

Local Control and Accountability Plan

Inglewood Unified



July 1, 2014 - June 30, 2017

06/30/2014

Introduction:

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Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>The Inglewood Unified School District (IUSD) has made a great effort to involve all stakeholders in developing, reviewing, and supporting implementation of the LCAP. The parents, community members, pupils, local bargaining units, and other stakeholders have participated in the writing of the plan by participating in District School Leadership Team (DSLTL) meetings, giving feedback through surveys and attending community forums.</p> <p>District School Leadership Team (DSLTL) and Community Meeting Dates are listed below.</p>	<p>The District School Leadership Team reviewed input from all stakeholders in conjunction with district data.</p> <p>The impact on the LCAP by parents has been through ensuring parent input and advisory, in reviewing student and district initiatives through participation on committees and stronger visibility on campuses. More transparency and parent support has created a visibility and has led to increase academic support for students, teachers, and parents.</p>
<p>January 28,</p>	<p>Inform and educate stakeholders on</p>

2014	LCFF and LCAP
February 24, 2014	Created subcommittees for the 8 State Priorities. Compared priorities to goals in the LEA Plan
March 6, 2014	Analyzed student achievement data and existing program services
March 27, 2014	Established LCAP goals
April 8- May 28, 2014	Survey posted on website, distributed at school sites, staff meetings and presented at Parent Advisory meetings
April 24, 2014	1st Draft of LCAP
April 29, 2014	Beach Cities League of Women Voters Community Forum
May 1, 7, 10 2014	Three Community Input Forums
May 14, 2014	Align LCAP goals with budget, Review/Revise draft of LCAP
June 20, 2014	Present to DELAC/DAC
June 23, 2014	Publish on website and share at school sites LCAP draft for written comment opportunity
June 26, 2014	Public Hearing (LCAP draft for public input)
June 27, 2014	Action item for approval on board agenda meeting (Final LCAP)

Stakeholders were provided with information related to the state priorities informing

Parents are more equipped to support the teacher, and administration in school-wide success.

Parent groups represented included participation of Unduplicated pupils/subgroups. These groups included DELAC, DAC, PTA and Special Education.

Available Data for planning purposes: CST scores, API scores, Drop-out rates, graduation rates, CELDT scores, AP course enrollment, course access, conditions of facilities, textbooks & teacher credentialing, pupil engagement data (truancies, expulsions, discipline data), implementation of Common Core State Standards (CCSS), school connectedness & safety, other desirable student outcomes, School Accountability Report Cards (SARC)

EL Parents

Methods of inclusion: Parent Surveys, SSC ELAC Membership, Community Meetings, PTA Meetings, posted on IUSD web site, School Messenger automated updates

Low Income Parents

Methods of inclusion: Parent Surveys, SSC Membership, Community Meetings, PTA Meetings, posted on IUSD web site, School Messenger automated updates

Special Education Parents

Methods of inclusion: Parent Surveys, SSC Membership, Community Meetings, PTA Meetings, posted on IUSD web site, School Messenger automated updates, IEPs, SSTs

them about the LCAP goal setting process as it became available. Some information provided included but not limited to a District-wide initiatives chart which indicates which initiatives are currently in place. A timeline for LCAP adoption process was provided along with a power point presentation at the DSLT meeting. Anecdotal input from administrators, PIF, Parents, teachers and students from high school was shared.

Parents have been engaged and involved in developing, reviewing, and supporting implementation of the LCAP through attending school site and district

meetings (English Learners Advisory committee, District English Learners Advisory Committee, School Site Council, District Advisory Committee,

School Advisory Committee, Parent Teacher Association, and the District School Leadership Team.

Parents have been included in the LEA's process for engagement in the development of the LCAP in a timely manner through email and telephone

correspondence as well as a timeline of calendared events.

Meetings were held for parents to communicate and disseminate information regarding categorical budgets, grant compliance, testing, academic

assistance, student progress, timelines, and high school requirements were made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process. There were specific actions taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01.

All methods of communication available to the district were utilized to insure all stakeholders' participation. Information was disseminated through a calendar of DSLT meeting dates, notifications of agendas for meetings, oral presentation at different parent meetings, (DELAC, DAC) staff meetings, ITA teacher forums, internet surveys and information on IUSD website

Significant Subgroup Parents

Methods of inclusion: Parent Surveys, SSC Membership, Community Meetings, PTA Meetings, posted on IUSD web site, School Messenger automated updates

Bargaining Units

Methods of inclusion: Union representatives included in DSLT meetings, meetings with union building reps, opportunity for input from all sites via, survey instruments

Community Stakeholders/Parents

Methods of inclusion: Parent Surveys, SSC Membership, Community Meetings, posted on IUSD web site, School Messenger automated updates

Section 2: Goals and Progress Indicators

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement"(e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroup(s) (I identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Identified Need</p> <p>Students have access to CCSS</p> <p>Identified Metrics</p> <p>District review of Williams Act Compliance</p> <p>LACOE review of Williams Act Compliance</p>	<p>All students have access to state adopted CCSS aligned instructional materials.</p> <p>Goal 1: Prepare and increase student success in common core state standards to ensure all students are college and career ready.</p>	All	All		100% of students will have CCSS aligned supplemental materials.	100% of students will have CCSS aligned materials in math and supplemental materials in ELA.	100% of students will have CCSS aligned materials in math and ELA.	Basic Priority 1: Basic Services
<p>Identified Need</p> <p>All school facilities are maintained in good to exemplary repair.</p> <p>Identified Metrics</p> <p>1. Maintenance and Operations semi-annual audit of all school facilities</p> <p>2. LACOE review of Williams Act compliance</p>	<p>All school facilities are maintained in good to exemplary repair by the district's Maintenance and Operations department.</p> <p>Goal 3: Create safe and welcoming environments where students and families are connected to their schools.</p>	All	All		100% of school facilities will remain in good to exemplary repair.	100% of school facilities will remain in good to exemplary repair.	100% of school facilities will remain in good to exemplary repair.	Basic Priority 1: Basic Services
<p>Identified Need</p> <p>1. Teachers</p>	<p>All teachers are appropriately credentialed for their assignment.</p>	All	All		100% of teachers are appropriately credentialed for their	100% of teachers are appropriately credentialed for their assignment.	100% of teachers are appropriately credentialed for their assignment.	Basic Priority 1 : Basic Services

<p>credentialed for their assignment</p> <p>Identified Metrics</p> <p>1. California Commission on Teacher Credentialing compliance.</p> <p>2. Human Resources audit of teacher and course assignment.</p> <p>3. LACOE Williams Act compliance.</p>	<p>Goal 4: Recruit, hire and retain highly qualified staff who are committed, collaborative, caring and exemplary</p>				assignment.			
<p>High School Students Need access to online credit recovery options</p> <p>Students grades will be monitored after each semester to determine credit recovery eligibility.</p>	<p>Increase student success in all academic areas and technical subjects Prepare and increase student success in common core state standards to ensure all students are college and career ready.</p>	All	High School		All 11-12th grade students that qualify will have an opportunity to enroll in online credit recovery courses which will allow them to remain on track for graduation/UC/Cal State eligibility.	All 10-12th grade students that qualify will have an opportunity to enroll in online credit recovery courses which will allow them to remain on track for graduation/UC/Cal State eligibility.	All 9-12th grade students that qualify will have an opportunity to enroll in online credit recovery courses which will allow them to remain on track for graduation/UC/Cal State eligibility.	Basic Increase student success in all academic areas and technical subjects
<p>Identified Need</p> <p>Teachers trained in Common Core State Standards writing and vocabulary that builds throughout the grade levels</p> <p>Identified Metric</p> <p>1. Classroom Walkthroughs</p> <p>2. Classroom writing observations to follow up on Professional Development</p>	<p>Increase Teacher understanding in upcoming curriculum guidelines</p> <p>Goal 1: Prepare and increase student success in common core state standards to ensure all students are college and career ready</p>	All	All		Professional Development will focus on Common Core writing curriculum & writing expectations	PD will focus on refining the Common Core writing curriculum, genre styles and vocabulary	PD will focus on refining the Common Core writing curriculum, genre styles and vocabulary	Basic Priority 1: Basic Services

High school students need support systems to become college ready course enrollment tallies student grades will be measured	Avid has proven to be a great program offering student centered support for those who are at risk of failing in high school Goal 1: Prepare and increase student success in common core state standards to ensure all students are college and career ready.	All	Middle; High School		Increase % of students completing UC/CSU entrance requirements by 3%	Increase % of students completing UC/CSU entrance requirements by 3%	Increase % of students completing UC/CSU entrance requirements by 3%	Basic Priority 1: Basic Services
Teachers need to be trained to competently administer Smarter Balance assessments Staff development calendar	Goal 4 Recruit, hire and retain highly qualified staff who are committed, collaborative, caring and exemplary	All	All		All qualifying students will take Smarter Balance tests in math and language arts using technology. Teachers will be trained as needed.	All qualifying students will take Smarter Balance assessments in math and language arts using technology and other required subjects Teachers will be trained as needed.	All qualifying students will take Smarter Balance assessments in math and language arts using technology and other required subjects Teachers will be trained as needed.	Basic Priority 1: Basic Services
Teachers use technology to enhance students' achievement in core subjects Staff development calendar, classroom walk through	Goal 1: Prepare and increase student success in common core state standards to ensure all students are college and career ready	All	Middle; High School		75% of teachers will use technology tools to enhance student learning of core subjects at least twice a week	85% of teachers will use technology tools to enhance student learning of core subjects at least three times a week.	100% of teachers will use technology tools to enhance student learning of core subjects five days a week.	Basic Priority 1: Basic Services
Identified Need 0% of IUSD's teachers are teaching students outside their credentialed area. Identified Metrics Examination of	Goal 4: Recruit Hire Train and Retain high quality staff who are committed collaborative, caring and exemplary	All	All		100% of students have fully credentialed teachers in classrooms.	100% of students have fully credentialed teachers in classrooms.	100% of students have fully credentialed teachers in classrooms.	Basic Priority 1: Basic Services

credentials of all IUSD's teachers to ensure that 0% of teachers teach outside their credentialed subject area.								
Identified Need 0% Teacher mis-assignment for English Language Learners	Goal 4: Recruit Hire Train and Retain high quality staff who are committed collaborative, caring and exemplary	English learners	All		0% Teacher Mis-Assignment for English Language Learners	0% Teacher Mis-Assignment for English Language Learners	0% Teacher Mis-Assignment for English Language Learners	Basic Priority 1: Basic Services
Identified Metrics Examination of credentials of all teachers in IUSD ensure 0% mis-assignment of teachers of English Language Learners								
Identified Need Ongoing PD for teachers / Staff in order to provide them with the necessary skills to implement the new CCSS and address the needs of all students.	Goal 5 Recruit, hire and retain highly qualified staff who are committed, collaborative, caring and exemplary	All	All		Develop and implement P.D. Plan Four PD workshops offered in curriculum and technology areas with follow up	Develop and implement P.D. Plan Six PD workshops offered in curriculum and technology areas with follow up	Develop and implement P.D. Plan Eight PD workshops offered in curriculum and technology areas with follow up	Basic Priority 1: Basic Services
Identified Metrics Staff development calendar								

<p>Identified Need</p> <p>Instruction and curriculum in mathematics and ELA is aligned to CCSS and, later, to the Next Generation Science Standards (NGSS) and social science (SS) standards.</p> <p>Identified Metrics</p> <p>1. Student performance on CCSS aligned ELA and math benchmarks.</p> <p>2. Student performance on future CCSS aligned science and social science (SS) benchmarks.</p> <p>3. Percentage of teachers receiving PD on effective instructional strategies aligned to CCSS.</p> <p>4. Percentage of teachers receiving PD on effective use of technology in instruction.</p>	<p>1. K-12 instruction and curriculum is aligned to the state CCSS.</p> <p>2. Teachers are provided professional development (PD) on effective instructional strategies aligned to CCSS at school sites.</p> <p>3. Teachers are provided professional development (PD) on effective use of technology in instruction, e.g. Google Docs.</p> <p>4. Grades 2-11 students will take CCSS aligned benchmark assessments in ELA, math, and science.</p> <p>Goal 1: Prepare and increase student success in common core state standards to ensure all students are college and career ready</p>	All	All		<p>1. All students will have CCSS ELA and math aligned supplemental materials.</p> <p>2. 50% of Teachers are provided CCSS PD in instruction.</p> <p>3. 50% of Instructional aides (IA) will receive CCSS PD in instruction.</p> <p>4. 50% of Teachers and IAs are provided technology PD.</p> <p>5. Develop CCSS aligned benchmarks in math and English</p>	<p>1. All students will have CCSS ELA and math aligned materials.</p> <p>2. 75% of Teachers are provided CCSS PD in instruction.</p> <p>3. 75% of IAs will receive CCSS PD in instruction.</p> <p>4. 75% of Teachers and IAs are provided technology PD.</p> <p>5. All grades 2-11 students will take CCSS benchmarks in ELA and math.</p>	<p>1. All students will have CCSS ELA, math, social science, and NGSS aligned materials.</p> <p>2. 100% of Teachers are provided CCSS PD in instruction.</p> <p>3. 100% of IAs will receive CCSS PD in instruction.</p> <p>4. 100% of Teachers and IAs are provided technology PD.</p> <p>5. All grades 2-11 students will continue to take CCSS benchmarks in ELA, math, science, and SS</p>	Implementation of State Standards Priority 2: Implementation of CCCSS
<p>Identified Need</p> <p>Instruction and curriculum is aligned to English Language Development (ELD) CCSS lessons</p> <p>Identified Metrics</p>	<p>All teachers will integrate research-based strategies to improve English Language Development (ELD) CCSS lessons</p> <p>Goal 1: Prepare and increase student success in common core state standards to ensure all</p>	All	All		Develop and implement ELD within CCSS lessons.	Continue to develop and implement ELD within CCSS lessons.	Continue to develop and implement ELD within CCSS lessons.	Implementation of State Standards Priority 2: Implementation of CCCSS

<p>1. CCSS aligned grade level benchmarks results.</p> <p>2. School monitoring individual and aggregate student progress in ELD via Illuminate Student Data Management System.</p>	<p>students are college and career ready</p>							
<p>Identified Need</p> <p>Increase parent involvement and engagement</p> <p>Identified Metrics</p> <p>1. Membership in parent organizations, e.g. PTA, and advisory committees, e.g. ELAC.</p> <p>2. Parent attendance at parent meetings.</p> <p>3. Annual parent surveys</p>	<p>Increase parent involvement and participation to provide input into applicable school decisions.</p> <p>Goal 2: Engage Parents and Families to Support Student Success in School</p>	<p>All</p>	<p>All</p>		<p>Schools audit parent involvement and participation</p> <p>Review annual parent surveys measuring involvement, engagement, and satisfaction.</p>	<p>Increase percentage of parent involvement and participation in decision- making.</p> <p>Establish targets for parent survey results.</p>	<p>A 10% increase in parent involvement and participating in decision- making.</p> <p>Set targets using 2015-16 survey data.</p>	<p>Parent involvement Priority 3: Parent Involvement</p>
<p>Identified Need</p> <p>Parent involvement and input into decision-making mirrors student demographics of the district and/or school.</p> <p>Identified Metrics</p>	<p>Parent involvement and input into applicable decision-making reflects the student population demographics of the district and/or the participating school.</p> <p>Goal 2: Engage Parents and Families to Support Student</p>	<p>All</p>	<p>All</p>		<p>Schools audit parent involvement and participation in decision- making.</p>	<p>Increase percentage of parent involvement and participation in decision- making.</p>	<p>A 10% increase in parent involvement and participating in decision- making</p>	<p>Parent involvement Priority 3: Parent Involvement</p>

<p>1. Parent membership in district and school advisory committees.</p> <p>2. Parent attendance at non-advisory committee meetings.</p>	<p>Success in School</p>							
<p>Identified Need</p> <p>Increase Parent Involvement at school site</p> <p>PAC Parent Advisory Committee & Policy</p> <p>Parent Involvement Plan at District and School Sites</p> <p>Parent / ED training workshops</p> <p>Parent Training and Access to Aeries Parent Portal</p> <p>Identified Metric:</p> <p>Review/approval of each plan</p>	<p>Goal 2: Engage parents and families to support</p>	<p>All</p>	<p>All</p>		<p>Parent involvement will increase 10% at Elementary and 5% at secondary</p> <p>All School Sites & District will have P A C</p> <p>All Schools will have plan</p> <p>All School Sites will provide trainings for the parents</p> <p>All School Sites will provide Parent Training and Access to Aeries Parent Portal</p>	<p>Parent involvement will increase 10% at Elementary and 5% at Secondary</p> <p>All School Sites & District will have P A C</p> <p>All Schools will have plan</p> <p>All School Sites will have a parent center</p> <p>All School Sites will provide Parent Training and Access to Aeries Parent Portal</p>	<p>Parent involvement will increase 10% at Elementary and 5% at secondary</p> <p>All School Sites & District will have P A C</p> <p>All Schools will have plan</p> <p>All School Sites will have a parent center</p> <p>All School Sites will provide Parent Training and Access to Aeries Parent Portal</p>	<p>Parent involvement</p> <p>Priority 3: Parent Involvement</p>
<p>Identified Need</p> <p>Not all parents have access to</p>	<p>Goal 2: Engage Parents and Families to Support Student</p>	<p>All</p>	<p>All</p>		<p>Increase parent monitoring of student progress</p>	<p>Increase parent monitoring of student progress by 3%</p>	<p>Increase parent monitoring of student progress by 3%</p>	<p>Parent involvement</p> <p>Parent</p>

Parent Portal.	Success in School				by 3%			Involvement Priority 3
Identified Metrics 100% of parents accessing Parent Portal								
Identified Need 1. Teachers use technology to enhance student achievement in core subjects	Goal 1: Prepare and increase student success in common core state standards to ensure all students are college and career ready	All	High School		50% of teachers will use technology to enhance student learning of core subjects at least 2 times a week	75% of teachers will use technology to enhance student learning of core subjects at least 3 times a week	100% of teachers will use technology to enhance student learning of core subjects at least 5 times a week	Pupil achievement Priority 4: Student Achievement Priority 1: Basic Services Priority 2: Implementation of common core state standards
Identified Metric Student performance on state assessments	1. Increase in use of technology in the classroom							
Identified Need 2. Graduating seniors are college and career ready.	Goal 1: Prepare and increase student success in common core state standards to ensure all students are college and career ready	All	High School		1. Increasing 3% percent of all graduating seniors UC/CSU eligible. 2. Increasing 3% percent in Gr. 10 and 11 student achievement on PSAT. 3. Increase 3% percent in Gr. 10 CAHSEE passage for each targeted subgroup. 4. Increase 3% percent AP participation and passage rates. 5. Baseline year for student	1. A 5% increase of all graduating seniors UC/CSU eligible. 2. A 5% increase in Gr. 10 and 11 student achievement on PSAT. 3. A 5% increase in Gr. 10 CAHSEE passage for each targeted subgroup. 4. A 5% increase in AP participation and passage rate. 5. A 3% increase in student achievement at grade level in ELA and math on SBAs.	1. A 5% increase of all graduating seniors UC/CSU eligible. 2. A 5% increase in Gr. 10 and 11 student achievement on PSAT. 3. A 5% increase in Gr. 10 CAHSEE passage for each targeted subgroup. 4. A 5% increase in AP participation and passage rate. 5. A 5% increase in student achievement at grade level in ELA and math on SBAs.	Pupil achievement Priority 4: Student Achievement
Identified Metrics 1. A-G course completion and accompanying grades. 2. Student performance on state assessments, e.g. California High School Exit Exam (CAHSEE), Smarter Balanced Assessments (SBA). 3. Student performance on PSAT: College and	2. Increase college and career readiness of graduating seniors, in particular students in targeted population subgroups, EL, Socio economically disadvantaged, and foster youth							

<p>Career Readiness Benchmarks (Gr. 10 and 11).</p> <p>4. Student performance on AP exams.</p> <p>5. Number of graduating seniors eligible for UC/CSU.</p>					<p>achievement at grade level in ELA and math on SBAs.</p>			
<p>Identified Need</p> <p>3. ELs are designated as Reclassified Fluent English Proficient (RFEP) within five years of enrollment.</p> <p>Identified Metrics</p> <p>1. District RFEP audit.</p> <p>2. Student performance on CCSS aligned District benchmarks.</p> <p>3. Student achievement on standardized state assessments.</p>	<p>3. All EL students are designated as Reclassified Fluent English Proficient within five years of enrollment.</p> <p>Goal 1: Prepare and increase student success in common core state standards to ensure all students are college and career ready</p>	<p>All</p>	<p>All</p>		<p>1. A 10% increase in EL reclassification.</p>	<p>1. A 10% increase in EL reclassification.</p>	<p>1. A 10% increase in EL reclassification.</p>	<p>Pupil achievement Priority 4: Student Achievement</p>
<p>Identified Need</p> <p>4. Identify foster youth and improve student learning outcomes.</p> <p>Identified Metrics</p>	<p>4. Improve student learning for all foster youth by developing an Individual Learning Plan (ILP) for each student.</p>	<p>Foster youth</p>	<p>All</p>		<p>1. Investigate and develop an ILP format to use with students.</p> <p>2. Investigate and develop parent trainings on foster youth resources.</p>	<p>1. Implement and evaluate the ILP format.</p> <p>2. Implement and evaluate parent trainings on foster youth services.</p> <p>3. Continue to provide consultation to school counselors on foster youth resources.</p>	<p>1. Evaluate and redesign, if necessary, the ILP format.</p> <p>2. Evaluate and augment parent trainings on foster youth services.</p> <p>3. Continue to provide consultation to school counselors on foster youth resources.</p>	<p>Pupil achievement Priority 4: Student Achievement</p>

<p>1. Course access and grades. 2. Student performance on CCSS aligned District benchmarks. 3. Student achievement on standardized state assessments. 4. Completion of Individual Learning Plans (ILPs) for each foster student.</p>					<p>3. Provide consultation to school counselors on foster youth resources.</p>			
<p>Students need continuity with regards to progression in English Learner Development</p> <p>The district will monitor Student Progress and ILP's with communication with parents and counselors</p>	<p>Develop and Individual Learning Plan (ILP) format, parent trainings, audit student progress</p>	<p>English learners</p>	<p>All</p>		<p>Investigate and develop and ILP format to use with students. Investigate and develop parent trainings on foster youth services. Provide consultation to school counselors on foster youth services.</p>	<p>Implement and evaluate the ILP format. Implement and evaluate parent trainings on foster youth services. Continue to provide consultation to school counselors on foster youth resources.</p>	<p>Evaluate and redesign, if necessary, the ILP format. Evaluate and augment parent trainings on foster youth services. Continue to provide consultation to school counselors on foster youth services.</p>	<p>Pupil achievement Priority 3</p>
<p>All EL students will receive complete assistance towards English Language Proficiency</p> <p>EL student will be reclassified upon graduation from high school if not sooner.</p>	<p>Goal 1: Prepare and increase student success in common core state standards to ensure all students are college and career ready.</p>	<p>All</p>	<p>All</p>		<p>Continue to develop and implement the District reclassification criteria</p>	<p>Evaluate the effectiveness of the district reclassification criteria</p>	<p>Evaluate the effectiveness of the district reclassification criteria</p>	<p>Pupil achievement Priority 3</p>

<p>Identified Need 1. Increasing school attendance rates.</p> <p>Identified Metrics 1. Monthly attendance reports. 2. Annual attendance reports.</p>	<p>Increase attendance for all students.</p> <p>Goal 3: Create safe & welcoming learning environments where students, families are connected to their schools</p>	All	All		1. Maintain an average daily attendance (ADA) rate >95%.	1. Maintain an average daily attendance (ADA) rate >95%.	1. Maintain an average daily attendance (ADA) rate >95%.	Pupil engagement Priority 5: Student Engagement
<p>Identified Need 1. Decrease chronic student absenteeism.</p> <p>Identified Metrics 1. Weekly and monthly attendance reports. 2. Number of students referred to a Student Attendance Review Team (SART).</p>	<p>Goal 3: Create Safe and Welcoming Learning Environments where students are connected to their schools.</p> <p>2. Decrease chronic student absenteeism rates in all schools.</p>	All	All		Decreasing 1% percent of chronic student absenteeism.	A 1% decrease in chronic student absenteeism.	A 2% decrease in chronic student absenteeism.	Pupil engagement Priority 5: Student Engagement
<p>Identified Need Increase cohort graduation rates.</p> <p>Identified Metrics 1. Monthly attendance reports 2. Longitudinal comparisons by semester</p>	<p>3. Increase 4 year adjusted cohort graduation rates for all high school students</p> <p>Goal 3: Create safe & welcoming learning environments where students, families are connected to their schools.</p>	All	All		Increasing percentage of graduating seniors.	Maintain a cohort graduation rate >85%.	Maintain a cohort graduation rate >87%.	Pupil engagement Priority 5: Student Engagement
<p>Identified Need</p>	<p>Decrease secondary school dropout rates</p>	All	All		Decreasing percentage of	Maintain <15% dropout rate for all students.	Maintain <10% dropout rate for all students.	Pupil engagement

Decrease dropout rates.	for all students, in particular students in targeted population subgroups, i.e. EL, socioeconomically disadvantaged, and foster.				secondary school dropouts.			Priority 5: Student Engagement
Identified Metrics	Goal 3: Create safe & welcoming learning environments where students, families are connected to their schools.							
1. Monthly attendance reports.								
2. Longitudinal attendance comparisons by semester.								
Identified Need: Afterschool program that provides safe environment & extended learning	Goal 3: Create safe & welcoming learning environments where students, families are connected to their schools.	All	Elementary; Middle		K-8th grade Students will have access to Afterschool Education & Safety Programs	K-8th grade Students will have access to Afterschool Education & Safety Programs	K-8th grade Students will have access to Afterschool Education & Safety Programs	School climate Priority 6: School Climate
Identified Metric:								
1. Monthly attendance reports								
2. Longitudinal attendance comparison by semester								
Identified Need Provide trained and organized playground supervision.	Organized and trained playground supervision in an effort to prevent suspension/expulsion in accordance with state law	All	Elementary		Provide quarterly training playground supervision staff	Provide quarterly training playground supervision staff	Provide quarterly training playground supervision staff	School climate Priority 6: School Climate
Identified Metric	Goal 3				Fund Playworks for all Elementary School	Fund Playworks for all Elementary School	Fund Playworks for all Elementary School	
Provide Playworks to all Elementary schools for a standardized playground system	Create safe and welcoming environments where students and				Playground complaints and incidents will decrease by 5%	Playground complaints and incidents will decrease by 5%	Playground complaints and incidents will decrease by 5%	

	families are connected to their schools							
Identified Need 1. Student suspension rates. Identified Metrics 1. Suspension data for all students.	Decrease suspension rates for all students. Goal 3: Create safe & welcoming learning environments where students, families are connected to their schools	All	All		Decreasing percentage of student suspensions for all students.	1. A 5% decrease in student suspensions for all students.	1. A 5% decrease in student suspensions for all students.	School climate Priority 6: School Climate
Identified Need Maintain low District expulsion rates. Identified Metrics Expulsion data for all students.	2. Maintain low District expulsion rates. Goal 3: Create safe & welcoming learning environments where students, families are connected to their schools.	All	All		1. Maintain low expulsion rate.	1. Maintain low expulsion rate.	1. Maintain low expulsion rate.	School climate Priority 6: School Climate
Identified Need Successful implementation of school-wide PBIS. Identified Metrics Number of schools successfully implementing PBIS.	Goal 3: Create safe & welcoming learning environments where students, families are connected to their schools. IUSD will successfully implement Positive Behavioral Intervention and Supports (PBIS) in all schools.	All	All		Three (3) schools piloting PBIS systems; 25% implementation.	Five (5) schools piloting PBIS systems; 50% implementation.	Seven (7) schools piloting PBIS systems; 50% implementation.	School climate Priority 6: School Climate

<p>Identified Need</p> <p>Provide socio emotional and behavior support/Counseling general education students</p> <p>Identified Metric</p> <p>List of agencies working with IUSD</p>	<p>School based counseling services provided by an elementary counselor in an effort to prevent suspension/expulsion in accordance with state law</p> <p>Goal 3: Create safe and welcoming environments where students and families are connected to their schools</p>	<p>All</p>	<p>Elementary</p>		<p>Assign one full time Elementary Counselor to two schools</p> <p>Suspension rates should decrease by 2%</p>	<p>Continue the Assignment one of full time Elementary Counselor to four schools</p> <p>Suspension rates should decrease by 2%</p>	<p>Continue the Assignment one of full time Elementary Counselor to six schools</p> <p>Suspension rates should decrease by 2%</p>	<p>School climate</p> <p>School climate</p> <p>Priority 6</p>
<p>Identified Need</p> <p>Re-Establish the a School Mental Health collaborative</p> <p>Identified Metric</p> <p>List of agencies working with IUSD</p>	<p>-Centralized agency referral services.</p> <p>-Support school counselors</p> <p>-Recruit interns for counselors</p> <p>Goal 3</p> <p>Create safe and welcoming environments where students and families are connected to their schools</p>	<p>All</p>	<p>All</p>		<p>Coordinate with local Mental health agencies to provide a pipeline for immediately addressing referrals</p> <p>Provide a representative for each agency to serve on the collaborative</p>	<p>Coordinate with local Mental health agencies to provide a pipeline for immediately addressing referrals</p> <p>Provide a representative for each agency to serve on the collaborative</p>	<p>Coordinate with local Mental health agencies to provide a pipeline for immediately addressing referrals</p> <p>Provide a representative for each agency to serve on the collaborative</p>	<p>School climate</p> <p>School climate</p> <p>Priority 6</p>
<p>Identified Need</p> <p>Students and parents are unaware of A-G requirements and/or career opportunities</p>	<p>Ensure all students are college and career ready upon graduation from high school.</p> <p>Goal 1:</p> <p>Prepare and increase student success in common core state standards to ensure</p>	<p>All</p>	<p>Middle; High School</p>		<p>All High School Students will meet with their counselors at least twice a year to review A-G requirements</p> <p>Graduation rates will increase by 2%</p>	<p>All High School Students will meet with their counselors at least twice a year to review A-G requirements</p> <p>Graduation rates will increase by 3%</p>	<p>All High School Students will meet with their counselors at least twice a year to review A-G requirements</p> <p>Graduation rates will increase by 4%</p>	<p>Course access</p> <p>Priority 7:</p> <p>Course Access</p>

Identified Metrics Four year academic plans will be shared with all incoming ninth graders and parents.	all students are college and career ready							
Identified Need Students have access to CCSS materials.	All students have access to state adopted CCSS aligned instructional materials.	All	High School		100% of students will have CCSS aligned supplemental materials.	100% of students will have CCSS aligned materials in math and supplemental materials in ELA.	100% of students will have CCSS aligned materials in math and ELA	Course access Priority 7: Course Access Priority 4: Pupil Achievement Priority 5: Pupil Engagement
Identified Metrics District review of Williams Act compliance. LACOE review of Williams Act compliance.	Goal 1: Prepare and increase student success in common core state standards to ensure all students are college and career ready							
Identified Need At high school, students are enrolled in a course of study to meet the University of California (UC)/California State University (CSU) "A-G" requirements.	Ensure all students are college and career ready upon graduation from high school. Goal 1: Prepare and increase student success in common core state standards to ensure all students are college and career ready	All	All		Increasing percentage of all graduating seniors UC/CSU eligible. Increasing percentage of targeted subgroup graduating seniors UC/CSU eligible. Develop CCSS aligned ELA and math benchmarks.	A 5% increase of all graduating seniors UC/CSU eligible. A 10% increase of targeted subgroup graduating seniors UC/CSU eligible Develop CCSS aligned ELA, math, and science benchmarks. Each high school counselor reviewing A-G completion with individual students	A 5% increase of all graduating seniors UC/CSU eligible. A 10% increase of targeted subgroup graduating seniors UC/CSU eligible. Develop CCSS aligned ELA, math, science, and social studies benchmarks. Each high school counselor reviewing A-G completion with individual students.	Course access Priority 7: Course Access
Identified Metrics District data					Each high school counselor			

<p>collection of students enrolled in and completing A-G courses.</p> <p>Student performance on CCSS aligned benchmark assessments.</p> <p>High school counselor semester A-G credit checks.</p> <p>Number of graduating seniors eligible for UC/CSU.</p>					<p>reviewing A-G completion with individual students.</p>			
<p>Identified Need Kinder Classes 22:1</p> <p>Identified Metric: Allocate resources to support kindergarten class sizes for 2014-2015 at 22:1 where space is available.</p>	<p>All Kinder Students receive smaller class sizes.</p> <p>Goal 3 - Create safe and welcoming environments where students and families are connected to their schools</p>	<p>All</p>	<p>Elementary</p>		<p>Selected Sites Will Have Kinder Class Size At 22:1</p>	<p>Selected Sites Will Have Kinder Class Size At 22:1</p>	<p>Selected Sites Will Have Kinder Class Size At 22:1</p>	<p>Other pupil outcomes Priority 8: Other Student Outcomes</p>

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52064 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal	Related State and Local Priorities (Identify specific state priority. For districts and COEs, <u>all priorities in statute must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.)	Actions and Services	Level of Service	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>All students have access to state adopted CCSS aligned instructional materials.</p> <p>Goal 1: Prepare and increase student success in common core state standards to ensure all students are college and career ready.</p>	Basic Priority 1: Basic Services				Williams Act Review and District audit of instructional materials: \$600,000 Funding Source: (LCFF Supplemental)	Williams Act Review and District audit of instructional materials: \$645,000 Funding Source: (LCFF Supplemental)	Williams Act Review and District audit of instructional materials: \$750,000 Funding Source: (LCFF Supplemental)
<p>All school facilities are maintained in good to exemplary repair by the district's Maintenance and Operations department.</p> <p>Goal 3: Create safe and welcoming environments where students and families are connected to</p>	Basic Priority 1: Basic Services				3. All school facilities are maintained in good to exemplary repair by the District's Maintenance and Operations department.: \$0	3. All school facilities are maintained in good to exemplary repair by the District's Maintenance and Operations department.: \$0	3. All school facilities are maintained in good to exemplary repair by the District's Maintenance and Operations department.: \$0

their schools.					Funding Source: (LCFF Supplemental) Note: 1. Conduct audit of school and District facilities. 2. Maintain staffing in Maintenance and Operations. 3. Continue to develop and implement Maintenance and Operations (M&O) repair and renovation schedules.	Funding Source: (LCFF Supplemental) Note: 1. Conduct audit of school and District facilities. 2. Maintain staffing in Maintenance and Operations. 3. Continue to develop and implement Maintenance and Operations (M&O) repair and renovation schedules.	Funding Source: (LCFF Supplemental) Note: 1. Conduct audit of school and District facilities. 2. Maintain staffing in Maintenance and Operations. 3. Continue to develop and implement Maintenance and Operations (M&O) repair and renovation schedules.
All teachers are appropriately credentialed for their assignment. Goal 4: Recruit, hire and retain highly qualified staff who are committed, collaborative, caring and exemplary	Basic Priority 1 : Basic Services	HR Teacher Assignment Audit and Williams Act Review	LEA-Wide		Teacher Assignment Audit: \$ 0 Funding Source: LCFF Supplemental Note: Human Resources (HR) audits teacher and course assignment. Maintain current staffing in HR department. Identify top quality teacher education and credentialing programs.	Teacher Assignment Audit: \$ 0 Funding Source: LCFF Supplemental Note: Human Resources (HR) audits teacher and course assignment. Maintain current staffing in HR department. Identify top quality teacher education and credentialing programs.	Teacher Assignment Audit: \$ 0 Funding Source: LCFF Supplemental Note: Human Resources (HR) audits teacher and course assignment. Maintain current staffing in HR department. Identify top quality teacher education and credentialing programs.
Increase student success in all academic areas and technical subjects Prepare and increase	Basic Increase student success in all academic areas	Prepare and increase student success in common core state standards to ensure all	LEA-Wide		Increase student success in all academic areas and technical subjects: \$ 0	Increase student success in all academic areas and technical subjects: \$ 0	Increase student success in all academic areas and technical subjects: \$ 0

<p>student success in common core state standards to ensure all students are college and career ready.</p>	<p>and technical subjects</p>	<p>students are college and career ready</p>			<p>Funding Source: LCFF Supplemental Note: Prepare and increase student success in common core state standards to ensure all students are college and career ready.</p>	<p>Funding Source: LCFF Supplemental Note: Prepare and increase student success in common core state standards to ensure all students are college and career ready.</p>	<p>Funding Source: LCFF Supplemental Note: Prepare and increase student success in common core state standards to ensure all students are college and career ready.</p>
<p>Increase Teacher understanding in upcoming curriculum guidelines</p> <p>Goal 1: Prepare and increase student success in common core state standards to ensure all students are college and career ready</p>	<p>Basic Priority 1: Basic Services</p>	<p>Executive Director of Ed Services, teacher release time, consultants, conferences, District technology support, instructional materials.</p>	<p>LEA-Wide</p>		<p>Teacher Development District Wide: \$350,000 Funding Source: LCFF Supplemental Note: Executive Director of Ed Services, teacher release time, consultants, conferences, District technology support, instructional materials.</p>	<p>Teacher Development District Wide: \$600,000 Funding Source: LCFF Supplemental Note: Executive Director of Ed Services, teacher release time, consultants, conferences, District technology support, instructional materials.</p>	<p>Teacher Development District Wide: \$600,000 Funding Source: LCFF Supplemental Note: Executive Director of Ed Services, teacher release time, consultants, conferences, District technology support, instructional materials.</p>
<p>Avid has proven to be a great program offering student centered support for those who are at risk of failing in high school</p> <p>Goal 1: Prepare and increase student success in common core state standards</p>	<p>Basic Priority 1: Basic Services</p>	<p>Avid has proven to be a great program offering student centered support for those who are at risk of failing in high school</p>	<p>School-Wide</p>		<p>AVID Programs: \$40,000 Funding Source: LCFF Supplemental Note: Avid has proven to be a great program offering student centered support for those who are at risk of</p>	<p>AVID Programs: \$40,000 Funding Source: LCFF Supplemental Note: Avid has proven to be a great program offering student centered support for those who are at risk of</p>	<p>AVID Programs: \$40,000 Funding Source: LCFF Supplemental Note: Avid has proven to be a great program offering student centered support for those who are at risk of</p>

to ensure all students are college and career ready.					failing in high school	failing in high school	failing in high school
Goal 4 Recruit, hire and retain highly qualified staff who are committed, collaborative, caring and exemplary	Basic Priority 1: Basic Services	HR will perform and audit and recruit where needed	LEA-Wide		Recruitment of Highly Qualified Teachers: \$0 Funding Source: LCFF Supplemental Note: Identify top quality teacher education and credentialing programs.	Recruitment of Highly Qualified Teachers: \$0 Funding Source: LCFF Supplemental Note: Identify top quality teacher education and credentialing programs.	Recruitment of Highly Qualified Teachers: \$0 Funding Source: LCFF Supplemental Note: Identify top quality teacher education and credentialing programs.
1. K-12 instruction and curriculum is aligned to the state CCSS. 2. Teachers are provided professional development (PD) on effective instructional strategies aligned to CCSS at school sites. 3. Teachers are provided professional development (PD) on effective use of technology in instruction, e.g. Google Docs. 4. Grades 2-11 students will take CCSS aligned benchmark assessments in ELA, math, and science. Goal 1: Prepare and increase student success in common core state standards to ensure all students are college and	Implementation of State Standards Priority 2: Implementation of CCCSS	1. K-12 instruction and curriculum is aligned to the state CCSS. 2. Teachers are provided professional development (PD) on effective instructional strategies aligned to CCSS at school sites. 3. Teachers are provided professional development (PD) on effective use of technology in instruction, e.g. Google Docs. 4. Grades 2-11 students will take CCSS aligned benchmark assessments in ELA, math, and science.	LEA-Wide		Implementation of State Standards: \$125,000 Funding Source: LCFF Supplemental Note: K-12 instruction and curriculum is aligned to the state CCSS	Implementation of State Standards: \$190,000 Funding Source: LCFF Supplemental Note: K-12 instruction and curriculum is aligned to the state CCSS	Implementation of State Standards: \$190,000 Funding Source: LCFF Supplemental Note: K-12 instruction and curriculum is aligned to the state CCSS

career ready							
All teachers will integrate research-based strategies to improve English Language Development (ELD) CCSS lessons Goal 1: Prepare and increase student success in common core state standards to ensure all students are college and career ready	Implementation of State Standards Priority 2: Implementation of CCCSS	Title III Afterschool Program Tutoring SIPPS- Systematic Instruction in Phonological Awareness, Phonics, and Sight words (new & struggling readers)	LEA-Wide		Title III Tutoring Imagine Learning: \$40,000 Funding Source: LCFF Supplemental Note: Title III Afterschool Program Tutoring SIPPS- Systematic Instruction in Phonological Awareness, Phonics, and Sight words (new & struggling readers)	Title III Tutoring Imagine Learning: \$40,000 Funding Source: LCFF Supplemental Note: Title III Afterschool Program Tutoring SIPPS- Systematic Instruction in Phonological Awareness, Phonics, and Sight words (new & struggling readers)	Title III Tutoring Imagine Learning: \$40,000 Funding Source: LCFF Supplemental Note: Title III Afterschool Program Tutoring SIPPS- Systematic Instruction in Phonological Awareness, Phonics, and Sight words (new & struggling readers)
Increase parent involvement and participation to provide input into applicable school decisions. Goal 2: Engage Parents and Families to Support Student Success in School	Parent involvement Priority 3: Parent Involvement	Parent Educational workshops various parent interest topics Effective Discipline H.W. Bullying Prevention Positive Self-Esteem Fatherhood Volunteering	LEA-Wide		The Parent Place: \$15,000 Funding Source: Title I Parent Involvement Note: Parent Educational workshops various parent interest topics Effective Discipline H.W. Bullying Prevention Positive Self-Esteem Fatherhood Volunteering	The Parent Place: \$15,000 Funding Source: Title I Parent Involvement Note: Parent Educational workshops various parent interest topics Effective Discipline H.W. Bullying Prevention Positive Self-Esteem Fatherhood Volunteering	The Parent Place: \$15,000 Funding Source: Title I Parent Involvement Note: Parent Educational workshops various parent interest topics Effective Discipline H.W. Bullying Prevention Positive Self-Esteem Fatherhood Volunteering
Parent involvement and input into applicable decision-making reflects the student population	Parent involvement Priority 3: Parent Involvement	Basic Computer Skills trainings for parent. Parents will learn skills that will allow them to	LEA-Wide		Community Union: \$20,000 Funding Source: Title I Parent Involvement	Community Union: \$20,000 Funding Source: Title I Parent Involvement	Community Union: \$20,000 Funding Source: Title I Parent Involvement

demographics of the district and/or the participating school.		communicate via e-mail, learn A-G requirements & create a student graduation plan			Note: Basic Computer Skills trainings for parent. Parents will learn skills that will allow them to communicate via e-mail, learn A-G requirements & create a student graduation plan	Note: Basic Computer Skills trainings for parent. Parents will learn skills that will allow them to communicate via e-mail, learn A-G requirements & create a student graduation plan	Note: Basic Computer Skills trainings for parent. Parents will learn skills that will allow them to communicate via e-mail, learn A-G requirements & create a student graduation plan
Goal 2: Engage Parents and Families to Support Student Success in School							
Goal 2: Engage parents and families to support	Parent involvement Priority 3: Parent Involvement	Communication with families, mailing attendance letters, School and District attendance supports: School Attendance Review Teams (SART) and School Attendance Review Board (SARB)			Community Outreach: \$12,500 Funding Source: LCFF Supplemental Note: Communication with families, mailing attendance letters, School and District attendance supports: School Attendance Review Teams (SART) and School Attendance Review Board (SARB)	Community Outreach: \$12,500 Funding Source: LCFF Supplemental Note: Communication with families, mailing attendance letters, School and District attendance supports: School Attendance Review Teams (SART) and School Attendance Review Board (SARB)	Community Outreach: \$12,500 Funding Source: LCFF Supplemental Note: Communication with families, mailing attendance letters, School and District attendance supports: School Attendance Review Teams (SART) and School Attendance Review Board (SARB)
Goal 2: Engage Parents and Families to Support Student Success in School	Parent involvement Parent Involvement Priority 3	Communication with families, college and career fairs, mentoring partnerships with universities, college field trips, job shadowing and internship opportunities			Outreach For Community & Parent Support With Students: \$0 Funding Source: LCFF Supplemental Note: Communication with families,	Outreach For Community & Parent Support With Students: \$0 Funding Source: LCFF Supplemental Note: Communication with families,	Outreach For Community & Parent Support With Students: \$0 Funding Source: LCFF Supplemental Note: Communication with families,

					college and career fairs, mentoring partnerships with universities, college field trips, job shadowing and internship opportunities	college and career fairs, mentoring partnerships with universities, college field trips, job shadowing and internship opportunities	college and career fairs, mentoring partnerships with universities, college field trips, job shadowing and internship opportunities
Goal 1: Prepare and increase student success in common core state standards to ensure all students are college and career ready 1. Increase in use of technology in the classroom	Pupil achievement Priority 4: Student Achievement Priority 1: Basic Services Priority 2: Implementation of common core state standards	Imagine Learning	LEA-Wide		Imagine Learning: \$480,000 Funding Source: LCFF Supplemental Note: Site license for each elementary school. All students participate at rate of 100 minutes/week. Increase level of achievement by 10% in year 1 Site license for each elementary school. All students participate at rate of 100 minutes/week. Increase level of achievement by 15% in year 2 Site license for each elementary school. All students participate at rate of 100 minutes/week. Increase level of achievement by	Imagine Learning: \$480,000 Funding Source: LCFF Supplemental Note: Site license for each elementary school. All students participate at rate of 100 minutes/week. Increase level of achievement by 10% in year 1 Site license for each elementary school. All students participate at rate of 100 minutes/week. Increase level of achievement by 15% in year 2 Site license for each elementary school. All students participate at rate of 100 minutes/week. Increase level of achievement by	Imagine Learning: \$480,000 Funding Source: LCFF Supplemental Note: Site license for each elementary school. All students participate at rate of 100 minutes/week. Increase level of achievement by 10% in year 1 Site license for each elementary school. All students participate at rate of 100 minutes/week. Increase level of achievement by 15% in year 2 Site license for each elementary school. All students participate at rate of 100 minutes/week. Increase level of achievement by

					20% in year 3	20% in year 3	20% in year 3
Goal 1: Prepare and increase student success in common core state standards to ensure all students are college and career ready 2. Increase college and career readiness of graduating seniors, in particular students in targeted population subgroups, EL, Socio economically disadvantaged, and foster youth	Pupil achievement Priority 4: Student Achievement	Increase college and career readiness of graduating seniors, in particular students in targeted population subgroups, EL, Socio economically disadvantaged, and foster youth	LEA-Wide		College & Career Readiness: \$100,000 Funding Source: LCFF Supplemental Note: Increase college and career readiness of graduating seniors, in particular students in targeted population subgroups, EL, Socio economically disadvantaged, and foster youth	College & Career Readiness: \$100,000 Funding Source: LCFF Supplemental Note: Increase college and career readiness of graduating seniors, in particular students in targeted population subgroups, EL, Socio economically disadvantaged, and foster youth	College & Career Readiness: \$100,000 Funding Source: LCFF Supplemental Note: Increase college and career readiness of graduating seniors, in particular students in targeted population subgroups, EL, Socio economically disadvantaged, and foster youth
3. All EL students are designated as Reclassified Fluent English Proficient within five years of enrollment. Goal 1: Prepare and increase student success in common core state standards to ensure all students are college and career ready	Pupil achievement Priority 4: Student Achievement	Prepare all EL students to be English Proficient within 5 years of enrollment	School-Wide		EL Preparation: \$ 0 Funding Source: LCFF Supplemental Note: Ensure all EL students are reclassified within 5 years of enrollment	EL Preparation: \$ 0 Funding Source: LCFF Supplemental Note: Ensure all EL students are reclassified within 5 years of enrollment	EL Preparation: \$ 0 Funding Source: LCFF Supplemental Note: Ensure all EL students are reclassified within 5 years of enrollment
4. Improve student learning for all foster youth by developing an Individual Learning Plan (ILP) for each student.	Pupil achievement Priority 4: Student Achievement	Investigate Foster Youth Services CDE Website Ca Collegepathways.org – supporting opportunity and success for FY Scholars Chafee	LEA-Wide		For foster youth: College Counselors Parent/Community Liaison: \$20,000 Funding Source: LCFF Supplemental	For foster youth: College Counselors Parent/Community Liaison: \$20,000 Funding Source: LCFF Supplemental	For foster youth: College Counselors Parent/Community Liaison: \$20,000 Funding Source: LCFF Supplemental

		Grant for F.Y. (College) CA Child Welfare Council			Note: Provide Foster youth with educational resources that support student success. Provide Parents /Foster Parents with Educational / community services and resources that support student success	Note: Provide Foster youth with educational resources that support student success. Provide Parents /Foster Parents with Educational / community services and resources that support student success	Note: Provide Foster youth with educational resources that support student success. Provide Parents /Foster Parents with Educational / community services and resources that support student success
Goal 1: Prepare and increase student success in common core state standards to ensure all students are college and career ready.	Pupil achievement Priority 3	District Reclassification of English Language Students Proficiency	LEA-Wide		District Reclassification of English Language Students: \$0 Funding Source: LCFF Supplemental	District Reclassification of English Language Students: \$0 Funding Source: LCFF Supplemental	District Reclassification of English Language Students: \$0 Funding Source: LCFF Supplemental
Increase attendance for all students. Goal 3: Create safe & welcoming learning environments where students, families are connected to their schools	Pupil engagement Priority 5: Student Engagement	Identify factors for student dropouts, investigate and develop an action plan to address dropouts	LEA-Wide		Increase Student Attendance District Wide: \$0 Funding Source: LCFF Supplemental Note: Identify the factors for student dropouts. Implement research-based interventions to deter student dropouts.	Increase Student Attendance District Wide: \$0 Funding Source: LCFF Supplemental Note: Identify the factors for student dropouts. Implement research-based interventions to deter student dropouts.	Increase Student Attendance District Wide: \$0 Funding Source: LCFF Supplemental Note: Identify the factors for student dropouts. Implement research-based interventions to deter student dropouts.
Goal 3: Create Safe and Welcoming Learning Environments where students are connected to their schools.	Pupil engagement Priority 5: Student Engagement	Communication with families, mailing attendance letters, School and District attendance supports: School Attendance Review	LEA-Wide		Decrease student absenteeism: \$5,000 Funding Source: LCFF Supplemental Note:	Decrease student absenteeism: \$7,500 Funding Source: LCFF Supplemental Note:	Decrease student absenteeism: \$7,500 Funding Source: LCFF Supplemental Note:

2. Decrease chronic student absenteeism rates in all schools.		Teams (SART) and School Attendance Review Board (SARB)			Schools evaluate reasons for chronic student absenteeism. Conduct communication and parent outreach to impress the importance of attendance and punctuality. Ensure contact with high-attendance risk students. Mail attendance letters to parents outlining and communicating student attendance. Employ School Attendance Review Teams (SART) for high-attendance risk students. Employ School Attendance Review Board (SARB) when SART has not proven effective	Schools evaluate reasons for chronic student absenteeism. Conduct communication and parent outreach to impress the importance of attendance and punctuality. Ensure contact with high-attendance risk students. Mail attendance letters to parents outlining and communicating student attendance. Employ School Attendance Review Teams (SART) for high-attendance risk students. Employ School Attendance Review Board (SARB) when SART has not proven effective	Schools evaluate reasons for chronic student absenteeism. Conduct communication and parent outreach to impress the importance of attendance and punctuality. Ensure contact with high-attendance risk students. Mail attendance letters to parents outlining and communicating student attendance. Employ School Attendance Review Teams (SART) for high-attendance risk students. Employ School Attendance Review Board (SARB) when SART has not proven effective
3. Increase 4 year adjusted cohort graduation rates for all high school students Goal 3: Create safe & welcoming learning environments where students, families are connected to their	Pupil engagement Priority 5: Student Engagement	Communication with families, college and career fairs, mentoring partnerships with universities, college field trips, job shadowing and internship opportunities	LEA-Wide		Address 4 year graduation rates: \$ 0 Funding Source: LCFF Supplemental Note: Develop an action plan to address 4 year cohort	Address 4 year graduation rates: \$ 0 Funding Source: LCFF Supplemental Note: Develop an action plan to address 4 year cohort	Address 4 year graduation rates: \$ 0 Funding Source: LCFF Supplemental Note: Develop an action plan to address 4 year cohort

schools.					graduation rates Implement the action plan to improve graduation rates for all high school students.	graduation rates Implement the action plan to improve graduation rates for all high school students.	graduation rates Implement the action plan to improve graduation rates for all high school students.
Decrease secondary school dropout rates for all students, in particular students in targeted population subgroups, i.e. EL, socioeconomically disadvantaged, and foster. Goal 3: Create safe & welcoming learning environments where students, families are connected to their schools.	Pupil engagement Priority 5: Student Engagement	Identify factors for student dropouts, investigate and develop an action plan to address dropouts	LEA-Wide		Help aide student dropout rates and reduce absenteeism: \$0 Funding Source: LCFF Supplemental Note: Identify the factors for student dropouts. Implement research-based interventions to deter student dropouts.	Help aide student dropout rates and reduce absenteeism: \$0 Funding Source: LCFF Supplemental Note: Identify the factors for student dropouts. Implement research-based interventions to deter student dropouts.	Help aide student dropout rates and reduce absenteeism: \$0 Funding Source: LCFF Supplemental Note: Identify the factors for student dropouts. Implement research-based interventions to deter student dropouts.
Goal 3: Create safe & welcoming learning environments where students, families are connected to their schools.	School climate Priority 6: School Climate	Provide funding to support staff attendance at conferences related to Afterschool programming. Provide funding to support curriculum in After school to align with district adopted curriculum	School-Wide		After School Program: \$25,000 Funding Source: LCFF Supplemental Note: Provide funding to support staff attendance at conferences related to Afterschool programming. Provide funding to support curriculum in After school to align with district adopted curriculum	After School Program: \$25,000 Funding Source: LCFF Supplemental Note: Provide funding to support staff attendance at conferences related to Afterschool programming. Provide funding to support curriculum in After school to align with district adopted curriculum	After School Program: \$25,000 Funding Source: LCFF Supplemental Note: Provide funding to support staff attendance at conferences related to Afterschool programming. Provide funding to support curriculum in After school to align with district adopted curriculum

<p>Organized and trained playground supervision in an effort to prevent suspension/expulsion in accordance with state law</p> <p>Goal 3</p> <p>Create safe and welcoming environments where students and families are connected to their schools</p>	<p>School climate Priority 6: School Climate</p>	<p>Continued physical fitness evaluation, health screenings, student and family support referrals, healthy school lunch program</p>	<p>LEA-Wide</p>		<p>Continued physical fitness evaluation: \$18,500 Funding Source: LCFF Supplemental Note: PE teachers conduct annual physical fitness evaluations per state guidelines and criteria. Health screenings completed by District and school nurses in addition to external providers, when necessary. Student and family referrals are offered to students and families in need.</p>	<p>Continued physical fitness evaluation: \$18,500 Funding Source: LCFF Supplemental Note: PE teachers conduct annual physical fitness evaluations per state guidelines and criteria. Health screenings completed by District and school nurses in addition to external providers, when necessary. Student and family referrals are offered to students and families in need.</p>	<p>Continued physical fitness evaluation: \$18,500 Funding Source: LCFF Supplemental Note: PE teachers conduct annual physical fitness evaluations per state guidelines and criteria. Health screenings completed by District and school nurses in addition to external providers, when necessary. Student and family referrals are offered to students and families in need.</p>
<p>Decrease suspension rates for all students.</p> <p>Goal 3: Create safe & welcoming learning environments where students, families are connected to their schools</p>	<p>School climate Priority 6: School Climate</p>	<p>Professional development training (PD) for school site and District staff in Positive Behavioral Intervention and Supports (PBIS), school counselors, School Attendance Review Board (SARB)</p>	<p>LEA-Wide</p>		<p>Professional development training (PD) for school site and District staff in Positive Behavioral Intervention and Supports (PBIS), school counselors, School Attendance Review Board (SARB): \$150,000 Funding Source:</p>	<p>Professional development training (PD) for school site and District staff in Positive Behavioral Intervention and Supports (PBIS), school counselors, School Attendance Review Board (SARB): \$300,000 Funding Source:</p>	<p>Professional development training (PD) for school site and District staff in Positive Behavioral Intervention and Supports (PBIS), school counselors, School Attendance Review Board (SARB): \$450,000 Funding Source:</p>

				<p>LCFF Supplemental Note: Three (3) schools piloting and implementing PBIS. Evaluate student suspension rates for all students. Hire school counselor. Support and evaluate SARB effectiveness. Five (5) schools piloting and implementing PBIS. Evaluate student suspension rates for all students. Maintain school counselor staffing. Support and evaluate SARB effectiveness. Seven (7) schools piloting and implementing PBIS. Evaluate student suspension rates for all students. Maintain school counselor staffing. Support and evaluate SARB effectiveness.</p>	<p>LCFF Supplemental Note: Three (3) schools piloting and implementing PBIS. Evaluate student suspension rates for all students. Hire school counselor. Support and evaluate SARB effectiveness. Five (5) schools piloting and implementing PBIS. Evaluate student suspension rates for all students. Maintain school counselor staffing. Support and evaluate SARB effectiveness. Seven (7) schools piloting and implementing PBIS. Evaluate student suspension rates for all students. Maintain school counselor staffing. Support and evaluate SARB effectiveness.</p>	<p>LCFF Supplemental Note: Three (3) schools piloting and implementing PBIS. Evaluate student suspension rates for all students. Hire school counselor. Support and evaluate SARB effectiveness. Five (5) schools piloting and implementing PBIS. Evaluate student suspension rates for all students. Maintain school counselor staffing. Support and evaluate SARB effectiveness. Seven (7) schools piloting and implementing PBIS. Evaluate student suspension rates for all students. Maintain school counselor staffing. Support and evaluate SARB effectiveness.</p>
2. Maintain low District expulsion rates.	School climate Priority 6: School Climate	Professional development training (PD) for	LEA-Wide	: \$150,000 Funding Source: LCFF	: \$300,000 Funding Source: LCFF	: \$450,000 Funding Source: LCFF

<p>Goal 3: Create safe & welcoming learning environments where students, families are connected to their schools.</p>		<p>school site and District staff in Positive Behavioral Intervention and Supports (PBIS), school counselors, school psychologists</p>			<p>Supplemental Note: Year 1 1. Three (3) schools piloting and implementing PBIS. 2. Evaluate student suspension rate for all students. 3. Hire school counselor Year 2 Five (5) schools piloting and implementing PBIS. Evaluate student suspension rates for all students. Maintain school counselor staffing, augment if necessary. Maintain school psychologist staffing, augment if necessary Year 3 Seven (7) schools piloting and implementing PBIS. Evaluate student suspension rates for all students. Maintain school counselor staffing, augment if necessary. Maintain school psychologist staffing, augment if necessary.</p>	<p>Supplemental Note: Year 1 1. Three (3) schools piloting and implementing PBIS. 2. Evaluate student suspension rate for all students. 3. Hire school counselor Year 2 Five (5) schools piloting and implementing PBIS. Evaluate student suspension rates for all students. Maintain school counselor staffing, augment if necessary. Maintain school psychologist staffing, augment if necessary Year 3 Seven (7) schools piloting and implementing PBIS. Evaluate student suspension rates for all students. Maintain school counselor staffing, augment if necessary. Maintain school psychologist staffing, augment if necessary.</p>	<p>Supplemental Note: Year 1 1. Three (3) schools piloting and implementing PBIS. 2. Evaluate student suspension rate for all students. 3. Hire school counselor Year 2 Five (5) schools piloting and implementing PBIS. Evaluate student suspension rates for all students. Maintain school counselor staffing, augment if necessary. Maintain school psychologist staffing, augment if necessary Year 3 Seven (7) schools piloting and implementing PBIS. Evaluate student suspension rates for all students. Maintain school counselor staffing, augment if necessary. Maintain school psychologist staffing, augment if necessary.</p>
<p>Goal 3: Create safe & welcoming learning</p>	<p>School climate Priority 6:</p>	<p>PD for school site staff on PBIS</p>	<p>LEA-Wide</p>		<p>PBIS System in all schools: \$62,500</p>	<p>PBIS System in all schools: \$62,500</p>	<p>PBIS System in all schools: \$62,500</p>

environments where students, families are connected to their schools. IUSD will successfully implement Positive Behavioral Intervention and Supports (PBIS) in all schools.	School Climate	student systems, teacher and staff release time (if necessary)			Funding Source: LCFF Supplemental Note: Professional development for school site and District staff to best implement PBIS. Evaluate PBIS pilot in six (6) schools. Make modifications to PBIS pilot, if necessary.	Funding Source: LCFF Supplemental Note: Professional development for school site and District staff to best implement PBIS. Evaluate PBIS pilot in six (6) schools. Make modifications to PBIS pilot, if necessary.	Funding Source: LCFF Supplemental Note: Professional development for school site and District staff to best implement PBIS. Evaluate PBIS pilot in six (6) schools. Make modifications to PBIS pilot, if necessary.
School based counseling services provided by an elementary counselor in an effort to prevent suspension/expulsion in accordance with state law Goal 3: Create safe and welcoming environments where students and families are connected to their schools	School climate School climate Priority 6	Students will participate in Playworks Program. 5Th graders to be prepared for phys. Fit test	LEA-Wide		Playworks Physical Fitness: \$420,000 Funding Source: LCFF Supplemental Note: Students will participate in Playworks Program. 5Th graders to be prepared for phys. Fit test	Playworks Physical Fitness: \$420,000 Funding Source: LCFF Supplemental Note: Students will participate in Playworks Program. 5Th graders to be prepared for phys. Fit test	Playworks Physical Fitness: \$420,000 Funding Source: LCFF Supplemental Note: Students will participate in Playworks Program. 5Th graders to be prepared for phys. Fit test
-Centralized agency referral services. -Support school counselors -Recruit interns for counselors Goal 3 Create safe and welcoming environments where students and	School climate School climate Priority 6	Provide more highly qualified counselors Providing a welcoming safe environment and social learning	LEA-Wide		Provide More Support to Counselors: \$50,000 Funding Source: LCFF Supplemental Note: Provide more highly qualified counselors Providing a	Provide More Support to Counselors: \$50,000 Funding Source: LCFF Supplemental Note: Provide more highly qualified counselors Providing a	Provide More Support to Counselors: \$50,000 Funding Source: LCFF Supplemental Note: Provide more highly qualified counselors Providing a

families are connected to their schools					welcoming safe environment and social learning	welcoming safe environment and social learning	welcoming safe environment and social learning
<p>Ensure all students are college and career ready upon graduation from high school.</p> <p>Goal 1: Prepare and increase student success in common core state standards to ensure all students are college and career ready</p>	Course access Priority 7: Course Access	Prepare and increase student success in common core state standards and technologically ready	LEA-Wide		<p>Prepare and increase student success in common core state standards and technologically ready: \$150,000 Funding Source: LCFF Supplemental Note: Provide students with Common Core State Standard materials technology courses and Career Readiness</p>	<p>Prepare and increase student success in common core state standards and technologically ready: \$150,000 Funding Source: LCFF Supplemental Note: Provide students with Common Core State Standard materials technology courses and Career Readiness</p>	<p>Prepare and increase student success in common core state standards and technologically ready: \$150,000 Funding Source: LCFF Supplemental Note: Provide students with Common Core State Standard materials technology courses and Career Readiness</p>
<p>All students have access to state adopted CCSS aligned instructional materials.</p> <p>Goal 1: Prepare and increase student success in common core state standards to ensure all students are college and career ready</p>	Course access Priority 7: Course Access Priority 4: Pupil Achievement Priority 5: Pupil Engagement	Provide professional development (PD) to teachers, instructional aides, and school administration on CCSS aligned instruction and curriculum. Teacher release time to construct CCSS aligned benchmark assessments in ELA, math, and science. Develop CCSS aligned question banks via the District's Illuminate Data Management	LEA-Wide		<p>Provide professional development (PD) to teachers, instructional aides, and school administration: \$200,000 Funding Source: LCFF Supplemental Note: Executive Director of Ed Services, teacher release time, consultants, conferences, District technology</p>	<p>Provide professional development (PD) to teachers, instructional aides, and school administration: \$200,000 Funding Source: LCFF Supplemental Note: Executive Director of Ed Services, teacher release time, consultants, conferences, District technology</p>	<p>Provide professional development (PD) to teachers, instructional aides, and school administration: \$200,000 Funding Source: LCFF Supplemental Note: Executive Director of Ed Services, teacher release time, consultants, conferences, District technology</p>

		system. Provide PD on effective use of technology in instruction to teachers, instructional aides, and school administration. Additional Google Chromebook purchases to support classroom implementation of CCSS. Provide PD on effective writing & vocabulary strategies aligned to CCSS District and school Special Education staffs receive training on building Individual Education Plan (IEP) goals aligned to the CCSS. Provide ELD teachers PD in ELD lessons/strategies aligned to CCSS		support, instructional materials.	support, instructional materials.	support, instructional materials.
<p>Ensure all students are college and career ready upon graduation from high school.</p> <p>Goal 1: Prepare and increase student success in common core state standards to ensure all students are college and career ready</p>	Course access Priority 7: Course Access	At high school, students are enrolled in a course of study to meet the University of California (UC)/California State University (CSU) "A-G" requirements.	School-Wide	Prepare student for professional careers and college entrance and graduation: \$ 0 Funding Source: LCFF Supplemental Note: Increasing percentage of all graduating seniors UC/CSU eligible.	Prepare student for professional careers and college entrance and graduation: \$ 0 Funding Source: LCFF Supplemental Note: Increasing percentage of all graduating seniors UC/CSU eligible.	Prepare student for professional careers and college entrance and graduation: \$ 0 Funding Source: LCFF Supplemental Note: Increasing percentage of all graduating seniors UC/CSU eligible.

					Increasing percentage of targeted subgroup graduating seniors UC/CSU eligible. Develop CCSS aligned ELA and math benchmarks. Each high school counselor reviewing A-G completion with individual students.	Increasing percentage of targeted subgroup graduating seniors UC/CSU eligible. Develop CCSS aligned ELA and math benchmarks. Each high school counselor reviewing A-G completion with individual students.	Increasing percentage of targeted subgroup graduating seniors UC/CSU eligible. Develop CCSS aligned ELA and math benchmarks. Each high school counselor reviewing A-G completion with individual students.
All Kinder Students receive smaller class sizes. Goal 3 - Create safe and welcoming environments where students and families are connected to their schools	Other pupil outcomes Priority 8: Other Student Outcomes	Allocate resources to support kindergarten class sizes for 2014-2015 at 22:1 where space is available	LEA-Wide		Allocate resources to support kindergarten class sizes for 2014-2015 at 22:1 where space is available: \$300,000 Funding Source: LCFF Supplemental Note: Selected Sites Will Have Kinder Class Size At 22:1	Allocate resources to support kindergarten class sizes for 2014-2015 at 22:1 where space is available: \$300,000 Funding Source: LCFF Supplemental Note: Selected Sites Will Have Kinder Class Size At 22:1	Allocate resources to support kindergarten class sizes for 2014-2015 at 22:1 where space is available: \$300,000 Funding Source: LCFF Supplemental Note: Selected Sites Will Have Kinder Class Size At 22:1

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
All teachers will integrate research-based strategies to improve English Language Development (ELD) CCSS lessons Goal 1: Prepare and increase student success in common core state standards to ensure all students are college and career ready	Implementation of State Standards Priority 2: Implementation of CCCSS	English learners: Teacher release time, ELD professional development	LEA-Wide		1. All teachers will integrate research-based strategies to improve English Language Development (ELD) CCSS lessons.: \$93,500 Funding Source: LCFF Supplemental	1. All teachers will integrate research-based strategies to improve English Language Development (ELD) CCSS lessons.: \$93,500 Funding Source: LCFF Supplemental	1. All teachers will integrate research-based strategies to improve English Language Development (ELD) CCSS lessons.: \$93,500 Funding Source: LCFF Supplemental
Develop and Individual Learning Plan (ILP) format, parent trainings, audit student progress	Pupil achievement Priority 3	English learners: Develop and Individual Learning Plan (ILP) format, parent trainings, audit student progress	LEA-Wide		ILP Format, Parent Trainings, Audit Student Progression: \$12,500 Funding Source: LCFF Supplemental	ILP Format, Parent Trainings, Audit Student Progression: \$12,500 Funding Source: LCFF Supplemental	ILP Format, Parent Trainings, Audit Student Progression: \$12,500 Funding Source: LCFF Supplemental

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Inglewood Unified School District (IUSD) will receive \$10.9 million in Supplemental Local Control Funding Formula (LCFF) funds beginning in FY 2014-15. The annual amount of Supplemental LCFF funds will increase to approximately \$16.5 million in FY 2015-16 and \$18.8 million in FY 2016-17. Supplemental LCFF funding is calculated based on the number of unduplicated English Learners (ELs), socioeconomically disadvantaged students, and foster students. Supplemental funding is equal to 20% of the Base funding.

IUSD will offer a variety of programs and supports specifically for English Learners, low income students and foster youth.

These will include: Avid at middle and high schools, Online credit recovery programs, Kinder class size reduction 22:1 at selected sites, Professional CCSS Development for staff, Technology support (Imagine Learning), Parent Workshops / training

The district also offers services & programs that are aligned with LCAP goals that serve all students such as: PBIS (Positive Behavior Intervention System), Alert School Enrichment & Safety (Mobymax Online Learning), Elementary Counselor, After School Tutoring, Safety, Health & Wellness (Playworks)

IUSD qualifies for concentration & LCFF funds in all of the identified areas. The district exceeds the 55% or more criteria for students identified as EL, socioeconomically disadvantaged or foster. Approximately 93% of unduplicated IUSD students are EL, low income or foster. The district believes that the district wide services / projections listed above maximizes the resources for the targeted student population.

D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

Inglewood Unified School District: Proportionality Calculation

	2013-14	2014-15	2015-16	2016-17
Estimated Total LCFF funding over four years	N/A	73,445,551	71,810,926	70,357,966
Estimated Base Grant	N/A	62,561,524	55,330,243	51,476,051
Estimated Total of Supplemental Grants	N/A	10,884,027	16,480,683	18,881,915
Proportional Increase or Improvement in services for high needs students as compared to the services provided to all pupils in that fiscal year	N/A	14.82%	22.95%	26.84%

IUSD does qualify for Concentration & LCFF funds in any of the identified areas. To receive Concentration & LCFF funds a school district would need 55% or more of their students identified as EL, socioeconomically disadvantaged, or foster. Approximately 93% of unduplicated IUSD students are EL, low income, or foster. Concentration funding provides an additional funding of 50% of the Base funding.

IUSD will utilize Supplemental and Concentration Grant funds to increase achievement for unduplicated EL, socioeconomically disadvantaged, and foster students in the following supports: Teacher planning time, CCSS-aligned ELD training, continued AVID training and support, mental health support, technology training and support, CCSS-aligned instructional materials, and extended learning time such as summer and after school academic support programs.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.