

LCFF Budget Overview for Parents

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

CDS Code: 64634

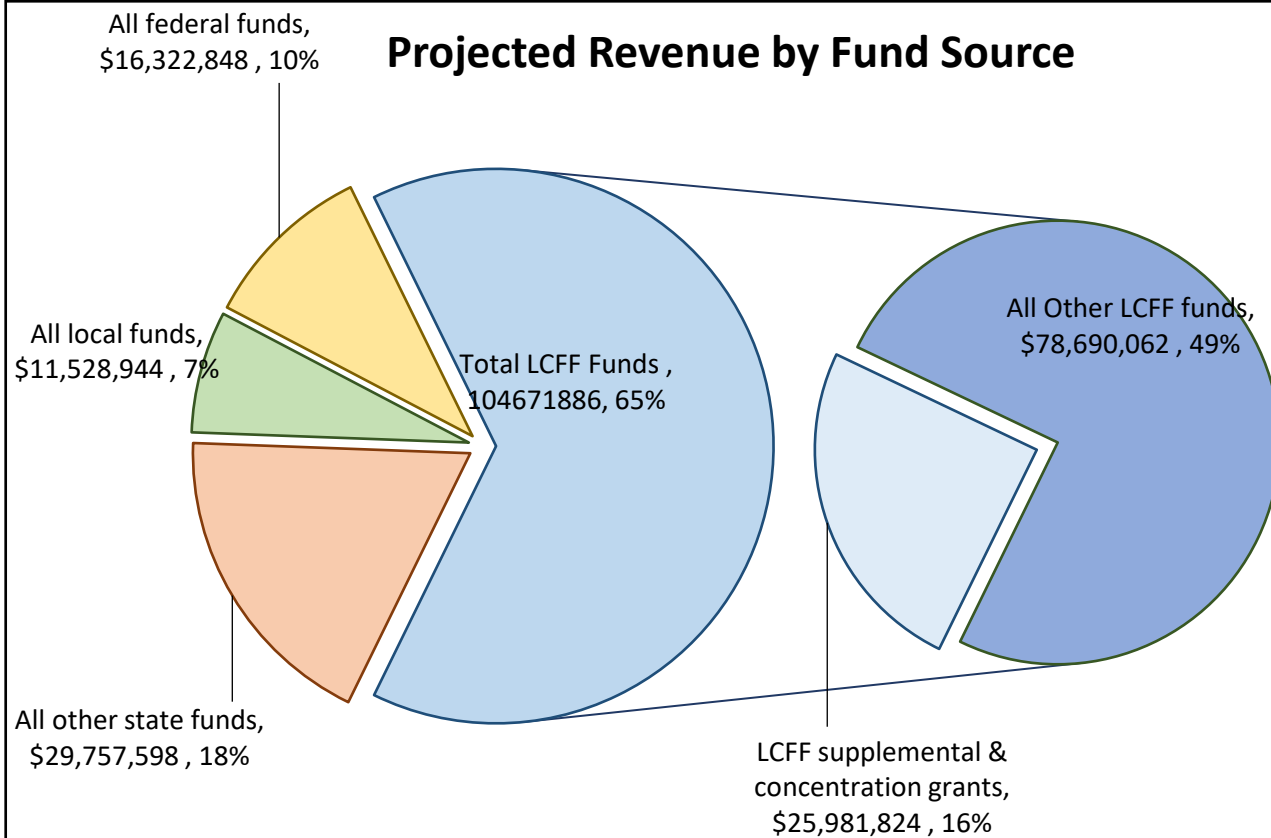
School Year: 2024-25

LEA contact information: Dr. James Morris

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 2024-25 School Year

Projected Revenue by Fund Source

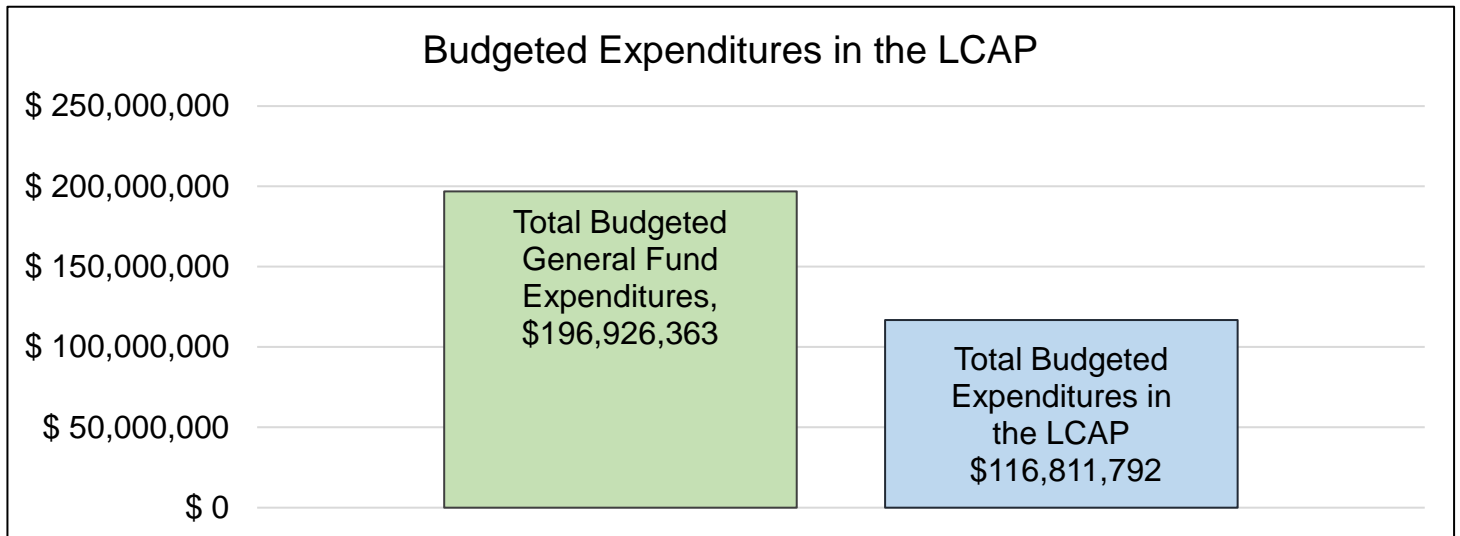


This chart shows the total general purpose revenue Inglewood Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Inglewood Unified School District is \$162,281,276.00, of which \$104,671,886.00 is Local Control Funding Formula (LCFF), \$29,757,598.00 is other state funds, \$11,528,944.00 is local funds, and \$16,322,848.00 is federal funds. Of the \$104,671,886.00 in LCFF Funds, \$25,981,824.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Inglewood Unified School District plans to spend for 2024-25. 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 \$196,926,363.00 for the 2024-25 school year. Of that amount, \$116,811,792.00 is tied to actions/services in the LCAP and \$80,114,571.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

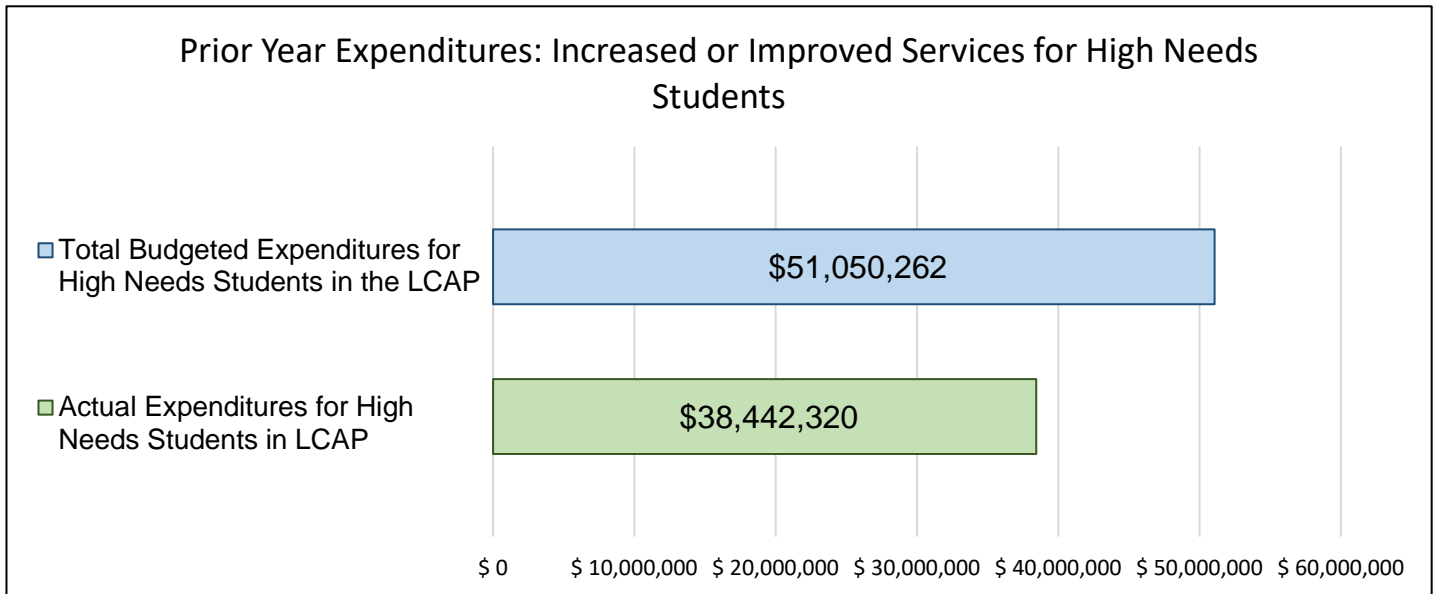
State loan repayment, property and liability insurance, LACOE support positions, settlements, legal costs, audit fees, utilities, maintenance and other operational costs, and administrative costs (fiscal services, human services, and business services). * For reference, these figures do not include revenue 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 2024-25 School Year

In 2024-25, Inglewood Unified School District is projecting it will receive \$25,981,824.00 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 \$37,809,630.00 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 2023-24



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 2023-24, Inglewood Unified School District's LCAP budgeted \$51,050,262.00 for planned actions to increase or improve services for high needs students. Inglewood Unified School District actually spent \$38,442,320.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of \$12,607,942.00 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 such as ESSER which are reaching their expiration dates.

2023-2024 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023-2024 Local Control and Accountability Plan (LCAP) Annual Update 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

Goals and Actions

Goal

Goal #	Description
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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Access to Standards-based Instructional Materials Sources: Annual Textbooks Williams Settlement Report	Williams Instructional /Textbooks Report-100%	Williams Instructional /Textbooks Report-100%--Metric met	Williams Instructional /Textbooks Report-100%--Metric met	Williams Instructional /Textbooks Report-100%--Metric met	Maintain Williams Textbooks Report at 100%
Local Indicator Reflective Survey for Dashboard-Recently Adopted Academic Standards and/or Curriculum	Local Indicator Reflective Survey-result 4 (Full Implementation)	Local Indicator Reflective Survey-result 3.2 (Initial Implementation)--no met	Local Indicator-Reflective Survey Results English Language Arts (ELA) Score - 3 English Language Development (ELD) Score-2 Math Score-3 Next Gen Science Score-2	Local Indicator-Reflective Survey Results <ul style="list-style-type: none">English Language Arts (ELA) Score - 3English Language Development (ELD) Score-2Math Score-3Next Gen Science Score-2	Local Indicator Survey-result 5 – Full Implementation and Sustainability.

Frameworks Local Indicator Reflective Survey for Dashboard- Implementation of Standards	Local Indicator-Reflective Survey-Results ELA-4 ELD-1 Math-2 Next Gen Science-1 History/Social Science-1 CTE-2 Health-1 PE-1 VAPA-3 World Languages-2	Local Indicator-Reflective Survey-Results English Language Arts (ELA) Score-4 English Language Development (ELD) Score-2 Math Score -4 Next Gen Science Score-3 History/Social Science-2 Career Technical Education (CTE) Score-2 Health Score-1 PE Score-1 VAPA Score-3 World Languages-2	History/Social Science Score-2 Career Technical Education (CTE) Score-2 Health Score-2 PE Score-2 VAPA Score-2 World Languages Score-2	<ul style="list-style-type: none"> • History/Social Science Score-2 • Career Technical Education (CTE) Score-2 • Health Score-2 • PE Score-2 • VAPA Score-2 • World Languages Score-2 	Local Indicator Survey-result 5 – Full Implementation and Sustainability. ELA ELD Math Next Gen Science History/Social Science CTE Health PE VAPA World Languages
Facilities Maintenance Report- Williams	2020-2021 Facilities in Good Repair	2021-2022 Facilities in Good Repair-- metric met	2022-2023 Facilities in Good Repair-- metric met	2023-2024 Facilities in Good Repair-- metric met	All Facilities Overall Rating Exemplary
Educator Equity and staffing Sources: CALPADS/Staffing Assignments Fall 2020 Census day 4.1 staffing 4.3 Assignments	100% fully credentialed and appropriately assigned teachers	100% fully credentialed and appropriately assigned teachers--This year was unusual due to teacher shortage, but every step was taken to ensure that all assignments were appropriate	100% fully credentialed and appropriately assigned teachers	99% fully credentialed and appropriately assigned teachers	Maintain 100% fully credentialed and appropriately assigned teachers
Staff Ratios: per bargaining agreement	2020-2021 Kinder 30:1 Grades 1-6 30:1 Grades 7-12 26.5:1 Special Education -case load 28	2021-2022 Kinder 30:1 Grades 1-6 30:1 Grades 7-12 26.5:1 Special Education -case load 28	2022-2023 Kinder 30:1 Grades 1-6 30:1 Grades 7-12 26.5:1 Special Education -case load 28	2023-2024 Kinder 30:1 Grades 1-6 30:1 Grades 7-12 26.5:1 Special Education -case load 28	2023-2024 Kinder 30:1 Grades 1-6 30:1 Grades 7-12 26.5:1 Special Education -case load 28

Goal Analysis

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

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

The overall implementation of these actions for Goal # 1:

5 of 8 actions were implemented fully

3 of 8 actions were implemented partially

0 of 8 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 current standards-based materials

All sites passed the annual Williams Act inspection in September 2023.

Action 1.4 Targeted Increased Services for Students.

Sites continue to use their allocations to deploy personnel, strategies, programs, and experiences to support student success.

Action 1.6 Additional Classroom support

At the Elementary level the class sizes were successfully reduced as a result of this action. While at the secondary level the district was able to expand the type of course offerings to students.

Action 1.7 Ensuring the implementation of Academic success and Wellbeing supports

The School Site The School Site Program Support Specialist (SSPSS) positions were filled this school year.

Action 1.8 Monitoring of wraparound services

The sites assigned Assistant Principals worked collaboratively with the Counselors, Child Welfare Advisor, PBIS district Coordinators and other Student Support Services Staff to provide resources and assistance to students.

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

Action 1.1 Purchase of New and Current Standards Based Materials

Although the Williams Act inspection was a success, IUSD is in need of dedicated staff at the district level to maintain the inventory of core and supplemental Instructional materials. This person would lead the teams that manage the school site inventories by providing training, scanning and inventory materials.

Action 1.2 Recruit and Maintain qualified teaching and administrative staff

Recruiting and retaining staff is challenging due to the salary scale. As a result there is a revolving door of staff in every school/department in the district, especially at the central office level.

Action 1.3 Alternative Learning Model-Dual Immersion

The recruitment of BCLAD teachers for the dual immersion program was a challenge this year. There were vacancies which impacted the quality of teaching and the student academic outcomes. Human resources have put forward a proposal for a method to recruit qualified teachers for the 2024-2025 school year.

Action 1.5 High Quality Special Education Teachers and Classroom Support Staff

There continues to be a challenge filling positions for Mod/Severe Credentialed Teachers and Special Education Aides.

There were no planned actions that differed substantially 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.

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 current standards-based materials

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

Action 1.2 Recruit and Maintain qualified teaching and administrative staff

Reason for difference: Due to staff vacancies, the cost for this action was less than budgeted.

Action 1.3 Alternative Learning Model-Dual Immersion

Reason for difference: There were teacher vacancies that were filled with long term substitutes. This resulted in less spending than planned.

Action 1.4 Targeted Increased Services for Students.

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

Action 1.5 High quality Special Education teachers and classroom support staff

Reason for difference: Due to staff vacancies, the cost for this action was less than budgeted.

Action 1.7

Reason for difference: There were four vacant School Site Program Support Specialists. This resulted in less spending than planned for this action.

Action 1.8 Monitoring of wraparound services

Reason for difference: Due to staff vacancies, the cost for this action was less than budgeted.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action 1.1 Purchase of new and current standards-based materials

The action was effective due to all elementary and secondary grades having access to core and supplemental materials physically and online. The CSI designated schools (Kelso, Beulah Payne, Woodworth-Monroe, and Worthington) as well as all TK classes throughout the district utilized the Amplify Language Arts programs CKLA for TK-5th grade and ELA for 6th - 8th grade. Teachers, administrators, and teachers on special assignment at those sites attended a 40 hour in depth training on their grade spans. The teachers also participated in an additional voluntary 40 hours of coaching on the CKLA and ELA programs. District wide training for the Amplify assessment tool called MClass (DIBELS) was provided for all Kindergarten to 2nd grade teachers. 3rd, 4th, and 5th grade teachers at Payne, Woodworth-Monroe, Worthington, and Kelso utilized the MClass (DIBELS) assessment tool for the 2023-2024 school year. In addition to the Amplify Language Arts programs, IUSD adopted Savvas math program Investigations for all TK classes and enVision math for all Kindergarten through 8th grade. Along with adopting the new math program, the teachers received four full day training days on the programs. The New ELD program, "English 3D" was introduced to the 4th and 5th grade teachers and classes. The expansion of the program has given teachers a program that better fits the needs of their students. The teachers using English 3D had four days of training and coaching on the program.

At the secondary level, Inglewood High School and Crozier Middle School opted to utilize Math 180, a math intervention program specifically designed to meet the needs of students needing additional support in mathematics. Training was provided for the intervention teacher at Inglewood High School and Crozier with four in person training sessions and eight virtual support sessions. Training and curriculum support continued for the implementation of the ELD program, "English 3D". IUSD implemented the Ethnic Studies course at the 11th grade level across the secondary high schools. Inglewood HS, Morningside HS and City Honors offered the course. Teachers used county developed lesson plans and materials.

Action 1.2 Recruit and Retain and Action 1.5 High quality Special Education teachers and classroom support staff
Human Resources made every effort to fill each classroom with fully credentialed teachers. They were able to fill vacancies with substitute teachers or intern teachers which is not ideal however it met the state requirement for filling the need. In regards to having a teacher in the classroom this action was effective, however the action was ineffective at getting the 100% of the vacancies filled with fully credentialed teachers

Action 1.3 Alternative Learning Model-Dual Immersion

Despite the challenges the Dual Immersion teachers also received additional ongoing training on their Language Art program Benchmark Adelante as well as their online assessment platform Istation during the 2023-2024 school year. The Benchmark Adelante three full day training and the two full day Istation training has had a positive impact and provided much needed support for the Dual Immersion teachers. The plan for rolling out the training and support was effective but the full implementation of the program due to the vacancies was ineffective.

1.4 Targeted Increased Services for Students.

This action continues to be effective, as it provides resources to supplement the site level implementation of strategies. Such as Instructional aides to assist with small group instruction. Field trips that provide students with hands-on experiences. Computer software to supplement instruction in afterschool programs. Resources that enhance current programs such as Physical Education or Visual and Programming arts. Students at the elementary and secondary levels experienced hands-on activities through math, science and engineering. Students participated in district wide Academic Competitions such as Science Fair and Spelling Bee, National Engineering Week where engineers visited elementary, middle and high schools to sit on panels on engineering, participated in hands-on building of engineering activities and developed robotic products. SCI Arc - Institute of Architecture | Southern California. The Students took field trips to field trip experiences enhanced student understanding of how math, science, technology and engineering impact our lives through real world experiences in the classroom and in the field.

1.6 Additional Classroom Support

The action was effective. At the Elementary level, teachers were added to sites in an effort to avoid combination classes and to reduce class sizes. The Accelerated Learning Teachers (ALT) continue to be an asset to the elementary school sites. They support the Multi tiered System of Supports (MTSS) implementation by providing small group targeted instruction to struggling K-2 students. The ALTs implement strategies fundamental to the science of reading. ALTs returning to the position from the 2022-2023 school year along with the newly hired ALTs for the 2023-2024 school year have had training and coaching from an Education Specialist, Sasha Borenstein, on the science of reading. At the Elementary level, teachers were added to sites in an effort to avoid combination classes and reduce class sizes.

At the Secondary level, there continues to be an expansion of Programs, offerings and opportunities for students on and off campus. Practitioners from various fields support students via mentorships and apprenticeship programs. AVID Literacy Strategies are integrated across the curriculum grades 3-12. IUSD has purchased site licenses for each site, each site has the option of selecting an AVID coordinator and all teachers and administrators have the opportunity to attend the AVID Summer Institute and training. At the high school level, sites have created AVID classes and hired AVID teachers at two sites. Robotics was implemented as an after school program at Morningside High and City Honors. Students participated in the classes and both schools won prizes in regional competitions. Project Lead the Way was implemented at Crozier, Oak and is still in the developmental phase at Morningside High School. Career Technical Education (CTE): IUSD focused on the completion of Career pathway courses at the secondary level and CTE exploratory courses in TK-8. Career exploration emphasis was placed at the elementary level integrating careers, and CTE education. At the high school and at Crozier Middle School, there was a continued process to develop true 4-year CTE programs. There was also a push to ensure industry equipment, supplies, and materials in all CTE

courses.

1.7 Ensuring the implementation of Academic success and Wellbeing supports

This action was effective. The School Site Program Support Specialist (SSPSS) position has proven to be a valuable resource for the school sites. They have supported the major subgroups such as Low Income Students, Foster Students, and English Learner Students with accessing support services, resources, and experiences. Specifically the intervention programs and services like Hey Tutor and small group instruction. Tracking and monitoring the services provided to these students. As well as training and supporting the teachers that are providing the services. The SSPSSs the extracurricular academic activities at the site such as the Science Fair, Spelling Bee, Art Exhibitions, Reading is Fundamental Events, Cultural events and much more. These aspects resulted in this action being effective.

1.8 Monitoring of wraparound services

This action was effective. The sites assigned Assistant principals to work collaboratively with the Counselors, Child Welfare Advisor, PBIS district Coordinators and other Student Support Services Staff to provide resources and assistance to students. The number of schools Implementing PBIS continues to increase and the positive percent rate of the school climate survey has increased district wide. The district completed the process of adding more sites to the community of schools grant. Currently Morningside HS and Inglewood HS are a part of the Community of Schools, while Centinela, Woodworth-Monroe, and Worthington had partnerships with the Children's Institute to provide access to the various wraparound services of the community.

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

Action 1.2 Recruit and Retain

The action will be split into two actions for the next LCAP cycle. One action will focus on occurring qualified staff and the other on training, monitoring, and support.

1.4 Targeted Increased Services for Students.

The action will continue however the metric to measure this action will look at the impact on attendance and the graduation rate.

1.5 High quality Special Education teachers and classroom support staff

This action will continue however it will move to Goal 4 for the next LCAP cycle..

1.6 Additional Classroom Support

The action will continue however the metric to measure this action will look at the impact on attendance and the graduation rate for the next LCAP cycle.

1.8 Monitoring of wraparound services

The action will continue however the metric to measure this action will look at the impact on attendance and the graduation rate for the next LCAP cycle

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.

Goal

Goal #	Description
2	Develop support systems 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Math CAASPP Grades 3-8 and 11 Met or Exceeded Standards by Grade level Source-dash-board CAASPP results	(Correction) 2020/2021 CAASPP results Grade 3-19.07% Grade 4-12% Grade 5-9.92% Grade 6-15% Grade 7-18% Grade 8-10.60% Grade 11-9.83%	Awaiting the 2021-2022 assessments results. Upon receipt LCAP will be updated	2021/2022 CAASPP results Grade 3-27% Grade 4-19% Grade 5-15% Grade 6-15% Grade 7-12% Grade 8-13% Grade 11-3%	2022/2023 CAASPP results Grade 3-22% Grade 4-20% Grade 5-15% Grade 6-18% Grade 7-13% Grade 8-14% Grade 11-4%	All grades levels results will have an increase of 15% toward students meeting or exceeding standards
ELA CAASPP Grades 3-8 and 11 Met or Exceeded Standards by Grade level Sources Dashboard CAASPP results	(Correction) 2020/2021 CAASPP results Grade 3- 21.53% Grade 4-22.11% Grade 5-26.56% Grade 6-24.68% Grade 7-31.15% Grade 8-26.88% Grade 11-39.14%	Awaiting the 2021-2022 CAASPP results. Once the results are released the results will be added.	2021/2022 CAASPP results by Proficiency Grade 3-27% Grade 4-27% Grade 5-30% Grade 6-27% Grade 7-33% Grade 8-31% Grade 11-35%	2022/2023 CAASPP results Grade 3-22% Grade 4-20% Grade 5-15% Grade 6-18% Grade 7-13% Grade 8-14% Grade 11-4%	All grades levels results will have an increase of 15% toward students meeting or exceeding standards
Science CAASPP Grades 5, 8, and high school--Met or Exceeded Source -Dashboard CAASPP Results	(Correction) 2020/2021 all grades 8.77% Grades 5-8% Grade 8- 6% Grade 12-8%	Awaiting the 2021-2022 Assessment results. Upon receipt LCAP will be updated	2021/2022 all grades 9.87% Grades 5-12.89% Grade 8- 12.37% Grades 10-7.47% Grades 11-6.37%	2022/2023 All grades-10.43% Grade 5-12% Grade 8-10% Grade 10-N/A Grade 11-6%	All grades levels results will have an increase of 15% toward students meeting or exceeding standards

			Grade 12-5.79%	Grade 12-12%	
(DIBELS) Percentage of scholars acquiring Literacy foundational skills by end of second grade as measure with DIBELS Sources: DIBELS	35% of 2nd grade students are at or above benchmark on End of Year Reading Composite Score for DIBELS	45% of 2nd grade students are at or above benchmark on End of Year Reading Composite Score for DIBELS	45% of 2nd grade students are at or above benchmark on End of Year Reading Composite Score for DIBELS	47% of 2nd grade students are at or above benchmark on End of Year Reading Composite Score for DIBELS	75 % of 2nd grade students are at or above benchmark on End of Year
GATE students identified for services Sources-CAASPP & other data	2020-2021 0.4% 33 students currently identified 61 ready to be identified 131 need 2nd measure of criteria from OLSAT	87 GATE Certified Students 2021-2022	53 GATE Certified Students 2022-2023	180 GATE Certified Students 2023-2024 (3%)	By 2023-2024 A minimum of 10% of our students, particularly our unduplicated pupil groups will be identified and participate in GATE programs.
GoalBook usage and log in reports	2020-2021 50% usage 90% log in	2021-2022 38% usage 95% log in	2022-2023 75% usage 100% log in	23-24 75% usage and 100% Log in	100% usage by all special education teachers
Unique learning systems assessments Source: Unique	75% of Moderate Severe teachers have been trained in use of system, but only 50% are implementing the system	100% of Moderate Severe teachers have been trained in use of system and 75% are Implementing the system	75% of Moderate Severe teachers have been trained in use of system, but only 40% are implementing the system	100% of Moderate / Severe teachers have been trained on the system and 80% implementing the system	100% of Moderate Severe teachers will be trained and fully implement the Unique Learning system
A-G completion rates Sources: CALPADS Schoolzilla data quest- Completed a-g requirements	2019-20 82.6% of students prepared in a-g completion	2020-2021 A-G Graduation UC/CSU Requirements Met: City Honors-72.8% Inglewood High School-52.8% Morningside High School: 37.1% Will add 2021-2022 result	2021-2022 A-G Graduation UC/CSU Requirements Met: City Honors-66.7% Inglewood High School-33.3% Morningside High School: 38.8%	2023-2023 A-G Graduation UC/CSU Requirements Met: City Honors-77.4% Inglewood High School-40.2% Morningside High School: 28%	95 % of students completed courses that meet the UC or CSU a-g criteria

		upon receipts			
College and career preparedness indicator Source: Dashboard	2019 Dashboard Data 18.9% of high school graduates who are placed in the "Prepared" level on the College/Career Indicator	Awaiting the 2021-2022 results	CDE Note: College/Career not Reported in 2022	2022- 2023-17.8%	2023 Dashboard 50 % of high school graduates who are placed in the "Prepared" level on the College/Career Indicator
A-g/(CTE) completion rate Data Source: CALPADS	2019-2020 0 students	2020-2021 completed Completed a-g requirements and at least one CTE Pathway (data quest) 3.3% (12 students) awaiting 2021-22 results. Upon receipt LCAP will be updated	2021-2022 0 Students	City Honors-68.2% Inglewood High School-28.2% Morningside High School: 38.8% Source: DataQuest	50% of students
AP exam passage rate with a score of 3 or higher Sources: Aeries Dashboard DATAquest	2.0% of students who took the exam scores with results of 3 or higher on least two AP exams--sources data quest	5.6% of students who took the exam scores with results of 3 or higher on least two AP exams	20.6% of students who took the exam scores with results of 3 or higher	Inglewood Unified Participation Rate: 2022-235 Students took at least one AP Exam 2023-251 Students took at least one AP Exam 2022-14.5% AP Exam Passage Rate with a 3 or Higher 2023-21.2% AP Exam Passage Rate with a 3 or Higher Source: College Board (AP)	75% of students who took the exam scores with results of 3 or higher
Percentage of students enrolled in a CTE Pathway that have successfully completed CTE capstone courses from approved pathways	0% of CTE enrolled students have completed CTE capstone courses from approved pathways	4.2% of Students completed A-G Requirements and at least one CTE Pathway Source: College and Career Measures Report (CA Dashboard-Additional Reports)	0% of CTE enrolled students have completed CTE capstone courses from approved pathways	2022-23 CTE Pathway 5.9 % of ALL students completed at least one CTE pathway and received a C- or above in the Capstone course. Source: Ca Dashboard (Additional Reports)	2024 50% of CTE enrolled students will complete CTE capstone courses from approved pathways

Sources: DataQuest, CALPADS				College/Career Measures Report)	
ELPAC Summative percentage of current EL students making progress towards English language proficiency or maintaining the highest level. Data source: ELPAC	2019 Dashboard Data 39.3% ELs who progressed at least one ELPI Level 40 % English Learners advance one level on ELPAC or maintain level 4 from prior year.	Awaiting the 2021-2022 summative assessment results 2020-2021 ELPAC Summative Number of students tested 1787 All students -percent of students with each performance level 9.32% proficient 22.81% Level 1 Minimally developed 36.65% Level 2 Somewhat developed 31.22% Level 3 Moderately developed 9.32% Well Developed 26.4% ELs who progressed at least one ELPI Level	022-2023 ELPAC Summative Number of students tested 1528 All students -percent of students with each performance level 187 students 12.2% proficient 406students 26.6 % Level 1 Minimally developed 448 Student 29.3 %Level 2 Somewhat developed 487 31.9 31.2% Level 3 Moderately developed 187 12.2% Well Developed ELs who progressed at least one ELPI Level to be determined	Number of students tested 1902 All students -percent of students with each performance level 11.36% Proficient 11.36% Level 4 (Well Developed) 31.44% Level 3 (Moderately Developed) 30.55% Level 2 (Somewhat developed) 26.66 Level 1 (Beginning to Develop) 39.8% ELs who progressed at least one ELPI Level	60% of ELs who progressed at least one ELPI Level 60% of English Learners advance on one level on ELPAC from Prior year
Reclassification of English Learners Sources: Ellevation Dataquest	2021 data 4.5% of English Learner students have been reclassified	2021-2022 year to date ELlevation data Of 1928 EL students -72students reclassified=3.7%	2022-2023 Of 1934 EL students -74students reclassified=3.8%	Of 1958 EL students= 71 students reclassified= 3.79%	By 2023-2024 25% of English Learners will be reclassified
Access to a Broad Course of Study Local indicator # 7 Progress in the extent to which students have access to, and are enrolled in, a broad course of study.	Local Indicator Met in 2020-2021 Results submitted to Dashboard	Local Indicator Met in 2021-2022 Results submitted to Dashboard	Local Indicator Met in 2022-2023 Results submitted to Dashboard	Local Indicator Met in 2023-2024 Results submitted to Dashboard	Local Indicator is Met every year

Goal Analysis

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

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

The overall implementation of these actions for Goal # 2:

9 of 16 actions were implemented fully

7 of 16 actions were implemented partially

0 of 16 actions were minimally or not implemented

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

Action 2.1 Access to Tier II and Tier III Academic and Social Emotional Strategies

IUSD successfully negotiated Tuesday Banked Time with the Inglewood Teachers Association (ITA) to provide all certificated staff protected time for professional development. All IUSD certificated staff participate in differentiated professional learning aligned to their roles.

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

All sites received Instructional coaching support.

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

Elementary and secondary students had access to several resources during the school day, after school and on the weekend.

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

The Expansion of the VAPA program at all schools to incorporate music at all TK-8 schools. The Robotics programs expanded from High school to Middle school. The Gifted and Talented Education (GATE) Academy launched and hosted 50 students with a focus on Science, Technology, Engineering, ART, and Mathematics (STEAM), Environmental Justice and Conservation. The Robotics teams competed in Regional competitions.

Action 2.6 Access to hands on Learning Experiences

This action programmatically was a success. During this cycle new activities were added to the academic calendar featuring opportunities for students to showcase student work. Students participated in Community College and University presentations throughout the school year on their high school campus.

Action 2.7 College and Career Readiness K-12 AVID

All schools in Inglewood are implementing the AVID program in some fashion. Some schools have cohorts, grade levels, classes, or implement school-wide.

Action 2.8 Provide Accessibility for College Prep tools and resources

All 9th-11th grade students had the opportunity to take the PSAT. All 12th grade students had the opportunity to take the SAT. All high school students developed a four-year individualized plan in AERIES.

Action: 2.9A-G Requirements are Supported in Order to Increase and Sustain A-G Completion Rates

With the assistance of Solution tree Secondary schools conducted more meaningful grade level or subject matter collaboration.

Action 2.10 College and Career Support

SBWIB added a part-time career counselor at each high school. College advisors and academic counselors collaborated to support students with college and career readiness. A-G completion rates increased at 2 out of 3 high schools. AP Participation and AP pass rates increased at the comprehensive high schools. College mentorship increased. There was an increase in college exposure via field trips, college tours, and college presentations at each campus.

Action: 2.11 Monitor Access to CTE Program and Services (K12)

More school sites have access to CTE courses.

Action 2.12 Provide Access to Career Technical Education Program center in grades 9 -12- Southern Regional Occupational Center (SCROC)

Career Technical Education Course offerings are available at the high schools through this partnership. Animation, film development, computer science are just a few of the subjects students have access to.

2.14 Support for State and Local Mandated Assessment Testing

There were many successes for this action. The role of district test coordinator allowed for constant communication between the District Office and all of the school sites regarding assessments. The district oversaw 14 different assessments (7 ELA and 7 math) over the course of the school year which allowed for regular monitoring of student achievement progress. The assessments were targeted and specifically addressed the core curriculum. What was also successful was having a Test Coordinator at each site. This action was fully implemented this year. The District Assessment Coordinator met monthly with Site Test Coordinators to prepare for District assessments as well as State mandated assessments.

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

Action 2.6 Access to Hands-On Learning Experiences

Collaboration with teachers & counselors to work together to support students in passing their courses and develop opportunities to increase college & career readiness.

Action 2.7 College and Career Readiness K-12 AVID

The AVID TOSA and AVID Tutor positions were not filled during this LCAP cycle. Site Leads were utilized instead to work with the sites on AVID implementation and certification.

Action 2.9 A-G requirements support in order to increase and sustain A-G completion rates.

There was an inconsistency in staffing throughout the LCAP Cycle. Which made it a challenge to provide meaningful counseling support to students.

Action 2.11 Monitor access to CTE Program and services (K-12)

Course offerings during the school day is a challenge. Many of our English Language Learners in secondary school are not allowed to enroll in a pathway due to their having to take a mandatory ELD class. To address this issue, classes are offered during Saturday School and after school. Unfortunately, that still does not allow some students to enroll in pathways due to not being able to stay after school or attend school on Saturday. A solution for this would be the 8 period block schedule in secondary schools. In elementary schools, scheduling CTE opportunities during the school day is a challenge. There is a need for a "What is CTE" presentation to administrators and teachers. This will allow staff to understand how to integrate CTE into the master schedule.

There were no planned actions that differed substantially 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.

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

Action 2.1 Access to Tier II and Tier III academic and social emotional strategies

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

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

Reason for difference: Personnel Shortage, not all of the instructional coach positions were filled. This resulted in spending less than planned.

Action 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.

Action 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.

Action 2.6 Access to hands on Learning Experiences

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

Action 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.

Action 2.8 Provide Accessibility for College Prep tools and resources

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

Action 2.9 A-G requirements support in order to increase and sustain A-G completion rates.

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

Action 2.10 College and Career Support

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

Action 2.15 Special Ed Instruction and Compliance

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

Action 216 Proficiency in Instructional Technology

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

2.1 Access to Tier II and Tier III academic and social emotional strategies

The action was effective. This is year two of implementation. All professional development is fully aligned to the District's Instructional Plan, Instructional Priorities, and MTSS Plan . Professional development is focused on Tier I and Tier II instruction with an emphasis on mathematics instruction, small group instruction, and Professional Learning Communities (PLCs). A survey was sent out to all certificated staff to assess and monitor the impact of Banked Time Tuesday professional development. This data was referenced while planning the 2023-24 professional development plan. Our focus on PLCs to facilitate the work around providing good first instruction as well as making decisions around Tier II and Tier III support for students was a direct result of the survey data. Feedback from staff confirms that the adjustment made this year was critical and appreciated as staff now has the time to work toward meeting the academic

and social emotional needs of IUSD students.

Additionally, IUSD offers on-going mandatory professional development aligned to the District's core instructional programs, particularly the new adoptions. This allows teachers to learn, implement strategies, and return to discuss how it went and ask clarifying questions. The district purchased the ReThink Ed curriculum for all schools which provides a research-based program that aims to create healthy school climates, promote a greater awareness and understanding of mental health and wellness, and empower educators with instructional tools that drive whole school success through social emotional learning. A Tier III reading intervention committee was convened to evaluate and select a district wide Tier III reading curriculum.

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

This action was effective. The instructional coaches have received training on all of the new curriculum introduced to the system in the last three years. The coaches have provided support to the permanent teachers and substitute teachers. They were instrumental in the implementation of the Cycle of inquiry process at the sites and supporting the Professional Learning Communities. Providing demonstrations of instructional strategies was for new teachers.

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

This action was effective, There is now clarity in the use of universal assessment tools. All grades and sites have common data to analyze and measure growth. This improved the ability of the district to monitor student progress over the course of the year and provide timely responses to the data. Tracking growth, responding to learning needs, and projecting summative assessments performance. Data was used to guide discussions in the Cycle of Inquiry. All K6/K8 schools implement the I-Ready and DIBELS assessments to monitor progress throughout the year. In addition to these assessments, core curriculum assessments are utilized in alignment with each grade level's pacing schedule. There was growth the diagnostic data:

I-Ready ELA Diagnostic Proficiency Level Beginning of Year End of Year

Grade 3- 25% Grade 3- 37%

Grade 4- 13% Grade 4- 27%

Grade 5- 13% Grade 5- 23%

Grade 6- 11% Grade 6- 22%

I-Ready Math Diagnostic Proficiency Level Beginning of Year

2.4 Academic Intervention Support for Foster Youth and Low income Students

This action was effective. This year was the first year for the implementation and we anticipate more growth next year. At the elementary level (TK - 8th grade), HeyTutors have been deployed to the school sites to work with high need students in 3rd grade and above. HeyTutors will be working with the site teachers to determine the students in need, scheduling, and areas of focus. TK - 2nd grade, SDC, and RSP teachers were provided Phonemic/Literacy Kits (Chip Kits) from the 95% Group to help determine areas of need for struggling students. In addition to the purchase of these Chip Kits, all TK - 5th grade participated in five virtual sessions on the Science of Reading. Accelerated Learning Teachers have been assigned to sites with TK - 2nd grade students (there are currently two vacancies). These Accelerated Learning Teachers have been trained in the Science of Reading, been given resources to utilize, and will continue to receive training throughout the year in order to close academic gaps in the struggling TK-2nd grade students. Saturday School-Development of Saturday School created to support students with credit deficiency, math and ELA skill building and enrichment opportunities.

At the secondary level, with the implementation of Hey Tutors and BTG (Bridge the Gap) services being provided to daily assist students at risk, not all students took advantage of the assistance. Tutors are embedded during the day to support students at the secondary level through many of the core classes. Students could also take part in tutoring services in the evenings to support students who worked or had other obligations after school.

2.5 Access to Expand Learning Opportunities for Low Income Students

This action was effective. In order to better prepare IUSD students for college and career, IUSD pathways will all be 4 years pathways. Students will begin exploratory courses in elementary school and begin their first year of pathway in 7th grade, completing THE capstone course in 10th grade. Students will start paid pre-apprenticeship programs at 16 years and transition to paid apprenticeship in college and/or after high school. The design being built is for students who choose to go directly into the workforce starting at or above an entry level position. All IUSD students should be able to participate in CTE programs. CTE

teachers and advisors must attend industry standard training and conferences and provide industry field trips for students.

Industry sectors offered by IUSD:

Arts, Media, & Entertainment

Building & Construction Trades

Education, Child Development, & Family Services

Engineering & Architect

Health Science & Medical Technology

Hospitality, Tourism, & Recreation

Information & Communication Technologies

2.6 Access to Hands On Learning Experiences

This action was effective. The Cultural series: Hispanic Heritage Month Art Exhibition, African American History Month Art Exhibition, Asian American Pacific Islander Art Exhibition, featured student art, and talent. The science and Engineering Design Fair, Richard Barter Memorial Spelling Bee, Martin Luther King Speech Contest, were opportunities for students district wide to showcase their skill.

The Gift and Talented Education (GATE) Academy offered to Certified GATE, Candidates for GATE, and High achieving students in grades 1-12. This was an opportunity for students to stretch their skills and interact with peers throughout the district. The GATE Program monitoring and tracking protocols are being developed to support GATE students as they matriculate through the system. CAASPP scores were used as a criteria for certification. The number of Gate Certified Students has grown from 57 to 180 certified GATE Students. With a cohort of 80 participants in the Academy which consisted of GATE Certified and Possible GATE Candidates.

Students participated in Community College and University presentations throughout the school year on their high school campus. College advisors from Cal State Dominguez and UCLA supported students with completing college/university, scholarship, and financial aid applications. CSUDH Trio Program provided students with field trips to College & Career Expos and university tours. This summer, UCLA and Cal State Dominguez Universities are offering students the opportunity to live in the dorms and attend college preparation workshops and classes. High school students participated in two district-wide college fairs this school year; IUSD College and Career Fair (2022, 2023, & 2024) and the HBCU Caravan Tour (2023 & 2024). Students in grades 10th thru 12th participated in the HBCU College Tour (2023 & 2024). UC/CSU Completion rates are steadily increasing (source: Aeries College Readiness Tracker). There was an increased number of high school students participating after school enrichment programs in Broadcasting (IHS), Film (IHS & Morningside), Music (IHS & Morningside), Construction, Engineering, Architecture (Morningside & CHIPS) to develop and support students interests, and career goals.

2.7 College and Career Readiness K-12 AVID

This action was effective. By the end of this LCAP Cycle the largest percentage of teachers would attend the AVID Summer Institute. Each site has an AVID coordinator on site. They are trained monthly to facilitate the AVID WICOR strategies at their site on PD Banked Tuesdays. Secondary increased the number of AVID sections. All 9th grade students were enrolled in AVID. We added an AVID teacher at Morningside, IHS, and Crozier to allow more students to become prepared for college & career. We had an increase of field trips to colleges and universities in grades 8th thru 12th. AVID leads worked with teachers to implement school-wide AVID strategies. AVID Professional development took place during the summer and throughout the school year.

2.8 Provide Accessibility for College Prep Tools and Resources

This action was effective. Students learned how to request monitor their four-year plan and request changes to their four-year plan using AERIES academic plan. Students can access it through their Aeries portal. IUSD hosted a College and career fair for all Seniors in the district. Over 30 Colleges, Universities, and companies were there to meet students. Students received college acceptances nationwide. A-G completion rates are improving (Source: Aeries Graduation and College Readiness Tracker). In Spring 2023 IUSD hosted the The HBCU caravan, Where over 20 Colleges and Universities were represented. Several students received college acceptance and scholarships on the spot. Many of the scholarships were 4 years with all tuition paid. Students have gone on College tours throughout the school year throughout California.. Around 90 Juniors and Seniors had the opportunity to travel on a Historically Black College and University (HBCU) tour located in the southern United States (Georgia, Tennessee, Alabama, and Mississippi). Students received college acceptance letters and scholars on the spot.

2.9 A-G Requirements Supports in Order to Increase and Sustain A- G Completion Rates

This action is effective. Support with data-driven teaching and school counseling by increasing the frequency of sessions in Association of School Counseling Association professional development for counselors to learn how to implement a data-driven counseling program to support students in three areas: Social emotional; academic; and college and career. 8th-12th grade academic counselors supported ALL students in developing a four-year plan in AERIES. Developed an 8 period block schedule at our comprehensive high schools. The expanded schedule allowed for ALL students to have access to A-G requirements as well as additional support such as EL classes, math intervention, and AVID. CTE courses and pathways increased. We had an increase in college course offerings at each high school. We increased UCLA college advisors to offer additional college & career support at each high school. Counselors work with students to create their schedules each year to successfully meet and exceed graduation and college eligibility requirements. Students meet with their counselor to develop a Four Year Academic Plan. As additional courses were offered, students were able to utilize Aeries to update their four-year plan. 8th Grade Counselors introduced students to the Four Year Academic Plan. UCLA Early Academic Opportunity Program (EAOP) and Cal State Dominguez Trio Program offered individual academic advising and college planning at Inglewood and Morningside High School. Cal State Dominguez provided field trips to College and Career Expos as well as university tours. University advisors collaborated with College and Career counselors to provide scholarship and financial aid workshops as well as classroom presentations on A-G requirements and the four systems of higher education.

2.10 College and Career Support

This action was effective on the programming side, but considered “unsuccessful” in hiring all of the personnel outlined in the action, Special Education Transition Specialist. However Dedicated College Counselors at each high school provide individualized academic and college planning. College Counselors in conjunction with Academic Counselors provide grade-level assemblies and classroom presentations that focus on A-G requirements, Four-Systems of Higher Education, Financial Aid, and transcript evaluations. Academic and College Counselors collaborated to provide school-wide Honor Roll assemblies. High School counselors will work together at each site to celebrate students that have committed to a college or university. Increased exposure to colleges and universities during this LCAP cycle. Increased college campus visits for ALL students. Students visited Public and Private colleges and universities as well as community colleges to participate in college tours and college admission presentations. Districtwide College and Career Fair (2022,2023, & 2024) and HBCU Caravan Tour (2023 & 2024) for all High School Students. IUSD HBCU Tour for students in grades 10th-12th (2023 & 2024). Increase in college and university presentations at each high school. University Admission Representatives presented to students in person at the College and Career Center and/or gave presentations in classrooms. College and Career Centers have been utilized in many ways. Counselors host college, financial aid, and scholarship workshops in the College Center. The College and Career Counselor, the College Specialist, or visiting College Advisors from California State University and UCLA, use the College and Career Center to assist students in creating a college plan. Colleges, universities, and community colleges have used the College and Career to give presentations and host workshops. College and Career Centers have information on universities, community colleges, trade schools, financial aid, and scholarships. Students received college acceptances nationwide. A-G completion rates are improving (Source: Aeries Graduation and College Readiness Tracker).

2.11 Monitor Access to CTE Program and Services (K-12)

The action is effective. In order to provide access to more sites, some CTE teachers work at multiple school sites. The CTE Advisor is also working with the Saturday school committee to provide pathway courses in dance and animation. The goal is to expand the pathways provided for students who are unable to take a CTE course during the school day, or students who need more support in their CTE course, to receive additional support and improve grades during Saturday school. Summer school CTE courses will continue to be offered to TK-12 students. All multimedia courses now have new computers which can now support software such as Adobe Suite, Dreamweaver and other software. The animation pathway courses have received almost all needed technology and materials for the courses. Almost all CTE teachers have or are signing up for industry standard professional training, and have or taken students on industry standard field trips.

We are working to enhance and expand our CTE offerings based on student requests. Students participate in academic and career-based activities to have a better understanding of how what is being learned in their math, English, science, social studies/history and physical education classes is applied in the real world. Students participate in field trips to locations such as SpaceX, Disney Concert Hall, Tech Day, Animation Summits, Dance Performances, Music Industry Panel, AMGEN Lab, Sofi Stadium, Live Nation job shadowing, and more.

2.12 Provide Access to Career Technical Education Program Center in Grades 9-12- Southern Regional Occupational Center (SCROC)

The action is effective because it is an agency that provides the district with vocational education teachers or Career Technical education teachers. This past year however the agency has been ineffective with fulfilling the complete teacher request. As a result the classes had to be filled with substitute teachers. The CTE team is working closely with the CTE K12 Pathway Coordinator Serving the El Camino Community College District, California Department of Education, SBWIB, SCROC, El Camino College, and industry partners in developing IUSD's CTE programs. The implementation of pathway courses with CTE teachers are being implemented. The monitoring system is being developed. Identifying the students in AERIES is what is presently being done. The CTE advisor is in communication with other districts to learn about their monitoring process and programs used for the monitoring. The partnership with Southern Regional Occupational Center (SCROC) continues. The SCROC teachers instruct CTE courses at each of the high schools. The CTE pathways are being expanded to Middle school and Elementary.

2.13 Newcomer and Long Term English Learner Support

The plan for this action is effective, however the implementation at the school sites is ineffective, Student ELPAC scores and reading and math levels in local assessments are used to identify resources and professional learning for the varying proficiency groups of English Learners. EL and LTEL students, inclusive of ELs with Disabilities, 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. The Imagine Learning programs efficiently scaffold students 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.

The modification of the monitoring tool in Ellevation is going to help teachers get a better understanding of how the ELL students are progressing overall in all subjects. Currently 26.4% of EL students have moved at least one English Language Proficiency level ELPL and 2.4% of EL students were reclassified this year. The EL conversations at the secondary will continue with implementation of new support material. Ground work for standardizing the Elementary designated support is underway.

2.14 Support for State and Local Mandated Assessments Testing

This action was effective on staffing, assessment implementation and monitoring. Test Coordinators were a key factor in ensuring that District and State Mandated assessments were organized and met deadlines. The District Testing Coordinator maintained regular communication with the Site Test Coordinators and administrators regarding testing which allowed for great communication between Ed Services and the sites. Most sites came very close to meeting completion percentage goals for interim District Assessments. This would not have been possible without the facilitation of the District and Site Testing Coordinators. Another success was meeting during the work day as nearly all Test Coordinators were able to attend. All meetings were held during the work day. Through the administration of District-mandated IAB assessments (through the CAASPP system), teachers and students were able to become familiar with the assessment platform and testing procedures. We were also able to identify glitches in student information and Test Administrator access. Data were collected throughout the year which were utilized in Cycles of Inquiry. Some schools have their goal of increasing proficiency by 20% already in some grades. All schools/grades are showing growth towards their goal. The Summative assessments did not yield the anticipated results. This action was ineffective in meeting the student achievement goal.

2.15 Special Ed Instruction and Compliance

This action was effective on the programming side but considered unsuccessful on hiring all of the personnel outlined in the action. Secondary schools were a focus this year with biweekly meetings focused on improvement of practices, monitoring instructions, programs and outcomes. The development of master schedules at the sites are being done in collaboration with LACOE support staff. Ongoing training with the counselors on supporting students as they matriculated has proven to be essential. Advancement Via Individual determination is expanding from secondary level to the elementary level. More school sites have signed on for the summer institute training and have participated in the webinars through the school year. There was an increase in A-G completion rates for Inglewood High & City Honors.. CTE Completion rates did drop. However, CTE course alignment as well as course participation increased. CTE courses increased at K-8 schools and middle schools.

2.16 Proficiency in Instructional Technology

This action is effective because every student has access to a device. As well as the online applications in ClassLink.

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

2.1 Access to Tier II and Tier III academic and social emotional strategies

This action will be modified for the next LCAP cycle to reflect its progression from initial implementation to fully implementation monitoring and accountability.

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

This action will be modified for the new LCAP to incorporate 50% of the Assessment coordinators salary

2.5 Access to Expand Learning Opportunities for Low income students

The action will continue however the metric to measure this action will look at the impact on attendance and the graduation rate.

2.6 Access to hands on Learning Experiences

The action will continue however the metric to measure this action will look at the impact on attendance and the graduation rate.

2.7 College and Career Readiness K-12 AVID

The action will continue however the metric to measure this action will look at the effectiveness of AVID via the CCI.

2.8 Provide Accessibility for College Prep tools and resources

The action will continue however the metric to measure this action will look at the impact on attendance and the graduation rate.

2.9 A-G requirements support in order to increase and sustain A- G completion rates.

The action will continue however the metric to measure this action will look at the A-G completion rate.

2.10 College and Career Support

The action will be modified for the new LCAP cycle. The focus will be completely on college and career counseling support as measured by A-G completion/pathway completion in DataQuest.

2.13 Newcomer and Long Term English Learner Support

This action will move to a new goal. Goal 5 will cover all EL actions.

2.14 Support for state and local mandated assessments testing

This action will be modified to incorporate 50% of the Assessment Coordinators salary

2.15 Special Ed Instruction and Compliance

This action will move to a new goal. Goal 4 will cover all Special Education actions.

2.16 Proficiency in Instructional Technology

This action will be modified to include a Technology integration TOSA.

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.

Goal

Goal #	Description
3	Create safe and welcoming learning environments where students and families are engaged and connected to their schools in order to support student academic success to be college and career ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Attendance Data source: Aeries and Schoolzilla	2019 Average Daily Attendance Rate 93.8 %	2021-2022 Year to date schoolzilla 92.8% daily attendance 26.8% absence rate	2022-2023 Year to date schoolzilla 88.9% daily attendance 38.9% absence rate	2023-2024 Year to date Schoolzilla data Average Daily Attendance Rate 89.5 % Average Daily Attendance Rate 27.6% Average Days Absent	YTD - 2024 Average Daily Attendance Rate 96.8%
Chronic Absenteeism sources: Ca Dashboard and Schoolzilla (grades not tested) Data quest	2019 Schoolzilla 20.9% Districtwide 2019 Dashboard Data 21.6%	Data Quest 2020-2021 Chronic absenteeism rate- 24.9% 2021-22 Year to date -Schoolzilla data 30.1%	Data Quest 2021-2022 Chronic absenteeism rate- 43.8% 2022-23 Year to date -Schoolzilla data 43.3%	2022-2023 Chronic Absenteeism Rate Data quest 47.5% 2023-2024 Year to date Schoolzilla data 39.7%	YTD - 2024 Chronic Absentee Rate 17.9% Districtwide
Suspension Data sources: Ca. Dashboard and Schoolzilla, Dataquest	2019 Schoolzilla 2.8% 2019 Dashboard 2.8% data	2021-2022 year to date Schoolzilla date 3.3%	2022-2023 year to date schoolzilla date 3.6% 2021 Dashboard 3.6% data	2023-2024 year to date Schoolzilla data 3.0%	YTD-2024 Suspension Rate 1.8% Districtwide
Expulsion Data Source: Aeries	2021 Year to date Data-0%	2021-2022 Year to date-0%	2022-2023 Year to date-0%	2023-2024 Year to date-0%	Maintain at 0%

Schoolzilla	Schoolzilla 0%		Schoolzilla 0%	Schoolzilla	
Graduation Rates Source: Dashboard	2019 Dashboard Graduation Rate 88.5% 2019-2020 81.7%	2020-2021 Graduation rate- 86.35%	2021-2022 Graduation rate- 80.54%	2022-2023 Graduation rate- 80.4%	2023 Dashboard Graduation Rate 91.5%
Middle School Dropout Data source:CALPads	2019-2020 0.2%	2020-2021-0%	2021-22 .01%	2022-2023 .01%	Maintain at 0%
High School Dropout Data source:CALPads	2017 2.0 %	Awaiting 2021-2022 data results	2021-2022 0.03%	2022-2023 0.03%	2024 0.5 %
Student Educational Partner LCAP survey data	2019 Student response to "I feel welcomed at school" 27.5% Strongly agree and "there are resources to support my social emotional needs" 14% Strongly Agree	LCAP Student Survey Response to: There are resources at my school to support my social and emotional needs (i.e. counseling 22.5% Strongly agree /44% agree LCAP Student Survey Response to: "I feel welcomed at school" The item was not evaluated	2023 Survey Student response to "I feel welcomed at my student's school " 23.4% Strongly agree 48.2% Agree Strongly Agree/Agree- 71.6% LCAP Student Survey Response to "there are resources to support my social emotional needs " 22% Strongly Agree 23% Agree-43.5%	2024 Survey Student response to "I feel welcomed at my student's school " 27.6% Strongly agree 45.6% Agree Strongly Agree & Agree- 73.2% LCAP Student Survey Response to "There are resources to support my social emotional needs " 21.3% Strongly Agree 44.9% Agree- Strongly Agree & Agree-66.2%	2023-24 Student response to "I feel welcomed at school" 100% Strongly agree and "there are resources to support my social emotional needs" 100% Strongly Agree
Teacher connectiveness	Teacher LCAP Survey 15.6 % strongly agree/agree IUSD encourages/promotes teachers to participate in the School Site Council Process and other committees.	Teacher LCAP Survey 18.8 % strongly agree/ 52.3%agree IUSD encourages/promotes teachers to participate in the School Site Council Process and other committees.	Teacher LCAP Survey 25 % strongly agree/ 46.6%agree IUSD encourages/promotes teachers to participate in the School Site Council Process and other committees.	Teacher LCAP Survey 25.4% strongly agree/47.5%agree IUSD encourages/promotes teachers to participate in the School Site Council Process and other committees.	50 % teachers feel connected to the district work.
Parent/Community LCAP survey Data	2019 Survey Parent response to	Parent response to "I feel welcomed at my student's	2023 Survey Parent response to "I feel	2024 Survey Parent response to "I feel welcomed at my	2023-2024 Survey Parent response to

	<p>"I feel welcomed at my student's school"</p> <p>52% Strongly agree and</p> <p>"There are resources at my child's school to support his/her social/emotional needs"</p> <p>20% strongly agree</p>	<p>school" was not measured via the LCAP Survey for 2021-2022. The PBIS Climate Survey was implemented to capture this data.</p> <p>2021-2022 Survey Parent response "There are resources at my child's school to support his/her social/emotional needs 19% strongly agree/42.5 agree</p>	<p>welcomed at my student's school "</p> <p>36% Strongly agree</p> <p>51.7% Agree</p> <p>Strongly Agree/Agree-87.7</p> <p>And</p> <p>2023 Survey Parent response</p> <p>"There are resources at my child's school to support his/her social/emotional needs"</p> <p>17.5% strongly agree</p>	<p>student's school "</p> <p>38.6% Strongly agree</p> <p>49.2% Agree</p> <p>Strongly Agree & Agree-87.8</p> <p>And</p> <p>2023 Survey Parent response</p> <p>"There are resources at my child's school to support his/her social/emotional needs"</p> <p>21.3% strongly agree</p> <p>39.9% agree</p> <p>Strongly Agree & Agree-61.2%</p>	<p>"I feel welcomed at my student's school"</p> <p>100% Strongly agree and</p> <p>"There are resources at my child's school to support his/her social/emotional needs"</p> <p>100% strongly agree</p>
LCAP Parent Survey	<p>2019 survey 37.4 % of parents responded "My child feels safe in the class and on campus"</p>	<p>Parent response to "My child feels safe in the class and on campus" was not measured via the LCAP Survey for 2021-2022. The PBIS Climate Survey was implemented to capture this data.</p>	<p>2023 LCAP survey parents responded "My child feels safe in the class and on campus"</p> <p>26 % Strongly Agree</p> <p>53.2 Agree</p> <p>Strongly agree/Agree 79.2%</p>	<p>2023 LCAP survey parents responded "My child feels safe in the class and on campus"</p> <p>28.3 % Strongly Agree</p> <p>50.8% Agree</p> <p>Strongly agree & Agree 79.1%</p>	<p>75% feel our campuses are safe</p>
<p>Local Dashboard Indicator</p> <p>Parent Priority 3</p> <p>Questions:</p> <p>1-Building relationships between staff and families</p> <p>2-Building Partnerships for student outcomes and</p> <p>3 Seeking Input for Decision Making</p>	<p>2021 response to Question 1,2 and 3</p> <p>3-Initial implementation</p>	<p>June 2022</p> <p>Question #1= 3 Initial Implementation</p> <p>Question #2= 3 Initial Implementation</p> <p>Question #3= 4 Full Implementation</p>	<p>June 2023</p> <p>Question #1= 3 Initial Implementation</p> <p>Question #2= 3 Initial Implementation</p> <p>Question #3= 3 Initial Implementation</p>	<p>Question #1= 3 .5 Initial Implementation</p> <p>Question #2= 3 Initial Implementation</p> <p>Question #3= 3.3 Initial Implementation</p>	<p>2023-24 response to Responses to questions 1, 2 and 3</p> <p>5-Full Implementation</p>
<p>Positive Behavior Intervention and Supports (PBIS) Climate Survey</p>	<p>Implemented PBIS Climate Post-Survey: Spring 2022</p> <p>District wide Climate survey results are as</p>	<p>Implemented PBIS Climate Post-Survey</p> <p>District wide Climate survey results are as follows:</p>	<p>mplemented PBIS Climate Post-Survey (Spring) 2023)</p> <p>District wide Climate survey results are as</p>	<p>2023-2024 PBIS Survey Results</p> <p>On a four point scale for satisfaction with School Climate</p>	<p>2023-2024 PBIS Survey Results</p> <p>On a four point scale for satisfaction with School Climate</p>

	<p>follows: On a four point scale for satisfaction with School Climate Elementary Students-Score: 2.17/4 or 54% Secondary Students-Score: 2.13/4 or 53% Families- Score: 1.38/4 or 34% Personnel- Score: 1.38/4 or 34%</p>	<p>On a four point scale for satisfaction with School Climate Elementary Students-Score: 2.17/4 or 54% Secondary Students-Score: 2.13/4 or 53% Families- Score: 1.38/4 or 34% Personnel- Score: 1.38/4 or 34%</p>	<p>follows: On a four point scale for satisfaction with School Climate Elementary Students-Score: 3.02/4 or 75% Secondary Students-Score: 2.84/4 or 71% Families- Score: 3.13/4 or 78% Personnel- Score: 3.09/4 or 77%</p>	<p>Elementary Students-Score: 3/4 or 75% Secondary Students-Score: 2.9/4 or 72% Families- Score: 3.13/4 or 78% Personnel- Score: 3/4 or 75%</p>	<p>Elementary Students-Score: 4/4 Secondary Students-Score: 4/4 Families- Score: 4/4 Personnel- Score: 4/4</p>
California Healthy Kids Survey (CHKS) Grades 6-12 Connectedness Feel safe at school	Fall 2021 Implementation	California Healthy Kids Survey (CHKS) was not implemented in the 2021-2022 school year. The PBIS Climate Survey was implemented to capture this data.	California Healthy Kids Survey (CHKS) was not implemented in the 2022-2023 school year. The PBIS Climate Survey was implemented to capture this data.	California Healthy Kids Survey (CHKS) was not implemented in the 2023-2024 school year. The PBIS Climate Survey was implemented to capture this data.	To be determined by CHKS survey results
Staff LCAP Survey Data	<p>2019 Survey staff response to</p> <p>"IUSD consistently tracks and monitors attendance in a variety of strategies" 21.9% Strongly agree</p> <p>and</p> <p>"IUSD feels safe in their work environment" 35.6% Strongly agree</p>	<p>The staff question "IUSD consistently tracks and monitors attendance in a variety of strategies" was not included in the 2021-2022 LCAP survey.</p> <p>The staff question "IUSD feels safe in their work environment" was not included in the 2021-2022 LCAP survey. The PBIS Climate Survey was implemented to capture this data.</p>	<p>2023 LCAP survey Staff response to question "IUSD consistently tracks and monitors attendance in a variety of strategies" 17 % Strongly Agree 44.1Agree Strongly agree/Agree 51.1%</p> <p>2023 LCAP survey Staff response to question "IUSD feels safe in their work environment" 19.9 % Strongly Agree 56.1Agree Strongly agree/Agree 76%</p>	<p>2024 LCAP survey Staff response to question "IUSD consistently tracks and monitors attendance in a variety of strategies" 23.6% Strongly Agree 44.8% Agree Strongly agree & Agree 78.4%</p> <p>2024 LCAP survey Staff response to question "IUSD feels safe in their work environment" 21.9% Strongly Agree 58.6% Agree Strongly agree & Agree 80.5%</p>	<p>"IUSD consistently tracks and monitors attendance in a variety of strategies" 100% Strongly Agree</p> <p>and</p> <p>"IUSD feels safe in their work environment" 100% Strongly agree</p>

Goal Analysis

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

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

The overall implementation of these actions for Goal # 3:

5 of 6 actions were implemented fully

1 of 6 actions were implemented partially

0 of 6 actions were minimally or not implemented

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

Actions 3:1 Social Emotional and Well-being School and Community Resources

The most successful aspect of implementation was the district's collaboration with community partners and agencies (Children's Institute,

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

Foster and Unhoused Youth received one on one support from the Children, Youth, and Family Collaborative (CYFC). CYFC finds resources outside of school for the family, and serves as a liaison between the school and family.

Action 3.4 Additional Positive Behavior and Intervention Supports

Seven schools received state recognition: three Platinum Level winners- Highland, Latijera, & Kelso; two Gold Level winners- Hudnall & Payne; one Silver Level Winner- Centinela; and one Bronze level winner-Bennett Kew

Action 3.5 Additional Engagement Supports and Parent Decision Making Opportunities

The level of participation and engagement has increased on the School Site Council, English Language Advisory Committee, District Parent Advisory Council, District Student Advisory Council, and District English Language Advisory Committee.

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

Action 3.3 Social Emotional Health and Wellness Center

Vacancies, these positions were not filled in this cycle.

There were no planned actions that differed substantially 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.

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

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

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

Actions 3.3 Social Emotional Health and Wellness Center

Reason for difference: The Actual cost of the services implemented were over the amount budget.

Action 3.4 Additional Positive Behavior and Intervention supports

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

Action 3.5 Additional Engagement Supports and Parent Decision Making Opportunities

Reason for difference: Personnel hired throughout the year; salaries not implemented to the extent of planned expenditures. This resulted in spending less than planned.

Action # 3.6 Student Engagement/Athletics

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

3.1 Social Emotional and Well-being School and Community Resources

The action was effective. Children's Institute Community Schools at Centinela TK-8, Woodworth-Monroe, and Worthington Elementary Schools provided a wealth of resources including a full-time therapist, a Community School Supervisor at each site, and a Director of School-based Behavioral Health and Wellness and Community Schools to support the social-emotional well-being of all students on campus. Information on tutoring for foster youth in need of additional academic support was provided by LACOE's foster youth liaison and distributed at the high school level. Assistance with FAFSA completion and fee waivers were also provided to students at the high school level

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

This action was effective. CWA Advisors provided School Counselors an "Foster Youth Experiences & How to Engage" sheet at the start of the year to better understand this special population and how to increase student engagement. Foster Youth Experiences & How to Engage

For example;

- Familiarize yourself with the foster youth students at your school
- Checked attendance and addressed any concerns
- Conduct behavioral/academic check-ins, provide counseling services, and make referrals as needed
- Reach out to the caregiver and/or social worker to see if there are concerns.
- Check to see if the student is in need of resources or tutoring.
- Assist with seniors with FAFSA completion and application fees waivers

The Children, Youth, and Family Collaborative (CYFC) focuses on Effective Inter-Agency Collaboration: The target population requires a multi-pronged approach, supported by the collective efforts of all of the agencies with which they interface. CYFC collaborates with schools, district personnel, such as Foster Youth Liaisons, Counselors, etc. Educational Case Management: Youth Education Specialists (YES) who serve as tutor, mentor, advocate, surrogate parent, and case manager for the youth receiving services. Intake Assessment and Individualized Service Plans (ISP)©: Upon entry into the program each student is assessed by a comprehensive review of test scores and cumulative records, conversations with the guardian, teachers, school staff, the student, and the administration of a recognized valid assessment instrument. After this assessment and thorough review, an ISP is developed for the student that addresses their needs and guides the targeted academic intervention approach. Student Engagement, CYFC uses a variety of strategies to incentivize participation and performance, including field trips, recognition ceremonies, small rewards, and good snacks. Support Services: CYFC ensures that youth are prepared for and supported through the vulnerable post-emancipation and post-graduation years. Caregiver Engagement, Caregivers are provided with training on how to navigate the platforms the students use to complete their assignments, submit their assignments, and communicate with teachers. School Community Engagement, students have a holistic, engaged, positive school experience that includes all of the extracurricular offerings their school provides,

such as sports, academic teams, community service, social events, personal development, and leadership opportunities. Enrichment Opportunities include art practice and wellness opportunities, leadership development, entrepreneurial training, culturally relevant learning opportunities and even our most popular offering, Drive To Thrive, a driver's education program.

3.3 Social Emotional Health and Wellness Center

This action was effective at the schools where the services were available. More campuses participated in the implementation of the program. However, the cost exceeded the amount budgeted for these services.

3.4 Additional Positive Behavior and Intervention supports

This action is effective for sites that are fully implementing PBIS. The PBIS team has worked diligently to support all schools with the implementation of PBIS. Despite the challenges all schools have been trained at their prospective level of implementation. Seven schools received state recognition, an increase from four in the 2021-2022 school year: (Two Platinum Level winners: Latijera, Kelso, One Gold Level winners :Bennett Kew, and one Silver Level Winner: Hudnall), to seven in the 2022-2023 school year (Three Platinum Level winners Highland, Latijera, Kelso, Two Gold Level winners Hudnall & Payne, one Silver Level Winner: Centinela and one Bronze level winner: Bennett Kew)

3.5 Additional Engagement Supports and Parent Decision Making Opportunities

This action is effective. Despite the revolving door of staff, every site has been assigned a Community Liaison fulltime or part-time support. Throughout the school year the liaisons have received training valuable to assisting the families at every school site. They have facilitated parent activities and workshops. As well as managed the parent centers at every school site. Supporting the principal with recruitment of parent volunteers for committees and volunteers have been essential. Most importantly helping parents understand how to support their child academically and them with the tools to be successful. The Lead Community Liaison manages the Parent center and the workshops, services and resources housed there.

Action : 3.6 Student Engagement/Athletics

This action is effective. The District Athletic director continues to be an asset with the support of the implementation and exposure of the sports departments at the high schools. All teams in fall, winter, and spring sports received upgrades last year which included new team uniforms, and equipment. The upgrade of sports facilities is underway. With Coleman Field being the first of many projects. Middle school sports will expand to include all sites for the 2023-2024 school year. Opportunities for students in grades 4-8 have been offered in the form of sports clinics for the summer months. IUSD partners with the local professional sports teams on these events.

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

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

This action will continue and the metric will be modified.

3.3 Social Emotional Health and Wellness Center

This action will be modified due to budget constraints.

3.6 Student Engagement/Athletics

This action will be modified to incorporate all grade levels and the funding source will change.

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.

Goal

Goal #	Description
4	Students with Disabilities (SWD) receiving core curriculum instruction the Least Restrictive Environment (LRE) will gain educational benefit through rigorous and differentiated instruction. Special Education Services will be implemented with fidelity and monitored continuously in order to support the increase of student achievement and the decrease of chronic absenteeism. While increasing the percentage of students participating in a general education setting for 80% or more of the day (80% of students, 80% of the day within the next 3 years).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
CAASPP ELA	2021 -2022 CAASPP Results		2021 -2022 CAASPP Results Student with Disabilities Proficiency All Grades: 11.6% Grade 3: 19.7% Grade 4: 16% Grade 5: 9.7% Grade 6: 9.8% Grade 7: 12.9% Grade 8: 4.8% Grade 11: 9.7%	2022 -2023 CAASPP Results Student with Disabilities Proficiency All Grades: 9.37% Grade 3: 9.46% Grade 4: 12.5% Grade 5: 11.49% Grade 6: 6.23% Grade 7: 8.42% Grade 8: 6.9% Grade 11: 10.94%	By 2023-2024 Increase proficiency rate by 10%
Math CAASPP	Awaiting the 2021-2022 CAASPP results. Once the results are released the results will be added.		2021-2022 Math CAASPP Results Student with Disabilities Proficiency All Grades: 4.3% Grade 3: 13.1% Grade 4: 12.7% Grade 5: 1.2%	2022 -2023 Math CAASPP Results Student with Disabilities Proficiency All Grades: 5.85% Grade 3: 12.33% Grade 4: 11.39% Grade 5: 5.82%	By 2023-2024 Increase proficiency rate by 10%

			Grade 6: 1.1% Grade 7: 2.4% Grade 8 1.2% Grade 11- 0	Grade 6: 5.0% Grade 7: 3.16% Grade 8: 2.33% Grade 11: 1.54%	
Usage of GOAL Book by Case Managers/Teachers	2021-2022 38% usage 95% log in		2022-2023 75% usage 100% log in	2023-2024 75% usage 100% Log in	100% usage by all special education teachers
Usage of Unique Curriculum for Moderate Severe Students	2021- 2022 100% of Moderate Severe teachers have been trained in use of system and 75% are Implementing the system		2022- 2023 100% of Moderate Severe teachers have been trained in use of system and 80% are Implementing the system	2023-2024 100% of Moderate / Severe teachers have been trained on the system and 80% implementing the system	100% of Moderate Severe teachers will be trained and fully implement the Unique Learning system
Individualized Education Plan(IEP) Completion Rate	Annual IEP Completion		94% Annual IEP Completion	94% Annual IEP Completion	By 2023-2024 75% IEP Completion Rate
Professional Development Attendance	2021-2022 47% participation rate		2022-2023 90% participation rate mandated Professional Development	2023-2024 90% participation rate mandated Professional Development	By 2023-2024 100% Participation Rate
Student Inclusion Report-(Rate of Inclusion in General Education Classrooms)	2021-2022 40% rate of Inclusion		2022-2023 54% rate of Inclusion	2023-2024 54% rate of Inclusion	By 2023-2024 80% Rate of Inclusion
Chronic Absenteeism RATE for Students with Disabilities	2021-2022 45.9		2022-2023 44.9%	2023-2024 Year to date 40.5%	By 2023-2024 decrease chronic absenteeism by 5%

Goal Analysis

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

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

The overall implementation of these actions for Goal # 4:

0 of 4 actions were implemented fully

2 of 4 actions were implemented partially

2 of 4 actions were minimally or not implemented

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

Action 4.1 Increasing the use of inclusive practices for students in Special Day Classes

Currently the Administrator of Instruction supports the sites with Professional development and tutorials on Inclusive practices.

Action 4.2 Professional Development on the use of inclusive practices through universal design for learning Professional Development rate of attendance increased due to the department mandated more training and offering them during the Bank Time Tuesday.

Action 4.3 General Education teachers collaboration with special education staff to provide support in the Least Restrictive Environment (LRE)
Staff conducted IEP audits.

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

Action 4.1 Increasing the use of inclusive practices for students in Special Day Classes Increasing the use of inclusive practices for students in Special Day Classes

Site implementing these practices with fidelity

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

Foundation work with the introduction of Least Restrictive Environment (LRE), Free Appropriate Public Education (FAPE) and inclusive practices had to be laid prior to moving forward with General Education and Special Education teacher collaboration.

There were no planned actions that differed substantially 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.

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

Action 4.1 Increasing the use of inclusive practices for students in Special Day Classes:

Reason for difference: Services were provided from other federal funds.

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

Reason for difference: The activities for this action were provided from other state and federal funds. This resulted in no spending for this action.

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

Reason for difference: The activities for this action were provided from other state and federal funds. This resulted in no spending for this action.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

4.1 Increasing the use of inclusive practices for students in Special Day Classes

The action was ineffective. Although the Department of Special Education presented on the District Days for Banked Time Tuesdays. Covering Topics from Least Restrictive Environment, Unique Learning, GoalBook, Behavioral Support, to Inclusive practices. In addition to providing individual teacher support. The Inclusive practices were not implemented with fidelity throughout the district.

4.2 Professional Development on the use of inclusive practices through universal design for learning (repeated expenditure, Goal 2, Action 15)

This action was ineffective. The District continues to contract a Board Certified Behavior Analyst (BCBA). The BCBA supports the District's Behavior Intervention Implementation staff and trains them on Applied Behavior Analysis (ABA) and data collection allowing for Inclusive strategies to be implemented in the general education classrooms. . The BCBA and Administrator of Instruction have held a full day training for district paraprofessionals on ABA and instructional strategies to better support special education and general education classrooms. The Administrator of Instruction is readily available for classroom visits and support at the request of the teacher, principal, or executive staff. At this time, the Administrator of Instruction conducts an average of three visits a week, and would like to see this number increase.

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

This action was effective. The administrator of Instruction monitors usage of supplemental materials, applications and Alternative Curriculum, monthly. Staff continue to be trained and supported with Unique Learning System, IEP compliance, Special Education Curriculum, Goal Book , and Special Education Resources

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

This action was effective. The Administrator of Instruction supports teacher and Instructional Aides with differentiated instructional strategies in an effort to improve instruction and student achievement. The Casemanagers are required to use GOAL Book, as a resource to establish IEP goals and the usage has increased.

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

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

This action will be modified to incorporate the Special education support positions from 2.15

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

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 2024-2025

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten-12, as applicable to the LEA.

ABOUT IUSD
Inglewood Unified School District, (IUSD), is a public school district located in Inglewood, California. IUSD serves most of the City of Inglewood and the unincorporated Los Angeles County community of Ladera Heights. On July 1, 1954, the Inglewood elementary school district became Inglewood Unified School District. Inglewood Unified also authorizes two dependent charters within the district.

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 are advocates for equity and social justice for self and their community.

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

Our Core Beliefs

1. We believe that every Inglewood student has the potential to achieve at high levels when instruction and educational supports meet their needs.
2. We believe that a student's background, condition, and circumstances should not be predictors of their progress and success.
3. We believe that parents/caregivers are critical partners in each student's learning.
4. We believe that we must mobilize and align the intentions, talents, energy, and skills of teachers, parents, staff, and community members in order for Inglewood to become exemplary – a district of choice.
5. We believe that clean, safe, well-equipped classrooms and schools are essential for effective teaching and learning.
6. We believe that we must promote continuous learning as a districtwide expectation, and must invest continuously in the professional growth of ALL our employees.
7. We believe that we must be transparent about our decision-making processes, and must act as sound stewards of the public's resources and investments in our schools.

OUR SCHOOLS AS OF 2024-2025

TK-8 Schools
*Bennett-Kew UTK-8 Elementary

- *Centinela Elementary UTK-8 School
- *La Tijera UTK-8 Charter School Academy of Excellence (Dependent Charter)
- *Oak Street Elementary School TK-8
- *Beulah Payne P-8 STEAM Academy
- *Frank D. Parent UTK-8 School
- *Woodworth-Monroe UTK-8 Elementary

TK-6 Schools

- *Claude Hudnall Elementary School
- *Highland Elementary School
- *William H. Kelso Elementary School

Middle School (7-8)

- *George W. Crozier Middle School

High Schools (9-12)

- *Inglewood High School
- *Morningside High School
- *City Honors International Preparatory High School (Dependent Charter)
- *Inglewood Continuation High School

Adult Schools

- *Inglewood Community Adult School

Preschool

- *Inglewood Child Development Center
- *Preschool Satellite Campuses
 - Bennett Kew
 - Highland
 - Payne

Equity Multiplier Schools

- Inglewood High School
- Inglewood Continuation School
- Morningside High School

Facilities

Modernization of school facilities has been made possible with the passage of both Measure K, Measure GG, and Measure I bonds. The community is presented with visual school construction updates on a weekly communication piece sent out by the County Administrator. Most of the Inglewood schools were constructed in the early 1900s and are in need of major upgrades and repair. Inglewood has since embarked on extensive plans to improve school facilities and technology to provide inviting and safe learning environments.

Administration

In September 2012, due to a fiscal crisis, and a state emergency loan, Inglewood Unified was taken over and deemed understate State receivership. The California Department of Education served as the oversight agency for the District until September 2018. In the Fall of 2018, AB 1840, a trailer bill on the Governor's budget plan, was passed which brought some fiscal relief and other changes as to how receivership would operate for Inglewood Unified. Whereas prior to AB 1840, the State Superintendent of Public Instruction would appoint a State Trustee or State Administrator, now under local county control, the County Superintendent appoints the district's County Administrator. In January 2023, Dr. James Morris was appointed by the Los Angeles County Superintendent to serve as IUSD's County Administrator. Currently, Inglewood Unified School District is the only district under receivership in Los Angeles County.

Enrollment Data

Per the 2023-2024 AERIES student data system, our student population includes the following:

Year to Date for 2023-2024

Total Enrollment = 7138

~Hispanic/Latino= 63%

~African American= 32%

~Other Ethnic Groups (White, American Indian, Asian, Pacific Islander, Filipino, Multi-Ethnic)=5%

Enrollment by Student

~English Learners= 26.2%

~Foster Youths= 1.8%

~Homeless Youth= 2.1%

~Student with Disabilities= 13.9%

~Socioeconomically Disadvantaged = 80.8%

Staff Retention

The District will implement a 2% on-schedule salary schedule retention adjustment for the life of the 2024-2027 LCAP in order to retain and recruit teachers, paraeducators, nurses, counselors, Psychologist, and classified support staff to meet the academic and social-emotional needs of unduplicated students. The District will continue to reassess the salary schedules in order to retain staff.

Instructional Planning & Implementation

Inglewood Unified School District's core instructional program includes the IUSD Instructional Plan, IUSD MTSS Plan, and Student Success Team Model. These plans provide clear guidance and expectations for teachers, site administrators, District administrators, and students as it relates to the instructional program. These plans identify strategies and expectations for low-income students, foster youth, and English Learners including expected students outcomes. The District has adopted a new English/ Language Arts and Mathematics curriculum for Grade TK-8; and, a new English/ Language Arts program for Grades 9-12. The adopted curriculum identifies clear strategies to support low-income students and English Learners.

Banked Time Tuesdays and Professional Learning Communities (PLC)

The District began implementing Districtwide Banked Time Tuesdays in August 2022. This protected time is used for professional learning and collaborative team time for certificated staff to focus on student data analysis, lesson planning, and planning for small group instruction to meet the needs of all students. Through the District's differentiated assistance (DA) process, staff focuses data analysis on low-income students, foster youth, and English Learners (in addition to other DA-identified student groups). Banked Time Tuesdays was in large part implemented to support IUSD LCAP Goals and Actions.

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 Inglewood Unified School District results on the 2023 California School Dashboard by successes and challenges. The California Dashboard uses a meter system ranging from red (lowest performance level) to blue (highest performance level). (Appendix Page 1-2) The goal of all schools is to have every state indicator and subgroup score in the highest performance level. In terms of growth, any indicator or subgroup not scoring in the highest performance level should be making progress toward this goal year after year. The Inglewood Unified School District (IUSD) acknowledges the growth and progress of its schools.

Successes

There were a number of schools to highlight for their performance:

1. City Honors College Preparatory High school boasts no state indicators and subgroups in the red (lowest performance level) on the 2023 California Dashboard.
2. Hudnall, Payne, and Woodworth Monroe had no state indicators in the red.
3. There were eleven schools in IUSD that moved a state indicator(s) by one or more performance levels on the 2023 Dashboard. The chart is listed by school name, state Indicators, and number of levels moved toward the highest performing (blue) level. See Table A: IUSD State Indicator Progress towards highest performing (blue) level by

school.

4. Nine schools moved Student groups one or more performance levels on the ELA state indicator. See Table B: IUSD Progress of subgroups on ELA Indicator by school
5. Eight schools moved Student groups one or more performance levels on the Math state indicator. See Table C: IUSD Progress of subgroups on Math Indicator by school
6. Ten schools moved Student groups one or more performance levels on the Suspension Rate state indicator. See Table D: IUSD Progress of subgroups on Suspension Rate Indicator by school
7. Eight schools moved Student groups one or more performance levels on the Chronic Absenteeism state indicator. See Table E: IUSD Progress of subgroups on Chronic Absenteeism Indicator by school
8. One school moved Student groups one or more performance levels on the Graduation Rate state indicator. See Table F: IUSD Progress of subgroups on Chronic Absenteeism Indicator by school

The successes of Woodworth-Monroe, Payne, and Kelso, which have exited Comprehensive Support and Improvement (CSI) status, provide valuable lessons for supporting struggling schools and students. These schools have demonstrated the importance of consistently implementing effective instructional practices, fostering a collaborative culture among staff, students, and the community, and using data-driven decision-making to inform instructional strategies and interventions. For example, Professional Learning Communities (PLCs) have been instrumental in these schools, allowing teachers to collaborate and address instructional challenges collectively. Strengthening community engagement has also played a crucial role, as partnerships with parents and the community support student learning and well-being.

As part of our commitment to increasing student achievement and literacy, particularly in our Comprehensive Support and Improvement (CSI) schools, IUSD has implemented the Amplify Core Knowledge Language Arts (CKLA) and Amplify English Language Arts (ELA) programs. These programs are designed to provide a rigorous and engaging curriculum that builds students' foundational skills in reading, writing, listening, and speaking. By integrating these evidence-based programs, IUSD aims to enhance literacy instruction and ensure that all students, especially those in our CSI schools, receive high-quality, standards-aligned educational experiences. Early indicators show that the Amplify programs are making a positive impact on student engagement and literacy outcomes, which IUSD believes will contribute significantly to overall academic success. In addition to these targeted interventions, schools like City Honors College Preparatory High School have shown that maintaining high academic standards, providing strong teacher support, and fostering a culture of high expectations can lead to significant achievements. For instance, City Honors has no state indicators or subgroups in the red, highlighting the effectiveness of their rigorous curriculum and strong school culture.

Schools such as Bennett Kew and Highland, which have seen significant improvements in chronic absenteeism and other indicators, emphasize the importance of targeted student support programs and enhanced monitoring of attendance and academic performance. Crozier and Payne, which have improved in suspension rates and math performance, demonstrate the effectiveness of Positive Behavior Interventions and Supports (PBIS) and targeted math tutoring programs.

Challenges

On the 2023 California Dashboard, IUSD had two state indicators that were in the lowest performance level (Red): Chronic Absenteeism and Math. The Chronic Absenteeism rating measures "how many students were absent for 10 percent or more of the instructional days they were enrolled to attend". IUSD had a chronic absenteeism rate of 45.6%. The graphic below identifies the schools that have state indicators and subgroups in the red. There were eleven schools that had one or more State Indicators in the lowest performance level. Fifteen sites had one or more subgroups scoring in the lowest performance level. See Table G

Inglewood Unified School District's approach to addressing the needs of schools and subgroups identified with the lowest performance levels on the 2023 California School Dashboard is multifaceted and data-driven. To address the high rate of chronic absenteeism, which stood at 45.6%, IUSD is implementing targeted attendance intervention programs. These programs include home visits, mentorship, and attendance incentives designed to reduce absenteeism. Enhancing family engagement is also a key strategy; IUSD is working to improve communication with families to address barriers to regular attendance and emphasize the importance of consistent school attendance. Additionally, IUSD is providing comprehensive support services, including mental health resources, transportation assistance, and access to healthcare, to address the underlying issues contributing to chronic absenteeism.

Improving math performance, a significant challenge across the district, requires a robust professional development program for our teachers. IUSD is offering extensive training on effective math instruction techniques and the use of data to inform teaching practices. Curriculum enhancement is another critical area, as IUSD is implementing a new math curriculum aligned with state standards and focusing on building strong foundational skills. Targeted interventions, such as tutoring, after-school programs, and differentiated instruction, are being provided to meet the diverse needs of our students, ensuring that each student receives the support necessary to succeed in math. In an effort to maintain these English Learners successes, Bilingual Hey Tutors will continue to support English learners across the district, especially providing primary language support to newcomer students during core instruction. Principals will continue to use Digi Coach and other classroom observation tools to monitor and improve ELD instruction. Training on leading and monitoring ELD instruction will be provided regularly. Parents will continue to be encouraged to actively participate in the review and decision making process to improve student outcomes.

Specific Identified Needs:

Data was reviewed and analyzed from the CDE Dashboard and DataQuest. Data indicate that the English Learner and the Long Term English Learner groups have two primary

areas of imperative improvement: Proficiency in English Language Arts and Math; and one secondary area of improvement: English Language Proficiency.

Academic Performance: All English Learners

The 2022-2023 CAASPP ELA district data indicated the proficiency performance of English Learner students tested was 8.75%. This is a considerable difference of 19.17% compared to the performance of all students of 27.92%, and a slight decrease of .43% from the 2021-2022 EL performance result of 9.18%. The 2022-2023 CAASPP Math district data indicated the proficiency performance of English Learner students tested was 8.06%. This is a notable difference of 8.56% compared to the performance of all students of 16.62%, but a small improvement of 2.81% from the 2021-2022 EL performance results of 5.25%. To support the academic needs of all English Learner students, the district deployed at least one bilingual Hey Tutor to every school site to provide primary language support to novice/emerging and newcomer students during core instruction.

Academic Performance: Long Term English Learners

The 2022-2023 CAASPP ELA district data indicated the proficiency performance of Long Term English Learner students tested was 3.16%. This is a significant difference of 24.76% compared to the performance of all students of 27.92%, and a notable difference of 5.59% compared to the performance of all English Learners of 8.75%. The 2022-2023 CAASPP Math district data indicated the proficiency performance of Long Term English Learner students tested was 2.64%. This is a considerable difference of 13.98% compared to the performance of all students of 16.62%, and a notable difference of 5.42% compared to the performance of all English Learners of 8.06%. No distinct support was provided for Long Term English Learner students.

Here are the actions that will address the State indicators and subgroup at the lowest performance level

English Language Arts

Actions 2.3, 2.12, 4.1, 5.1, 6.10

Subgroups:

- ~African American
- ~English Learners
- ~Foster Youth
- ~Hispanic
- ~Socioeconomically Disadvantaged
- ~Students with disabilities

Math

Actions 2.3, 2.12, 4.1, 5.1, 6.10

Subgroups:

- ~African American
- ~English Learners
- ~Hispanic
- ~Socioeconomically Disadvantaged
- ~Students with disabilities

English Learners

Actions 2.3, 2.12, 4.1, 5.1, 5.2, 5.4, 5.7

Sites

Oak, LaTijera, Inglewood

Chronic Absenteeism

Actions: 3.1, 6.4, & 6.9

Subgroups

- ~African American
- ~English Learners
- ~Hispanic
- ~Socioeconomically Disadvantaged
- ~Students with disabilities

~Two or more Races

Suspension

Actions: 3.4, 6.5, 6.8, & 6.13

Subgroup

~African American

~Homeless

~Socioeconomically Disadvantaged

~Students with disabilities

Graduation Rate

Action: 2.9, 6.1, & 6.12

Subgroup

~English Learners

Hispanic

Homeless

College and Career

Actions 2.7, 2.10, 6.6, & 6.14

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.

Reflections: Technical Assistance

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

Inglewood Unified School District engages the Cycle of Continuous Improvement in an ongoing collaboration with the Los Angeles County Office of Education (LACOE) to meet the needs of our English Learners, African American students, Foster Youth, Hispanic students, Students with Disabilities, Socioeconomically Disadvantaged, and Homeless Students. Student groups were identified for have more than one indicator in the Red (lowest performance level) more than one school throughout the district. Reasons for identification:

1. English Learners rated in the Red for Graduation rate, ELA CAASPP and Math CAASPP.
2. African American students rated in the Red for ELA CAASPP, Math CAASPP, Chronic Absenteeism and College and Career
3. Hispanic students rated in the Red for Chronic Absenteeism, Graduation rate, and Math CAASPP.
4. Students with Disabilities rated in the Red for Chronic Absenteeism and College and Career
5. Socioeconomically Disadvantaged rated in the Red for Chronic Absenteeism and Math CAASPP.
6. Homeless Students rated in the Red for Chronic Absenteeism, College and Career, Graduation rate, and suspension rate

Please see Technical Assistance Tables A and B for specific needs.

The Differentiated Assistance process includes:

Educational Services team members attending a LACOE-sponsored summer professional learning on Differentiated Assistance and the Cycle of Continuous Improvement (CCI). These team members facilitate the internal CCI process for all educational partners.

Biweekly meetings with the Chief Academic Officer, California Center for Excellence in Education and LACOE to target the student populations through analysis of our MTSS Plan and SST Plan in the context of our Local Control and Accountability Plan (LCAP). The Differentiated Assistance includes plan analysis, plan feedback, and analysis of student data analysis.

Cycle of Continuous Improvement: The DA process convenes in semester meetings with LACOE and continues in weekly internal meetings to analyze the successes, challenges and trends in the data. We analyze our LCAP goals and actions in the context of the data in Tables C-I for site-specific eligibilities. In order to mid-course correct in alignment to our students' outcomes. The LCAP/ Differentiated Analysis includes reviewing our students' outcomes in the context of our Goal & Action metrics to determine progress toward the LCAP Goals & Actions.

The Educational Services team analyzes student data, documentation from classroom observations, Cycle of Inquiry (COI), and Professional Learning Communities (PLC); and, gathers input from all educational partners via surveys and focus groups. Cabinet makes decisions based on the recommendations of the Educational Services Team. Educational Services team members analyze PLC data, Col data and documentation and school expenditures in the context of site Single Plan for Student Achievement (SPSA) alongside the site's student outcomes. Principals and Instructional Leadership Teams (ILTs) are then provided differentiated feedback and support by Educational Services staff in order to advance student achievement and wellness. These cycles are interactive and ongoing on at least a monthly basis. While LACOE provides IUSD differentiated assistance, IUSD Educational Services provides individual school sites with differentiated assistance, feedback, and support. Principals are supported in holding individual, differentiated meetings with their teachers regarding their classroom practice with an emphasis on our students requiring support through differentiated assistance.

Continue the Goal and Action if student expected outcomes are met

Adjust the action if their is incremental growth

Eliminate the action if there is no demonstrable data that the action is having a positive impact on student learning and/ or social-emotional wellness.

See Appendix: Technical Assistance Tables C-I

Moving Forward

The following Actions will be a focus 2024-2025 differentiated assistance and Action 2.1 & 3.1

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.

The following schools in the Inglewood Unified School District (IUSD) have been identified for Comprehensive Support and Improvement (CSI) under the Every Student Succeeds Act:
Inglewood Continuation High School
Inglewood High School
Oak Street TK-8 School
Parent TK-8 School

Support for Identified Schools

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

In February 2024, Parent School, Oak Street School, Inglewood High School, and Inglewood Continuation High School were identified as CSI schools. Upon notification of CSI status of the schools, LEA administrators met with the principals and staff including teachers, classified employees and the teacher bargaining unit leadership. The Chief Academic Officer met with each principal in a collaborative effort to provide them with the tools and resources to guide their communities through the development of their respective site CSI plans.

Principals were informed of the criteria for identification as a CSI school. During this meeting, the LEA provided the principals with the Dashboard data, school data, and state indicators. School Site Councils and parent meetings were conducted to collaboratively inform Educational Partners of reasons for school CSI qualification and the process for developing their CSI plans. LEA administrators and principals will continue to attend the Los Angeles County of Education (LACOE) information meetings for CSI schools to receive guidance on developing their plans. The LEA then provided leadership training to principals on diving deeper into the Dashboard and school-wide data. LEA staff and school staff will meet to develop a comprehensive needs assessment and to discover the root causes behind the greatest areas of need.

Inglewood USD has a Theory of Action that identifies key practices such as: implementation with fidelity of common standards-based instructional materials, focused professional development, coaching, collaborative analysis of assessment data to monitor progress and guide professional development, and administrative leadership development. The District identified a need to focus on improving academic achievement in ELA, Math, and chronic absenteeism, while focusing on the attainment of A- G Graduation requirements for all students of the District. The District’s strategy not only focused on raising student achievement but also on the social-emotional support of students in the district. Evidence-Based Strategies were adopted by the District as part of a coherent instructional framework. Each school is required to use District adopted materials. CSI schools will implement new ELA and mathematics curricula in 2024-2025.

The LEA identified and addressed resource inequities, such as disparities in access to high-quality instructional materials and technology. Investments were made in new devices and infrastructure to support digital learning. Professional development opportunities were expanded to ensure equitable access for all teachers, and additional support staff, such as counselors and intervention specialists, were deployed to meet students’ social-emotional and academic needs.

To support core curricular programs, the district implemented evidence-based strategies such as the Advancement Via Individual Determination (AVID) program, which emphasizes writing, inquiry, collaboration, organization, and reading (WICOR). Additionally, the Amplify CKLA and Amplify ELA programs were adopted to enhance literacy and language arts skills, providing structured content aligned with state standards to improve student outcomes.

Monitoring and Evaluating Effectiveness

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

The LEA established a robust system to monitor and evaluate the CSI plans. Monthly meetings, coordinated by the Elementary Executive Director, involve the Chief Academic Officer, Deputy Chief, principals, and Educational Partners. These meetings focus on reviewing performance data, addressing inequities, and refining improvement plans. Principals also engage with their staff in cycles of inquiry to analyze assessment data and attendance trends. Data reviews are shared with parents and the community to ensure transparency and involvement. By implementing these strategic actions, IUSD aims to drive sustained improvement and ensure all students have the opportunity to succeed.

Engaging Educational Partners

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

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

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

Educational Partner(s)	Process for Engagement
LCAP Educational Partner Advisory Committee	<p>The Inglewood Unified School (IUSD) has worked in consultation with the community throughout the review of Local Control Accountability Plan (LCAP) and LCAP Federal Addendum. The following Educational Partners were included in the process: students, parents/guardians, school and district administrators, teachers, support staff, site English Language Advisory Committees, School Site Councils, District Parent Advisory Committee, District English Language Advisory Committee (DELAC), Special Education Advisory Committee, Southwest-Special Education Local Plan Area (SELPA), Parent Teacher Associations (PTA), Parent Teacher Association President's Council, Inglewood Teachers Association (ITA), Inglewood Management Association (IMA), Teamsters Union, Classified Employees, and Inglewood community members. The means for soliciting meaningful feedback from these groups included: parent, student, staff and community surveys via Google.</p> <p>Meetings were held throughout the school year to get input on the LCAP and LCAP Federal Addendum. Educational Partner LCAP Committee Meeting Calendar October 3, 2023, November 14, 2023, December 5, 2023, January 9, 2024, February 6, 2024, March 5, 2024 April 2, 2024 May 7, 2024 and May 21 (review with all committees with the County Administrator)</p> <p>The LCAP Educational Partners committee meetings were designed to allow individuals to be a part of the planning and discussion. Each meeting began with a problem of practice (focus).The focus centered around different aspects of the LCAP and LCAP Federal Addendum. Each District department responsible for actions in the LCAP provided highlights on the successes and challenges of implementing the goals and actions throughout the school year. The Committee spent meetings evaluating the effectiveness of 2021-2024 LCAP/LCAP Federal Addendum , the development of the 2024-2027 LCAP, data (State and Local) and the LCAP Survey.</p>

October 3, 2023 Educational Partners LCAP Committee Meetings

The IUSD community was invited to join the District Educational Partners LCAP Committee Meetings to discuss the implementation and monitoring of the LCAP. The committee has representatives from every Educational Partners LCAP Committee (listed in the first paragraph). This meeting was the first of a year-long monthly schedule. The meeting agenda included:

- ~Welcome & Introductions
- ~Role of the Committee
- ~LCAP Overview
- ~LCAP Federal Addendum
- ~Discussion
- ~Next Steps

After the District Leadership extended greetings and gratitude to the participants, the Executive Director of State and Federal programs reviewed the role of the committee. The role is to participate in the construction, monitor, and evaluation of the implementation of the plan. There was an overview of the LCAP and the LCAP Federal Addendum. There was a discussion about the process the committee would follow throughout the year

November 14, 2023 Educational Partners LCAP Committee Meetings

The IUSD community was invited to join the District LCAP Educational Partners Committee Meetings to discuss the implementation and monitoring of the LCAP. The committee has representatives from every Educational Partners LCAP Committee (listed in the first paragraph). This is the second meeting of a year-long monthly schedule. The meeting agenda included:

- ~Welcome & Introductions
- ~Equity Multiplier
- ~State Priorities
- ~Next Steps

During this the Executive Director of State and Federal Programs and department representatives gave updates on the LCAP actions. The Senior Fiscal Analyst reviewed the usage of funds by each action. The bulk of the meeting was spent on the New Equity Multiplier. Reviewing the purpose, site eligible etc. Which led into a conversation about the state priorities and how IUSD is currently addressing them.

December 5, 2023 Educational Partners LCAP Committee Meetings

The IUSD community was invited to join the District Educational Partners LCAP Committee Meetings to discuss the implementation and monitoring of the LCAP. The committee has representatives from every Educational Partners LCAP Committee (listed in the first paragraph). This is the third meeting of a year-long monthly schedule. The meeting agenda included:

- ~Welcome & Introductions
- ~Update
- ~New LCAP
- ~California Dashboard
- ~Next Steps

During this meeting the Executive Director of State and Federal Programs and department representatives gave updates on the LCAP actions. The New LCAP process was shared and discussed. As well the preliminary reports from the California Dashboard.

January 9, 2024 Educational Partners LCAP Committee Meetings

The IUSD community was invited to join the District Educational Partners LCAP Committee Meetings to discuss the implementation and monitoring of the LCAP. The committee has representatives from every Educational Partners LCAP Committee (listed in the first paragraph). This is the fifth meeting of a year-long monthly schedule. The meeting agenda included:

- ~Welcome & Introductions
- ~Update
- ~California Dashboard
- ~Data Collection
- ~Local Indicators
- ~Next Steps

In regards to the LCAP the Committee has routinely discussed the progress and funding update from the LCAP. In this meeting department representatives presented the mid year date results and division self assessment of the level of implementation for each action (Fully implemented, Partially implemented and minimally implemented). Each representative entertained questions and concerns. There was also a presentation and discussion of the official results of the California Dashboard.

February 6, 2024 Educational Partners LCAP Committee Meetings

The IUSD community was invited to join the District Educational Partners LCAP Committee Meetings to discuss the implementation and monitoring of the LCAP. The committee has representatives from every Educational Partners LCAP Committee (listed in the first paragraph). This is the fifth meeting of a year-long monthly schedule. The meeting agenda included:

- ~Welcome & Introductions
- ~Update
- ~LCAP Mid Year Review Presentation
- ~LCAP Process
- ~Recommendations for Goal and Actions
- ~Data Collection
- ~Next Steps

In regards to the LCAP the Committee has routinely discussed the progress and funding update from the LCAP. In this meeting department representatives presented the mid year date results and division self assessment of the level of implementation for each action (Fully implemented, Partially implemented and minimally implemented). Each representative entertained questions and concerns.

March 7, 2024 Educational Partners LCAP Committee Meetings

The IUSD community was invited to join the District Educational Partners LCAP Committee Meetings to discuss the implementation and monitoring of the LCAP. The committee has representatives from every Educational Partners LCAP Committee. This is the sixth meeting of a year-long monthly schedule. The meeting agenda included:

- ~Welcome & Introductions
- ~Need Assessment and Data Collection
- ~Recommendations for Goals and Actions
- ~Next Steps

The LCAP Engagement portion of the meeting was an opportunity for the committee to give suggestions and feedback on the implementation. Suggestions included strategies for intervention and enrichment. Community reviewed the data and needs assessment. There was conversation about the current goals and action and feedback on how the actions were implemented at the school sites.

April 2, 2024 Educational Partners LCAP Committee Meetings

The IUSD community was invited to join the District Educational Partners LCAP Committee Meetings to discuss the implementation and monitoring of the LCAP. The committee has representatives from every Educational Partners LCAP Committee. This is the seventh meeting of a year-long monthly schedule. The meeting agenda included:

- ~Welcome & Introductions
- ~LCAP Surveys Review and discussion
- ~Recommendations for Goals and Actions
- ~Next Steps

The Executive Director of State and Federal Programs shared the results of the LCAP Survey with the committee. Discussion on how the feedback will impact the actions in the plan

May 9, 2024 Educational Partners LCAP Committee Meetings

The IUSD community was invited to join the District Educational Partners LCAP Committee Meetings to discuss the implementation and monitoring of the LCAP. The committee has representatives from every Educational Partners LCAP group. This was the final meeting of the year. The meeting agenda included:

- ~Equity Multiplier
- ~LCAP Presentation Review
- ~Reflections & Discussion Next Steps

	<p>The Executive Director of State and Federal programs share the presentation for the Joint advisory meeting. The committee reviewed each slide and gave feedback or suggestions. Members wanted the executive Director to have data on hand to answer any questions from the parents. As well as have the ability to share slides if needed of the additional survey data that was not included in the presentation.</p>
DPAC-District Parent Advisory Council	<p>This school year there were three operating District Level Parent Advisory groups: District Parent Advisory Council (DPAC), District English Language Advisory Committee (DELAC) and Special Education Advisory Committee (SEAC). The District Parent Advisory Council (DPAC) primarily consisted of the Parent representatives from the school site councils, the leaders/representatives of the DELAC and SEAC. This committee worked directly with the Chief Academic Officer and the Executive Director of State and Federal Programs to take in depth look at Student data the implementation, monitoring, and evaluation program/initiatives. There was also a focus on plan review of the LCAP and LCAP Federal Addendum. DPAC Meetings October 10, 2023 November 28, 2023 January 16, 2024 February 20, 2024 March 12, 2024 April 9, 2024 May 14, 2024 May 21, 2024 (all committees and County Administrator)</p> <p>October 10, 2023 DPAC-District Parent Advisory Council The District Parent Advisory Committee consists of the parent leaders who were elected to School Site Councils for every campus, DELAC Representatives, and SEAC Representatives. This second meeting of the year. The meeting agenda included: ~Welcome and Introductions ~Educational Services Update ~Council Responsibilities ~Parent Involvement Policy ~LCAP and LCAP Federal Addendum Q & A ~Next Steps During this meeting the Chief Academic Officer provided an Educational Services update on the beginning of year data. Executive Director of State and Federal programs reviewed how the LCAP Federal addendum supports the LCAP. She explained the alignment between the plans and how the plans were being monitored by the district department.</p> <p>November 28 2023 DPAC-District Parent Advisory Council The District Parent Advisory Committee consists of the parent leaders who were elected to School Site Councils for every campus, DELAC Representatives, and SEAC Representatives. This second meeting of the year. The meeting agenda included: ~Welcome and Introductions ~Educational Services Update ~Educational Partner Engagement ~Parent Notifications ~Next Steps The Chief Academic Officer provided a data update. Specifically in regards to LCAP there was a discussion about the parent leaders' support with the monitoring of the SPSA & LCAP. During this meeting the Executive Director of State and Federal programs reviewed how the LCAP Federal addendum supports the LCAP. She explained the alignment between the plans and how the plans were being monitored by the district department.</p>

January 16, 2024 DPAC-District Parent Advisory Council

The District Parent Advisory Committee consists of the parent leaders who were elected to School Site Councils for every campus, DELAC Representatives, and SEAC Representatives.. The meeting agenda included: The meeting agenda included:

- ~Welcome and Introductions
- ~Educational Services Update
- ~Data Chat
- ~LCAP Survey
- ~Next Steps

The data chat focused on the California Dashboard reviewing the newest data in relation to the dashboard. The Dashboard Red List and the Glows of the Dashboard. There was a robust discussion about the dashboard results. There was a preliminary LCAP Survey data discussion.

February 20, 2024 DPAC-District Parent Advisory Council

The District Parent Advisory Committee consists of the parent leaders who were elected to School Site Councils for every campus, DELAC Representatives, and SEAC Representatives.. The meeting agenda included: The meeting agenda included:

- ~Welcome and Introductions
- ~Data Chat
- ~Next Steps

In this meeting the Executive Director of State and Federal programs presented the mid year date results and division self assessment of the level of implementation for each action (Fully implemented, Partially implemented and minimally implemented). Each representative entertained questions and concerns.

April 9, 2024 DPAC-District Parent Advisory Council

The District Parent Advisory Committee consists of the parent leaders who were elected to School Site Councils for every campus, DELAC Representatives, and SEAC Representatives. This meeting focused on a number of topics that needed parent feedback. The meeting agenda included:

- ~Welcome and Introductions
- ~Educational Services Update
- ~Data Chat
- ~Next Steps

During this meeting the Executive Director of State and Federal programs gave the committee an opportunity to include additional recommendations to be reflected in the plan prior to the joint presentation meeting. The questions levied centered around individual situations at school site/

May 14, 2023 DPAC-District Parent Advisory Council

The District Parent Advisory Committee consists of the parent leaders who were elected to School Site Councils for every campus, DELAC Representatives, and SEAC Representatives. This meeting focused on a number of topics that needed parent feedback. The meeting agenda included:

- ~Welcome and Introductions
- ~Educational Services Update
- ~LCAP Survey Results
- ~Parent Involvement Policy
- ~District Policy
- ~District Policy Regulations
- ~LCAP and LCAP Federal Addendum Q & A
- ~Next Steps

During this meeting the Executive Director of State and Federal programs gave the committee an opportunity to include additional recommendations to be reflected in the plan prior to the joint presentation meeting. The questions levied centered around individual situations at the school site.

May 21, 2023 Joint Parent Advisory Meeting

The Joint Parent Advisory Meeting consisted of the parent leaders who were elected to School Site Councils for every campus, DELAC Representatives, SEAC Representatives, the County Administrator, Chief Academic Officer, the LCAP Committee, Executive Director of State and Federal Programs. Ed Code states that the County Administrator /designee must respond in writing to all comments that were made during the presentations and be available for others to read. Questions were asked and answered during the meeting and written feedback was provided to the public..

DELAC-District English Language Advisory Committee

The District English Language Advisory Committee (DELAC) primarily consisted of the Parent representatives from the School Site English Language Advisory Committees. The focus for the year was on program and academic resources for English learners and their families that included information on English learner identification, assessment, monitoring and reclassification, language acquisition programs and how to request an alternative program, English Language Development instruction requirements, and student academic progress. The Committee received a presentation on the LCAP, the Federal Addendum, the ConApp and LCFF. Parents had several opportunities to review and discuss student achievement and engagement data, and provide feedback on LCAP goals, actions and expenditures. The Committee also reviewed specifically the Title III plan and its implementation.

On January 9, 2024, committee members were presented with an overview of the categorical programs the district applies for and a more detailed description of Title III, which is targeted to English learners. Also presented were the requirements for Title III, and allowable and not allowable expenses. The current Title III balance for 2023-24 and a list of proposed expenditures were given. The purpose of the LCAP, its components, and the development process were explained. A detailed description of how school districts are funded through the LCFF, and how all funding works together to meet the needs of the students was given. Then, an overview of the IUSD budget for 2023-24 and the specific goals and actions for English learners were given. Actions 1.3 and 1.4 were discussed at length and time was allowed for feedback. Then actions 2.2 and 2.13 were presented and the committee members engaged in discussion. Academic indicators and English learner progress indicator data from the 2023 CA Dashboard was provided as well.

On February 14, 2024, committee members had the opportunity to review student performance data from the past three years and look at trends and patterns. Committee members were surprised to see English learners are the lowest performing subgroup in the district. They stated that they had never seen the data broken down to that level. This discussion among committee members and the needs identified by the data presented contributed to the development of the 2024-2027 LCAP Goal 5, Actions 5.1, 5.4 and 5.5. They also reviewed English learner proficiency performance data and annual reclassification counts from the past three years. The process for developing LCAP actions to impact educational outcomes was described in detail. Committee members had another opportunity to review the current LCAP actions for English learners and were given a list of required and supplemental services for English learners currently being provided in the district. Metrics and data sources were shared and discussed and how they should be in alignment with the CA EL Roadmap when creating new actions. While talking about the CA EL Roadmap, one committee member shared that many parents were not aware that this document existed. She asked if this policy had been shared with other district staff. This interaction was the catalyst for 2024-2027 LCAP Goal 5, Action 5.2.

On March 14, 2024, committee members were asked to review and discuss recommended actions for a proposed goal for English learners to be included in the 2024-2027 LCAP, based on the information previously presented, including developing effective actions to impact educational outcomes, student performance data, LCFF, Title III, required and supplemental services, English learner proficiency performance data, and the CA EL Roadmap. All committee members present agreed that the goal and actions proposed were specific, achievable and measurable; they liked that each expenditure was clearly connected to each action. Committee members stated that 2024-2027 LCAP Goal 5, Action 5.4 was one of the most important because newcomer students are the most vulnerable. They stressed that this group of students needs a lot of support in the core subjects and that the tutors really help them not only academically, but also are the first links they connect to as they build their social and emotional network. One of the members specifically commented that he liked 2024-2027 LCAP Goal 5, Action 5.5 and added that he would like to see the district start a parent education program to build capacity in navigating the school system, equip them to support their students at home and effectively utilize community resources to improve their children's education. 2024-2027 LCAP Goal 5, Action 5.6 was developed to meet the identified need for a quality parent education program.

On May 9, 2024, committee members had the opportunity to review the final draft of the proposed new Goal 5 for English Learners. All members present expressed how relevant and necessary were each of the actions in the Goal. One of the members distinctively celebrated the continued commitment to provide professional bilingual tutoring during the day for Newcomer students, as described in Action 5.4. He shared how students at his school site have made giant strides in math since the bilingual tutors started working with them. He specifically mentioned a girl who was two grade levels below and gained one whole grade level in only three months with daily support to understand direct instruction and what was being required of her. The tutor was able to explain the lesson in a simplified language the student could understand and translate harder concepts as needed. Other participants who work with students also shared that the tutors have a great impact not only academically, but in the socioemotional well being of the students, specifically those who are new to the country and speak little to no English. All committee members were curious and excited about the proposed CAFE's parent and family engagement program, Project 2Inspire, and the regional conference. They were eager to share the information with the parents at their school sites once the Goal is approved..

Participants were invited to the final review of the proposed LCAP on May 29, 2024, which was presented in Spanish. The presentation started with a brief review of the LCAP development process, the approval criteria that every district must meet, and the different groups of educational partners that were engaged in the process. Then, the answers of the LCAP surveys for students, parents, and staff were shared and compared. It was then explained how the priorities identified by the different educational partners were addressed in each of the goals. Participants had the opportunity to review the actions, metrics, budget and funding for each goal, and to make comments or ask questions to the County Administrators, or any of the Academic Directors present.

DSAC-District Student Advisory Council
(Elementary/Middle School)

DSAC Elementary/Middle School Meetings

The District Student Advisory Council provides an opportunity for students to give feedback on school programs and initiatives. All in an effort to create a positive student experience in school and promote academic achievement. More importantly serves as advisory on the development, monitor, and evaluation of district plans and the allocation of resources. District leadership is present in all meetings to answer questions and get unfiltered feedback from students. DSAC Elementary/Middle School Meeting schedule:

October 11, 2023

November 15, 2023

January 10, 2024

February 21, 2024

March 5, 2024

April 10, 2024

October 11, 2023

The Student Advisory Council consists of the student representatives in grades 3-8 from all of the Elementary and Middle Schools in IUSD. This meeting set the tone for how the council will function for the rest of the year. In addition to focusing on critical topics that required student feedback. The meeting agenda included:

~Welcome and Introductions

~Purpose of Committee

~Norms and Expectations

~LCAP Student Survey Results

~Culture and Climate Discussion

~Reflections and Closing remarks

During this first meeting the purpose of the committee, norms and expectations were established. The Executive Director of State and Federal programs reviewed the LCAP Results from the 2022-2023 LCAP survey to spark the discussion about culture and climate. The discussion was centered around 4 questions:

1. Name something positive that has occurred at school.

2. Name a challenge or something negative that has happened at school.

3. What can you do as a student to help other students have more positive experiences at school?

4. What can adults do to help students have more positive experiences at school?

The responses from students were profound and insightful. Recommendations from this discussion were forwarded to the Educational service leadership for consideration for implementation.

November 15, 2023

The Student Advisory Council consists of the student representatives in grades 3-8 from all of the Elementary and Middle Schools in IUSD. This meeting set the tone for how the council will function for the rest of the year. In addition to focusing on critical topics that required student feedback. The meeting agenda included:

- ~Welcome and Introductions
- ~Purpose of Committee
- ~Norms and Expectations
- ~Recap October meeting
- ~LCFF State Priorities
- ~School Plan Overview
- ~Attendance Data Discussion
- ~Reflections and Closing remarks

During this second meeting we began with explaining: What are the LCFF State priorities, and how these priorities connected to our district and site plan. The Executive Director of State and Federal programs share current District student attendance data facilitated discussion around Priority 5-Pupil Engagement. The discussion was centered around 4 questions:

Name some reasons why students would choose to be absent from school.

What can you do as a student to encourage your classmates to come to school daily?

What can adults do to encourage students to come to school daily?

What does the ideal school environment look like to you?

The responses from students were profound and insightful. Recommendations from this discussion were forwarded to the Educational service leadership for consideration for implementation.

January 10, 2024

The Student Advisory Council consists of the student representatives in grades 3-8 from all of the Elementary and Middle Schools in IUSD. This meeting set the tone for how the council will function for the rest of the year. In addition to focusing on critical topics that required student feedback. The meeting agenda included:

- ~Welcome and Introductions
- ~Purpose of Committee
- ~Norms and Expectations
- ~Recap October meeting
- ~LCFF State Priorities
- ~School Plan Overview
- ~California Dashboard
- ~Reflections and Closing remarks

During this meeting we began with explaining: What are the LCFF State priorities, and how these priorities connected to our district and site plan. The Executive Director of State and Federal programs share current District student attendance data facilitated discussion around Priority 4-Pupil Achievement. The discussion was centered around 1 question:

What can we do to change this outcome for this school year? Provide possible solutions

The responses from students were practical and doable. Recommendations from this discussion were forwarded to the Educational service leadership for consideration for implementation.

February 21, 2024

The Student Advisory Council consists of the student representatives in grades 3-8 from all of the Elementary and Middle Schools in IUSD. This meeting set the tone for how the council will function for the rest of the year. In addition to focusing on critical topics that required student feedback. The meeting agenda included:

- ~Welcome and Introductions
- ~Purpose of Committee

~Norms and Expectations

~Recap October meeting

~LCFF State Priorities

~School Plan Overview

~California Dashboard

~Reflections and Closing remarks

During this meeting we began with explaining: What are the LCFF State priorities, and how these priorities connected to our district and site plan. The Executive Director of State and Federal Programs tasked the Student representatives with meeting with their site administrators and sharing the ideas generated in the January meeting. The teams shared their experiences.

March 5, 2024

The Student Advisory Council consists of the student representatives in grades 3-8 from all of the Elementary and Middle Schools in IUSD. This meeting set the tone for how the council will function for the rest of the year. In addition to focusing on critical topics that required student feedback. The meeting agenda included:

~Welcome and Introductions

~Purpose of Committee

~Norms and Expectations

~Food Service and New Initiative: Guest speakers- IUSD Food service Director and team

~Reflections and Closing remarks

During this meeting the Food service Department team was invited to answer questions posed by the representative around student food choices and its impact on student learning. Since a significant percentage of our students receive breakfast, lunch, snack, and supper at school. Following that discussion student teams continued to share about their experiences meeting with their Principals.

April 10, 2024

The Student Advisory Council consists of the student representatives in grades 3-8 from all of the Elementary and Middle Schools in IUSD. This meeting set the tone for how the council will function for the rest of the year. In addition to focusing on critical topics that required student feedback. The meeting agenda included:

~Impact of school closure

~Attendance and Resources

~Review 2023-2024 LCAP Survey Results

~Reflections and Closing remarks

During this meeting there was a discussion with the County Administrator about the school closures. There was an explanation for students about how student attendance impacts the ability to provide certain base resources. The last half of the meeting was discussing the results of the LCAP survey and recommendations for the LCAP to any address the concerns.

DSAC-District Student Advisory
Committee (High School)

DSAC High School Meetings

The District Student Advisory Committee provides an opportunity for students to give feedback on school programs and initiatives. All in an effort to create a positive student experience in school and promote academic achievement. More importantly serves as advisory on the development, monitor, and evaluation of district plans and the allocation of resources.

October 18, 2023

November 29, 2023

January 31, 2024

February 28, 2024

April 17, 2024

October 18, 2023

The Student Advisory Council consists of the student representatives from all of the High Schools in IUSD. This meeting set the tone for how the council will function for the rest of the year. In addition to focusing on critical topics that required student feedback. The meeting agenda included:

~Welcome and Introductions

- ~Purpose of Committee
- ~Norms and Expectations
- ~LCAP Student Survey Results
- ~Culture and Climate Discussion
- ~Reflections and Closing remarks

During this first meeting the purpose of the committee, norms and expectations were established. The Executive Director of State and Federal programs reviewed the LCAP Results from the 2022-2023 LCAP survey to spark the discussion about culture and climate. The discussion was centered around 4 questions:

Name something positive that has occurred at school.

Name a challenge or something negative that has happened at school.

What can you do as a student to help other students have more positive experiences at school?

What can adults do to help students have more positive experiences at school?

The responses from students were profound and insightful. Recommendations from this discussion were forwarded to the Educational service leadership for consideration for implementation.

November 29, 2023

The Student Advisory Council consists of the student representatives in grades 3-8 from all of the Elementary and Middle Schools in IUSD. This meeting set the tone for how the council will function for the rest of the year. In addition to focusing on critical topics that required student feedback. The meeting agenda included:

- ~Welcome and Introductions
- ~Purpose of Committee
- ~Norms and Expectations
- ~Recap October meeting
- ~LCFF State Priorities
- ~School Plan Overview
- ~Attendance Data Discussion
- ~Reflections and Closing remarks

During this second meeting we began with explaining: What are the LCFF State priorities, and how these priorities connected to our district and site plan. The Executive Director of State and Federal programs share current District student attendance data facilitated discussion around Priority 5-Pupil Engagement. The discussion was centered around 4 questions:

Name some reasons why students would choose to be absent from school.

What can you do as a student to encourage your classmates to come to school daily?

What can adults do to encourage students to come to school daily?

What does the ideal school environment look like to you?

The responses from students were profound and insightful. Recommendations from this discussion were forwarded to the Educational service leadership for consideration for implementation.

January 31, 2024

The Student Advisory Council consists of the student representatives from all of the High Schools in IUSD. This meeting set the tone for how the council will function for the rest of the year. In addition to focusing on critical topics that required student feedback. The meeting agenda included:

- ~Welcome and Introductions
- ~Purpose of Committee
- ~Norms and Expectations
- ~Recap October meeting
- ~LCFF State Priorities
- ~School Plan Overview
- ~California Dashboard
- ~Reflections and Closing remarks

During this second meeting we began with explaining: What are the LCFF State priorities, and how these priorities connected to our

district and site plan. The Executive Director of State and Federal programs share current District student attendance data facilitated discussion around Priority 4-Pupil Achievement. The discussion was centered around 1 question:
 What can we do to change this outcome for this school year? Provide possible solutions
 The responses from students were practical and doable. Recommendations from this discussion were forwarded to the Educational service leadership for consideration for implementation.

February 28, 2024

The Student Advisory Council consists of the student representatives from all of the High Schools in IUSD. This meeting set the tone for how the council will function for the rest of the year. In addition to focusing on critical topics that required student feedback. The meeting agenda included:

- ~Welcome and Introductions
- ~Purpose of Committee
- ~Norms and Expectations
- ~Food Service and New Initiative: Guest speakers- IUSD Food service Director and team
- ~WACS Accreditation: Guest Speaker- District Secondary Administrators
- ~Reflections and Closing remarks

During this meeting the Food service Department team was invited to answer questions posed by the representative around student food choices and its impact on student learning. Since a significant percentage of our students receive breakfast, and lunch at school. Following that discussion there was a robust discussion about the WASC Accreditation process. This conversation was facilitated by two Secondary Administrators.

April 17, 2024

The Student Advisory Council consists of the student representatives in grades 3-8 from all of the Elementary and Middle Schools in IUSD. This meeting set the tone for how the council will function for the rest of the year. In addition to focusing on critical topics that required student feedback. The meeting agenda included:

- ~Impact of school closure
- ~Attendance and Resources
- ~Review 2023-2024 LCAP Survey Results
- ~Reflections and Closing remarks

During this meeting there was a discussion with the County Administrator about the school closures. There was an explanation for students about how student attendance impacts the ability to provide certain base resources. The last half of the meeting was discussing the results of the LCAP survey and recommendations for the LCAP to address the concerns.

All Educational Partners Feedback
 LCAP Survey

LCAP Survey February 5-March 20, 2024

The LCAP Survey respondents included: 2078 Students (Grades 3-12), 1086 parents, 58 Community members, and 366 Staff (Certificated Management, Classified Management, Instructional Aides, Other Classified Employee / Classified Confidential Employee, Teachers, Non-Classroom Certificated Employee). Each survey had multiple choice and open ended questions, Student (20), Parents (24), Community (11) and Staff (23). The committee reviewed the survey results. There themes evident in the responses.

Student Themes

- ~Teacher Shortage
- ~Teacher Quality
- ~Teaching and learning
- ~Academic & Socio emotional supports
- ~School Culture and climate
- ~Extra Curricular Activities, New program, and opportunities
- ~School to home Communication

	<p>~Students Resources</p> <p>It was clear by the student responses that the needs varied from school to school. This trend was revealed in the surveys last year and continues to be the case in the 2023-2024 school year. School of attendance determined the experience. Implementation of the district priorities, district initiatives and school initiatives are not equitable throughout the district. However there was a consensus on the concerns for this school year.</p> <p>Parent Themes</p> <ul style="list-style-type: none"> ~Teacher Shortage ~Teacher Quality ~Teaching and learning ~School Culture and climate ~Communication ~Academic & socio emotional supports ~New programs and opportunities ~Parent/Students Resources <p>There was a similar trend in the parent responses that their experiences also varied from school to school. Common themes emerged from the school site data. However district wide there is a concern about the Teacher shortage and quality of instruction.</p> <p>Staff Themes</p> <ul style="list-style-type: none"> ~Professional Development ~Increased Collaboration Time ~Program implementation and supports ~Communication ~Culture and climate ~Social emotional supports and self care <p>The Open ended questions primarily focused on professional development. The amount of training and coaching has increased significantly. Specifically the effectiveness of Bank time and Collaboration time.</p>
Inglewood High School Equity Multiplier Input	<p>Inglewood High held a School Site Council meetings on May 16 and May 20th to discuss the SPSA that was developed from stakeholder input meetings throughout the year. Meetings such as SSC (monthly), ELAC (bimonthly), Staff Meetings (weekly), Instructional Leadership Team (monthly), Student Advisory Council, ASB, and informal parent, teacher, and student conversations at school events throughout the year (such as Open House (3/19), Family Wellness and Resource Fair (3/19), and Community Dinner (4/18), wherein academic performance data, attendance data, program implementation, school improvement, and other site related topics were discussed. Input was taken in by the administrative and support staff teams, which culminated in the goals and actions herewith.</p>
Morningside High School Equity Multiplier Input	<p>May 7, 2024 Coffee with the Principal</p> <p>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 various funds that were utilized during the 2023/2024 school year as well as 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.</p> <p>May 14, 2024</p>

	<p>ELAC, and SSC meeting</p> <p>Parents and community members, students, and staff were updated on academic progress and other topics related to student success. Parents and community members were presented with information regarding various funds that were utilized during the 2023/2024 school year as well as 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.</p>
Inglewood Continuation High School Equity Multiplier Input	<p>Inglewood Continuation High School shared and discussed the Equity Multiplier Grant rationale and allocation with the School Site Council during the April 11, 2024 meeting and follow up conversations at the May 9, 2024 meetings. During the meetings stakeholders shared ideas for practices, action steps and strategies to address student instability, social emotional challenges and attendance data. During our weekly staff meetings on Tuesdays during the month of April - staff worked together to develop action steps to put in place to support our students. April 2, 2024, April 9, 2024 and April 16, 2024. During the months of April and May teachers and counselor shared with students and gathered student ideas and action steps.</p>
Principals and other administrators	<p>Principal and other certificated management had several opportunities to provide feedback for the LCAP. As well as participate in the development, implementation, monitoring and evaluation of the plan. Administrators participated in the monthly Educational partner meeting. Principals attended monthly budget meetings to track the use of Supplemental and Concentration funds. Periodic updates, reviews and presentations occurred during the principals meeting and extended cabinet.(1/10/24, 2/20/24, 3/6/24, 4/4/24, 4/17/24, 4/24/24, 5/6/24 and 5/8/24 During the reviews sessions administrators had an opportunity to weigh in on the proposed actions and share successes/challenges of previous actions. Administrators participated in date reviews during the meeting which included the data that would be included in the metrics, along with LCAP survey data.</p>

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

Based on feedback from the surveys and advisory meeting certain LCAP actions will continue to address the needs expressed of our Students, Parents and staff. The feedback was organized into categories to summarize the overall sentiment of our Educational Partners. The corresponding action will address the need.

School Culture and climate (Action 3.4, 4.3)

- Positive behavior Intervention and supports (PBIS) is a district wide initiative however the level of implementation does vary from school to school.
- ~Inclusive practices will be pushed out school-wide for Administrators, certified teachers and classified staff.

Teacher Shortage, Teacher Quality, and Teaching and learning (Actions1.1 1.2, 1.4, 1.5, 4.1)

- The recruitment of the highly qualified staff is a clear concern and the quality of instruction. The district has created a pipeline with Universities and colleges for the requirement of new teachers and instructional aides. Training and support are provided to administrators.
- The Administrator of instruction will support staff with inclusive practices

Academic supports (Actions 1.6, 4.1)

- All sites provide during school intervention, after school tutoring, and support Tier II and Tier III strategies. Sites provide beginning, midyear, and end of the year data to identify students in need and monitor their progress. It is clear that the level of implementation varies from school to school.

Student Resources, Extra Curricular Activities, New programs, and opportunities (Action 1.3 1.4 2.4, 2.5, 2.6)

- There are a number of programs and opportunities available for students such as Visual and performing arts at all schools. Gifted and Talented Education (GATE), Academic competitions (Science Fair, Spelling Bee, Decathlon etc..), Art contest and exhibitions, Robotics, Career Technical Education (CTE) pathways and experience have expanded to all grades and the list goes on. What is clear is that communication about these opportunities needs to improve.
- College and Career opportunities and College tours have vastly increased.

Social emotional supports and Self Care(Action 3.1, 3.3,3.5)

- There is social, emotional and self care support available for students, parents and staff. The CWA Advisor connects the students to school and community resources to meet their basic and unique social emotional needs. Communication on how to access these supports can be improved.

School to home Communication & Parent Resources (Action 3.5)

- For the second year, every school will have a Community Liaison and Parent center. The Lead Community Liaison along with the Parent Involvement Coordinator facilitate workshops at the District Parent Center. The quality in implementation of site level Parent workshops and activities depends on the Site Community Liaison. Support and training is given to Liaison to provide quality service. This addition will aid in closing the communication gap between parents and school. The district will roll out Parent Square in 2023-2024, a digital communication system to also support this effort.
- School to home Program support with parent use of technology tools to access student data and communicate with staff

Professional Development (Actions 2.1,4.1, 4.2, 4.3, 4.4)

-Professional Development is offered to all Teachers, instructional aides and site administrations. Currently Race and Equity is the only training series that was offered to all district Employees. In light of the Culture and Climate concerns similar training will need to be implemented. Multiple Tiered System of Supports (MTSS) is rolling out district wide in Fall 2023. Also the district will continue with Bank time which also adds more time monthly for professional development. As well as the menu of Month Volunteer trainings and webinars. Overall acknowledgement that the level of support and implementation varies from school to school. The central office team continues to work with site teams to streamline and make the experiences of our parents, students, and staff equitable across the district. There is ongoing professional development on inclusive practices and instructional strategies.

Equity Multiplier Morningside (Actions 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, & 6.7)

Staff met and reviewed site goals, strategies, and data throughout the year during whole group collaboration (on Tuesdays staff collaboration) and departmental meetings. On May 7th (during Coffee with the Principal) and on May14th (at Coffee with the Principal, ELAC, and SSC) parents and community members were updated on academic progress and other topics related to student success. Parents and community members were presented with information regarding various funds that were utilized during the 2023/2024 school year as well as 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, participants addressed the need for more elective courses, strategic staffing to address behavior and attendance, increased support for the special education department, to provide more opportunities and access for students to college and career exploration, and opportunities for more intensive professional development and bonding for the staff.

Equity Multiplier Inglewood High (Action 6.12, 6.13, 6.14)

Discussions about school improvement, given our current performance on District academic assessments, State academic assessments and the CA Dashboard data on attendance and suspension were ongoing throughout the 2024 school year. Certificated and classified staff had ongoing conversations about our data during monthly meetings (Tuesdays) to monitor our growth and provide input about strategies that would create positive gains. Parents, students, and staff were all included in similar ongoing conversations in monthly School Site Council (SSC) meetings, bimonthly ELAC meetings, monthly student advisory meetings, and ongoing conversations with students and parents through less formal interactions with administration, community liaison, and our Community School's representative. In our May 16th meeting, the representatives on the SSC reviewed the plan that was developed using all of the stakeholder input, wherein conversations about the strategies to be implemented were further discussed. Parent representatives added to the conversation with input about other actions that they were aware of, from other sites or other districts that they have contact with. Students were pulled into the conversation with questions about their thoughts about the items being discussed and added insightful, IHS-centered input. The council met again on May 20th to finalize discussions and approve the plan. Improving classroom experiences and including learning opportunities for all students; and adding a system for additional academic and SEL support for students struggling with attendance became the consensus.

Equity Multiplier Inglewood Continuation High School (ICHS): (Actions 6.8, 6.9, 6.10, 6.11)

During the months of April and May 2024 - Inglewood Continuation High School (ICHS) staff has held several student/staff conversations, collaborative meetings and School Site Council meeting discussions regarding the implementation and expenditure of ICHS Equity Multiplier funding allocated. Conversations were centered around Equity Multiplier funds being able to support our students with the Expanded Learning Opportunities Program (ELO-P), and the California Community Schools Partnership Program (CCSPP). The staff agreed to address our growing needs to improve our PBIS practices and strategies, communicate more with our parents on PBIS expectations, and create a leadership team to oversee the PBIS initiative. Staff, students and parent's input contributed and agreed to the decision to focus on student attendance and chronic absences - putting a monitoring system in place. Identifying and addressing barriers to attendance, communicating with parents regularly, providing workshops for students and parents to address attendance were also brought to the table. Staff collaborations agreed to establish community partnerships to increase student social and emotional support and develop incentives to keep students with a positive drive to stay in school.

Goals and Actions

Goal

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

State priorities address 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
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1	1.1 Access to Standards– Aligned Instructional Materials (Priority 1)* Source: Williams’ Textbook Sufficiency Report	2022-2023 Williams’ Textbook Sufficiency Report at 100%			Maintain Williams’ Textbook Sufficiency Report at 100%	
2	1.2 Fully Credentialed and Appropriately Assigned Teachers (Priority 1)* Source: Teacher Assignment Monitoring Outcomes report DataQuest	2022-2023 Teacher Assignments Clear= 80% Out-of-Field= 3.5% Intern= 0.7% Ineffective=9.9% Incomplete=5.4% Unknown= 0.1%			Teacher Assignments Clear= 85% Out-of-Field= 2% Intern= 5% Ineffective=5% Incomplete=.3% Unknown= 0%	
3	1.3 Facilities in “Good” Repair as Measured by Facility Inspection Tool (FIT) (Priority 1)*	2023-2024 Facilities in Good Repair-- metric met			Maintain Facilities in Good Repair--metric met	

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

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

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)	\$396,511.00	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)	\$39,247,630.00	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)	\$1,172,596.00	Yes
4	1.4 Targeted Increased Services for Students.	English Language Learners, Low Income, and Foster youth students will be provided targeted increased services determined by individual site needs. These services may include additional computer applications, instructional materials, programs, field trips or experiences to encourage the practice of language acquisition at home and school. As well, broaden student access to experiences through exploration of hands-on activities and selecting locations that they otherwise would not visit. (Metric # 1.5 & 6.5)	\$2,941,932.00	Yes
5	1.5 High quality Special	Human Resources will make every effort to ensure the particular services needed to provide	\$9,453,442.00	No

	Education teachers and classroom support staff	students with a Free and Appropriate Education receive the best instruction and learning conditions in the school and classroom. The Special Education leadership will provide the teachers and service providers support utilizing research-based teaching and learning strategies. (Metric # 1.2)		
6	1.6 Additional Classroom Support	Additional teachers will be provided for low-income, foster youth, and English learners to address learning loss due to the pandemic school closures. At the elementary level, the supplemental teacher will support by working alongside the classroom teacher to provide small group instruction to provide targeted assistance for a deeper level of support within the school day to target the unique academic needs. At the Secondary level, supplemental teachers will provide access to students by expanding course elective offerings such as AVID elective, Robotics elective and Project Lead the Way due to limited elective opportunities. Provide in-class tutors to support small group instruction and differentiation during Tier 1 instruction. Progress monitoring will occur through I-READY and curriculum embedded assessments prior to student report card periods (Metric #1.4 & 1.5)	\$2,358,896.00	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)	\$1,818,849.00	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)	\$1,043,100.00	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)	\$6,855,600.00	No
10	1.10 Increase Employee Retention and Development	Human Resources will increase certificated and classified employee retention rates through implementation of strategies and systems designed to support and develop employees by making them more effective in their current role and/or visualizing a path to promotion. Implementing new training initiatives closes the growing skills gap and supports employee retention. Human Resources will implement the following: On-Demand Training: Online training modules accessible to all employees, including but not limited to the following areas: communication skills, teamwork, and ethical decision making. In-Person Training: New administrator academy, mentors for principals with three years or less of experience, new teacher pathway programs, and increased communication with classified employees on professional growth programs (reimbursement). Evaluation: Develop and implement an online workflow system that combines the administrator classroom walk-through tool, employee performance evaluation forms, and employee access to training that supports ongoing improvement and development (on-demand training modules). Systems Standards Coordinator: This position will serve as the implementation lead for various projects including on-demand training and evaluation platforms, departmental data dashboards, and interdepartmental procedures/systems; focusing on collaboration of stakeholders and	\$153,722.00	No

	documentation of processes. Recognition Programs: Continue and expand upon employee recognition programs. (Metric #1.2)		
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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 address by this goal.

2, 4, 8

An explanation of why the LEA has developed this goal.

<p>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.</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1	2.1 CAASPP ELA - English Language Arts Source: CAASPP	2022/2023 CAASPP ELA Proficiency Scores (Met or Exceeded) Percentage District wide- 28% Subgroups Low Income: 27% EL: 9% Foster: 16%			CAASPP ELA Proficiency scores increased by 20%	
2	2.2 CAASPP Math Source: CAASPP	2022-2023 CAASPP Math Proficiency Score (Met or Exceeded) Percentage District wide- 17% Subgroups Low Income 16% EL 8% Foster 5%			CAASPP Math proficiency scores increased by 20%	
3	2.3 California Science Test (CAST) Source: CAASPP	2022-2023 CAST Proficiency Score (Met or Exceeded) Percentage District wide- 10% Subgroups Low Income: 10% EL: 1% Foster: 6%			CAST proficiency scores increased by 20%	

4	2.4 I-Ready-ELA Source: I-Ready	2023-2024 I-Ready proficiency score percentage District wide (Grades 6- 8)- TBD Subgroups Low Income: TBD EL: TBD Foster: TBA			I-Ready proficiency scores increased by 20%	
5	2.5 I-Ready Math Source: I-Ready	2023-2024 I-Ready Math Proficiency percentage District wide- TBD Subgroups Low Income: TBD EL: TBD Foster: TBD			I-Ready Math proficiency scores increased by 20%	
6	2.6 Renaissance-ELA Proficiency percentage Source: Renaissance	2023-2024 Renaissance-ELA Proficiency scores District wide- TBD Subgroups Low Income: TBD EL: TBD Foster: TBD			Renaissance-ELA proficiency scores increased by 20%	

7	2.7 Dibels Proficiency percentage Source: DIBELS	2023-2024 Dibels proficiency scores District wide (Grade K-5)- TBD Subgroups Low Income: TBD EL: TBD Foster: TBD			DIBELS proficiency scores increased by 20%	
8	2.8 AVID Coaching and Certification Instrument (CCI) Source: AVID CCI	2023-2024 AVID Certification Score of 1 per school			AVID Certification Score of 3 per school	
9	2.9 A-G Completion Rate Source: DataQuest	2022-2023 A-G Completion Rate: 28.1% (129 students) Low=TBD EL=TBD Foster=TBD			A-G Completion Rate: 50%	
10	2.10 CTE- Career Technical Education Pathway Completion Rate Source: DataQuest	2022-2023 CTE Pathway Completion Rate: 6% (27 students)			CTE Pathway Completion Rate: 50%	

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

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

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)	\$6,165,807.00	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)	\$3,016,847.00	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:	\$1,369,980.00	Yes

		-DIBELS (K-2 ELA) -i-Ready (grades 1-12 math, grades 3-8 ELA) -Renaissance Star (grades 9-12 ELA) -Data Chats: Measured by Google survey (self reported) of teachers reports (Metrics# 2.4, 2.5, 2.6, & 2.7)		
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 & 6.5)	\$3,513,121.00	Yes
5	2.5 Access to Expand Learning Opportunities for Low income students	Low income students will participate in additional specialized programs. Support staff will coordinate and monitor the implementation of: ~Additional components of the Gifted and Talented Education Program ~Expanded Learning opportunities ~Targeted services within the visual and performing arts (VAPA) ~Science, Technology, Engineering, Arts, and Math (STEAM) ~Robotics programs ~Increase CTE TK-12 course access to a broad course of study for all Low Income students, English Learners, African American/Black students and Foster Youth ~Support the planning and implementation of CTE pathways (exploratory and non-exploratory) and CTE-focused Dual Enrollment and the co-teaching instructional model. (Metric# 3.1 & 6.5)	\$844,228.00	Yes
6	2.6 Access to hands on Learning Experiences	Low-income students, English Learners, and foster youth will receive supplemental resources, hands-on experiences, field trips and showcase events. The Special Projects Committee will coordinate cultural special projects and work with students to develop their entries for the competitions. Custodians (25) are needed to support all of the specialized programs that occur after school and on the weekends. (Metric#3.1 & 6.5)	\$2,914,906.00	Yes
7	2.7 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. 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)	\$350,000.00	Yes
8	2.8 Provide Accessibility for College Prep tools and resources	Low-income, English Learners and foster youth will receive increased test preparation support through tutoring, Saturday Math Academy sessions, and AP Prep allowing them to have equitable access to participation and succeed on the state assessments and PSAT, SAT, and ACT college standardized tests. Additionally, teachers will help students develop individualized learning plans aligned to the College Board requirements. Counselors will collaborate with students and parents in developing 4-year academic plans in Aeries. The Naviance curriculum will allow students to explore areas of interest in career and college pathways that may otherwise go unnoticed. (Metric# 2.9)	\$390,000.00	Yes
9	2.9 College and Career support	Our dashboard indicates that the Low Income students 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	\$100,000.00	Yes

		<p>implemented:</p> <ul style="list-style-type: none"> -Teacher professional development in the content area -Counselor professional development in Aeries Analytics to identify students who are meeting and/or not meeting A-G requirements. -CTE Pathways -Bridge Programs from elementary, to middle, to high school. -College and Career Support Services <p>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. (Metric#2.11)</p>		
10	2.10 Monitor access to CTE Program and services (TK-12)	English Learners, low income, and foster youth will have access to Career Technical Education and coordinated services supported by the CTE Advisor. The CTE Advisor will target and monitor the progress and access to services for these students to keep them on track for a non-traditional college path including preparation for high demand careers and supporting employability skills and job readiness. The CTE Advisor will work collaboratively with all school sites to coordinate summer academies, after school and Saturday CTE work based learning opportunities. (Metric#2.10)	\$150,000.00	Yes
11	2.11 Provide Access to Career Technical Education Program center in grades 9 -12- Southern Regional Occupation Center (SCROC)	Low income students will gain access to expanded courses through the Southern California Regional Occupational Center (SCROC) beyond the school's Career Technical Education courses. Our low income students will collaborate with industry professionals to receive certifications and apprenticeships that will support post secondary career choices and readiness. (Metric#2.10)	\$650,986.00	Yes
12	2.12 Support for state and local mandated assessments testing	The District Assessment Coordinator will work with the Site Testing Coordinators in preparing and training staff for the administration and monitoring of State mandated assessments. As well as providing test taking strategies tutorial for Teachers and access to tools for navigating the assessment portal. This can include additional extra duty to meet assessment window deadlines, as well as necessary materials to facilitate the work. Testing Coordinator stipends may be utilized to meet the state mandates and ensure compliance needs are met for the district and school sites. (Metric#2.1, 2.2, & 3.3)	\$138,020.00	No
13	2.13 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.	\$1,808,960.00	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 address by this goal.

3, 5, 6

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	3.1 Attendance Rates Source: DataQuest	2023-2024 Average Daily Attendance Rate =89.5% Low Income= 89% EL=88% Foster youth=96.1%			Average Daily Attendance Rate: 96.0%	

2	3.2 Chronic absenteeism Source: DataQuest	2022-2023 Chronic Absenteeism Rate Data quest All students=48% African American=48% English Learners=45% Foster=34.7% Hispanic=46.8% Socioeconomically Disadvantaged=48.1% Students with disabilities=50.5% Two or More Races=47%			Chronic Absenteeism Rate: 15%	
3	3.3 Middle School Dropout Rate Source: DataQuest	2023-2024 Middle School Dropout Rate: 0% Low Income: 0%			Middle School Dropout Rate: 0%	
4	3.4 High School Dropout Rate Source: DataQuest	2023-2024 High School Dropout Rate: .005% Low Income: .005%			High School Dropout Rate: 0%	
5	3.5 High School Graduation Rate Source: DataQuest	2023 High School Graduation Rate All Students=80% English Learners=70% Foster=N/A Hispanic=78.4% Homeless=56.3% Socioeconomically Disadvantaged=81.7%			High School Graduation rate: 90%	

6	3.6 Suspension Rate Source: DataQuest	2022-2023 Suspension Rate All students= 3.8% African American=7.2% English Learners=2.4% Foster=5.1% Homeless=8.8% Socioeconomically Disadvantaged=4.0% Students with Disabilities=4.3%			Suspension Rate: 2%	
7	3.7 Expulsion Rate Source: DataQuest	2022-2023 Expulsion Rate 0% All Students=0% English Learners=0% Foster=0% Socioeconomically Disadvantaged=0%			Expulsion Rate: 0%	
8	3.8 Perception of School Safety and Connectedness PBIS Climate Survey (Priority 6)	2024 PBIS Climate Survey Score Elementary Students= 75% Secondary Students= 72% Parent (Family)=75% Staff (Certificated/Classified)= 73%			PBIS Climate Survey Score of 85% or above	

9	3.9 Parent Input in Decision Making (Priority 3)	2023-2024 Local Indicator for Parent Involvement and Family Engagement (Priority 3) Self-Reflection Tool Score by question Question 1: Building relationships between School Staff and Families=2 Question 2: Building partnerships for Student Outcomes=2 Question 3: Seeking Input for Decision Making= 2			Local Indicator for Parent Involvement and Family Engagement (Priority 3) Self- Reflection Tool Score Question 1: Building relationships between School Staff and Families=Score of 3 or above Question 2: Building partnerships for Student Outcomes=Score of 3 or above Question 3: Seeking Input for Decision Making= Score of 3 or above	
10	3.10 Use of ParentSquare increase opt in rate Email and text (Priority 3) Parent Participation	2023-2024 Use of ParentSquare increase opt in rate Email and text Use of ParentSquare: opt in rate Email (47%) and text (52%)			Use of ParentSquare: increase opt in rate Email (100%) and text (100%)	

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

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)	\$3,581,504.00	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)	\$166,312.00	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 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)	\$1,846,700.00	Yes
4	3.4 Additional Positive Behavior and Intervention supports	Students will receive alternative behavior intervention and support models from teams of staff who will create plans for their academic, social emotional, and behavioral success. Tier II and Tier III Positive Behavior and Intervention Support (PBIS) for low income students will focus on counseling, behavior intervention plans, rewards and incentives, and check in/check systems for continuous goal setting, encouragement, and monitoring. (Metric# 3.6, 3.7, & 3.8)	\$2,807,245.00	Yes
5	3.5 Additional Engagement Supports and Parent Decision Making	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	\$1,400,000.00	Yes

	Opportunities	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)		
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)	\$153,722.00	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	\$246,508.00	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 address 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.
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Measuring and Reporting Results

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

2	4.2 CAASPP MATH Source: CAASPP	2022 -2023 CAASPP Math Proficiency Score (Met or Exceeded) Percentage for Student with Disabilities= 5.85%			CAASPP Math proficiency scores increased by 20%	
3	4.3 California Science Test (CAST) Source: CAASPP	2022 -2023 CAST Proficiency Score (Met or Exceeded) Percentage for Student with Disabilities			CAST proficiency scores increased by 20%	
4	4.4 California Alternate Assessment- (CAA) ELA Source: CAASPP	2022 -2023 CAA for ELA Proficiency Score Percentage All Grades: 12%			CAA for ELA proficiency scores increased by 20%	
5	4.5 California Alternate Assessment- (CAA) Math Source: CAASPP	2022 -2023 CAA for Math Proficiency Score Percentage All Grades: 12%			CAA for Math proficiency scores increased by 20%	
6	4.6 California Alternate Assessment- (CAA) Science Source: CAASPP	2022 -2023 CAA for Science Results by proficiency All Grades:13.64%			CAA for Science proficiency scores increased by 20%	

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

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

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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

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)	\$500,000.00	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) 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.	\$16,816,000.00	No

Goal

Goal #	Description	Type of Goal
5	By May 2025, the percentage of English learner students in grades 3-8 and 11 meeting or exceeding standard in ELA and Math will increase to 10% as measured by the California Assessment of Student Performance and Progress (CAASPP). ELA will increase by 3.43%, Math will increase by 4.43%. And the rate of students reclassified will increase to 5.5%.	Focus Goal

State priorities address by this goal.

1, 2, 3, 4

An explanation of why the LEA has developed this goal.

<p>25% of the district's student population are English learners, and 29% of English learners are long-term English learners. 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 19.17% in ELA and 8.56% 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 further support teachers in the ELA and Math needs of English learner and long-term English learner students. Additionally, they requested that parents be provided opportunities and resources to help their children succeed in school.</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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1	<p>5.1 Percentage of 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 English Learner who met or exceeded the ELA standard in 2023: 8.75%			Percent of English Learner who meet or exceed the ELA standard will increase to 25%	
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 meet or exceed the Math standard will increase to 25%	

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 meet or exceed the ELA standard will increase to 20%	
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 meet or exceed the Math standard will increase to 20%	

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>	<p>Percent of English Learner who made progress on the English Learner Progress Indicator (ELPI) in 2023: 42.2</p>			<p>Percent of English Learner who make progress on the English Learner Progress Indicator (ELPI) will increase to 55%</p>	
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>English Language Acquisition Results :</p> <p>Progressed at least one ELPI level will increase to 55%</p>	

7	5.7 Reclassification Rate DataQuest: 2022 -23 English Learner (EL) Data > Annual Reclassification (RFEP) Counts and Rates (when available)	Rate of students reclassified in 2023: 3.79%			Rate of students reclassified will increase to 12%	
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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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

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.	\$115,000.00	Yes
2	5.2 Implementation of the California English Learner Roadmap	In addition to core professional development, all school administrators, teachers, classified staff and parents will receive training on the California EL Roadmap as appropriate and specific to their role to understand how to better respond to the diverse needs of our English Learner students by aligning our practices and services to the common goal of student success.	\$0.00	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.	\$0.00	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.	\$0.00	Yes
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.	\$160,000.00	Yes
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.	\$28,000.00	Yes
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	\$153,000.00	Yes

	site personnel, and third party organizations and support with all Title III clerical activities. Using 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.	
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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 High School: By the end of the 2025 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>Morningside: By June of 2025 school year, Morningside High school will increase the stability rate by 10%. The master schedule will be expanded to increase elective course offerings and Restorative justice practices will be implemented. These actions will led to a decrease in absenteeism and with be an incentive for student to attend school the full year.</p> <p>Inglewood Continuation (ICHS): Our goal is to increase the stability rate by 10% by June 2025 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 with coming to school everyday.</p>	Focus Goal

State priorities address by this goal.

3, 4, 5, 6

An explanation of why the LEA has developed this goal.

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

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

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

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 \$1,863,121 which includes:

Inglewood High School \$1,049,453

Inglewood Continuation \$156,839

Morningside \$656,829

California Dashboard Low performance rates

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

Inglewood Continuation High School: College and Career

Morningside: 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 Attendance Rates Source: DataQuest	2022-2023 Average Daily Attendance Rate Inglewood High School 87.3% Inglewood Continuation High School 79.9% Morningside High School 89.9%			Average Daily Attendance Rate: 96.0%	

2	6.2 Absence Rate Source: DataQuest	2022-2023 Absence Rate Inglewood High School 35% Inglewood Continuation High School 32% Morningside High School 23.9%			Average Daily Absence Rate: 15%	
3	6.3 Chronic absenteeism Source: DataQuest	2022-2023 Chronic Absenteeism Rate Data quest Inglewood High School 44.4% Inglewood Continuation High School 73.2% Morningside High School 34.7%			Chronic Absenteeism Rate: 15%	
4	6.4 Suspension Rate Source: DataQuest	2022-2023 Suspension Rate Inglewood High School 6% Inglewood Continuation High School 2.6% Morningside High School 1.1%			Suspension Rate: 2%	
5	6.5 Non Stability rate Source: DataQuest	2022-2023 Non Stability rate All Schools=14.5% Inglewood High School 27.7% Inglewood Continuation High School 87.9% Morningside High School 29.3% Low Income= 13.9% Foster Youth= 45.6% English Learners=14.3%			Non Stability Rate: 10%	

6	6.6 CAASPP ELA Source: DataQuest	2022/2023 CAASPP ELA proficiency Score (Met or Exceeded) All Students ~IHS=30.59% ~ICHS=17.40% ~MHS=25.46% Subgroups African American ~IHS=29.03% ~ICHS=N/A ~MHS=12.12% English Learners ~IHS=4.44% ~ICHS=N/A ~MHS=0% Foster ~IHS=N/A ~ICHS=N/A ~MHS=0% Hispanic ~IHS= 30% ~ICHS=6.67% ~MHS=30.66% Socioeconomically Disadvantaged ~IHS= 32.43% ~ICHS=16.67% ~MHS=26.04 Students with disabilities ~IHS= 16.13% ~ICHS=N/A ~MHS=0%			CAASPP ELA Proficiency scores increased by 20%	
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7	6.7 CAASPP Math Source: DataQuest	2022/2023 CAASPP Math results by proficiency (Met or Exceeded) All Students ~IHS=0.59% ~ICHS=4.55% ~MHS=6.42% Subgroups African American ~IHS=0% ~ICHS=N/A ~MHS=6.06% English Learners ~IHS=0% ~ICHS=N/A ~MHS=0% Foster ~IHS=N/A ~ICHS=N/A ~MHS=N/A Hispanic ~IHS=1.01% ~ICHS=7.14% ~MHS=5.41% Socioeconomically Disadvantaged ~IHS=0.68% ~ICHS=5.88% ~MHS=5.25% Students with disabilities ~IHS=0% ~ICHS=N/A ~MHS=0%			CAASPP Math proficiency scores increased by 20%	
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8	6.8 College and Career Source: CA Dashboard	2023 College and Career Level of Proficiency Percentage of Student prepared by College and Career Indicator Level All Students= 17.8% African American=9.65% Hispanic=21% English Learners=11.4% Foster Youth=N/A Homeless Students=5.9% Socioeconomically Disadvantaged=18.1% Students with Disabilities=4.8%			College and Career Indicator Level over 50%	
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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.

Not Applicable

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.

Not Applicable

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

Not Applicable

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.

Not Applicable

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Actions

Action #	Title	Description	Total Funds	Contributing
1	6.1 Increase course offerings at Morningside High School	Students will be offered additional elective courses to engage them in learning content that will provide choices for higher education or vocational schools. 3 Elective teachers will be funded to support this effort. (CTE) Metric# 6.8	\$320,000.00	No
2	6.2 Implementation of Restorative Justice Practices-Morningside	Currently, consequences or forms of holding students accountable for any actions are based on individual students on a case by case basis. The district and school have been moving away from the traditional form of punishments (suspensions, detention, Saturday School, etc.), but having professional development and a district-led plan on how to implement restorative justice intervention practices in the classroom as well as schoolwide will assist in the integration of effective PBIS. Strategic staffing is needed whose sole purpose is the implementation of PBIS and Restorative practices in lieu of suspensions and in an effort to increase attendance. This will include hiring a Dean to support these efforts. Some of the activities include, facilitating conflict resolution, instability issues from home and school, and collaborating with Community schools and PBIS team. Students will collaborate with staff in creating and implementing a consistent student behavior plan template that will assist in administering consequences and acknowledgements. These student behavior plans should be created with the intention of following restorative justice practices. Metric 6.4	\$181,829.00	No
3	6.3 Increase student attendance and and stability Rate at Morningside	Provide support to all students inclusive of DIS special education, foster youth, attendance, and special populations. The Program Aide will serve as an outreach to parents and students when scheduling conferences, offering wellness resources and partners, and staff support as needed. This position will also address stability in attendance. Metric #6.1 & 6.5	\$80,000.00	No
4	6.4 Target college and Career readiness for Morningside	Teachers and students will have access to materials & supplies, field trips, tournaments fees, rewards, equipment, printing, to provide more access to college and career exploration in addition to the school day. Metric # 6.8	\$55,000.00	No
5	6.5 Professional learning Opportunities for Morningside staff	Teachers will participate in vision and mission professional development retreat to create a cohesive action plan that will address students' learning and stability practices for students. Metric# 6.6 & 6.7	\$15,000.00	No
6	6.6 Targeted Positive Behavior and Intervention supports at ICHS	The staff will continue to collaborate, implement, and receive training on methods to continue the implementation of PBIS and MTSS. This goal supports LCAP (Goal 3) in an effort to provide students with the support with meeting the school expectations. Staff will receive targeted training on how to utilize PBIS Tiered supports Positive Reinforcement. Create a diverse leadership team to oversee PBIS- implementation. Collect and analyze data on current behavioral issues, develop clear behavioral expectations, provide ongoing training for staff on the PBIS process, develop systems of rewards and	\$40,000.00	No

		recognition, parent communications on PBIS programs, and provide students with immediate feedback who demonstrate expected behavior. Promote a learning environment where students feel respected, valued and supported regularly. Metric # 6.4		
7	6.7 Increase student Attendance and Mobility at ICHS	Research Based practices implemented to monitor student attendance and mobility rates. Identify and address barriers to attendance. Implement a needs assessment document and offer resources to address the attendance barriers. Implement an attendance monitoring system which would use data regularly to monitor early warning signs, identify students with chronic absences and put interventions in place. Encourage teachers to build strong relationships with students to increase commitment to come to school, Communicate regularly with parents including home visits, consistent attendance policies and initiatives communicated to students and parents. Use attendance data to evaluate the effectiveness of attendance initiatives. Regular reviews and adjustments of attendance strategies to improve attendance. Metric #6.1 & 6.3	\$50,000.00	No
8	6.8 Evidence Based Interventions at ICHS	Implement interventions focused on literacy & numeracy skills development, to improve student achievement. Metric 6.6 & 6.7	\$46,839.00	No
9	6.9 Increase Student Social and Emotional Support	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
10	6.10 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	\$764,000.00	No
11	6.11 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	\$250,000.00	No
12	6.12 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	\$35,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$25,981,824.00	\$3,340,342.00

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
40.52%	17.17%	\$12,206,919.13	57.69%

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
<p>1.3 Alternative Learning Model-Dual Immersion</p>	<p>According to the DataQuest College/Career Levels and Measures Report & Data, no IUSD students received a seal of Biliteracy in the 2022-2023 school year as compared to neighboring Charter High school. At the Elementary level on the CSA -California Spanish Test-96% of the students tested scored on the lowest level. Through the District Parent Advisory Council, we learned that there were gaps in the Dual Immersion Program at the Elementary school and the foreign language course offerings at the high schools</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.</p> <p>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 CSA-California Spanish Assessment (Metric# 1.6)</p>

<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 & 1.6 are provided LEA-wide to address the needs of our LI, FY, EL by having access to targeted resources. These services support students who are at the lowest performance level at the district and school level. These actions also benefit all students including African American, Hispanic, Students with disabilities , &Two or more Races student groups at the lowest performance level on the CA Dashboard for the Chronic Absenteeism indicator.</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 & 6.6)</p>
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<p>1.7 Implementatio n of Academic and Well-being Supports</p> <p>1.8 Monitoring Wraparound 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"> ~Follow up to wellness referrals ~Monitoring the implementation of Tutoring and enrichment activities ~Ensuring the implementation of tiered PBIS strategies. ~Targeted college and career programming ~Support and feedback to teachers as they engage in the Cycle of Inquiry to analyze students' academic and social-emotional growth. <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). (Metric# 2.4,2.5, 2.6, & 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, & Star) and CAASPP English/ Language Arts and Mathematics tests for a total of a 15% increase in CAASPP E/LA and mathematics by the end of the 2026-2027 school year (Metric#2.1, 2.2, & 2.3)</p>
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<p>2.2 Differentiated Targeted Instructional Strategies</p> <p>2.3 Progress 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 & 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. (Metric#2.1, 2.2, 2.3)</p>
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<p>2.4 Intervention 2.5 Expand Learning Opportunities 2.6 Hands on Learning Experiences</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"> -Additional components of the Gifted and Talented Education Program -Expanded learning opportunities -Targeted services within the visual and performing arts (VAPA)Program -Science, Technology, Engineering, Arts, and Math (STEAM) Program -Robotics programs <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, 2.5, & 2.6 This action are being provided LEAwide to address the needs of our LI, FY, & 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 & Attendance (Metric# 3.1 & 6.5)</p>
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<p>2.7 AVID 2.8 College Prep Resources 2.9 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"> - AVID Site Coordinator will coordinate and monitor the implementation of the AVID tools, strategies and AVID Tutors As well as Professional learning opportunities for our teachers with targeted focus on our unduplicated students. Teacher professional development in the content area -Counselor professional development in Aeries Analytics and California College Guidance Initiative and the Transcript Evaluation. to identify students who are meeting and/or not meeting A-G requirements. -UCLA College Advisors will assist in implementing components of the college and career readiness program at the district's high schools. -Support students and parents with college exploration, college and career planning, and college and financial aid applications. College Fairs and College Tours <p>2.7, 2.8, & 2.9 These actions are being provided LEAwide to address the needs of our LI, FY, & EL students to increase College and Career Readiness and will also benefit all students including African American, English Learners, Homeless, Socioeconomically Disadvantaged & Students with disabilities, at the lowest performance level on the CA Dashboard for the College and Career Indicator.</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>2.10 CTE Program 2.11 (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 & 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: ~Both CTE & A-G Completion Rate ~College and Career indicator (Metric# 2.11)</p>
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2.13 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) (Metric# 2.4, 2.5, 2.6,& 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 & 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, & 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 ~Chronic Absenteeism rate ~Graduation rate (Metric# 3.2 & 3.5)</p>

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 ~Middle school Dropout ~High school dropout (Metric# 3.3 & 3.4)</p>

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; ~Suspension Rate ~Expulsion Rate (Metric #3.6 & 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>

3.7 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 & 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 & 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
5. 1 Long Term English	Our Dashboard data indicates that our English Learner students have continued to fall into	In addition to daily designated and integrated English	The rate of students reclassified will increase

<p>Learner and Newcomer Support</p> <p>5. 4 Primary Language Support</p>	<p>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 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>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 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>	<p>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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	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.		
5.5: Supplemental Professional Development	Our Dashboard data indicates that the CAASPP ELA proficiency performance of Long Term English Learner students was 3.16%. This is a significant difference of 24.76% compared to the performance of all students and a notable difference of 5.59% compared to the performance of all English Learners.	English Learner students, especially LTELs and Newcomers will be provided with targeted, innovative, and technology-based, data driven-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 around the new curriculum, and helping to analyze student formative assessments data to plan instruction and intervention strategies. 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 all EL students.	The percentage of English learner students in grades 3-8 and 11 meeting or exceeding standard in ELA and Math will increase to 10%
5.7: EL Program Support	<p>The math proficiency performance of Long Term English Learner students was 2.64%. This is a considerable difference of 13.98% compared to the performance of all students and a notable difference of 5.42% compared to the performance of all English Learners.</p> <p>Moreover, the district's reclassification rate is less than 5%, with only 42.20% of students making progress toward English proficiency.</p> <p>English learners require specialized instructional strategies that address both language development and content mastery. With the high teacher turnover and shortages the district continues to experience, many new teachers and long-term substitutes struggle to effectively differentiate instruction for English Learners, especially LTELs, leading to the vast gaps in understanding and proficiency.</p> <p>A high percentage of teachers do not have the expertise or resources to adequately support English learners in developing language skills while simultaneously learning complex academic content, resulting in frustration and disengagement among students. Without additional support, teachers may feel ill-equipped to effectively address the linguistic and cultural needs of English learners, further widening the achievement gap.</p>	<p>Hiring an EL Teacher on Special Assignment (TOSA) and a Data Processing Specialist can significantly address the unique needs of English learners and help narrow the academic achievement gap in ELA and math.</p> <p>The EL TOSA will provide additional individualized support by working directly with teachers to differentiate instruction based on English proficiency levels, ensuring that English learners receive targeted support to develop language skills while also mastering content.</p> <p>The EL TOSA will also assist in analyzing student performance data, including assessment results and progress monitoring data specifically related to English learners. This will allow for targeted intervention strategies and instructional adjustments, especially for LTELs and Newcomers.</p> <p>The EL TOSA can identify patterns and trends in the academic performance of English learners across the district, pinpointing areas of strength and areas needing improvement, providing valuable insights into the effectiveness and inclusiveness of instructional practices and interventions for English learners. Site administrators and teachers can use this information to</p>	

	<p>The academic challenges for English learners are exacerbated by the lack of accurate and current student demographic, achievement, and assessment data, which may not accurately capture the unique needs of the students.</p> <p>Without accurate data, schools may not prioritize the allocation of resources to areas where English learners are struggling the most, perpetuating disparities in access to high-quality education and opportunities for academic growth. Resources may inadvertently be allocated disproportionately, focusing on general instructional support and English Learners may not receive the additional assistance and attention they need to succeed academically.</p>	<p>make data-driven decisions and tailor instruction to meet the diverse needs of English Learner students.</p>	
5.6: Parental Engagement	<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>English learners and their families have unique needs that are often misunderstood and not addressed. English learners may experience a lack of culturally responsive support, leading to feelings of alienation and disengagement from their education. They may experience lower levels of academic motivation and self-efficacy, impacting their willingness to persist in the face of challenges and strive for academic success.</p> <p>English learners whose parents may be less familiar with the education system or face language barriers lack channels of communication and advocacy that can lead to misunderstandings, missed opportunities for support, and decreased engagement in their education.</p>	<p>English Learner families and school Community Liaisons will participate in the CAFE'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 (CAFE)'s Parent and Paraeducator Regional Conference in the Southern California location to learn and come back and share the information with our DELAC members.</p> <p>Giving parents the opportunity to be involved in their student's education through a quality leadership program will be pivotal in shifting the district to an assets-based view of English learner students and families. Project 2Inspire will also provide parents with the tools and information they need to support their children's academic and socioemotional needs at home.</p> <p>This quality leadership program will foster effective communication between parents, teachers, and school administrators; and provides opportunities for parents to advocate for their children's needs, share concerns, and stay informed about their academic progress.</p>	<p>The percentage of English learner students who progress at least one ELPI level will increase to 45%.</p>

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.

N/A

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 2.6: 23 Custodians District-Wide Action= \$ 1,710,924.00

Action 3.1: 9 School Clerks: 2 TK-8 Schools (1-Payne, 2-Woodworth-Monroe) 1 Middle School (1-Crozier) 2 High Schools (1-Inglewood High School and 4-Morningside High School)=\$1,063,353.00

3.4: 19Student Supervision Assistants - 7 Tk-8 Schools (2-Bennett Kew, 1-Centinela, 3-Crozier, 2-Highland, 1-LaTijera, 3-Oak, 5-Payne, 2-Woodworth-Monroe) = \$ 379,923.00

Action 1.7 1 Instructional Aides 1 TK-8 School (Woodworth-Monroe) =\$ 53,052.00

Action 1.7: 3 Program Aides 1 K-8 School (Parent) 1 High School (Continuation)

\$ 151,278.00

Total cost= \$ 3,340,342.00

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		6321/292=21.42 1:21
Staff-to-student ratio of certificated staff providing direct services to students		6321/407=15.53 1:15

Action Tables

2024-2025 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 %)
2024-2025	\$64,120,193.00	\$25,981,824.00	40.52%	17.17%	57.69%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals:	\$111,524,277.00	\$1,857,668.00	\$0.00	\$3,429,847.00	\$116,811,792.00	\$86,342,732.00	\$30,469,060.00

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	\$396,511	\$396,511	\$0	\$0	\$0	\$396,511	0.00%
1	2	Recruit and maintain highly qualified staff	All	No				2024-2027	\$39,247,630	\$0	\$39,247,630	\$0	\$0	\$0	\$39,247,630	0.00%
1	3	1.3 Alternative Learning Model-Dual Immersion revised	Low Income	Yes	Schoolwide	Low Income	Specific Schools, Frank D. Parent & Woodworth-Monroe	2024-2027	\$1,172,596	\$0	\$1,172,596	\$0	\$0	\$0	\$1,172,596	0.00%
1	4	1.4 Targeted Increased Services for Students.	Low Income, All, English learner (EL), Foster Youth	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	2024-2027	\$0	\$2,941,932	\$2,941,932	\$0	\$0	\$0	\$2,941,932	0.00%
1	5	1.5 High quality Special Education teachers and classroom support staff	All	No				2024-2027	\$9,453,442	\$0	\$9,453,442	\$0	\$0	\$0	\$9,453,442	0.00%
1	6	1.6 Additional Classroom Support	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	2024-2027	\$2,358,896	\$0	\$2,358,896	\$0	\$0	\$0	\$2,358,896	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	\$1,667,571	\$151,278	\$1,818,849	\$0	\$0	\$0	\$1,818,849	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	\$1,043,100	\$0	\$1,043,100	\$0	\$0	\$0	\$1,043,100	0.00%
1	9	1.9 Plant and Maintenance Services	All	No				2024-2025	\$6,855,600	\$0	\$6,855,600	\$0	\$0	\$0	\$6,855,600	0.00%
1	10	1.10 Increase Employee Retention and Development	All	No				2024-2025	\$0	\$153,722	\$153,722	\$0	\$0	\$0	\$153,722	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	English learner (EL), Foster Youth, Low Income	All Schools	2024-2025	\$0	\$6,165,807	\$6,165,807	\$0	\$0	\$0	\$6,165,807	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	\$3,016,847	\$0	\$0	\$0	\$3,016,847	\$3,016,847	0.00%
2	3	2.3 Universal diagnostic tool to measure student progress to mastery of standards	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	2024-2025	\$0	\$1,369,980	\$1,369,980	\$0	\$0	\$0	\$1,369,980	0.00%
2	4	2.4 Academic Intervention support for Foster Youth and Low income Students	All	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	2024-2027	\$0	\$3,513,121	\$3,513,121	\$0	\$0	\$0	\$3,513,121	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	\$844,228	\$844,228	\$0	\$0	\$0	\$844,228	0.00%
2	6	2.6 Access to hands on Learning Experiences	All	Yes	LEA-wide	Low Income	All Schools	2024-2027	\$0	\$2,914,906	\$2,914,906	\$0	\$0	\$0	\$2,914,906	0.00%
2	7	2.7 College and Career Readiness K-12 AVID	All	Yes	LEA-wide	Low Income	All Schools	2024-2027	\$0	\$350,000	\$350,000	\$0	\$0	\$0	\$350,000	0.00%
2	8	2.8 Provide Accessibility for College Prep tools and resources	All	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	2024-2027	\$0	\$390,000	\$390,000	\$0	\$0	\$0	\$390,000	0.00%
2	9	2.9 College and Career support	All	Yes	LEA-wide	Low Income	All Schools	2024-2027	\$0	\$100,000	\$100,000	\$0	\$0	\$0	\$100,000	0.00%
2	10	2.10 Monitor access to CTE Program and services (TK-12)	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	2024-2027	\$0	\$150,000	\$150,000	\$0	\$0	\$0	\$150,000	0.00%
2	11	2.11 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	\$650,986	\$0	\$650,986	\$0	\$0	\$0	\$650,986	0.00%

2	12	2.12 Support for state and local mandated assessments testing	All	No				2024-2027	\$138,020	\$0	\$138,020	\$0	\$0	\$0	\$138,020	0.00%
2	13	2.13 Proficiency in Instructional Technology	All	Yes	LEA-wide	Low Income	All Schools	2024-2027	\$0	\$1,808,960	\$1,808,960	\$0	\$0	\$0	\$1,808,960	0.00%
3	1	3.1 Social Emotional and Well-being School and Community Resources	All	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	2024-2027	\$2,518,151	\$1,063,353	\$3,581,504	\$0	\$0	\$0	\$3,581,504	0.00%
3	2	3.2 Targeted Supports for Foster Youth, Low-Income/Students Experiencing Homelessness	All	Yes	LEA-wide	Foster Youth, Low Income	All Schools	2024-2027	\$0	\$166,312	\$166,312	\$0	\$0	\$0	\$166,312	0.00%
3	3	3.3 Social Emotional Health and Wellness Center	All	Yes	LEA-wide	Low Income	All Schools	2024-2027	\$0	\$1,846,700	\$1,846,700	\$0	\$0	\$0	\$1,846,700	0.00%
3	4	3.4 Additional Positive Behavior and Intervention supports	All	Yes	LEA-wide	Low Income	All Schools	2024-2027	\$2,445,510	\$361,735	\$2,807,245	\$0	\$0	\$0	\$2,807,245	0.00%
3	5	3.5 Additional Engagement Supports and Parent Decision Making Opportunities	All	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools		\$1,400,000	\$0	\$1,400,000	\$0	\$0	\$0	\$1,400,000	0.00%
3	6	3.6 Student Engagement/Athletics	All	No				2024-2027	\$153,722	\$0	\$153,722	\$0	\$0	\$0	\$153,722	0.00%
3	7	3.7 Meaningful School to Home Engagement	All	Yes	LEA-wide	Low Income	All Schools	2024-2027	\$246,508	\$0	\$246,508	\$0	\$0	\$0	\$246,508	0.00%
4	1	4.1 Implementing Inclusive Opportunities for Students in Special Day Classes (SDC)	Student with Disabilities (SWD), All	No				2024-2027	\$0	\$500,000	\$500,000	\$0	\$0	\$0	\$500,000	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	All, Student with Disabilities (SWD)	No				2024-2027	\$16,816,000	\$0	\$16,816,000	\$0	\$0	\$0	\$16,816,000	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	\$115,000	\$115,000	\$0	\$0	\$0	\$115,000	0.00%

5	2	5.2 Implementation of the California English Learner Roadmap	English learner (EL)	No				2024-2027	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
5	3	5.3 Tier I Instruction & Professional Development	English learner (EL)	No				2024-2027	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
5	4	5.4 Primary Language Support	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	2024-2027	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
5	5	5.5 Supplemental Professional Development	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	2024-2027	\$0	\$160,000	\$25,000	\$0	\$0	\$135,000	\$160,000	0.00%
5	6	5.6 Parental Engagement	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	2024-2027	\$0	\$28,000	\$0	\$0	\$0	\$28,000	\$28,000	0.00%
5	7	5.7 EL Program support	English learner (EL)	Yes	Limited	English learner (EL)	All Schools	2024-2027	\$0	\$153,000	\$28,000	\$0	\$0	\$125,000	\$153,000	0.00%
6	1	6.1 Increase course offerings at Morningside High School	All	No				2024-2025	\$0	\$320,000	\$0	\$320,000	\$0	\$0	\$320,000	0.00%
6	2	6.2 Implementation of Restorative Justice Practices-Morningside	All	No				2024-2025	\$175,000	\$6,829	\$0	\$181,829	\$0	\$0	\$181,829	0.00%
6	3	6.3 Increase student attendance and and stability Rate at Morningside	All	No				2024-2025	\$0	\$80,000	\$0	\$80,000	\$0	\$0	\$80,000	0.00%
6	4	6.4 Target college and Career readiness for Morningside	All	No				2024-2025	\$0	\$55,000	\$0	\$55,000	\$0	\$0	\$55,000	0.00%
6	5	6.5 Professional learning Opportunities for Morningside staff	All	No				2024-2025	\$0	\$15,000	\$0	\$15,000	\$0	\$0	\$15,000	0.00%
6	6	6.6 Targeted Positive Behavior and Intervention supports at ICHS	All	No				2024-2025	\$0	\$40,000	\$0	\$40,000	\$0	\$0	\$40,000	0.00%
6	7	6.7 Increase student Attendance and Mobility at ICHS	All	No				2024-2025	\$0	\$50,000	\$0	\$50,000	\$0	\$0	\$50,000	0.00%
6	8	6.8 Evidence Based Interventions at ICHS	All	No				2024-2025	\$0	\$46,839	\$0	\$46,839	\$0	\$0	\$46,839	0.00%
6	9	6.9 Increase Student Social and Emotional Support	All	No				2024-2025	\$0	\$20,000	\$0	\$20,000	\$0	\$0	\$20,000	0.00%
6	10	6.10 Expanding Course offering at Inglewood High School	All	No				2024-2025	\$0	\$764,000	\$0	\$764,000	\$0	\$0	\$764,000	0.00%
6	11	6.11 Culture and Climate support for Inglewood High School	All	No				2024-2025	\$0	\$250,000	\$0	\$250,000	\$0	\$0	\$250,000	0.00%

6	12	6.12 College & Industry Visits for Inglewood High School	All	No				2024-2025	\$0	\$35,000	\$0	\$35,000	\$0	\$0	\$35,000	0.00%
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2024-2025 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
\$64,120,193.00	\$25,981,824.00	40.52%	17.17%	57.69%	\$37,809,630.00	0.00%	58.97%	Total:	\$37,809,630.00
								LEA-wide Total:	\$36,469,034.00
								Limited Total:	\$168,000.00
								Schoolwide Total:	\$1,172,596.00

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	Schoolwide	Low Income	Specific Schools, Frank D. Parent & Woodworth-Monroe	\$1,172,596.00	0.00%
1	4	1.4 Targeted Increased Services for Students.	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$2,941,932.00	0.00%
1	6	1.6 Additional Classroom Support	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$2,358,896.00	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	\$1,818,849.00	0.00%
1	8	1.8 Monitoring of wraparound services	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$1,043,100.00	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	English learner (EL), Foster Youth, Low Income	All Schools	\$6,165,807.00	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	\$0.00	0.00%
2	3	2.3 Universal diagnostic tool to measure student progress to mastery of standards	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$1,369,980.00	0.00%
2	4	2.4 Academic Intervention support for Foster Youth and Low income Students	Yes	LEA-wide	Foster Youth, Low Income, English learner (EL)	All Schools	\$3,513,121.00	0.00%
2	5	2.5 Access to Expand Learning Opportunities for Low income students	Yes	LEA-wide	Low Income	All Schools	\$844,228.00	0.00%
2	6	2.6 Access to hands on Learning Experiences	Yes	LEA-wide	Low Income	All Schools	\$2,914,906.00	0.00%
2	7	2.7 College and Career Readiness K-12 AVID	Yes	LEA-wide	Low Income	All Schools	\$350,000.00	0.00%
2	8	2.8 Provide Accessibility for College Prep tools and resources	Yes	LEA-wide	Foster Youth, English learner (EL), Low Income	All Schools	\$390,000.00	0.00%
2	9	2.9 College and Career support	Yes	LEA-wide	Low Income	All Schools	\$100,000.00	0.00%
2	10	2.10 Monitor access to CTE Program and services (TK-12)	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$150,000.00	0.00%
2	11	2.11 Provide Access to Career Technical Education Program center in grades 9 -12- Southern Regional Occupation Center (SCROC)	Yes	LEA-wide	Low Income	All Schools	\$650,986.00	0.00%

2	13	2.13 Proficiency in Instructional Technology	Yes	LEA-wide	Low Income	All Schools	\$1,808,960.00	0.00%
3	1	3.1 Social Emotional and Well-being School and Community Resources	Yes	LEA-wide	English learner (EL), Foster Youth, Low Income	All Schools	\$3,581,504.00	0.00%
3	2	3.2 Targeted Supports for Foster Youth, Low-Income/Students Experiencing Homelessness	Yes	LEA-wide	Foster Youth, Low Income	All Schools	\$166,312.00	0.00%
3	3	3.3 Social Emotional Health and Wellness Center	Yes	LEA-wide	Low Income	All Schools	\$1,846,700.00	0.00%
3	4	3.4 Additional Positive Behavior and Intervention supports	Yes	LEA-wide	Low Income	All Schools	\$2,807,245.00	0.00%
3	5	3.5 Additional Engagement Supports and Parent Decision Making Opportunities	Yes	LEA-wide	Low Income, Foster Youth, English learner (EL)	All Schools	\$1,400,000.00	0.00%
3	7	3.7 Meaningful School to Home Engagement	Yes	LEA-wide	Low Income	All Schools	\$246,508.00	0.00%
5	1	5.1 Long Term English Learner and Newcomer Student Support	Yes	Limited	English learner (EL)	All Schools	\$115,000.00	0.00%
5	4	5.4 Primary Language Support	Yes	Limited	English learner (EL)	All Schools	\$0.00	0.00%
5	5	5.5 Supplemental Professional Development	Yes	Limited	English learner (EL)	All Schools	\$25,000.00	0.00%
5	6	5.6 Parental Engagement	Yes	Limited	English learner (EL)	All Schools	\$0.00	0.00%
5	7	5.7 EL Program support	Yes	Limited	English learner (EL)	All Schools	\$28,000.00	0.00%

2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$124,844,902.00	\$86,458,853.00

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	1.1 Purchase of new and current standards based materials	No	\$1,337,628.00	\$294,334.00
1	2	1.2 Recruit and Maintain qualified teaching and administrative staff	No	\$36,858,509.00	\$28,656,980.00
1	3	1.3 Alternative Learning Model-Dual Immersion	Yes	\$2,161,280.00	\$833,592.00
1	4	1.4 Targeted Increased Services for Students.	Yes	\$3,995,848.00	\$2,375,125.00
1	5	1.5 High quality Special Education teachers and classroom support staff	No	\$15,976,384.00	\$12,476,921.00
1	6	1.6 Additional Classroom Support	Yes	\$3,243,372.00	\$3,442,543.00
1	7	1.7 Ensuring the implementation of Academic success and Wellbeing supports	Yes	\$3,599,662.00	\$1,324,022.00
1	8	1.8 Monitoring of wraparound services	Yes	\$1,950,431.00	\$1,043,100.00
2	1	2.1 Access to Tier II and Tier III academic and social emotional strategies	Yes	\$2,211,576.00	\$3,631,717.00
2	2	2.2 Differentiated Targeted Instructional Strategies for Low income and English Learner Students	Yes	\$3,132,408.00	\$1,717,454.00
2	3	2.3 Universal diagnostic tool to measure student progress to mastery of standards	No	\$1,457,255.00	\$1,271,521.00

2	4	2.4 Academic Intervention support for Foster Youth and Low income Students	Yes	\$4,109,421.00	\$6,404,886.00
2	5	2.5 Access to Expand Learning Opportunities for Low income students	Yes	\$2,713,468.00	\$3,280,543.00
2	6	2.6 Access to hands on Learning Experiences	Yes	\$4,271,086.00	\$3,141,550.00
2	7	2.7 College and Career Readiness k-12 AVID	Yes	\$2,206,413.00	\$2,000.00
2	8	2.8 Provide Accessibility for College Prep tools and resources	Yes	\$168,465.00	\$566,127.00
2	9	2.9 A-G requirements supports in order to increase and sustain A-G completion rates.	No	\$398,422.00	\$32,343.00
2	10	2.10 College and Career Support	No	\$398,422.00	\$0.00
2	11	2.11 Monitor access to CTE Program and services (k-12)	Yes	\$145,923.00	\$153,964.00
2	12	2.12 Provide Access to Career Technical Education Program center in grades 9-12- Southern Regional Occupation Center (SCROC)	Yes	\$705,000.00	\$650,986.00
2	13	2.13 Newcomer and Long Term English Learner Support	Yes	\$704,415.00	\$724,677.00
2	14	2.14 Support for state and local mandated assessments testing	No	\$137,020.00	\$138,367.00
2	15	2.15 Special Ed Instruction and Compliance	No	\$16,816,000.00	\$4,992,346.00
2	16	2.16 Proficiency in Instructional Technology	Yes	\$3,789,324.00	\$250,000.00
3	1	3.1 Social Emotional and Well-being School and Community Resources	Yes	\$3,209,386.00	\$2,943,288.00
3	2	3.2 Targeted Supports for Foster Youth, Low-Income/Students Experiencing Homelessness	Yes	\$241,143.00	\$150,296.00
3	3	3.3 Social Emotional Health	Yes	\$1,495,000.00	\$1,781,176.00

		and Wellness Center			
3	4	3.4 Additional Positive Behavior and Intervention supports	Yes	\$4,276,765.00	\$2,815,138.00
3	5	3.5 Additional Engagement Supports and Parent Decision Making Opportunities	Yes	\$2,719,876.00	\$1,210,136.00
3	6	3.6 Student Engagement/Athletics	No	\$215,000.00	\$153,721.00
4	1	Increasing the use of inclusive practices for students in Special Day Class es	No	\$50,000.00	\$0.00
4	2	Professional Development on the use of inclusive practices through universal design for learning (repeated expenditure, Goal 2, Action 15)	No	\$0.00	\$0.00
4	3	General ed teachers collaboration with special education staff to provide support in the Least restrictive environment (LRE)	No	\$40,000.00	\$0.00
4	4	Special Ed Instruction and Compliance (monitoring) Monitor the instructional practices and student outcomes for SWD	No	\$110,000.00	\$0.00

2023-2024 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)
\$28,735,316.00	\$51,050,262.00	\$38,442,320.00	\$12,607,942.00	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	Yes	\$2,161,280.00	\$833,592.00	0.00%	0.00%
1	4	1.4 Targeted Increased Services for Students.	Yes	\$3,995,848.00	\$2,375,125.00	0.00%	0.00%
1	6	1.6 Additional Classroom Support	Yes	\$3,243,372.00	\$3,442,543.00	0.00%	0.00%
1	7	1.7 Ensuring the implementation of Academic success and Wellbeing supports	Yes	\$3,599,662.00	\$1,324,022.00	0.00%	0.00%
1	8	1.8 Monitoring of wraparound services	Yes	\$1,950,431.00	\$1,043,100.00	0.00%	0.00%
2	1	2.1 Access to Tier II and Tier III academic and social emotional strategies	Yes	\$2,211,576.00	\$3,631,717.00	0.00%	0.00%
2	2	2.2 Differentiated Targeted Instructional Strategies for Low income and English Learner Students	Yes	\$3,132,408.00	\$1,717,454.00	0.00%	0.00%
2	4	2.4 Academic Intervention support for Foster Youth and Low income Students	Yes	\$4,109,421.00	\$6,404,886.00	0.00%	0.00%
2	5	2.5 Access to Expand Learning Opportunities for Low income students	Yes	\$2,713,468.00	\$3,280,543.00	0.00%	0.00%
2	6	2.6 Access to hands on Learning Experiences	Yes	\$4,271,086.00	\$3,141,550.00	0.00%	0.00%
2	7	2.7 College and Career Readiness k-12 AVID	Yes	\$2,206,413.00	\$2,000.00	0.00%	0.00%
2	8	2.8 Provide Accessibility for College Prep tools and resources	Yes	\$168,465.00	\$566,127.00	0.00%	0.00%
2	11	2.11 Monitor access to CTE Program and services (k-12)	Yes	\$145,923.00	\$153,964.00	0.00%	0.00%

2	12	2.12 Provide Access to Career Technical Education Program center in grades 9-12- Southern Regional Occupation Center (SCROC)	Yes	\$705,000.00	\$650,986.00	0.00%	0.00%
2	13	2.13 Newcomer and Long Term English Learner Support	Yes	\$704,415.00	\$724,677.00	0.00%	0.00%
2	16	2.16 Proficiency in Instructional Technology	Yes	\$3,789,324.00	\$250,000.00	0.00%	0.00%
3	1	3.1 Social Emotional and Well-being School and Community Resources	Yes	\$3,209,386.00	\$2,943,288.00	0.00%	0.00%
3	2	3.2 Targeted Supports for Foster Youth, Low-Income/Students Experiencing Homelessness	Yes	\$241,143.00	\$150,296.00	0.00%	0.00%
3	3	3.3 Social Emotional Health and Wellness Center	Yes	\$1,495,000.00	\$1,781,176.00	0.00%	0.00%
3	4	3.4 Additional Positive Behavior and Intervention supports	Yes	\$4,276,765.00	\$2,815,138.00	0.00%	0.00%
3	5	3.5 Additional Engagement Supports and Parent Decision Making Opportunities	Yes	\$2,719,876.00	\$1,210,136.00	0.00%	0.00%

2023-2024 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)
\$71,094,462.00	\$28,735,316.00	30.82%	71.24%	\$38,442,320.00	0.00%	54.07%	\$12,206,919.13	17.17%

APPENDIX

California School Dashboard Data

The Inglewood Unified School District results on the 2023 California School Dashboard by successes and challenges.



California Dashboard Rating System

Red-Lowest Performance

Blue-Highest Performance



Red



Orange



Yellow



Green



Blue

Table A: IUSD State Indicator Progress towards highest performing (blue) level by school

School	State Indicator	Levels Moved	2022	2023
Bennett Kew	Chronic Absenteeism	2	Red	Yellow
Centinela	English Learners	3	Red	Green
	Suspension	1	Red	Orange
City Honors	ELA-English Language Arts	2	Orange	Green
	Math	1	Red	Orange
	Graduation Rate	1	Green	Blue
Crozier	Suspension Rate	1	Orange	Yellow
Highland	English Learners	1	Orange	Yellow
	Math	1	Orange	Yellow
	Suspension Rate	1	Yellow	Green
Hudnall	Chronic Absenteeism	2	Red	Yellow
	Suspension Rate	1	Green	Blue
	English Learners	1	Yellow	Green
Kelso	Chronic Absenteeism	1	Red	Orange

	English Learners	1		
La Tijera	Suspension	2		
Morningside	ELA-English Language Arts	1		
	English Learners	2		
	Suspension	1		
Payne	ELA-English Language Arts	2		
	Math	1		
	Chronic Absenteeism	1		
	Suspension	2		
Woodworth-Monroe	ELA-English Language Arts	1		
	Math	1		
	Chronic Absenteeism	2		
	Suspension	3		

Student groups within the IUSD that moved a state indicator(s) by one or more performance levels on the 2023 Dashboard. Listed by Indicators, school name, student group and number of levels moved toward the highest (blue) rating. See Tables B-F

Table B: IUSD Progress of subgroups on ELA Indicator by school

School	Subgroup	Level	2022	2023
Centinela	Students with disabilities	1		
City Honors	African American	2		
	Socioeconomically Disadvantaged	2		
Crozier	Students with disabilities	1		
Highland	Hispanic	1		
Hudnall	African American	1		
IUSD-District wide	Homeless	1		
	Students with disabilities	1		
Morningside	Hispanic	1		
	Socioeconomically Disadvantaged	1		
Payne	African American	2		
	Socioeconomically Disadvantaged	1		
	Students with disabilities	1		
Woodworth Monroe	African American	1		
	Hispanic	1		
	Students with disabilities	1		
	Socioeconomically Disadvantaged	1		

Table C: IUSD Progress of subgroups on Math Indicator by school

School	Subgroup	Level	2022	2023
Bennett Kew	African American	1		
Centinela	Students with disabilities	1		
City Honors	African American	1		
	Socioeconomically Disadvantaged	1		
Crozier	Students with disabilities	1		
Highland	African American	1		
	English Learners	1		
	Hispanic	1		
	Socioeconomically Disadvantaged	1		
Inglewood High	Students with disabilities	1		
IUSD-District wide	Foster	1		
	Homeless	1		
	Students with disabilities	1		
Payne	English Learners	1		
	Hispanic	1		
	Students with disabilities	1		
Woodworth Monroe	African American	1		
	Hispanic	1		
	Students with disabilities	1		
	Students with disabilities	1		

Table D: IUSD Progress of subgroups on Suspension Rate Indicator by school

School	Subgroup	Level	2022	2023
Centinela	English Learner	2		
	Hispanic	2		
Crozier	African American	1		
	English Learner	2		
	Hispanic	1		
	Socioeconomically Disadvantaged	1		
	Students with disabilities	3		
Highland	African American	2		
	Socioeconomically Disadvantaged	1		
	English Learner	2		
	Hispanic	2		
	Students with disabilities	2		
Hudnall	African American	2		
IUSD-District wide	Asian	1		
	English Learner	1		
	Foster	1		
	Pacific Islander	1		
La Tijera	Socioeconomically Disadvantaged	1		
Morningside	English Learner	2		
	Hispanic	1		
	Socioeconomically Disadvantaged	1		

Parent	Students with disabilities	1		
Payne	African American	1		
	English Learner	1		
	Hispanic	2		
	Socioeconomically Disadvantaged	2		
Woodworth-Monroe	African American	3		
	English Learner	3		
	Hispanic	3		
	Socioeconomically Disadvantaged	3		
	Students with disabilities	3		
Worthington	African American	2		
	Students with disabilities	1		

Table E: IUSD Progress of subgroups on Chronic Absenteeism Rate Indicator by school

School	Subgroup	Level	2022	2023
Bennett Kew	African American	1		
	English Learners	1		
	Hispanic	2		
	Students with disabilities	1		
	Socioeconomically Disadvantaged	2		
Centinela	African American	1		
Hudnall	African American	1		
	English Learners	2		
	Hispanic	2		
	Students with disabilities	1		
	Socioeconomically Disadvantaged	2		
IUSD-Districtwide	American indian	1		
	Asian	1		
	English Learners	1		
	Foster youth	1		
	Pacific Islander	1		
Kelso	African American	1		
	English Learners	1		
	Hispanic	1		

	Socioeconomically Disadvantaged	1		
Oak	African American	1		
	Students with disabilities	1		
Parent	Hispanic	1		
	Students with disabilities	1		
Payne:	African American	1		
	English Learners	2		
Woodworth-Monroe	African American	2		
	English Learners	2		
	Hispanic	2		
	Students with disabilities	1		
	Socioeconomically Disadvantaged	2		

Table F: IUSD Progress of subgroups on Graduation Rate Indicator by school

School	Subgroup	Level	2022	2023
City Honors	African American	1		

Table G

Inglewood Unified School District Dashboard Red List							
Lowest Performing (Red) Subgroups by State Indicator							
School	English	Math	English Learners	Chronic Absenteeism	Suspension	Graduation Rate	College and Career
Inglewood Unified School District	African American, English Learners, Foster Youth	District Wide African American, English Learners, Hispanic, Socioeconomically Disadvantaged		District-wide African American, English Learners, Students with disabilities, Hispanic, Two or more Races Socioeconomically Disadvantaged	Homeless	English Learners, Hispanic, Homeless	African American, Homeless, Students with disabilities,
Bennett Kew	English Learners	English Learners			School-Wide Socioeconomically Disadvantaged		
Centinela	African American	African American		School-Wide English Learners, Students with disabilities, Hispanic, Socioeconomically Disadvantaged			
City Honors							
Crozier	English Learners	School-Wide African American, English Learners, Hispanic, Socioeconomically Disadvantaged		School-Wide African American, English Learners, Students with disabilities, Hispanic, Socioeconomically Disadvantaged			
Highland	Students with disabilities	Students with disabilities		School-Wide African American, English Learners, Students with disabilities, Hispanic, Socioeconomically Disadvantaged			
Hudhall	English Learners, Students with disabilities	African American					

Lowest Performing (Red) Subgroups by State Indicator

School	English	Math	English Learners	Chronic Absenteeism	Suspension	Graduation Rate	College and Career
Inglewood	School-Wide African American, English Learners, Hispanic, Socioeconomically Disadvantaged	School-Wide African American, English Learners, Hispanic, Socioeconomically Disadvantaged	School-Wide English Learners		School-Wide African American, Socioeconomically Disadvantaged		African American, English Learners, Students with disabilities,
ICHS							Socioeconomically Disadvantaged
Kelso	School-Wide African American, English Learners, Students with disabilities, Hispanic, Socioeconomically Disadvantaged	School-Wide African American, English Learners, Students with disabilities, Socioeconomically Disadvantaged		Students with disabilities	African American, Students with disabilities		
LaTijera	Students with disabilities	Students with disabilities	School-Wide English Learners	School-Wide African American, English Learners, Students with disabilities, Hispanic, Socioeconomically Disadvantaged	Students with disabilities		
Morningside	English Learners	School-Wide Hispanic, Socioeconomically Disadvantaged					
Oak	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		
Parent		School-Wide African American, Hispanic, Socioeconomically Disadvantaged		School-Wide African American, Socioeconomically Disadvantaged	School-Wide African American, Socioeconomically Disadvantaged		

Lowest Performing (Red) Subgroups by State Indicator

School	English	Math	English Learners	Chronic Absenteeism	Suspension	Graduation Rate	College and Career
Payne	English Learners, Hispanic	African American, Socioeconomically Disadvantaged		Hispanic, Socioeconomically Disadvantaged	Students with disabilities		
Woodworth	English Learners	English Learners					
Worthington	School-Wide English Learners, Students with disabilities, Hispanic, Socioeconomically Disadvantaged	School-Wide English Learners, Students with disabilities		School-Wide African American, English Learners, Students with disabilities, Hispanic, Socioeconomically Disadvantaged			

Technical Assistance

Table A-I illustrates the date and process used during the technical assistance sessions with the Los Angeles County Office of Education.

District Dashboard Summary														
Category	ELA		MATH		ELPI		CHRONIC ABSENTEEISM		SUSPENSION RATE		GRADUATION RATE		COLLEGE CAREER	
Student Group	Status	Change	Status	Change	Status	Change	Status	Change	Status	Change	Status	Change	Status	Change
ALL	-65.9	-7.6	-104.4	0.1			45.6	0.7	3.8	0.2	80.2	-8.1	17.8	
English Learners	-94.9	-21.5	-120.1	-8.6	42.2	1.0	42.4	-1.7	2.4	-0.6	70.0	-13.6	11.4	
Foster Youth	-114.9	-8.1	-147.5	12.4			29.7	-8.0	5.3	-2.0				
Homeless	-86.8	12.8	-120.4	34.9			74.8	15.8	8.9	2.4	61.1	-17.8	5.9	
Socioeconomically Disadvantaged	-68.1	-8.4	-106.2	-0.5			46.4	0.7	4.0	0.3	81.5	-7.5	18.1	
Students with Disabilities	-125.6	11.8	-160.6	19.4			49.1	3.2	4.5	-0.9	73.8	-13.1	4.8	
African American	-70.6	-3.3	-119.6	-0.4			47.0	0.2	7.4	1.1	88.2	-2.7	9.6	
American Indian or Alaska Native							42.9	-5.0	4.2	4.2				
Asian							44.7	-2.6	2.0	-1.7				
Hispanic	-64.7	-7.9	-99.4	0.9			44.7	0.9	2.4	-0.2	78.2	-8.4	21.0	
Native Hawaiian or Pacific Islander							51.3	-16.3	2.0	-2.3				
White									2.6	2.6				
Two or More Races							55.7	5.7	1.6	-0.9				

- Status for ELA & Math is a measure of Distance from Standard (DFS). For all other indicators it is a percentage rate (%).
- Change that decreases (-) for Chronic Absenteeism and Suspension Rate reflects an improvement.
- There was only Status for College/Career Indicator this year, not change.
- Only a Very Low performance level is represented by a color (purple) for College/Career Indicator percentage "Prepared."

TABLE A

Inglewood USD: Eligibility for Differentiated Assistance

2022 DA Eligible Student Groups	2023 DA Eligible Student Groups	2022-23 DA Focus Areas Shared w/ LACOE
English Learners: Chronic Absenteeism & CAASPP Results	African American: CCI, Chronic Absenteeism & CAASPP (Both Red)	ELA and Math Achievement: - By student group with added
Foster Youth: Chronic Absenteeism & CAASPP Results	English Learners: Graduation Rate & CAASPP (Both Red)	Culture & Climate: - Attendance by student group
Homeless Youth: Chronic Absenteeism & CAASPP Results	Hispanic: Chronic Absenteeism, Graduation Rate & CAASPP (Orange-ELA; Red-Math)	Strengthening Tier 1, Core Instruction and Universal Opportunities and Supports (MTSS Framework Implementation): - Best, first instruction in academics, behavior, social-emotional learning, and mental health (explicit connection to Tier 1)
Students w/Disabilities: Chronic Absenteeism & CAASPP Results	Homeless Youth: CCI, Chronic Absenteeism, Graduation Rate & Suspension Rate	
	Socioeconomically Disadvantaged: Chronic Absenteeism & CAASPP (Orange-ELA; Red-Math)	
	Students w/Disabilities: CCI & Chronic Absenteeism	

TABLE B

The diagram below illustrates our DA process and foci.

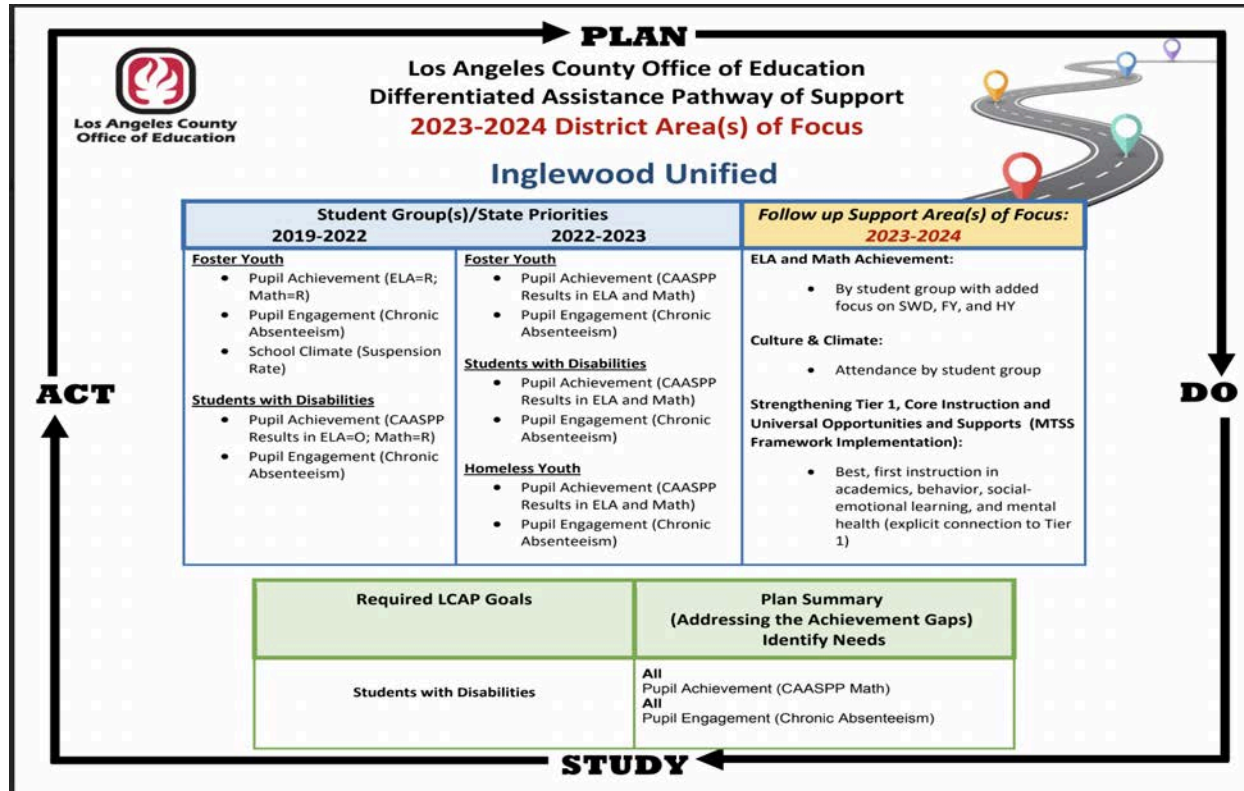


TABLE C

District & School Performance: ELA Indicator

School Name	ALL	EL	FOS	HOM	SED	SWD	AA	AI	AS	FI	HI	PI	WH	MR
District	-65.9 (3,281)	-94.9 (1,046)	-114.9 (31)	-86.8 (31)	-68.1 (3,036)	-125.6 (610)	-70.6 (929)	-51.3 (27)	-7.2 (17)	-19.7 (12)	-64.7 (2,215)	-81.6 (22)	-70.5 (15)	-89 (27)
Bennett/Kew P-8 Leadershi	-57.5 (255)	-92.4 (64)	(4)	(4)	-58.6 (234)	-105 (34)	-50.5 (78)	(6)	(2)	(1)	-60.6 (159)	(5)		(1)
Beulah Payne P-8 STEAM Ac	-67.3 (373)	-86.1 (159)	(0)	(10)	-69.1 (351)	-122.1 (55)	-61.1 (36)	(9)	(8)		-71.6 (318)	(1)		
Centineia TK-8 Elementary	-44.8 (342)	-65.1 (119)	(2)	(1)	-47.3 (315)	-130.8 (72)	-88.3 (42)	(1)			-38.9 (293)		(3)	(2)
Frank D. Parent TK-8	-56.8 (199)	-79.7 (15)	(1)	(1)	-65 (161)	-123.5 (19)	-55.5 (148)				-58.8 (46)			(3)
Highland Elementary	-40.2 (218)	-64.6 (54)	(2)	(1)	-43.7 (203)	-105.1 (41)	-39.4 (90)	(1)		(1)	-40.7 (116)	(1)	(3)	(4)
Hudnall (Claude) Elementa	-54.8 (178)	-72 (73)	(1)	(2)	-54.8 (172)	-115.7 (31)	-61.9 (44)	(1)	(2)		-53.4 (127)			(4)
Kelso (William H.) Elemen	-92 (231)	-115.9 (41)	(7)	(2)	-94.6 (219)	-160.5 (51)	-108.5 (112)	(1)	(1)		-73.9 (104)	(3)	(2)	(4)
Oak Street Elementary	-63.3 (292)	-98.5 (103)	(3)	(2)	-67.5 (258)	-138.7 (44)	-65.1 (22)	(1)		(5)	-61.2 (257)	(1)	(1)	(3)
Woodworth-Monroe TK-8 Aca	-75.3 (400)	-98.4 (163)	(1)	(5)	-76.7 (379)	-104.5 (75)	-81.3 (119)	(1)	(2)	(3)	-74.6 (260)	(8)	(1)	(4)
Worthington TK-6 Elementa	-99.7 (183)	-124.1 (94)	(1)	(2)	-99.8 (178)	-154.7 (35)	-107.6 (13)	(1)	(1)		-102.5 (166)	(1)	(1)	(1)
Crozier (George W.) Middl	-67.6 (274)	-108.3 (70)	(4)	(2)	-69.5 (261)	-124.4 (59)	-64.2 (103)	(4)	(0)	(1)	-68.2 (166)			(1)
Inglewood High	-71.4 (150)	-129.8 (42)	(2)	(0)	-66.2 (139)	-126.2 (32)	-81.3 (56)	(2)	(1)	(1)	-69 (87)	(0)	(1)	
Morningside High	-61.3 (93)	-154 (30)	(1)		-65.5 (87)	-177.4 (26)	-103.6 (25)		(1)		-45.9 (66)	(1)		
Inglewood Continuation Hi	(2)	(2)			(2)	(1)	(1)				(2)	(0)		

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TABLE D

District & School Performance: Math Indicator														
School Name	ALL	EL	FOS	HOM	SED	SWD	AA	AI	AS	FI	HI	PI	WH	MR
District	-104.4 (3,276)	-120.1 (1,043)	-147.5 (31)	-120.4 (31)	-106.2 (3,030)	-160.6 (610)	-119.6 (930)	-106.9 (27)	-34.9 (17)	-33.9 (12)	-99.4 (2,208)	-128.4 (22)	-74.1 (15)	-104.3 (27)
Bennett/Kew P-8 Leadershi	-74.4 (254)	-98 (64)	(4)	(4)	-75.3 (233)	-135.3 (34)	-67.8 (78)	(6)	(2)	(1)	-74.7 (158)	(5)		(1)
Beulah Payne P-8 STEAM Ac	-100.2 (372)	-103.8 (158)	(0)	(10)	-102.3 (350)	-167.3 (55)	-124.7 (36)	(9)	(8)		-101 (317)	(1)		
Centinela TK-8 Elementary	-60.5 (341)	-77.9 (119)	(2)	(1)	-61.6 (314)	-156 (71)	-113.8 (41)	(1)			-53.8 (293)		(3)	(2)
Frank D. Parent TK-8	-100.4 (198)	-103.2 (15)	(1)	(1)	-105 (160)	-150.3 (19)	-100.7 (147)				-105.6 (46)			(3)
Highland Elementary	-60 (218)	-61.3 (54)	(2)	(1)	-62.2 (203)	-116.5 (41)	-66.4 (90)	(1)		(1)	-52.9 (116)	(1)	(3)	(4)
Hudnall (Claude) Elementa	-84 (179)	-92.1 (73)	(1)	(2)	-84.6 (173)	-152.2 (32)	-106 (45)	(1)	(2)		-79.9 (127)		(0)	(4)
Kelso (William H.) Elemen	-106.4 (230)	-136.5 (41)	(7)	(2)	-109.2 (218)	-197.2 (51)	-119.3 (112)	(1)	(1)		-93.3 (103)	(3)	(2)	(4)
Oak Street Elementary	-97.7 (291)	-120.4 (103)	(3)	(2)	-100.5 (257)	-160.3 (44)	-120.7 (22)	(1)		(5)	-95.9 (256)	(1)	(1)	(3)
Woodworth-Monroe TK-8 Aca	-120.7 (399)	-135.7 (162)	(1)	(5)	-121.4 (378)	-141.1 (76)	-129.7 (119)	(1)	(2)	(3)	-120.3 (259)	(8)	(1)	(4)
Worthington TK-6 Elementa	-78.9 (186)	-95.1 (95)	(1)	(1)	-79.2 (181)	-100.9 (35)	-72.3 (13)	(1)	(1)		-79.5 (168)	(1)	(1)	(1)
Crozier (George W.) Middl	-144.9 (273)	-186 (69)	(4)	(3)	-146.9 (260)	-184.9 (59)	-150.2 (103)	(4)	(0)	(1)	-142.1 (165)			(1)
Inglewood High	-200 (149)	-248.5 (42)	(2)	(0)	-200.2 (138)	-234.8 (32)	-207.4 (56)	(2)	(1)	(1)	-192.3 (86)	(0)	(1)	
Morningside High	-198.8 (92)	-254.9 (29)	(1)		-205 (86)	-275.9 (26)	-213.4 (25)		(1)		-194.3 (65)	(1)		
Inglewood Continuation Hi	(2)	(3)			(2)	(1)	(0)				(3)	(0)		

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TABLE E

District & School Performance: English Learner Progress Indicator		
School Name	ALL	EL
District	42.2 (1,445)	42.2 (1,445)
Bennett/Kew P-8 Leadershi	38.7 (75)	38.7 (75)
Beulah Payne P-8 STEAM Ac	44.2 (199)	44.2 (199)
Centinela TK-8 Elementary	51.2 (127)	51.2 (127)
Frank D. Parent TK-8	45.5 (11)	45.5 (11)
Highland Elementary	44 (75)	44 (75)
Hudnall (Claude) Elementa	46.7 (105)	46.7 (105)
Kelso (William H.) Elemen	54.1 (61)	54.1 (61)
Oak Street Elementary	35.5 (110)	35.5 (110)
Woodworth-Monroe TK-8 Aca	43.5 (184)	43.5 (184)
Worthington TK-6 Elementa	37.4 (139)	37.4 (139)
Crozier (George W.) Middl	65.3 (49)	65.3 (49)
Inglewood High	24.2 (161)	24.2 (161)
Morningside High	37.4 (139)	37.4 (139)
Inglewood Continuation Hi	36.7 (30)	36.7 (30)

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TABLE F

District & School Performance: Suspension Rate Indicator															
School Name	ALL	EL	FOS	HOM	SED	SWD	AA	AI	AS	FI	HI	PI	WH	MR	
District	3.8 (7,090)	2.4 (2,105)	5.3 (113)	8.9 (135)	4 (6,454)	4.5 (1,217)	7.4 (2,098)	4.2 (48)	2 (49)	0 (19)	2.4 (4,663)	2 (50)	2.6 (39)	1.6 (124)	
Bennett/Kew P-8 Leadershi	3.2 (465)	3.2 (93)	7.1 (14)	(7)	3.6 (416)	4.8 (63)	4.7 (149)	(6)	(5)	(1)	2.4 (286)	(8)	(1)	(9)	
Beulah Payne P-8 STEAM Ac	5.4 (669)	5 (278)	(3)	5 (20)	5.8 (617)	9.7 (93)	11.6 (69)	16.7 (12)	0 (15)		4.6 (561)	(2)	(4)	(6)	
Centinela TK-8 Elementary	1.2 (593)	0.6 (159)	(8)	(6)	1.3 (541)	1.7 (120)	5.5 (91)	(2)	(2)	(1)	0.4 (484)		(4)	(9)	
Frank D. Parent TK-8	8.1 (406)	0 (22)	0 (14)	(7)	8.8 (330)	7.1 (42)	10.1 (286)	(1)			4.2 (95)		(2)	0 (22)	
Highland Elementary	1.5 (454)	0 (117)	0 (13)	(9)	1.7 (424)	0 (72)	3 (201)	(1)	(2)	(4)	0.4 (228)	(1)	(7)	(10)	
Hudnall (Claude) Elementa	0 (426)	0 (174)	(1)	0 (14)	0 (403)	0 (73)	0 (110)	(2)	(5)		0 (296)	(3)	(4)	(6)	
Kelso (William H.) Elemen	4.3 (464)	2.5 (81)	9.1 (11)	(7)	4.5 (426)	6.3 (80)	6.6 (228)	(1)	(2)		2.3 (215)	(4)	(2)	0 (12)	
Oak Street Elementary	4.7 (528)	3 (168)	(3)	(9)	5.3 (471)	0 (75)	16.7 (48)	(1)	(2)	(5)	3.5 (456)	(3)	(5)	(8)	
Woodworth-Monroe TK-8 Aca	1.1 (715)	0.4 (256)	0 (13)	16.7 (12)	1.2 (665)	1.4 (141)	2.6 (234)	(5)	(3)	(3)	0.5 (443)	0 (14)	(2)	0 (11)	
Worthington TK-6 Elementa	0.2 (454)	0 (212)	(3)	(10)	0.2 (426)	0 (70)	0 (45)	(6)	(2)		0.3 (393)	(3)	(3)	(2)	
Crozier (George W.) Middl	8.2 (354)	5.4 (74)	(5)	(9)	8.4 (334)	7.4 (68)	14.7 (143)	(5)	(1)	(1)	4 (199)	(1)		(4)	
Inglewood High	6.2 (997)	4.5 (264)	6.7 (15)	17.6 (17)	6.3 (885)	5.3 (190)	9.2 (358)	(6)	(6)	(2)	4.4 (596)	(5)	(5)	10.5 (19)	
Morningside High	4 (624)	3.3 (214)	13.3 (15)	(5)	3.9 (566)	9.6 (146)	8.2 (184)		(4)	(1)	2.4 (422)	(6)		(7)	
Inglewood Continuation Hi	2.7 (149)	3.4 (58)	(2)		2.9 (139)	11.8 (17)	2.4 (41)		(2)		2.9 (105)	(1)			

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TABLE G

District & School Performance: Chronic Absenteeism Indicator															
School Name	ALL	EL	FOS	HOM	SED	SWD	AA	AI	AS	FI	HI	PI	WH	MR	
District	45.6 (5,318)	42.4 (1,586)	29.7 (74)	74.8 (107)	46.4 (4,879)	49.1 (861)	47 (1,503)	42.9 (42)	44.7 (38)	40 (15)	44.7 (3,551)	51.3 (39)	45.5 (33)	55.7 (97)	
Bennett/Kew P-8 Leadershi	29.8 (456)	29.7 (91)	8.3 (12)	(7)	30.6 (409)	32.3 (62)	33.6 (146)	(6)	(5)	(1)	26.4 (280)	(8)	(1)	(9)	
Beulah Payne P-8 STEAM Ac	39.2 (653)	35.9 (273)	(3)	66.7 (18)	39.7 (607)	44.4 (90)	40.3 (67)	8.3 (12)	35.7 (14)		39.7 (551)	(2)	(2)	(5)	
Centinela TK-8 Elementary	48.7 (577)	48.1 (156)	(7)	(6)	48.6 (529)	49.6 (117)	56 (84)	(2)	(2)	(1)	47.2 (475)		(4)	(9)	
Frank D. Parent TK-8	41.4 (391)	22.7 (22)	(10)	(5)	43.7 (318)	47.5 (40)	42.2 (277)	(1)			37.8 (90)		(2)	47.6 (21)	
Highland Elementary	55.5 (440)	46 (113)	(9)	(9)	55.5 (416)	63.4 (71)	56.3 (190)	(1)	(2)	(4)	54.2 (225)	(1)	(7)	(10)	
Hudnall (Claude) Elementa	40 (415)	38.8 (170)	(1)	92.9 (14)	40.9 (394)	43.1 (72)	41 (105)	(2)	(5)		38.6 (290)	(3)	(4)	(6)	
Kelso (William H.) Elemen	54.4 (436)	53.9 (76)	(9)	(6)	56.2 (406)	64.6 (79)	50.2 (213)	(1)	(2)		57.4 (202)	(4)	(2)	83.3 (12)	
Oak Street Elementary	40.8 (522)	39.2 (166)	(3)	(9)	42.1 (466)	37.3 (75)	47.9 (48)	(1)	(2)	(5)	39.8 (450)	(3)	(5)	(8)	
Woodworth-Monroe TK-8 Aca	50.9 (692)	45.8 (249)	33.3 (12)	(10)	51.2 (644)	49.3 (134)	50 (220)	(5)	(3)	(3)	51.4 (434)	57.1 (14)	(2)	63.6 (11)	
Worthington TK-6 Elementa	51.9 (439)	46.6 (206)	(3)	(9)	51.3 (411)	59.4 (64)	65.9 (41)	(6)	(2)		49.7 (382)	(3)	(3)	(2)	
Crozier (George W.) Middl	52.3 (346)	50.7 (73)	(5)	(9)	53.2 (327)	47 (66)	48.6 (140)	(5)	(1)	(1)	55.4 (195)	(1)		(3)	

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TABLE H

District & School Performance: Graduation Rate Indicator														
School Name	ALL	EL	FOS	HOM	SED	SWD	AA	AI	AS	FI	HI	PI	WH	MR
District	80.2 (459)	70 (150)	(9)	61.1 (18)	81.5 (439)	73.8 (84)	88.2 (127)	(1)	(4)	(2)	78.2 (316)	(1)	(1)	(3)
Inglewood High	89.8 (256)	79.7 (74)	(5)	(9)	90.7 (247)	85.7 (35)	96.1 (77)		(4)	(1)	87.5 (168)		(1)	(2)
Morningside High	84.4 (160)	78.9 (57)	(4)	(4)	86.8 (151)	88.2 (34)	92.7 (41)	(1)		(1)	85.1 (114)	(1)		(1)
Inglewood Continuation Hi	2.9 (34)	0 (14)		(4)	2.9 (34)	(6)	(6)				3.6 (28)			

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TABLE I

District & School Performance: College/Career Indicator														
School Name	ALL	EL	FOS	HOM	SED	SWD	AA	AI	AS	FI	HI	PI	WH	MR
District	17.8 (455)	11.4 (149)	(9)	5.9 (17)	18.1 (436)	4.8 (83)	9.6 (125)	(1)	(4)	(2)	21 (314)	(1)	(1)	(3)
Inglewood High	19.2 (255)	9.5 (74)	(5)	(8)	19.5 (246)	0 (35)	7.8 (77)		(4)	(1)	24 (167)		(1)	(2)
Morningside High	20.4 (157)	17.9 (56)	(4)	(4)	20.8 (149)	12.1 (33)	15.4 (39)	(1)		(1)	23 (113)	(1)		(1)
Inglewood Continuation Hi	0 (34)	0 (14)		(4)	0 (34)	(6)	(6)				0 (28)			

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TABLE J

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

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

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

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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.

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.
- 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.

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* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) 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\(d\) \(California Legislative Information\)](#) 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 \(California Legislative Information\)](#);
 - **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 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **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\(b\)\(1\) \(California Legislative Information\)](#) 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.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- 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.
- 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.
- 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.

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 of 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).