from 6.2% in 2022–2023 to 6.1% in 2023–2024, indicating marginal progress in addressing student behavior. While this change is small, the metric must be contextualized within broader efforts to improve campus climate, including the challenges of second-semester gang-related incidents, which skewed overall data. Nonetheless, there was a noticeable improvement in the daily school environment, with fewer behavioral disruptions outside of these incidents. Implementation of the action was only partially completed, as the Dean of Discipline position was not filled, limiting the full scope of the planned intervention. However, the hiring of two School Safety Assistants (SSAs) contribute meaningfully to improved hallway presence, student redirection, and engagement with students out of class. Increased home contact and academic support also contributed to better attendance outcomes. Staff observed a greater number of students receiving support services, and behavior improved across several dimensions. Still, for the action to reach full effectiveness, stronger data systems must be put in place to identify students in need of social-emotional learning (SEL) interventions and monitor the outcomes of those supports. Ongoing investment in personnel, such as hiring the Dean position, and the prioritization of progress monitoring will be essential for maximizing the action's future impact.

#### Action 6.12 Culture and Climate support for Inglewood High School

This action was moderately effective, as evidenced by the school's improvement in the College and Career Indicator (CCI) level from "Low" in 2023 to "Orange" in 2024. This upward shift suggests progress in exposing students to post-secondary options and improving their readiness. The visits provided valuable opportunities for students to explore college campuses and industry pathways, contributing to increased awareness and motivation. However, the full impact of the action is somewhat unclear due to a lack of detailed participation tracking and duplication of students attending multiple events, which may overrepresent the reach of the initiative. Implementation of the action was largely successful in terms of logistics and student engagement. Several high-impact programs—such as HBCU tours, the UCSB trip, NFL SCL, and podcast internships—were offered, and all received positive feedback. These experiences allowed students to envision college and career possibilities beyond their immediate environments, which is critical for long-term planning and goal-setting. Moving forward, more structured documentation of student participation will be essential to ensure equitable access. Limiting students to one trip and implementing reflective opportunities, such as student feedback sessions with counselors or administration, would enhance both the reach and impact of these exploratory programs. Continued support for these initiatives is strongly recommended as they contribute meaningfully to college and career readiness at IHS.

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 2025–2026 school year, several adjustments will be made to this goal to reflect recent structural changes within the district. With the merger of Morningside High School and Inglewood High School, Actions 6.1 through 6.5 will be retired, and the action items will be reorganized to incorporate Woodworth-Monroe, the district’s newest Equity Multiplier school. Specifically, Actions 6.1–6.4 will focus on initiatives for Inglewood Continuation High School, Actions 6.5–6.7 will pertain to Inglewood High School, and Actions 6.8–6.10 will be dedicated to Woodworth-Monroe. The goal description and explanation will be revised accordingly to include Woodworth-Monroe and sunset references to Morningside. Additionally, the metric table will be updated to include data for Woodworth-Monroe under metrics 6.1–6.7. A comprehensive goal analysis for Woodworth-Monroe will be incorporated into the 2026–2027 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 ICHS | <p>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.</p> <p>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.</p> <p>Metric # 6.4</p>               | \$40,000.00 | No           |
| 2        | 6.2 Increase student Attendance and Mobility at ICHS             | <p>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 &amp; 6.3</p> | \$36,836.00 | No           |
| 3        | 6.3 Evidence Based Interventions at ICHS                         | <p>"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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | \$20,000.00 | No           |

|    |                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |              |    |
|----|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----|
|    |                                                                              | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |              |    |
| 4  | 6.4 Increase Student Social and Emotional Support at ICHS                    | 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                       | Students will be provided with smaller classes and more enrichment options through the addition of 5 FTE positions on campus (ELA, Math, Social Science, Science, and intervention). Classes will decrease by an average of 5 students, and additional intervention/enrichment courses will be added to the master schedule. Metric 6.6 & 6.7                                                                                                                                                                                                                                                                                                                                                                                                                                                             | \$672,684.00 | No |
| 6  | 6.6 Culture and Climate support for Inglewood High School                    | Absenteeism will be addressed through the hiring of a Dean of Discipline and 2 SSAs to address students being out of class and roaming campus. Home contact and academic support will be the focus of this team. Metric #6.1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | \$175,000.00 | No |
| 7  | 6.7 College & Industry Visits for Inglewood High School                      | Students will be afforded the opportunity to visit colleges in California and throughout the United States. Metric 6.8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | \$20,000.00  | No |
| 8  | 6.8 Targeted Positive Behavior and Intervention Supports at Woodworth Monroe | Woodworth Monroe will continue implementing PBIS and MTSS to promote a safe, supportive, and inclusive school climate. Staff will receive ongoing training in tiered behavioral supports and positive reinforcement strategies. A site-based PBIS team will guide implementation, review behavior data, and adjust practices as needed. Clear schoolwide expectations, recognition systems, and consistent parent communication will help ensure all students feel safe, respected, and supported.                                                                                                                                                                                                                                                                                                        | \$307,696.00 | No |
| 9  | 6.9 Increase student Attendance and Mobility at Woodworth Monroe             | Woodworth Monroe will implement research-based strategies to improve student attendance and address mobility challenges. Staff will use attendance data to identify trends, monitor chronic absences, and provide timely interventions. A system of early identification and support will be in place for highly mobile students, including academic and social-emotional resources. School-community communication will be strengthened through home visits, parent outreach, and consistent messaging around attendance expectations. Teachers will receive professional development on supporting mobile students and building strong classroom connections to encourage regular attendance. Efforts will be regularly reviewed and adjusted based on data to improve student stability and engagement | \$307,696.00 | No |
| 10 | 6.10 Evidence Based Interventions at Woodworth Monroe                        | Woodworth Monroe will implement evidence-based interventions to support student growth in literacy, numeracy, and social-emotional development. Interventions will include multisensory instruction, social skills development, goal setting, direct instruction, peer-assisted learning, and MTSS. Additional support will focus on academic enrichment, mental health and wellness, and increased family engagement. Outreach programs will be used to connect families to resources, strengthen home-school partnerships, and promote whole-child success.                                                                                                                                                                                                                                             | \$307,696.00 | No |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-2026

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---------------------------------------------------------------|----------------------------------------------------------|
| \$26,809,391.00                                               | \$3,539,704.00                                           |

## 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 |
|---------------------------------------------------------------------------------|-----------------------------|-------------------------|-----------------------------------------------------------------------------|
| 43.36%                                                                          | 5.26%                       | \$3,397,297.45          | 48.62%                                                                      |

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                                                                                                                                                                                                                                                                               |
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| <p>1.4 Targeted Increased Services for Students.</p> <p>1.6 Additional Classroom Support</p> | <p>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.</p> <p>Low income, Foster Youth, and English Learners have opportunity gaps and need to be exposed to real world experiences and build language skills.</p> | <p>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.</p> <p>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.</p> <p>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.</p> <p>Actions 1.4 &amp; 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 , &amp;Two or more Races student groups at the lowest performance level on the CA Dashboard for the Chronic Absenteeism indicator.</p> | <p>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 &amp; 6.6)</p> |

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| <p>1.7<br/>Implementatio<br/>n of Academic<br/>and Well-being<br/>Supports<br/>1.8 Monitoring<br/>Wraparound<br/>Services</p> | <p>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.</p> <p>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.</p> | <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>~Follow up to wellness referrals</li> <li>~Monitoring the implementation of Tutoring and enrichment activities</li> <li>~Ensuring the implementation of tiered PBIS strategies.</li> <li>~Targeted college and career programming</li> <li>~Support and feedback to teachers as they engage in the Cycle of Inquiry to analyze students' academic and social-emotional growth.</li> </ul> <p>These actions are being provided on an LEA-wide basis to benefit all students who may need well-being support.</p> | <p>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).<br/>(Metric# 2.4,2.5, 2.6, &amp; 2.7)</p> |
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| <p>2.1 Monitoring the District wide implementation of MTSS</p> | <p>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 I LI, FY and EL students have remained in the red performance indicators for the state metrics on our dashboard.</p> <p>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.</p> | <p>This action is intended to increase ELA and mathematics assessment achievement for the LI, FY and EL students.</p> <p>Teachers, paraprofessionals, Counselors, other certificated will require extended, ongoing professional development opportunities:</p> <p>*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.</p> <p>*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.</p> <p>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.</p> | <p>The District has identified the following metrics to demonstrate that the action has proven effective:</p> <p>*Annual 5% increase in English/ Language Arts and Mathematics scores for unduplicated students as measured by our diagnostic assessments (iReady, Dibels, &amp; 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, &amp; 2.3)</p> |
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| <p>2.2<br/>Differentiated<br/>Targeted<br/>Instructional<br/>Strategies</p> <p>2.3<br/>Progress<br/>Monitoring</p> | <p>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).</p> <p>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.</p> <p>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.</p> | <p>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.</p> <p>The cycle of inquiry process and data 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.</p> <p>Actions 2.2 &amp; 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.”</p> | <p>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.</p> <p>Theses actions will be measured by an increase in the CAASPP ELA/Math.<br/>(Metric#2.1, 2.2, 2.3)</p> |
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| <p>2.4 Intervention<br/>2.5 Expand Learning Opportunities</p> | <p>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, English Learners, and foster youth outside of school due to financial constraints, transportation, and language barriers.</p> <p>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.</p> | <p>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, EL Learners 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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>-Additional components of the Gifted and Talented Education Program</li> <li>-Expanded learning opportunities</li> <li>-Targeted services within the visual and performing arts (VAPA)Program</li> <li>-Science, Technology, Engineering, Arts, and Math (STEAM) Program</li> <li>-Robotics programs</li> </ul> <p>LI, FY, and EL 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.</p> <p>Actions 2.4 &amp; 2.5, these actions are being provided LEAwide to address the needs of our LI, FY, &amp; EL 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.”</p> | <p>These district wide services will allow English Language Learners, Low Income, and Foster youth students to close the achievement and opportunity gap as measured by DataQuest Stability report &amp; Attendance (Metric# 3.1 )</p> |
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| <p>2.6 AVID<br/>2.7 College Prep Resources<br/>2.8 College and Career Support</p> | <p>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 all students including 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.</p> <p>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.</p> <p>.</p> | <p>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.</p> <p>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.</p> <p>District Support staff will ensure the following services will be implemented:</p> <ul style="list-style-type: none"> <li>- AVID Site Coordinator will coordinate and monitor the implementation of the AVID tools, strategies and AVID Tutors</li> <li>As well as Professional learning opportunities for our teachers with targeted focus on our unduplicated students.</li> <li>Teacher professional development in the content area</li> <li>-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.</li> <li>-UCLA College Advisors will assist in implementing components of the college and career readiness program at the district's high schools.</li> <li>-Support students and parents with college exploration, college and career planning, and college and financial aid applications. College Fairs and College Tours</li> </ul> <p>2.7, 2.8, &amp; 2.9 These actions are being provided LEAwide to address the needs of our LI, FY, &amp; EL students to increase College and Career Readiness and will also benefit all students including African American, English Learners, Homeless, Socioeconomically Disadvantaged &amp; Students with disabilities, at the lowest performance level on the CA Dashboard for the College and Career Indicator.</p> | <p>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:</p> <p>-A-G Completion (Metric# 2.9)</p> |
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| <p>2.9 CTE Program<br/>2.10 (SCROC)</p> | <p>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.</p> <p>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.</p> | <p>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.</p> <p>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.</p> <p>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.</p> <p>Actions 2.10 &amp; 2.11 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.</p> | <p>The effectiveness of this action will be measured by 3 outcomes:<br/>~Both CTE &amp; A-G Completion Rate<br/>~College and Career indicator<br/>(Metric# 2.11)</p> |
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| 2.12 Instructional Technology      | <p>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.</p> <p>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.</p>                                                                                                                                                                                                | <p>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.</p> <p>This action is provided LEAwide to address the needs of our low income students, but will also close the Digital Divide for all students.</p>                                                                                                                                                                                                                                | <p>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)<br/>(Metric# 2.4, 2.5, 2.6,&amp; 2.7)</p>                            |
| 3.1 School and Community Resources | <p>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%).</p> <p>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.</p> | <p>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 &amp; 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.</p> <p>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, &amp; Students with disabilities, at the lowest performance level on the CA Dashboard for the Chronic Absenteeism indicator.</p> | <p>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<br/>~Chronic Absenteeism rate<br/>~Graduation rate<br/>(Metric# 3.2 &amp; 3.5)</p> |

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| 3.2 Targeted Supports for Foster Youth, Low Income/Students Experiencing Homelessness | <p>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.</p> <p>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.</p> | <p>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.</p> <p>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.</p> <p>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.</p>                                                                                                                                                                                                                                                                                                | Through the implementation of these supports will be measured by attendance rates (Metric#3.1)                                                                                                                                                                                                                                                                    |
| 3.3 Social Emotional Health and Wellness Center                                       | <p>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.</p> <p>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.</p>                                                                                                                           | <p>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.</p> <p>This action is being provided LEAwide to address the needs of our LI, FY, EL social Emotional Health and Wellness. Other students with Social emotional challenges can benefit from this service.</p> | <p>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</p> <p>As measured by<br/>~Middle school Dropout<br/>~High school dropout<br/>(Metric# 3.3 &amp; 3.4)</p> |

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| 3.4 Additional Positive Behavior and Intervention Supports                  | <p>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.</p> <p>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.</p> | <p>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.</p> <p>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.</p> <p>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.</p>    | <p>The effectiveness these strategies will be measured by;<br/>~Suspension Rate<br/>~Expulsion Rate<br/>(Metric #3.6 &amp; 3.7)</p>                                              |
| 3.5 Additional Engagement Supports and Parent Decision Making Opportunities | <p>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.</p> <p>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</p>                                                | <p>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.</p> <p>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</p> | <p>The impact of these services and actions will be measured by Local Indicator for Parent Involvement and Family Engagement (Priority 3) Self-Reflection Tool. (Metric#3.9)</p> |

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| 3.7<br>Communication: Meaningful School to Home Engagement | <p>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.</p> <p>The District Parent Advisory Councils and Parent Teacher Associations have identified the need for improved site level communication for Low Income students.</p> | <p>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.</p> <p>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 &amp; 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.</p> <p>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.</p> | <p>Dashboards, Reporting &amp; Analytics are available for the usage of the tools. In order to get an accurate account of posts and interactions, the percent of the parents that opt into the system need to be 100%. The metric for this action will be opt in percentage rate for Parents via Email and Text. (Metric#3.10)</p> |
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### 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                                                                                                                                                                                                                                                                                            |
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| 1.3 Alternative Learning Model-Dual Immersion                                                   | <p>According to the DataQuest College/Career Levels and Measures Report &amp; 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.</p> <p>Low income students may not always have access to world language opportunities due to limited exposure, resources, and financial constraints.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>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.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>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)</p>                                                                                                                                              |
| <p>5. 1 Long Term English Learner and Newcomer Support</p> <p>5. 4 Primary Language Support</p> | <p>Our Dashboard data indicates that our English Learner students have continued to fall into either the red or orange performance levels in the state indicators of ELA, Math, ELPI, and Chronic Absenteeism for the past few years.</p> <p>60.20% of English learners did not progress at least one level on the ELPI and our rate of students reclassified is less than 5%. 96.84% of Long Term English Learners are not meeting the standard in CAASPP ELA, and 97.36% are not meeting the standard in Math.</p> <p>Long Term English Learners experience constraints of time, lack of real time classwork assistance and/or effective homework support at home, and lack of effective intervention programs. Most Long-Term ELs do not read at grade level and are not proficient in Math. The current intervention programs used and some practices in place do not address their specific learning needs. LTELs need instruction that differentiates between a lack of content knowledge and a language barrier; and need to be provided with language support and scaffolds to close the huge learning gaps acquired over the years.</p> <p>English learners are diverse and have different</p> | <p>In addition to daily designated and integrated English Language Development instruction in the classroom, Long Term English Learners and Newcomers will be provided with supplementary materials and services. The EL director will coordinate and monitor opportunities for Newcomers and Long Term English Learners that are beyond the school day, including ELPAC Academy and online intervention and language and math acceleration programs.</p> <p>The EL director will continue to provide additional ongoing English Language Development support and resources to teachers as they implement research-based strategies to make content standards accessible to all EL students. English learners will be provided with increased and additional ongoing comprehensive ELD support. Principally Directed Services may include: one-on-one and small group daily classroom instruction, and data-driven intervention and acceleration services beyond the school day.</p> <p>EL and LTEL students in grades 3-12, one or more grade levels below in Reading or Math will receive supplemental targeted intervention using the Imagine Learning My Path Reading or Math program as part of Tier II/III intervention. This is an age-appropriate, adaptive intervention program specifically chosen for English Learner students for its differentiation and language support capabilities.</p> <p>The Imagine Learning programs efficiently scaffold students</p> | <p>The rate of students reclassified will increase to 5.5%</p> <p>The percentage of Long term English learner students in grades 3-8 and 11 meeting or exceeding standard in ELA and Math will increase to 6%</p> <p>The percentage of English learner students who progress at least one ELPI level will increase to 45%</p> |

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| <p>cultural, linguistic, and academic backgrounds. They need instruction that is not only differentiated, but that also uses their backgrounds and experiences as leverage for learning.</p> <p>English learners need instruction that is designed for their specific proficiency levels and carefully planned, providing from light to significant support as appropriate. Students need to be grouped by proficiency, yet groups need to remain fluid to accommodate students as they move through proficiency levels. Newcomers face the most challenges when they are placed with a teacher that only speaks English and they are unable to communicate with each other.</p> <p>For many months, Newcomers are unable to access the content and understand what is being asked of them. They feel lost and their affective filter is very high. It becomes more difficult for them to be in a good disposition to learn.</p> <p>Newcomers need instruction that is designed to their specific needs for vocabulary frontloading, close reading, proficiency-based scaffolding, translations as needed, an opportunity to show how much they know of a content matter in their own language, and an equitable opportunity to recover for any learning loss or participate in any enrichment beyond the school day.</p> | <p>up to grade level by prioritizing domain-specific critical skills based on each student's data and language needs. The math program strengthens foundational skills and conceptual understanding; and the reading program instructs in phonics, fluency, and vocabulary development.</p> <p>Newcomer students in grades K-12 will use supplementary language and math acceleration adaptive programs that provide differentiated, targeted and primary language support in language and literacy skills development in four language domains and grade-level math.</p> <p>We are using the student's first language as a leverage to support the acquisition of the English language. Bilingual tutors and supplementary programs with primary language scaffolds and translations help make content comprehensible and to lower the linguistic load so that students can focus on content and increase access to the challenging academic standards.</p> |  |
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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 1.4: 2 Instructional Aides 1 TK-8 School (Woodworth-Monroe) =\$147,857
- ~Action 1.7: 3 Program Aides 1 K-8 School (Parent ) 1 High School (Continuation) \$167,448
- ~Action 2.5: 15 Custodians District-Wide Action= \$1,145,578.00
- ~Action 3.1: 10 School Clerks District-wide=\$748,773
- ~Action 3.4: 16 Student Supervision Assistants District-wide=\$381,263
- ~Due to the school closures and mergers the district evaluating any supplementary need and supports for the school sites=\$826,830

Total cost \$ 4,021,409.00

| 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     |                                                            | 6198/375=16.52<br>1:16                                          |
| Staff-to-student ratio of certificated staff providing direct services to students   |                                                            | 6198/338=18.33<br>1:18                                          |

# Action Tables

## 2025-2026 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 %) |
|-------------------|----------------------------------------------------|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| 2025-2026         | \$61,835,930.00                                    | \$26,809,391.00                                                                  | 43.36%                                                                                              | 5.26%                                                          | 48.62%                                                                                        |

| Totals: | LCFF Funds      | Other State Funds | Local Funds | Federal Funds  | Total Funds     | Total Personnel | Total Non-personnel |
|---------|-----------------|-------------------|-------------|----------------|-----------------|-----------------|---------------------|
| Totals: | \$88,904,693.00 | \$1,907,608.00    | \$0.00      | \$1,278,617.00 | \$92,090,918.00 | \$0.00          | \$92,090,918.00     |

| 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        | Purchase of new and current standards based materials | All                                                 | No                                              |          |                                                |                                                      | 2024-2027 | \$0             | \$250,000           | \$250,000    | \$0               | \$0         | \$0           | \$250,000    | 0.00%                                   |
| 1      | 2        | Recruit and maintain highly qualified staff           | All                                                 | No                                              |          |                                                |                                                      | 2024-2027 | \$0             | \$31,989,097        | \$31,989,097 | \$0               | \$0         | \$0           | \$31,989,097 | 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             | \$1,822,000         | \$1,822,000  | \$0               | \$0         | \$0           | \$1,822,000  | 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             | \$1,807,465         | \$1,807,465  | \$0               | \$0         | \$0           | \$1,807,465  | 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             | \$4,606,112         | \$4,606,112  | \$0               | \$0         | \$0           | \$4,606,112  | 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 | \$1,829,472 | \$1,829,472 | \$0 | \$0 | \$0 | \$1,829,472 | 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 | \$785,067   | \$785,067   | \$0 | \$0 | \$0 | \$785,067   | 0.00% |
| 1 | 9  | 1.9 Plant and Maintenance Services                                                                                            | All | No  |          |                                                |             | 2024-2025 | \$0 | \$7,197,212 | \$7,197,212 | \$0 | \$0 | \$0 | \$7,197,212 | 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 | \$5,456,367 | \$5,456,367 | \$0 | \$0 | \$0 | \$5,456,367 | 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 | \$2,435,130 | \$2,435,130 | \$0 | \$0 | \$0 | \$2,435,130 | 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), Foster Youth | All Schools | 2024-2027 | \$0 | \$428,000   | \$428,000   | \$0 | \$0 | \$0 | \$428,000   | 0.00% |
| 2 | 4  | 2.4 Academic Intervention support for Foster Youth and Low income Students                                                    | All | Yes | LEA-wide | Low Income, Foster Youth                       | All Schools | 2024-2027 | \$0 | \$3,693,000 | \$3,693,000 | \$0 | \$0 | \$0 | \$3,693,000 | 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 | \$2,613,720 | \$2,613,720 | \$0 | \$0 | \$0 | \$2,613,720 | 0.00% |
| 2 | 6  | 2.6 College and Career Readiness K-12 AVID                                                                                    | All | Yes | LEA-wide | Low Income                                     | All Schools | 2024-2027 | \$0 | \$325,000   | \$325,000   | \$0 | \$0 | \$0 | \$325,000   | 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 | \$351,808   | \$351,808   | \$0 | \$0 | \$0 | \$351,808   | 0.00% |
| 2 | 8  | 2.8 College and Career support                                                                                                | All | Yes | LEA-wide | Low Income                                     | All Schools | 2024-2027 | \$0 | \$306,370   | \$306,370   | \$0 | \$0 | \$0 | \$306,370   | 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 | \$210,000   | \$210,000   | \$0 | \$0 | \$0 | \$210,000   | 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 | \$550,000   | \$550,000   | \$0 | \$0 | \$0 | \$550,000   | 0.00% |
| 2 | 11 | 2.11 Support for state and local mandated assessments testing                                                                 | All | No  |          |                                                |             | 2024-2027 | \$0 | \$125,488   | \$125,488   | \$0 | \$0 | \$0 | \$125,488   | 0.00% |
| 2 | 12 | 2.12 Proficiency in Instructional Technology                                                                                  | All | Yes | LEA-wide | Low Income                                     | All Schools | 2024-2027 | \$0 | \$1,500,000 | \$1,500,000 | \$0 | \$0 | \$0 | \$1,500,000 | 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 | \$1,468,386  | \$1,468,386  | \$0 | \$0 | \$0       | \$1,468,386  | 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 | \$196,432    | \$196,432    | \$0 | \$0 | \$0       | \$196,432    | 0.00% |
| 3 | 3 | 3.3 Social Emotional Health and Wellness Center                                                                                         | All                                  | Yes | LEA-wide | Low Income                                     | All Schools | 2024-2027 | \$0 | \$100,000    | \$100,000    | \$0 | \$0 | \$0       | \$100,000    | 0.00% |
| 3 | 4 | 3.4 Additional Positive Behavior and Intervention supports                                                                              | All                                  | Yes | LEA-wide | Low Income                                     | All Schools | 2024-2027 | \$0 | \$1,735,961  | \$1,735,961  | \$0 | \$0 | \$0       | \$1,735,961  | 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 |           | \$0 | \$1,049,462  | \$1,049,462  | \$0 | \$0 | \$0       | \$1,049,462  | 0.00% |
| 3 | 6 | 3.6 Student Engagement/Athletics                                                                                                        | All                                  | No  |          |                                                |             | 2024-2027 | \$0 | \$118,517    | \$118,517    | \$0 | \$0 | \$0       | \$118,517    | 0.00% |
| 3 | 7 | 3.7 Meaningful School to Home Engagement                                                                                                | All                                  | Yes | LEA-wide | Low Income                                     | All Schools | 2024-2027 | \$0 | \$256,678    | \$256,678    | \$0 | \$0 | \$0       | \$256,678    | 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    | \$0          | \$0 | \$0 | \$150,000 | \$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     | \$0          | \$0 | \$0 | \$25,000  | \$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    | \$0          | \$0 | \$0 | \$100,000 | \$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 | \$14,698,018 | \$14,698,018 | \$0 | \$0 | \$0       | \$14,698,018 | 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 | \$857,708    | \$857,708    | \$0 | \$0 | \$0       | \$857,708    | 0.00% |
| 5 | 2 | 5.2 Student Recognition & Interdisciplinary Showcases                                                                                   | English learner (EL)                 | No  |          |                                                |             | 2024-2027 | \$0 | \$10,000     | \$0          | \$0 | \$0 | \$10,000  | \$10,000     | 0.00% |
| 5 | 3 | 5.3 Tier I Instruction & Professional Development                                                                                       | English learner (EL)                 | No  |          |                                                |             | 2024-2027 | \$0 | \$15,000     | \$0          | \$0 | \$0 | \$15,000  | \$15,000     | 0.00% |

|   |    |                                                                              |                      |    |  |  |  |           |     |           |     |           |     |           |           |       |
|---|----|------------------------------------------------------------------------------|----------------------|----|--|--|--|-----------|-----|-----------|-----|-----------|-----|-----------|-----------|-------|
| 5 | 4  | 5.4 Primary Language Support                                                 | English learner (EL) | No |  |  |  | 2024-2027 | \$0 | \$732,375 | \$0 | \$0       | \$0 | \$732,375 | \$732,375 | 0.00% |
| 5 | 5  | 5.5 Supplemental Professional Development                                    | English learner (EL) | No |  |  |  | 2024-2027 | \$0 | \$140,000 | \$0 | \$0       | \$0 | \$140,000 | \$140,000 | 0.00% |
| 5 | 6  | 5.6 Parental Engagement                                                      | English learner (EL) | No |  |  |  | 2024-2027 | \$0 | \$10,000  | \$0 | \$0       | \$0 | \$10,000  | \$10,000  | 0.00% |
| 5 | 7  | 5.7 EL Program support                                                       | English learner (EL) | No |  |  |  | 2024-2027 | \$0 | \$96,242  | \$0 | \$0       | \$0 | \$96,242  | \$96,242  | 0.00% |
| 6 | 1  | 6.1 Targeted Positive Behavior and Intervention supports at ICHS             | All                  | No |  |  |  | 2024-2026 | \$0 | \$40,000  | \$0 | \$40,000  | \$0 | \$0       | \$40,000  | 0.00% |
| 6 | 2  | 6.2 Increase student Attendance and Mobility at ICHS                         | All                  | No |  |  |  | 2024-2026 | \$0 | \$36,836  | \$0 | \$36,836  | \$0 | \$0       | \$36,836  | 0.00% |
| 6 | 3  | 6.3 Evidence Based Interventions at ICHS                                     | All                  | No |  |  |  | 2024-2026 | \$0 | \$20,000  | \$0 | \$20,000  | \$0 | \$0       | \$20,000  | 0.00% |
| 6 | 4  | 6.4 Increase Student Social and Emotional Support at ICHS                    | All                  | No |  |  |  | 2024-2026 | \$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 |  |  |  | 2024-2025 | \$0 | \$672,684 | \$0 | \$672,684 | \$0 | \$0       | \$672,684 | 0.00% |
| 6 | 6  | 6.6 Culture and Climate support for Inglewood High School                    | All                  | No |  |  |  | 2024-2026 | \$0 | \$175,000 | \$0 | \$175,000 | \$0 | \$0       | \$175,000 | 0.00% |
| 6 | 7  | 6.7 College & Industry Visits for Inglewood High School                      | All                  | No |  |  |  | 2024-2026 | \$0 | \$20,000  | \$0 | \$20,000  | \$0 | \$0       | \$20,000  | 0.00% |
| 6 | 8  | 6.8 Targeted Positive Behavior and Intervention Supports at Woodworth Monroe | All                  | No |  |  |  | 2025-2026 | \$0 | \$307,696 | \$0 | \$307,696 | \$0 | \$0       | \$307,696 | 0.00% |
| 6 | 9  | 6.9 Increase student Attendance and Mobility at Woodworth Monroe             | All                  | No |  |  |  | 2025-2026 | \$0 | \$307,696 | \$0 | \$307,696 | \$0 | \$0       | \$307,696 | 0.00% |
| 6 | 10 | 6.10 Evidence Based Interventions at Woodworth Monroe                        | All                  | No |  |  |  | 2025-2026 | \$0 | \$307,696 | \$0 | \$307,696 | \$0 | \$0       | \$307,696 | 0.00% |

# 2025-2026 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 |
|------------------------------|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------|-------------------|------------------|
| \$61,835,930.00              | \$26,809,391.00                                            | 43.36%                                                                                              | 5.26%                                                    | 48.62%                                                                                        | \$34,384,138.00                                        | 0.00%                                               | 55.61%                                                                                                 | Total:            | \$34,384,138.00  |
|                              |                                                            |                                                                                                     |                                                          |                                                                                               |                                                        |                                                     |                                                                                                        | LEA-wide Total:   | \$31,704,430.00  |
|                              |                                                            |                                                                                                     |                                                          |                                                                                               |                                                        |                                                     |                                                                                                        | Limited Total:    | \$2,679,708.00   |
|                              |                                                            |                                                                                                     |                                                          |                                                                                               |                                                        |                                                     |                                                                                                        | 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 | \$1,822,000.00                                            | 0.00%                                       |
| 1      | 4        | 1.4 Targeted Increased Services for Students.                              | Yes                                             | LEA-wide | English learner (EL), Foster Youth, Low Income | All Schools                                          | \$1,807,465.00                                            | 0.00%                                       |
| 1      | 6        | 1.6 Additional Classroom Support                                           | Yes                                             | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools                                          | \$4,606,112.00                                            | 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                                          | \$1,829,472.00                                            | 0.00%                                       |
| 1      | 8        | 1.8 Monitoring of wraparound services                                      | Yes                                             | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools                                          | \$785,067.00                                              | 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 | LEA-wide | Low Income, Foster Youth, English learner (EL) | All Schools | \$5,456,367.00 | 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 | \$2,435,130.00 | 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), Foster Youth | All Schools | \$428,000.00   | 0.00% |
| 2 | 4  | 2.4 Academic Intervention support for Foster Youth and Low income Students                                                    | Yes | LEA-wide | Low Income, Foster Youth                       | All Schools | \$3,693,000.00 | 0.00% |
| 2 | 5  | 2.5 Access to Expand Learning Opportunities for Low income students                                                           | Yes | LEA-wide | Low Income                                     | All Schools | \$2,613,720.00 | 0.00% |
| 2 | 6  | 2.6 College and Career Readiness K-12 AVID                                                                                    | Yes | LEA-wide | Low Income                                     | All Schools | \$325,000.00   | 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 | \$351,808.00   | 0.00% |
| 2 | 8  | 2.8 College and Career support                                                                                                | Yes | LEA-wide | Low Income                                     | All Schools | \$306,370.00   | 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 | \$210,000.00   | 0.00% |
| 2 | 10 | 2.10 Provide Access to Career Technical Education Program center in grades 9 -12- Southern Regional Occupation Center (SCROC) | Yes | LEA-wide | Low Income                                     | All Schools | \$550,000.00   | 0.00% |
| 2 | 12 | 2.12 Proficiency in Instructional Technology                                                                                  | Yes | LEA-wide | Low Income                                     | All Schools | \$1,500,000.00 | 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 | \$1,468,386.00 | 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 | \$196,432.00   | 0.00% |
| 3 | 3 | 3.3 Social Emotional Health and Wellness Center                                       | Yes | LEA-wide | Low Income                                     | All Schools | \$100,000.00   | 0.00% |
| 3 | 4 | 3.4 Additional Positive Behavior and Intervention supports                            | Yes | LEA-wide | Low Income                                     | All Schools | \$1,735,961.00 | 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 | \$1,049,462.00 | 0.00% |
| 3 | 7 | 3.7 Meaningful School to Home Engagement                                              | Yes | LEA-wide | Low Income                                     | All Schools | \$256,678.00   | 0.00% |
| 5 | 1 | 5.1 Long Term English Learner and Newcomer Student Support                            | Yes | Limited  | English learner (EL)                           | All Schools | \$857,708.00   | 0.00% |

## 2024-2025 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---------|------------------------------------------------------|---------------------------------------------------|
| Totals: | \$116,811,792.00                                     | \$101,497,928.12                                  |

| 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                                             | \$396,511.00                                   | \$198,727.00                                      |
| 1                 | 2                   | Recruit and maintain highly qualified staff           | No                                             | \$39,247,630.00                                | \$33,670,753.00                                   |
| 1                 | 3                   | 1.3 Alternative Learning Model-Dual Immersion revised | Yes                                            | \$1,172,596.00                                 | \$1,225,687.00                                    |

|   |    |                                                                                                                       |     |                |                |
|---|----|-----------------------------------------------------------------------------------------------------------------------|-----|----------------|----------------|
| 1 | 4  | 1.4 Targeted Increased Services for Students.                                                                         | Yes | \$2,941,932.00 | \$1,332,436.00 |
| 1 | 5  | 1.5 High quality Special Education teachers and classroom support staff                                               | No  | \$9,453,442.00 | \$7,098,939.00 |
| 1 | 6  | 1.6 Additional Classroom Support                                                                                      | Yes | \$2,358,896.00 | \$1,537,519.00 |
| 1 | 7  | 1.7 Ensuring the implementation of Academic success and Wellbeing supports                                            | Yes | \$1,818,849.00 | \$1,996,205.00 |
| 1 | 8  | 1.8 Monitoring of wraparound services                                                                                 | Yes | \$1,043,100.00 | \$968,590.00   |
| 1 | 9  | 1.9 Plant and Maintenance Services                                                                                    | No  | \$6,855,600.00 | \$6,654,819.00 |
| 1 | 10 | 1.10 Increase Employee Retention and Development                                                                      | No  | \$153,722.00   | \$142,225.00   |
| 2 | 1  | 2.1 Monitoring the District wide implementation of MTSS focusing on the effectiveness of Tier II and Tier II supports | Yes | \$6,165,807.00 | \$6,809,736.00 |
| 2 | 2  | 2.2 Differentiated Targeted Instructional Strategies for Low income and English Learner Students                      | Yes | \$3,016,847.00 | \$2,577,898.00 |
| 2 | 3  | 2.3 Universal diagnostic tool to measure student progress to mastery of standards                                     | Yes | \$1,369,980.00 | \$1,332,691.00 |
| 2 | 4  | 2.4 Academic Intervention support for Foster Youth and Low income Students                                            | Yes | \$3,513,121.00 | \$2,680,000.00 |
| 2 | 5  | 2.5 Access to Expand Learning Opportunities for Low income students                                                   | Yes | \$844,228.00   | \$1,942,914.00 |
| 2 | 6  | 2.6 Access to hands on Learning Experiences                                                                           | Yes | \$2,914,906.00 | \$3,317,747.00 |
| 2 | 7  | 2.7 College and Career Readiness K-12 AVID                                                                            | Yes | \$350,000.00   | \$256,060.25   |
| 2 | 8  | 2.8 Provide Accessibility for College Prep tools and resources                                                        | Yes | \$390,000.00   | \$184,110.00   |
| 2 | 9  | 2.9 College and Career support                                                                                        | Yes | \$100,000.00   | \$159,914.00   |

|   |    |                                                                                                                                |     |                |                |
|---|----|--------------------------------------------------------------------------------------------------------------------------------|-----|----------------|----------------|
| 2 | 10 | 2.10 Monitor access to CTE Program and services (TK-12)                                                                        | Yes | \$150,000.00   | \$150,000.00   |
| 2 | 11 | 2.11 Provide Access to Career Technical Education Program center in grades 9 - 12- Southern Regional Occupation Center (SCROC) | Yes | \$650,986.00   | \$420,000.00   |
| 2 | 12 | 2.12 Support for state and local mandated assessments testing                                                                  | No  | \$138,020.00   | \$125,488.00   |
| 2 | 13 | 2.13 Proficiency in Instructional Technology                                                                                   | Yes | \$1,808,960.00 | \$1,944,192.00 |
| 3 | 1  | 3.1 Social Emotional and Well-being School and Community Resources                                                             | Yes | \$3,581,504.00 | \$2,851,452.00 |
| 3 | 2  | 3.2 Targeted Supports for Foster Youth, Low-Income/Students Experiencing Homelessness                                          | Yes | \$166,312.00   | \$277,332.00   |
| 3 | 3  | 3.3 Social Emotional Health and Wellness Center                                                                                | Yes | \$1,846,700.00 | \$996,741.00   |
| 3 | 4  | 3.4 Additional Positive Behavior and Intervention supports                                                                     | Yes | \$2,807,245.00 | \$2,256,511.00 |
| 3 | 5  | 3.5 Additional Engagement Supports and Parent Decision Making Opportunities                                                    | Yes | \$1,400,000.00 | \$1,602,714.00 |
| 3 | 6  | 3.6 Student Engagement/Athletics                                                                                               | No  | \$153,722.00   | \$118,517.00   |
| 3 | 7  | 3.7 Meaningful School to Home Engagement                                                                                       | Yes | \$246,508.00   | \$311,026.19   |
| 4 | 1  | 4.1 Implementing Inclusive Opportunities for Students in Special Day Classes (SDC)                                             | No  | \$500,000.00   | \$0.00         |
| 4 | 2  | 4.2 Professional Development on the use of inclusive practices through universal design for learning (repeated expenditure,    | No  | \$25,000.00    | \$0.00         |
| 4 | 3  | 4.3 General Education teachers collaboration with special education staff to provide support in the Least                      | No  | \$100,000.00   | \$0.00         |

|   |   |                                                                                                                        |     |                 |                 |
|---|---|------------------------------------------------------------------------------------------------------------------------|-----|-----------------|-----------------|
|   |   | restrictive environment (LRE)                                                                                          |     |                 |                 |
| 4 | 4 | 4.4 Special Ed Instruction and Compliance(monitoring) Monitor the instructional practices and student outcomes for SWD | No  | \$16,816,000.00 | \$14,163,829.00 |
| 5 | 1 | 5.1 Long Term English Learner and Newcomer Student Support                                                             | Yes | \$115,000.00    | \$381,399.00    |
| 5 | 2 | 5.2 Implementation of the California English Learner Roadmap                                                           | No  | \$0.00          | \$0.00          |
| 5 | 3 | 5.3 Tier I Instruction & Professional Development                                                                      | No  | \$0.00          | \$0.00          |
| 5 | 4 | 5.4 Primary Language Support                                                                                           | Yes | \$0.00          | \$0.00          |
| 5 | 5 | 5.5 Supplemental Professional Development                                                                              | Yes | \$160,000.00    | \$0.00          |
| 5 | 6 | 5.6 Parental Engagement                                                                                                | Yes | \$28,000.00     | \$0.00          |
| 5 | 7 | 5.7 EL Program support                                                                                                 | Yes | \$153,000.00    | \$0.00          |
| 6 | 1 | 6.1 Increase course offerings at Morningside High School                                                               | No  | \$320,000.00    | \$318,789.00    |
| 6 | 2 | 6.2 Implementation of Restorative Justice Practices-Morningside                                                        | No  | \$181,829.00    | \$126,797.68    |
| 6 | 3 | 6.3 Increase student attendance and and stability Rate at Morningside                                                  | No  | \$80,000.00     | \$191,388.00    |
| 6 | 4 | 6.4 Target college and Career readiness for Morningside                                                                | No  | \$55,000.00     | \$11,104.00     |
| 6 | 5 | 6.5 Professional learning Opportunities for Morningside staff                                                          | No  | \$15,000.00     | \$8,750.00      |
| 6 | 6 | 6.6 Targeted Positive Behavior and Intervention supports at ICHS                                                       | No  | \$40,000.00     | \$29,198.00     |
| 6 | 7 | 6.7 Increase student Attendance and Mobility at ICHS                                                                   | No  | \$50,000.00     | \$128,624.00    |
| 6 | 8 | 6.8 Evidence Based Interventions at ICHS                                                                               | No  | \$46,839.00     | \$1,040.00      |
| 6 | 9 | 6.9 Increase Student Social                                                                                            | No  | \$20,000.00     | \$0.00          |

|   |    |                                                            |    |              |              |
|---|----|------------------------------------------------------------|----|--------------|--------------|
|   |    | and Emotional Support                                      |    |              |              |
| 6 | 10 | 6.10 Expanding Course offering at Inglewood High School    | No | \$764,000.00 | \$626,997.00 |
| 6 | 11 | 6.11 Culture and Climate support for Inglewood High School | No | \$250,000.00 | \$350,329.00 |
| 6 | 12 | 6.12 College & Industry Visits for Inglewood High School   | No | \$35,000.00  | \$18,740.00  |

## 2024-2025 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) |
|-----------------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| \$27,241,750.00                                                                         | \$37,809,630.00                                        | \$34,934,976.14                                                             | \$2,874,653.86                                                                                            | 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                                            | \$1,172,596.00                                                         | \$1,225,687.00                                                           | 0.00%                                   | 0.00%                                                              |
| 1                 | 4                   | 1.4 Targeted Increased Services for Students.                              | Yes                                            | \$2,941,932.00                                                         | \$1,332,436.00                                                           | 0.00%                                   | 0.00%                                                              |
| 1                 | 6                   | 1.6 Additional Classroom Support                                           | Yes                                            | \$2,358,896.00                                                         | \$1,537,519.00                                                           | 0.00%                                   | 0.00%                                                              |
| 1                 | 7                   | 1.7 Ensuring the implementation of Academic success and Wellbeing supports | Yes                                            | \$1,818,849.00                                                         | \$1,996,205.00                                                           | 0.00%                                   | 0.00%                                                              |

|   |    |                                                                                                                                |     |                |                |       |       |
|---|----|--------------------------------------------------------------------------------------------------------------------------------|-----|----------------|----------------|-------|-------|
| 1 | 8  | 1.8 Monitoring of wraparound services                                                                                          | Yes | \$1,043,100.00 | \$968,590.00   | 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 | \$6,165,807.00 | \$6,809,735.70 | 0.00% | 0.00% |
| 2 | 2  | 2.2 Differentiated Targeted Instructional Strategies for Low income and English Learner Students                               | Yes | \$0.00         | \$0.00         | 0.00% | 0.00% |
| 2 | 3  | 2.3 Universal diagnostic tool to measure student progress to mastery of standards                                              | Yes | \$1,369,980.00 | \$1,332,691.00 | 0.00% | 0.00% |
| 2 | 4  | 2.4 Academic Intervention support for Foster Youth and Low income Students                                                     | Yes | \$3,513,121.00 | \$2,680,000.00 | 0.00% | 0.00% |
| 2 | 5  | 2.5 Access to Expand Learning Opportunities for Low income students                                                            | Yes | \$844,228.00   | \$1,942,914.00 | 0.00% | 0.00% |
| 2 | 6  | 2.6 Access to hands on Learning Experiences                                                                                    | Yes | \$2,914,906.00 | \$3,317,747.00 | 0.00% | 0.00% |
| 2 | 7  | 2.7 College and Career Readiness K-12 AVID                                                                                     | Yes | \$350,000.00   | \$256,060.25   | 0.00% | 0.00% |
| 2 | 8  | 2.8 Provide Accessibility for College Prep tools and resources                                                                 | Yes | \$390,000.00   | \$184,110.00   | 0.00% | 0.00% |
| 2 | 9  | 2.9 College and Career support                                                                                                 | Yes | \$100,000.00   | \$159,914.00   | 0.00% | 0.00% |
| 2 | 10 | 2.10 Monitor access to CTE Program and services (TK-12)                                                                        | Yes | \$150,000.00   | \$150,000.00   | 0.00% | 0.00% |
| 2 | 11 | 2.11 Provide Access to Career Technical Education Program center in grades 9 - 12- Southern Regional Occupation Center (SCROC) | Yes | \$650,986.00   | \$420,000.00   | 0.00% | 0.00% |
| 2 | 13 | 2.13 Proficiency in Instructional Technology                                                                                   | Yes | \$1,808,960.00 | \$1,944,192.00 | 0.00% | 0.00% |
| 3 | 1  | 3.1 Social Emotional and Well-being School and Community Resources                                                             | Yes | \$3,581,504.00 | \$2,851,452.00 | 0.00% | 0.00% |

|   |   |                                                                                       |     |                |                |       |       |
|---|---|---------------------------------------------------------------------------------------|-----|----------------|----------------|-------|-------|
| 3 | 2 | 3.2 Targeted Supports for Foster Youth, Low-Income/Students Experiencing Homelessness | Yes | \$166,312.00   | \$277,332.00   | 0.00% | 0.00% |
| 3 | 3 | 3.3 Social Emotional Health and Wellness Center                                       | Yes | \$1,846,700.00 | \$996,741.00   | 0.00% | 0.00% |
| 3 | 4 | 3.4 Additional Positive Behavior and Intervention supports                            | Yes | \$2,807,245.00 | \$2,256,511.00 | 0.00% | 0.00% |
| 3 | 5 | 3.5 Additional Engagement Supports and Parent Decision Making Opportunities           | Yes | \$1,400,000.00 | \$1,602,714.00 | 0.00% | 0.00% |
| 3 | 7 | 3.7 Meaningful School to Home Engagement                                              | Yes | \$246,508.00   | \$311,026.19   | 0.00% | 0.00% |
| 5 | 1 | 5.1 Long Term English Learner and Newcomer Student Support                            | Yes | \$115,000.00   | \$381,399.00   | 0.00% | 0.00% |
| 5 | 4 | 5.4 Primary Language Support                                                          | Yes | \$0.00         | \$0.00         | 0.00% | 0.00% |
| 5 | 5 | 5.5 Supplemental Professional Development                                             | Yes | \$25,000.00    | \$0.00         | 0.00% | 0.00% |
| 5 | 6 | 5.6 Parental Engagement                                                               | Yes | \$0.00         | \$0.00         | 0.00% | 0.00% |
| 5 | 7 | 5.7 EL Program support                                                                | Yes | \$28,000.00    | \$0.00         | 0.00% | 0.00% |

# 2024-2025 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) |
|----------------------------------------------------------|-------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|-------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------------------|
| \$64,587,404.00                                          | \$27,241,750.00                                                   | 17.17%                                                   | 59.35%                                                                                                          | \$34,934,976.14                                                              | 0.00%                                                       | 54.09%                                                                                     | \$3,397,297.45                                                             | 5.26%                                             |

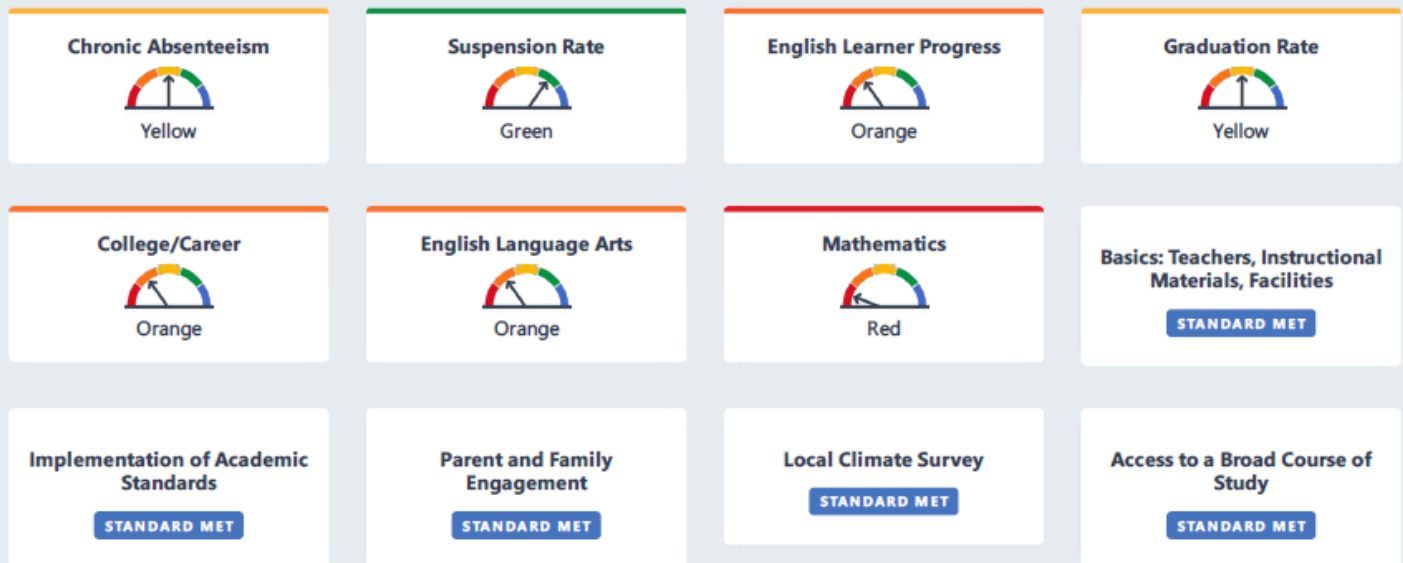
# CALIFORNIA DASHBOARD

## Inglewood Unified School District



### Inglewood Unified

Explore the performance of Inglewood Unified under California's Accountability System.



| 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<br>Black means: subgroup not evaluated on this indicator |

## Dashboard Comparison by Year and Subgroup

[illegible][illegible]















## Appendix D

|      |                                   | 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 | Inglewood Unified School District | African American, English Learners, Long-Term English Learners, Socioeconomically Disadvantaged, Student with Disabilities | District Wide African American, Hispanic, Socioeconomically Disadvantaged                  | *                | African American, Asian, Foster Youth, Pacific Islander, White                                                                  | *                                           | English Learners                     | African American, English Learners, Long-Term English Learner, Students with disabilities, |
| 2023 |                                   | African American, English Learners, Foster Youth                                                                           | District Wide African American, English Learners Hispanic, Socioeconomically Disadvantaged | *                | District Wide African American Hispanic, Homeless, Socioeconomically Disadvantaged, Student with Disabilities Two or more Races | Homeless                                    | English Learners, Hispanic, Homeless | African American, Homeless, Students with disabilities,                                    |
| 2024 | Bennett Kew                       | English Learners, Student with Disabilities                                                                                | *                                                                                          | *                | School-Wide, Hispanic, Socioeconomically Disadvantaged, Student with Disabilities                                               | *                                           |                                      |                                                                                            |
| 2023 |                                   | English Learners                                                                                                           | English Learners, Hispanic, Socioeconomically Disadvantaged                                | *                | *                                                                                                                               | School-Wide Socioeconomically Disadvantaged |                                      |                                                                                            |
| 2024 | Centinela                         | *                                                                                                                          | African American, Student with Disabilities                                                | *                | *                                                                                                                               | *                                           |                                      |                                                                                            |
| 2023 |                                   | African American                                                                                                           | African American                                                                           | *                | School-Wide English Learners, Students with disabilities, Hispanic, Socioeconomically Disadvantaged                             | *                                           |                                      |                                                                                            |
| 2024 | City Honors                       | *                                                                                                                          | *                                                                                          | *                |                                                                                                                                 |                                             | *                                    | *                                                                                          |
| 2023 |                                   | *                                                                                                                          | *                                                                                          | *                |                                                                                                                                 |                                             | *                                    | *                                                                                          |

# Inglewood Unified School District Dashboard Red List

| 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                                                        | Crozier  | School-Wide, African American, English Learners, Hispanic, Longterm English Learner, Socioeconomically Disadvantaged, Students with disabilities, | Students with Disabilities                                                                | School -Wide English Learners, Long-Term English Learners | *                                                                                                                     | African American |                 |                                                                |
| 2023                                                        |          | English Learners                                                                                                                                  | School-Wide African American, English Learners, Hispanic, Socioeconomically Disadvantaged | *                                                         | School-Wide African American, English Learners, Students with disabilities, Hispanic, Socioeconomically Disadvantaged | *                |                 |                                                                |
| 2024                                                        | Highland | African American, English Learners                                                                                                                | Students with disabilities                                                                | *                                                         | African American                                                                                                      | African American |                 |                                                                |
| 2023                                                        |          | Students with disabilities                                                                                                                        | Students with disabilities                                                                | *                                                         | School-Wide African American, English Learners, Students with disabilities, Hispanic, Socioeconomically Disadvantaged | *                |                 |                                                                |
| 2024                                                        | Hudnall  | African American, English Learners, Hispanic Socioeconomically                                                                                    | English Learners                                                                          | English Learners                                          | English Learners                                                                                                      | English Learners |                 |                                                                |
| 2023                                                        |          | English Learners, Students with disabilities                                                                                                      | African American                                                                          | *                                                         | School Wide                                                                                                           | *                |                 |                                                                |
| 2024                                                        |          | Students with disabilities                                                                                                                        | *                                                                                         | *                                                         |                                                                                                                       | African American | *               | African American, English Learners, LongTerm English Learners, |

# 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                                                       |                                                     |
| 2023 | Inglewood | School-Wide<br>African American,<br>English Learners,<br>Hispanic,<br>Socioeconomically<br>Disadvantaged                                | School-Wide<br>African American,<br>English Learners,<br>Hispanic,<br>Socioeconomically<br>Disadvantaged                      | School-Wide<br>English Learners |                                                                                                                                     | School-Wide<br>African American,<br>Socioeconomically<br>Disadvantaged                                             | School Wide     | African American,<br>English Learners,<br>Students with<br>disabilities, |                                                     |
| 2024 | ICHS      | *                                                                                                                                       | *                                                                                                                             | *                               |                                                                                                                                     | *                                                                                                                  | *               | *                                                                        | *                                                   |
| 2023 |           | *                                                                                                                                       | *                                                                                                                             | *                               |                                                                                                                                     | *                                                                                                                  | *               | *                                                                        | School Wide ,<br>Socioeconomically<br>Disadvantaged |
| 2024 | Kelso     | School-Wide<br>African American,<br>English Learners,<br>Students with<br>disabilities, Hispanic,<br>Socioeconomically<br>Disadvantaged | School-Wide<br>African American,<br>Hispanic, Students<br>with disabilities,<br>Socioeconomically<br>Disadvantaged            | *                               | African American                                                                                                                    | *                                                                                                                  |                 |                                                                          |                                                     |
| 2023 |           | School-Wide<br>African American,<br>English Learners,<br>Students with<br>disabilities, Hispanic,<br>Socioeconomically<br>Disadvantaged | School-Wide<br>African American,<br>English Learners,<br>Students with<br>disabilities,<br>Socioeconomically<br>Disadvantaged | *                               | Students with disabilities                                                                                                          | Students with<br>disabilities                                                                                      |                 |                                                                          |                                                     |
| 2024 | LaTijera  | *                                                                                                                                       | English Learners,<br>Students with<br>disabilities                                                                            | *                               | School-Wide<br>African American, English<br>Learners,Students with<br>disabilities, Hispanic,<br>Socioeconomically<br>Disadvantaged | School-Wide<br>African American,<br>Students with<br>disabilities, Hispanic,<br>Socioeconomically<br>Disadvantaged |                 |                                                                          |                                                     |
| 2023 |           | Students with<br>disabilities                                                                                                           | Students with<br>disabilities                                                                                                 | School-Wide<br>English Learners | School-Wide<br>African American, English<br>Learners,Students with<br>disabilities, Hispanic,<br>Socioeconomically<br>Disadvantaged | Students with<br>disabilities                                                                                      |                 |                                                                          |                                                     |

# Inglewood Unified School District Dashboard Red List

| 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                                                        | Morningside | School-Wide Hispanic, Socioeconomically Disadvantaged                                                                | *                                                                                                                    | School Wide English Learners, Long Term English Learners |                                                                | *                                                             | Students with disabilities | Students with disabilities |
| 2023                                                        |             | English Learners                                                                                                     | School-Wide Hispanic, Socioeconomically Disadvantaged                                                                | *                                                        |                                                                | *                                                             | *                          | *                          |
| 2024                                                        | Oak         | *                                                                                                                    | *                                                                                                                    | *                                                        | *                                                              | *                                                             |                            |                            |
| 2023                                                        |             | English Learners, Students with disabilities                                                                         | School-Wide English Learners, Students with disabilities, Hispanic, Socioeconomically Disadvantaged                  | School-Wide English Learners                             | School-Wide Hispanic, Socioeconomically Disadvantaged          | African American                                              |                            |                            |
| 2024                                                        | Parent      | *                                                                                                                    | *                                                                                                                    | *                                                        | *                                                              | *                                                             |                            |                            |
| 2023                                                        |             | *                                                                                                                    | School-Wide African American, Hispanic, Socioeconomically Disadvantaged                                              | *                                                        | School-Wide African American, Socioeconomically Disadvantaged  | School-Wide African American, Socioeconomically Disadvantaged |                            |                            |
| 2024                                                        | Payne       | English Learners, Hispanic, Socioeconomically Disadvantaged, Students with disabilities                              | *                                                                                                                    | *                                                        | African American, Longterm English Learners                    | *                                                             |                            |                            |
| 2023                                                        |             | English Learners, Hispanic                                                                                           | African American, Socioeconomically Disadvantaged                                                                    | *                                                        | Hispanic, Socioeconomically Disadvantaged                      | Students with disabilities                                    |                            |                            |
| 2024                                                        | Woodworth   | School-Wide African American English Learners, Students with disabilities, Hispanic, Socioeconomically Disadvantaged | School-Wide African American English Learners, Students with disabilities, Hispanic, Socioeconomically Disadvantaged | School Wide English Learners,                            | African American, English Learners, Students with disabilities | *                                                             |                            |                            |
| 2023                                                        |             | English Learners                                                                                                     | English Learners                                                                                                     | *                                                        | *                                                              | *                                                             |                            |                            |

# 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](mailto: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, Statutes 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 <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then. | Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric. | Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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).

