INGLEWOOD UNIFIED SCHOOL DISTRICT
2018-2023 STRATEGIC PLAN

The Inglewood Graduate:
Ready from Day One!

Content

A Blueprint for Our Students' Future

Inglewood is a school district recognized for its history, grit, and determination – qualities that have brought forth the resurgence of the Inglewood Unified School District (IUSD). It's celebrated past has produced scientists, engineers, teachers, champion professional athletes, and many other accomplished citizens. IUSD has always been and will continue to be a place where students come to succeed.

It's no secret that over the past ten year years the job of providing a quality education that meets the needs of all IUSD students has been inconsistent. There have been many shifting trends in the community. And while our community has changed significantly in recent years, the mission of our school system remains unchanged: *To provide equitable opportunities for every scholar to acquire the knowledge and skills for success beyond high school, within a safe, caring, thriving community.*

When I began as state administrator in August 2017, I was determined to uplift the primary goal of our District's mission. In an intentional, transparent, and unified way we brought Inglewood stakeholders together. Stakeholders, that despite budget challenges, and state receivership, had the will to come together to help craft our Five Year Strategic Plan – our roadmap to creating a world-class education for all our scholars. The pages of this plan build upon community input and assets found right here in Inglewood. In preparing this plan, stakeholders supported the crafting of this document and helped us face the facts about our current condition and what we need to do together to move forward. This plan articulates the hopes and dreams that teachers, parents, staff, and community members share for our students, but most of all how we plan to deliver on the promise of our mission.

Each morning when I enter my office, I am reminded why I do this work: It is because I truly believe that students are at the heart of everything we do. At the Inglewood Unified School District, we are transforming our schools – and the lives of all our scholars, without exception! This Strategic Plan is our blueprint for the future we envision for the Inglewood Unified School District. Thank you for your enduring support and involvement in IUSD's continuous improvement efforts.

Thelma Meléndez de Santa Ana, Ph.D.
State Administrator

Dr. Meléndez began her career as a bilingual first-grade teacher and rose to serve as Assistant Secretary for Elementary and Secondary Education at the U.S. Department of Education in the Obama administration.

She has served as Superintendent of two California school districts – Santa Ana Unified and Pomona Unified Schools; as the Chief Executive Officer for Educational Services at Los Angeles Unified School District; and as Senior Education Advisor to Los Angeles Mayor, Eric Garcetti. In 2009, the American Association of School Administrators named her the California Superintendent of the Year.

Dr. Meléndez earned a B.A. cum laude from UCLA and a Ph.D. from University of Southern California (USC) Rossier School of Education and has received an honorary doctorate from Pepperdine University.
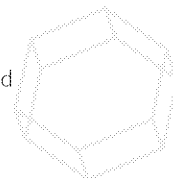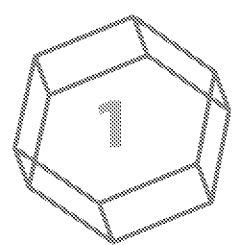
WHO WE ARE

INGLEWOOD UNIFIED SCHOOL DISTRICT is an ethnically and culturally diverse school system serving the communities of Inglewood and Ladera Heights in Los Angeles County. Inglewood USD and its communities share a rich history of accomplishments in numerous spheres: arts and entertainment, sports, educational attainment, civic pride and engagement, and family-friendly supports and services.

During the 2017-2018 school year, Inglewood USD operated 19 school buildings: ten elementary schools, two transitional K-8 schools, two middle schools, three high schools, one contiuation school, and one community adult school. The district also operates a preschool program. Our district employed approximately 450 teachers, 60 administrators, 40 pupil-services personnel, and 470 support staff.

In recent years, like many school systems in California, our district has experienced dramatic shifts – declining student enrollment, changing demographics, challenging socioeconomic conditions for families, a drop in school funding, and the expansion of charter schools. Yet, our mission remains unchanged: providing effective educational experiences for every student in our care.

This Educational Strategic Plan focuses on the district's aims and roadmap for improving the quality and effectiveness of teaching, learning, and leadership. A comprehensive Facilities Strategic Plan is being developed concurrently, to recommend strategies for facilities usage that reflect the needs of our students, our community, and Inglewood's fiscal and infrastructural realities.

Student Demographics

During the 2017-2018 school year, our district enrolled approximately 8,560 students in K-12, according to the California Department of Education's DataQuest database.

- Seven of every 20 students (35%) were African American.
- 12 of every 20 students (62%) were Hispanic/ Latino.
- Other ethnicities accounted for about one of every 20 students (3%). (Figure 1)

Additionally:
- 17 of every 20 students (85%) were classified as low socioeconomic, thus qualifying for free/ reduced-price school meals.
- About six of every 20 students (32%) were English Learners.
- Approximately three of every 20 students (17%) were Special Education students with Individualized Education Plans (IEP). (Figure 2)

STUDENT SUBGROUPS

African American (18/19SY)

35%

Hispanic or Latino (18/19SY)

62%

All Other Ethnicities (18/19SY)

3%
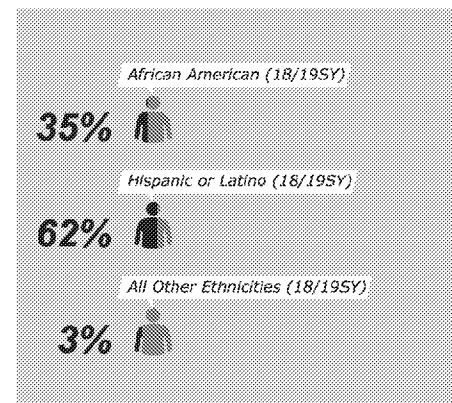
Figure 1
Source: California Department of Education

**IUSD STUDENT DEMOGRAPHICS
2018-2019 SY**

SPECIAL EDUCATION
(18/19SY)

ENGLISH LEARNERS
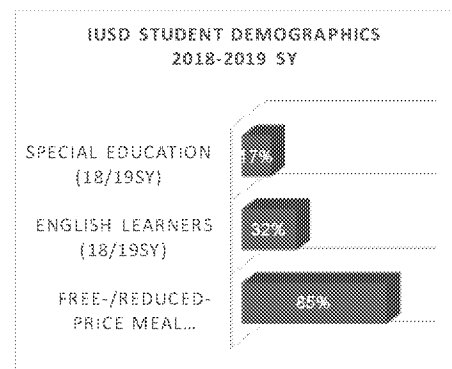(18/19SY)

FREE-/REDUCED-
PRICE MEAL...

Figure 2
Source: California Department of Education

School Enrollment Patterns

During the 2017-2018 school year, 12,086 students were enrolled in Inglewood USD and in area charter schools. About 8,560 of those students (71%) attended Inglewood USD schools, while 29% went to charter schools (Source: California Department of Education).

Overall, year-to-year annual student enrollment in Inglewood USD and the charter schools combined has steadily declined (Figure 3).

Several notable differences appear in the demographics of students attending district schools versus charter schools, based on 2017-2018 data (Figure 4):

* African American students accounted for a significantly higher percentage (58%) of all charter school pupils, compared with their 31% level in district schools.
* Hispanic/Latino students made up about 40% of charter school students, a ratio that was significantly lower than their 65% in Inglewood USD schools.
* The percentages of English Learners and Special Education students in the charter schools were significantly lower than their relative proportions in district schools.
* Regarding student socioeconomic background, the data show no appreciable difference between the charter and district schools.

Figure 5 shows student enrollment for each school (charter and district) during the 2017-2018 school year.

3-Year Student Enrollment; Charter vs. Non-Charter

TOTAL STUDENT ENROLLMENT
CHARTER VS. NON-CHARTER SCHOOLS

■ # Charter Students   ■ # Non-Charter Students

Year	# Charter Students	# Non-Charter Students
2017-2018	3529	8557
2016-2017	3520	9050
2015-2016	3343	9819
2014-2015	3233	10236
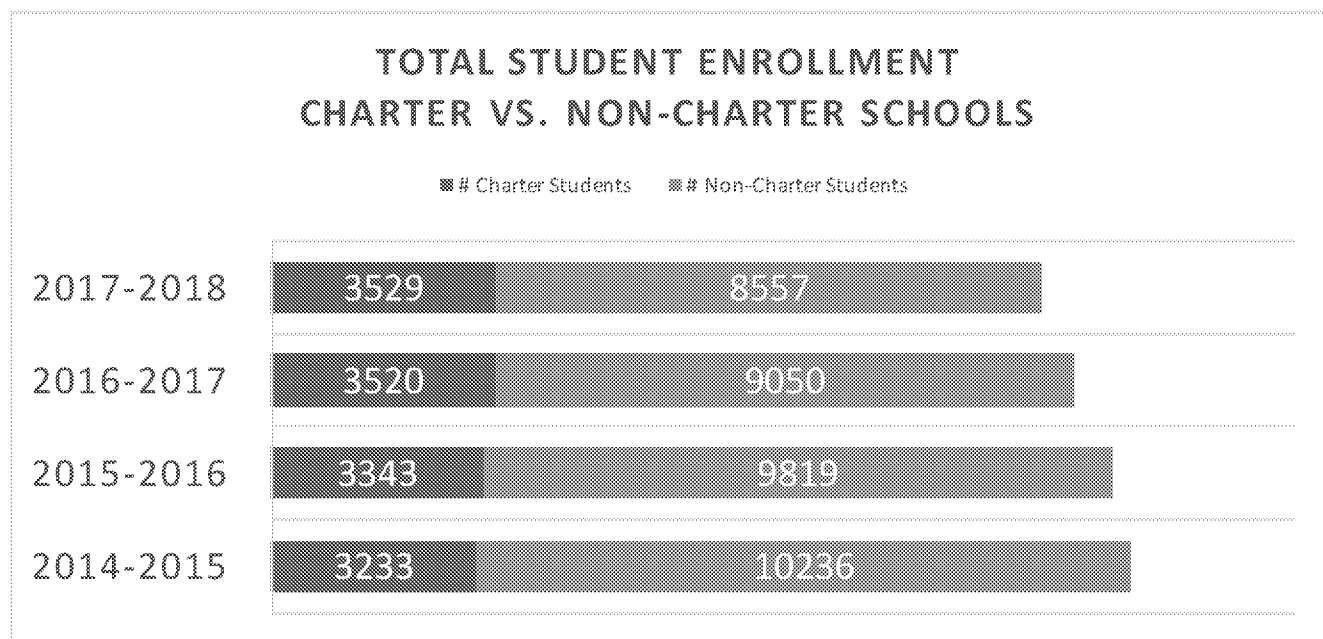
Figure 3

Source: California Department of Education

% ENROLLMENT BY SUBGROUPS IN CHARTER VS. NON-CHARTER SCHOOLS (2017/2018)

■ % of All CHARTER Students   ■ % of All NON-CHARTER Students

Subgroup	% of All CHARTER Students	% of All NON-CHARTER Students
AFRICAN AMERICAN (17/18SY)	58.5	32.6
HISPANIC OR LATINO (17/1SY)	39.9	64.6
ALL OTHER ETHNICITIES (17/18SY)	1.7	2.8
FREE-/REDUCED-PRICE MEAL (17/18SY)	83.9	84.7
ENGLISH LEARNERS (17/18SY)	12.7	33.5
SPECIAL EDUCATION (17/18SY)	6.9	17.1
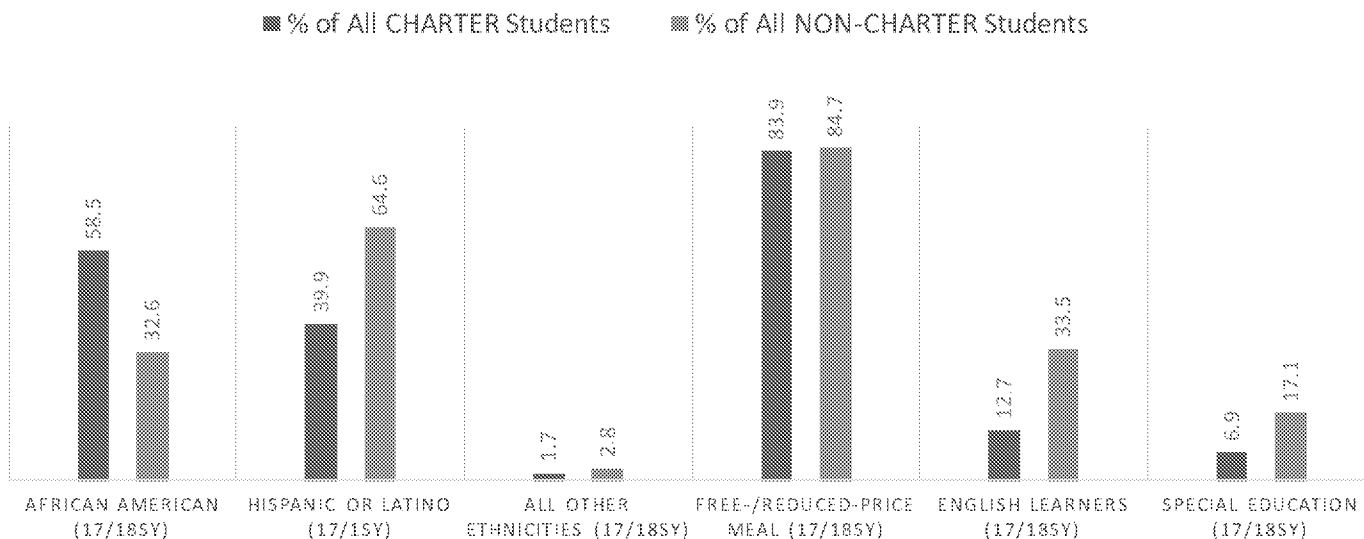
Figure 3
Source: California Department of Education

Number of Students, by School

2017/2018 ENROLLMENT

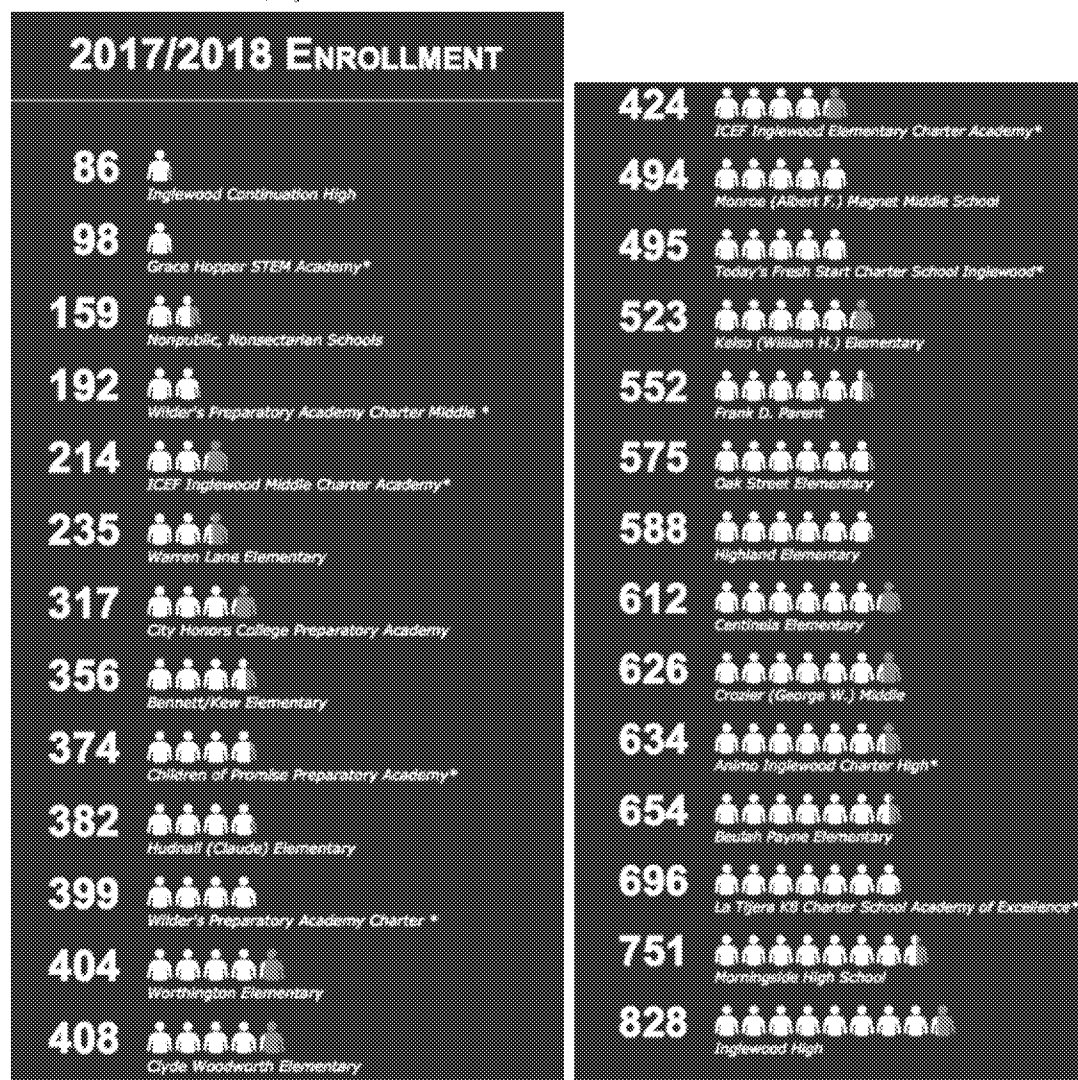| Students	School
86	Inglewood Continuation High
98	Grace Hopper STEM Academy*
159	Nonpublic, Nonsectarian Schools
192	Wilder's Preparatory Academy Charter Middle *
214	ICEF Inglewood Middle Charter Academy*
235	Warren Lane Elementary
317	City Honors College Preparatory Academy
356	Bennett/Kew Elementary
374	Children of Promise Preparatory Academy*
382	Hudnall (Claude) Elementary
399	Wilder's Preparatory Academy Charter *
404	Worthington Elementary
408	Clyde Woodworth Elementary
424	ICEF Inglewood Elementary Charter Academy*
494	Monroe (Albert F.) Magnet Middle School
495	Today's Fresh Start Charter School Inglewood*
523	Kelso (William H.) Elementary
552	Frank D. Parent
575	Oak Street Elementary
588	Highland Elementary
612	Centinela Elementary
626	Crozier (George W.) Middle
634	Animo Inglewood Charter High*
654	Beulah Payne Elementary
696	La Tijera K8 Charter School Academy of Excellence*
751	Morningside High School
828	Inglewood High

Figure 5
* denotes charter schools
Source: California Department of Education

EXECUTIVE SUMMARY:
The Inglewood Graduate: Ready from Day One!

Between October 2017 and May 2018, the Inglewood community came together to articulate a long-term strategic plan for the school system. State Administrator, Dr. Thelma Meléndez, and the Inglewood Board of Education chartered a strategic planning process to engage the diverse voices of the district's internal and external stakeholders. More than 1,000 people participated in the seven-month process, including parents, community members, teachers, administrators, school staff, central office staff, employers, school/district partner-organizations, and students.

The aim was towards a plan that would build on Inglewood's past accomplishments and, at the same time, set bold goals and a clear direction for our school district.

The focal point of this strategic plan is a set of Five Commitments— bold, explicit outcomes for our students, to be accomplished by the year 2023. The 2023 Commitments represent our promise to our students, their parents, and community stakeholders.
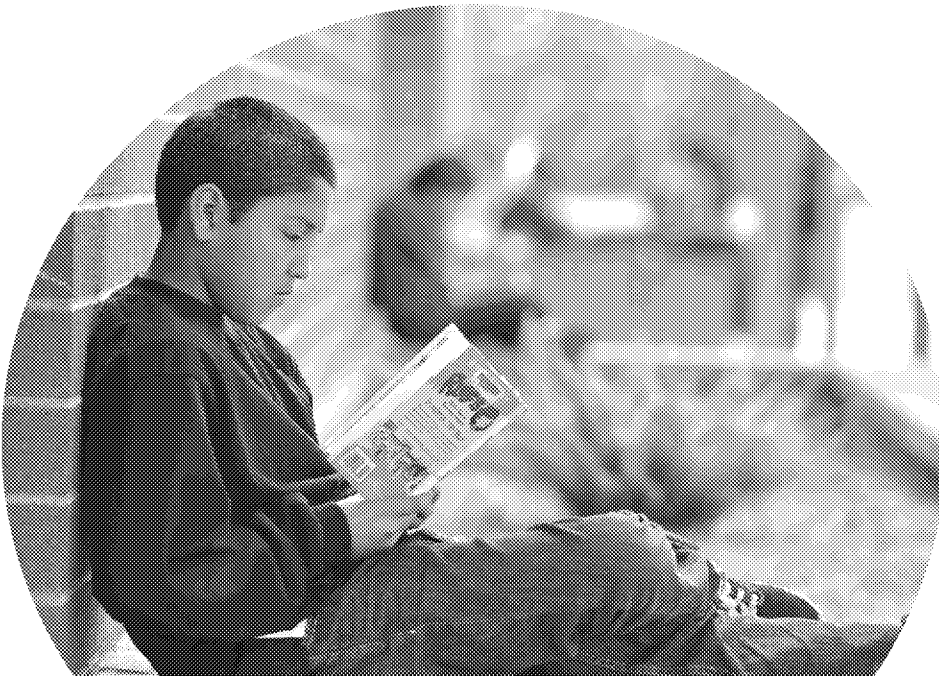
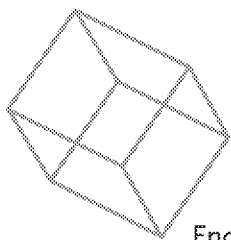Commitment #1: **READ PROFICIENTLY BY END OF GRADE 1**

Commitment #2: **SET PERSONAL GROWTH TARGETS**

Commitment #3: **THINK CRITICALLY AND CREATIVELY; EXCEL AT THE CORE SUBJECTS**

Commitment #4: **ACHIEVE PROFICIENCY IN A SECOND LANGUAGE**

Commitment #5: **EARN A DIPLOMA; BE READY FOR COLLEGE OR CAREER**

Ends are accomplished through means. Therefore, we have identified the Four Pillars, or capabilities that we must develop in order to accomplish these bold student achievement targets.

Pillar A – **Rigorous, culturally responsive teaching-&-learning** – focuses on *"teaching-&-learning"*

Pillar B – **Strong relationships with families and community** – recognizes that *"schools can't do it alone"*

Pillar C – **Effective teachers, leaders and staff** – emphasizes *"investing in people"*

Pillar D – **Data-informed, effective and efficient systems** – addresses *"managing the whole"*

These Four Pillars provide a consistent framework for clarifying our professional practices, educational strategies, and professional development priorities at every level of our school system.

This Strategic Plan brought Inglewood stakeholders together in an intentional, transparent, and unified way. The process allowed for including and affirming connections, and building on assets – human and physical – already present within Inglewood. The input of the broader community has been encouraged in the planning, and will be methodically encouraged during the implementation phase. Trust, transparency, and accountability are not mere words; the mechanisms for building and maintaining those conversations are built into the plan.

This five-year Strategic Plan is an expression of our community's resolve to improve the quality, effectiveness, and outcomes of our schools, so that Inglewood Unified becomes the district-of-choice for parents and families – a school system where every student is known, appreciated, well-educated, and free from harm.

At Inglewood Unified School District, we are raising the bar. We are delivering better results for students. We have not yet come as far as we desire. However, our school system is making steady progress towards graduating high school students who are *Ready from Day One* ... graduates who possess the competence and confidence to transition successfully into post-high school experiences of their choice.
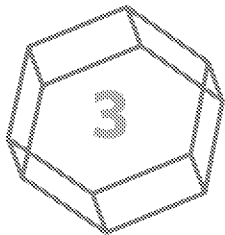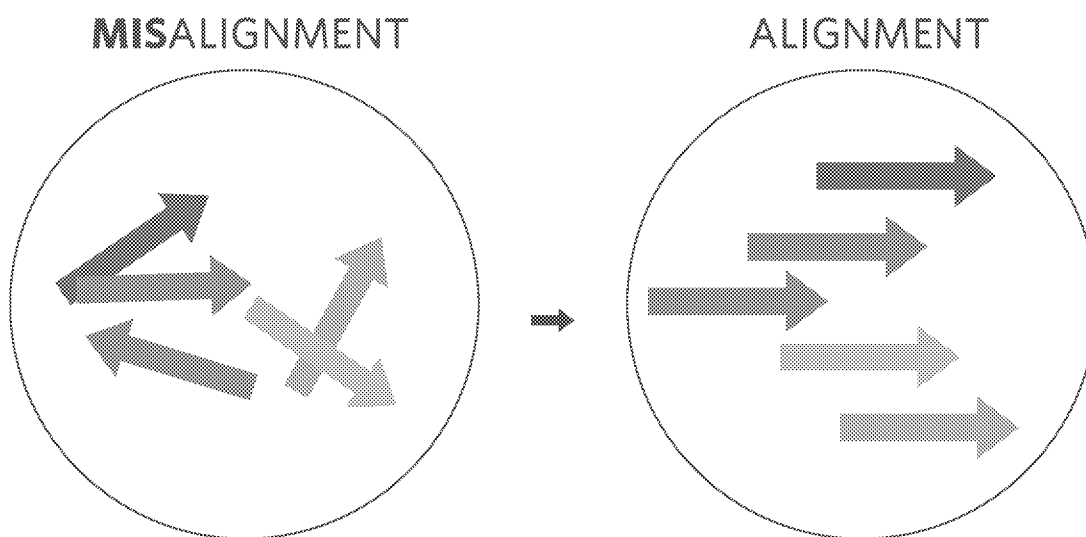
OUR PLANNING PROCESS:
Moving Forward Together to Transform our Schools

A primary purpose of planning is to facilitate unity of purpose, or alignment. Alignment is the process of reaching mutual understanding about common goals, and defining a consensus roadmap for achieving them. Alignment, then, is about getting people, practices, and programs on the same page, going in the same direction, at the same time.

The Inglewood USD strategic planning process was chartered by Dr. Thelma Meléndez de Santa Ana, State Administrator, and the Inglewood Board of Education. The process was developed and facilitated by Concordia and Performance Fact, Inc.

MISALIGNMENT   ALIGNMENT

Inglewood's communitywide strategic planning process spanned October 2017 to June 2018, with more than 1,000 people participating in a series of community conversations.

During those meetings, Inglewood stakeholders identified educational priorities and opportunities for using district facilities in ways that would enrich students' educational experiences and optimize resources.
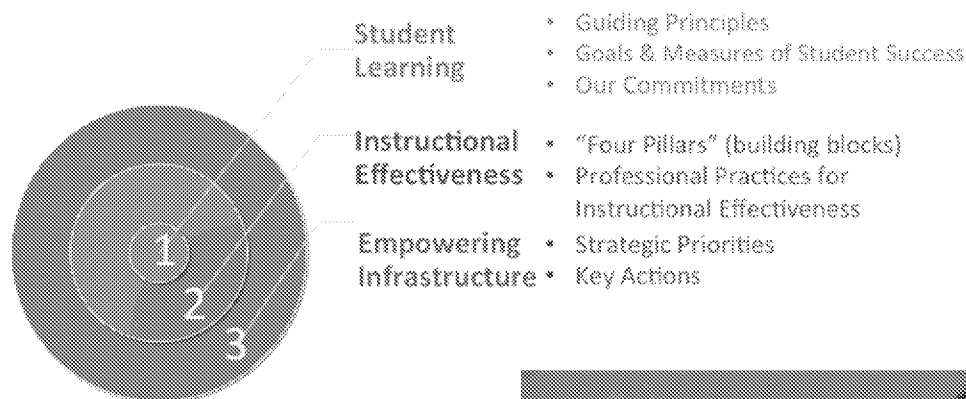
Concordia led the facilities strategic plan workshops, while Performance Fact guided the educational strategic planning process. The aim was to create a comprehensive plan for aligning IUSD's educational programs with facilities utilization, in ways that best meet the needs of the students and the community.
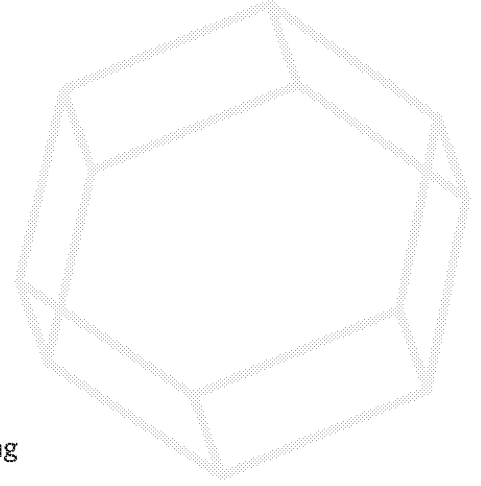
Components of the
Strategic Plan

A coherent design, assembled in the proper sequence, is crucial to developing an effective strategic plan. That design clearly distinguishes between ends and means by placing student learning at the center of the planning process. It reinforces the primacy of student outcomes as the ends to which all actions and decisions are aligned.

- The **Student Learning** component delineates purpose and principles, aspirational goals and measures of student success, and challenging performance targets.

- The **Instructional Effectiveness** component defines the teaching practices, leadership practices, and organizational practices most essential for effective instruction.

- The **Empowering Infrastructure** component identifies the mission-focused strategies and structures for effective instructional practices and improved student outcomes.

Student
Learning
- Guiding Principles
- Goals & Measures of Student Success
- Our Commitments

Instructional
Effectiveness
- "Four Pillars" (building blocks)
- Professional Practices for Instructional Effectiveness

Empowering
Infrastructure
- Strategic Priorities
- Key Actions

Strategic Planning Milestones

Key milestones in the strategic planning exercise included the following:

1. Kickoff at the Inglewood Forum
On Oct. 25, 2017, approximately 500 people – parents, community members, students, educators, Board members and district leaders, employers, and community stakeholders – gathered at the Inglewood Forum for the formal kickoff. This gathering generated tremendous enthusiasm among participants and set the stage for the positive feedback received during future community gatherings.

2. Four Neighborhood Summits
Four town hall-style summits were held at various schools in Inglewood. Each two-hour summit, hosted by Dr. Meléndez and a board member, focused on both educational and facilities planning. More than 150 people participated in one or more of the summits on these 2017 dates:
o Oct. 30: Warren Lane Elementary   o Nov. 2: Centinela Elementary
o Nov. 15: La Tijera K-8 School   o Nov. 29: Morningside High

3. Core Planning Team
A core planning team of about 40 people synthesized the input from the community conversations and defined specific strategies for achieving the bold goals identified during those meetings. Broadly representative of Inglewood stakeholders, the core team included educators, parents, and community members.

4. Instructional Effectiveness Team
Consisting of about 40 members, the instructional effectiveness team clarified the professional practices essential for effective instruction in every classroom. The team met on March 7, March 23, and April 26, 2018.

5. Board/Cabinet Workshops
In addition to their involvement in the community conversations, Dr. Meléndez and board members held formal workshops – on January 12, April 14, and June 27, 2018 – to more fully reflect on the outputs of both educational and facilities planning.

6. Online, School, and District-level Participation
Several hundred Inglewood residents and employees participated in the strategic planning exercise through online feedback forums on the district's website, as well as via posters placed throughout schools and at the district office.

By embracing the diverse voices of stakeholders in developing the strategic plan, the Inglewood school system increased the likelihood of stakeholders' long-term commitment to and meaningful engagement in *implementing* the strategic plan.
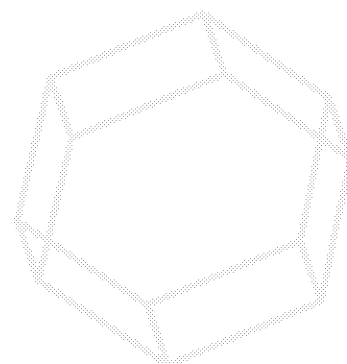
WHERE WE ARE NOW:
Assessing Our Current State

In this section, we present key findings from the analyses of student learning, instructional effectiveness, and core educational strategies and programs, including:

* A snapshot of student and school performance on metrics that include the Smarter-Balanced Assessments (SBAC) in English Language Arts/Literacy and Mathematics; graduation rates; suspension rates; and district and school-level California School Dashboard.
* High-level key findings from the comprehensive evaluation completed as part of the Local Control Accountability Plan (LCAP) completed by the district.
* A preview of the comprehensive Facilities Strategic Plan, currently being guided by Concordia Architecture.

A. Current State of Student Learning and Achievement

Student Achievement in English Language Arts/Literacy: Minimal Growth

The performance of Inglewood USD students on the statewide SBAC tests has not improved appreciably in recent years, with fewer than one-third of students scoring in the "meeting/exceeding standards" performance levels (Figure 6).

- Fewer than six of every 20 students (29.5%) of all students in Grades 3-8 and 11 "met/exceeded standards" on the state test. Furthermore, nearly nine of every 20 students (43.6%) scored in the "Standards not met" category. Approximately five of every 20 students achieved the "Standards nearly met" performance level.
- Districtwide aggregate results were marginally highest at the 7th grade, with almost one-third of 7th-graders (32.2%) passing the state tests.
- Nearly half of 4th- and 5th-grade students (48.9% and 48.2%, respectively) scored at the "Standards not met" level.
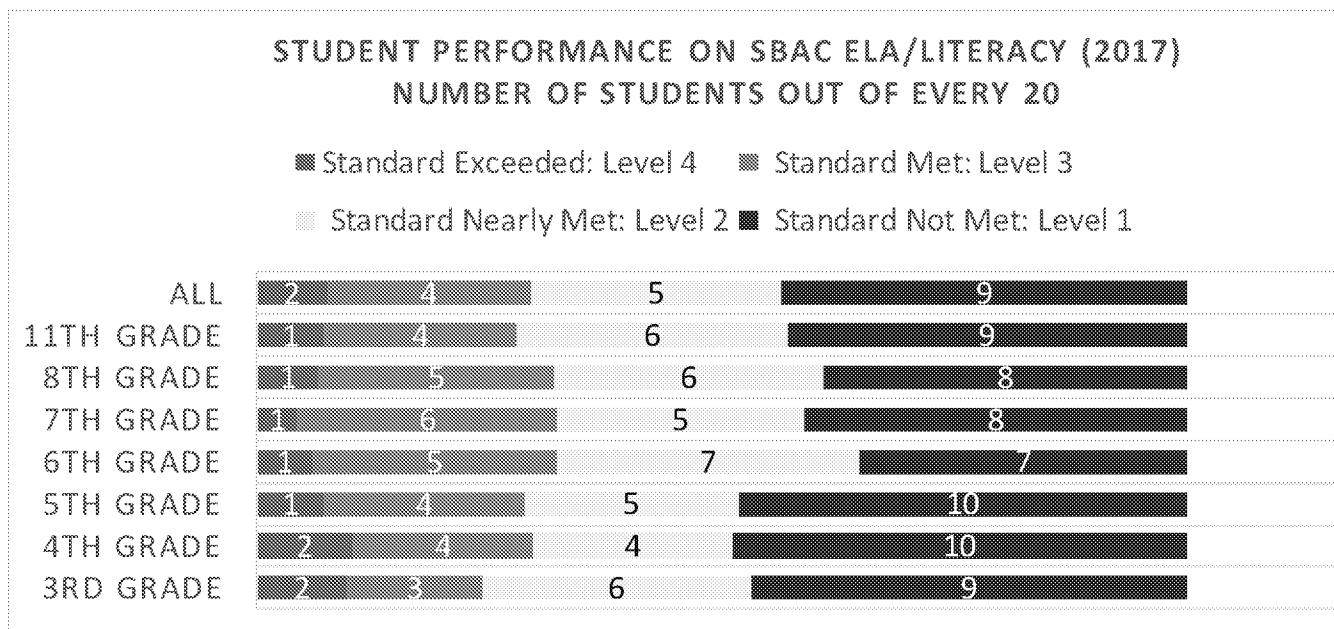
STUDENT PERFORMANCE ON SBAC ELA/LITERACY (2017)
NUMBER OF STUDENTS OUT OF EVERY 20

■ Standard Exceeded: Level 4   ■ Standard Met: Level 3
   Standard Nearly Met: Level 2 ■ Standard Not Met: Level 1

Grade	Level 4	Level 3	Level 2	Level 1
ALL	2	4	5	9
11TH GRADE	1	4	6	9
8TH GRADE	1	5	6	8
7TH GRADE	1	6	5	8
6TH GRADE	1	5	7	7
5TH GRADE	1	4	5	10
4TH GRADE	2	4	4	10
3RD GRADE	2	3	6	9

Figure 6

Source: California Department of Education

Student Performance on 2017 State Tests (SBAC)
"Met/Exceeded" Standards (Level 3 + Level 4)

Number of Students Out of Every 20 Students

How to read this chart: At Bennett/Kew Elementary (see chart below), 6 out of every 20 students met/exceeded ELA/Literacy standards; 5 out of every 20 met/exceeded Mathematics standards.

SCHOOL NAME	ELA/LITERACY	MATHEMATICS	Tested Grade Span
Bennett/Kew Elementary	6	5	Grades 3-5
Beulah Payne Elementary	5	4	Grades 3-6
Centinela	5	5	Grades 3-6
City Honors College Prep Academy	13	4	Grade 11
Clyde Woodworth Elementary	2	3	Grades 3-5
Crozier (George W.) Middle	5	3	Grades 7-8
Frank D. Parent	6	3	Grades 3-8
Highland Elementary	8	5	Grades 3-6
Hudnall (Claude) Elementary	8	6	Grades 3-6
Inglewood Continuation High	0	0	Grade 11
Inglewood High	4	1	Grade 11
Kelso (William H.) Elementary	5	4	Grades 3-6
La Tijera K-8 Charter School Academy of Excellence	9	5	Grades 3-8
Monroe (Albert F.) Magnet Middle	7	4	Grades 6-8
Morningside High	4	1	Grade 11
Oak Street Elementary	6	5	Grades 3-6
Warren Lane Elementary	2	1	Grades 3-6
Worthington Elementary	4	3	Grades 3-5
ANIMO INGLEWOOD CHARTER HIGH*	17	10	Grade 11
CHILDREN OF PROMISE PREPARATORY ACADEMY*	2	1	Grades 3-7
ICEF INGLEWOOD ELEMENTARY CHARTER ACADEMY*	5	3	Grades 3-5
ICEF INGLEWOOD MIDDLE CHARTER ACADEMY*	3	1	Grades 6-8
TODAY'S FRESH START CHARTER SCHOOL INGLEWOOD*	7	4	Grades 3-7
WILDER'S PREPARATORY ACADEMY CHARTER*	14	12	Grades 3-5
WILDER'S PREPARATORY ACADEMY CHARTER MIDDLE*	15	9	Grades 6-8

Figure 7
Source: California Department of Education
* denotes charter schools

Regarding performance in ELA/Literacy at specific schools, a few schools showed significant performance levels (Figure 7). For example:

- Nearly 13 of every 20 City Honors students (63.2%) "met/exceeded standards," and nearly half (47%) of La Tijera students also "met/exceeded standards."
- The proportion of students "meeting/exceeding standards" were highest at three charter schools:
  - About 17 of every 20 students (82.7%) at Animo Inglewood Charter High
  - About 15 of every 20 students (76.1%) at Wilder's Preparatory Academy Charter Middle
  - Nearly 14 of every 20 students (68.6%) at Wilder's Preparatory Academy Charter

Student Achievement in Mathmatics: Weaker than ELA/Literacy

In the aggregate, student results for Mathematics were significantly lower in 2017 compared to the results in ELA/Literacy for the same year (Figure 8).

- Only 4 out of every 20 students in Grades 3-8 and 11 (18.6%) "met/exceeded" state Math standards. Furthermore, 11 out of every 20 students (53.6%) performed at the "Not met standards" level.
- For 11th graders, 15 out of every 20 students (76.9%) did not meet standards (i.e., performance Level 1), while nearly two-thirds of 8th graders (65.2%) also scored at Level 1. For 7th graders, about 12 out of every 20 students (60%) did not meet standards.
- At each grade level – Grades 3, 4,5, 6, 7, 8 and 11 – no more than 5 out of every 20 students passed the state Math tests in 2017.

STUDENT PERFORMANCE ON SBAC MATHEMATICS (2017) NUMBER OF STUDENTS OUT OF EVERY 20

■ Standard Exceeded: Level 4   ▨ Standard Met: Level 3

  Standard Nearly Met: Level 2   ■ Standard Not Met: Level 1

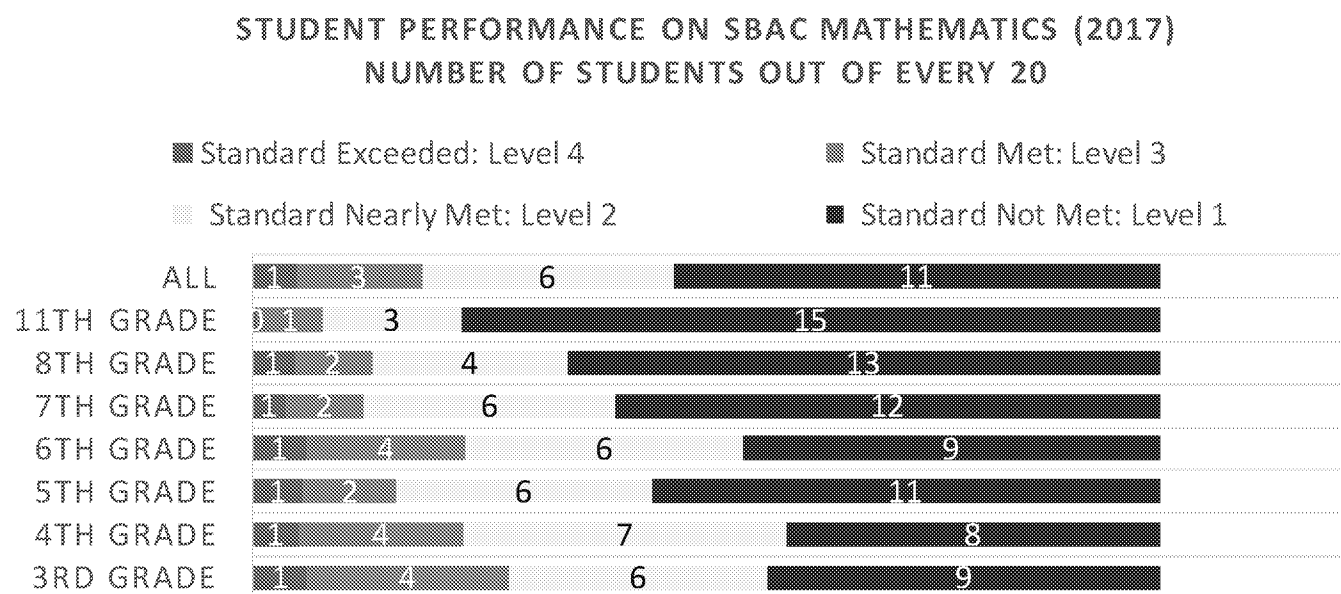|			
ALL	1 3	6	11
11TH GRADE	1 1	3	15
8TH GRADE	1 2	4	13
7TH GRADE	1 2	6	12
6TH GRADE	1 4	6	9
5TH GRADE	1 2	6	11
4TH GRADE	1 4	7	8
3RD GRADE	1 4	6	9

Figure 8

Source: California Department of Education

At the school-by-school level, no Inglewood USD school experienced more than six of every 20 students (30%) "meeting/exceeding standards" in Mathematics (Figure 7).

- Hudnall Elementary saw six of every 20 students (28.2%) passing. Bennett-Kew, Centinela, Highland, La Tijera, and Oak Street schools each showed five of every 20 students at the "meeting/exceeding standards" performance levels.
- Three charter schools posted the highest performance in Mathematics, across charter and non-charter:
    - Wilder's Preparatory Academy Charter, with 12 of every 20 students (60.7%) meeting/ exceeding standards
    - Animo Inglewood Charter High, with 10 of every 20 students (60.7%) meeting/ exceeding standards
    - Wilder's Preparatory Academy Middle, with nine of every 20 students (43.8%) meeting/ exceeding standards
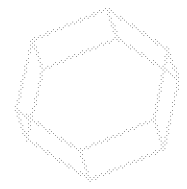
Based on the Fall 2017 California School Dashboard, Inglewood Unified maintained its prior-year performance levels on most of the state indicators of student progress. Figure 9 shows districtwide performance on the seven state indicators for all students. For more detailed California School Dashboard data, go to: https://caschooldashboard.org/#/Details/19646340000000/3/EquityReport

The Dashboard for the Inglewood USD shows several highlights:

Strong growth in high school graduation rates, which increased to 85.6% in 2017, from 74% in 2015 and 82.8% in 2016.
- Every student group, except Homeless students, raised its graduation rate.
- The rate of increase (+6.7%) was highest for African American students; that subgroup ended 2017 with a graduation rate of 87.9%, highest among all student groups.
- Although the overall graduation rate for English Learners remained low at 77.6%, the increase of +5.1% was second only to the +6.7% increase for African American students.
- The graduation rate for Hispanic/Latino students increased by +3.9% to 83.7%.
- For Special Education students, the 2017 graduation rate of 70.2% represented a change of +4.1%.
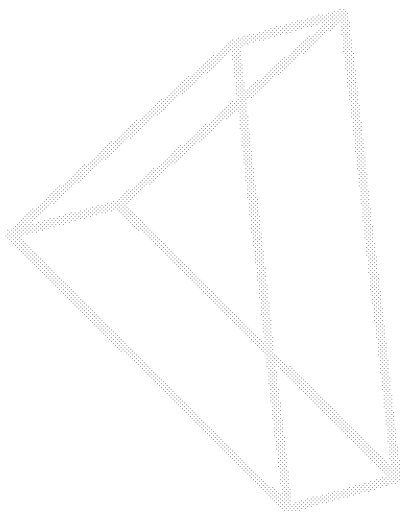
Suspension rate data were mixed. Across all students, the suspension rate remained virtually unchanged at 6.3%. However, the change varied among student groups:
- Suspension rates declined or declined significantly for Foster Youth, American Indian, Filipino, and Pacific Islander student groups.
- Rates remained virtually unchained for the following groups: English Learners, Socioeconomically Disadvantaged, Hispanic/Latino, Two or More Races, and White.
- Suspension rates increased or increased significantly for Homeless, Students with Disabilities, African American, and Asian student groups.

English Learner (Grades K-12) progress toward English proficiency grew slightly.
- Approximately two-thirds (66.5%) made progress in 2017, compared to 65.5% who made progress in 2016.

Fewer than two of every 20 students (7.6%) in the class of 2016 met the criteria for college/career readiness. Nearly 15 of every 20 students (74.6%) were classified as "not prepared," based on the college/career indicator.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism ↗	N/A	N/A	N/A
Suspension Rate (K-12)	◑	High 6.3%	Maintained +0.1%
English Learner Progress (1-12)	◑	Low 66.5%	Maintained +0.9%
Graduation Rate (9-12)	◕	Medium 85.6%	Increased Significantly +5.7%
College/Career (9-12) Select for one year of available data	N/A	Very Low 7.6%	N/A
English Language Arts (3-8)	◔	Low 54.4 points below level 3	Maintained -0.9 points
Mathematics (3-8)	◔	Low 81.1 points below level 3	Maintained +0.4 points

Performance Levels:

◔ Red (Lowest Performance) ◑ Orange ◕ Yellow ◕ Green ● Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Figure 9

The Fall 2017 *school-level* Dashboard for Inglewood USD shows mixed results for our district, with significant gains "green/blue" in some areas at a few schools, but with most of our schools in the "orange/red" lower end of the school performance spectrum (Figure 10).

Here are some highlights:

* City Honors College Preparatory Academy and Inglewood High School achieved the "highest performance" level for their graduation rate improvement.
* Crozier Middle and Monroe Middle landed in the "highest performance" level for their gains regarding *English Learner Progress*. Hudnall Elementary also made remarkable progress in this area.
* Regarding *Suspension rate*, Woodworth Elementary, Kelso Elementary, and Inglewood High made great progress.
* All Inglewood schools made minimal progress in English Language Arts and Mathematics. Every school achieved in the two lowest levels on the five-level scale.

Inglewood Unified School District

List of Schools

This page lists the names of all schools within the district, and shows their performance levels for all students on the state indicators.

School Name ▲	Suspension Rate ⇕	English Learner Progress ⇕	English Language Arts ⇕	Mathematics ⇕	Graduation Rate ⇕
Inglewood Unified	◕	◔	◑	◑	◕
Bennett/Kew Elementary	◔	◔	◔	◔	
Beulah Payne Elementary	◕	◕	◔	◔	
Centinela Elementary	◕	◕	◕	◔	
City Honors College Preparatory Academy	◔				●
Clyde Woodworth Elementary	◕	◕	◕	◔	
Crozier (George W.) Middle	◕	●	◑	◕	
Frank D. Parent School	◑		◑	◑	
Highland Elementary	◑	◑	◑	◑	
Hudnall (Claude) Elementary	◔	◕	◔	◔	
Inglewood Continuation High					
Inglewood High	◕	◔			●
Kelso (William H.) Elementary	◕	◑	◑	◑	
Monroe (Albert F.) Magnet Middle School	◔	●	◔	◔	
Morningside High School	◕	◑			◔
Oak Street Elementary	◔	◕	◔	◔	
Warren Lane Elementary	◕		◕	◕	
Worthington Elementary	◔	◕	◑	◔	

Performance Levels:

◕ Red (Lowest Performance)　◑ Orange　◔ Yellow　◕ Green　● Blue (Highest Performance)

Figure 10

# B. Current State of Instruction and Educational Programs

The California Department of Education (CDE) requires every school district annually to work with stakeholders in developing a Local Control Accountability Plan (LCAP), a comprehensive education action plan. Each LCAP involves an exhaustive needs analysis and recommendations for advancing educational practices and programs and student outcomes, with the district budget aligned to those recommendations.

Under the direction of Dr. Carmen Beck, IUSD's Chief Academic Officer, Inglewood stakeholders completed its 200+ page LCAP in Spring 2018, which coincided with development of this Strategic Plan.

The LCAP plan highlights these areas:

- Creating excellent conditions for learning.
- Maintaining school facilities in good to exemplary condition.
- Ensuring teachers are appropriately assigned and fully credentialed in the subject areas and students they teach.
- Providing students access to instructional materials in English language arts, Mathematics, and other core content approved by the State Board of Education (SBE), the California Department of Education (CDE), and the Board of Trustees, and described in the California Education Code (CEC). Providing students access to instruction and assessments aligned with the Common Core State Standards (CCSS).
- Increasing student achievement yearly in core content, CDE content areas, CEC content areas, 21st century skills, and progress toward readiness for college and/or career.
- Ensuring teachers use instructional strategies designed to help all students master CCSS.
- Providing English Language Learners (ELL) with appropriate, CCSS-aligned language development and ensuring ELL students make yearly progress in attaining language proficiency.
- Creating safe and welcoming learning environments where students and families feel connected to their schools.
- Encouraging all stakeholders, including parents and students, to support student learning.
- Increasing parent involvement in school decision-making
- Boosting student engagement regarding attendance.
- Boosting student engagement in maintaining a safe, positive school climate.

Key findings from the LCAP process informed the Strategic Plan process as well, with many recommendations appearing in both documents, in identical or complementary form. See IUSD's full LCAP document at: https://www.myiusd.net/about-iusd/local-control-accountability-plan-lcap/
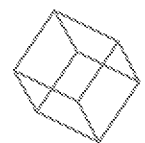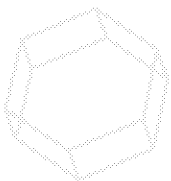
C. Status of the Facilities Strategic Plan

In over the past decade, the City of Inglewood has been a place that has undergone radical changes all while the Inglewood Unified School District (IUSD) has been faced with fiscal challenges, changing leadership, economic and demographic shifts, and persistently declining student enrollment. With the city's resurgence, IUSD is in a unique position to reclaim its status as a center of excellence for public education in California. The District has invested in a strategic plan that forms the foundation for a new path forward, to leverage its location, its assets, and its rich history to reinvent this district and this community.

Concordia Architecture collaborated with IUSD in engaging community stakeholders to assess conditions of the district's buildings and recreational spaces, and to create an updated, comprehensive facilities master plan that aligns with the district's Educational Strategic Plan.

Concordia's assessment revealed:
* *Opportunity to further engage the community in IUSD's Full Service Community Schools initiative.*
* *The need for additional staff to support implementation of the project recommendations in the Facilities Master Plan.*
* *Due to large development projects such as Hollywood Park Stadium, Forum, and LAX Light Rail, multiple options and opportunities for property transformation exists within IUSD to support the needs of students in the City of Inglewood.*

In October 2017, approximately 500 people attended a community summit at the Forum to kick off the strategic planning phases for both the facilities and educational priorities. That gathering provided an opportunity to hear the diverse voices of Inglewood regarding aspirations for students and schools. Concordia and Performance Fact, Inc., supported the replication of that community engagement process at four different school sites between October and November 2017.
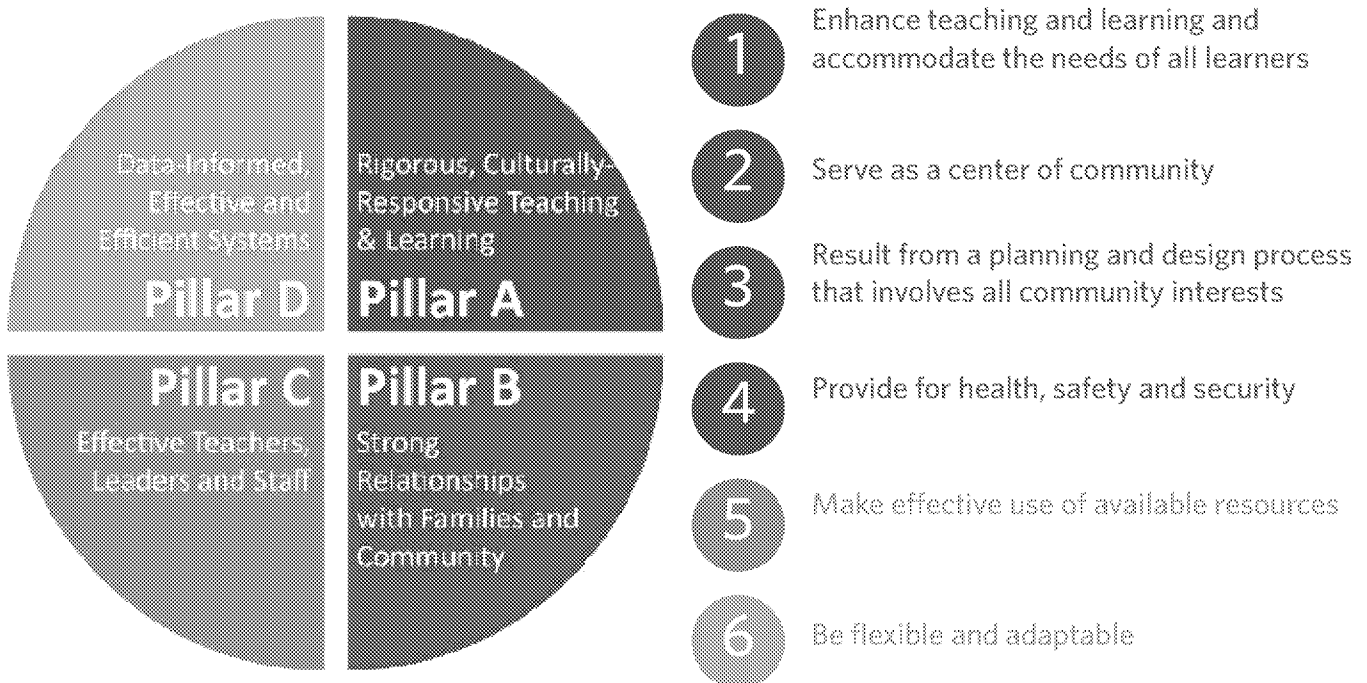
Emerging Recommendations

The 2018 Facilities Strategic Plan produced several findings and recommendations including:

- *Current patterns of facilities use, maintenance, and operations were unsustainable. Consolidation and/or co-location of district programs should be considered.*
- *Consider additional staffing within Facilities Department to support leasing and civic use endeavors.*
- *IUSD should leverage real estate assets to attract development and adaptive reuse in alignment with equitable community benefits and needs.*
- *Development is underway for two models of full-service community schools:*
    1. A site-based approach, centered at Morningside High School.
    2. A distributed model, centered around downtown Inglewood and Inglewood High School.
- *Consolidation of Monroe Middle and Woodworth Elementary into a single TK-8 school.*
- *Leasing a site at Morningside to the Venice Family Clinic.*
- *Demolition of portable classrooms at Bennett-Kew Elementary, Warren Lane Elementary, and Monroe Middle Schools.*

The ultimate goal of the facilities-focused efforts produced an updated comprehensive and systemic plan that aligned the Educational Strategic Plan with facilities improvements and physical community needs (such as health services, financial literacy resources, libraries and media centers, creation, and extended learning).

Pillar D — Data Informed, Effective and Efficient Systems

Pillar A — Rigorous, Culturally Responsive Teaching & Learning

Pillar C — Effective Teachers, Leaders and Staff

Pillar B — Strong Relationships with Families and Community

1. Enhance teaching and learning and accommodate the needs of all learners
2. Serve as a center of community
3. Result from a planning and design process that involves all community interests
4. Provide for health, safety and security
5. Make effective use of available resources
6. Be flexible and adaptable

Above: The Four Pillars and Six Design Principles. The colors pair the pillars with relevant principles.

5
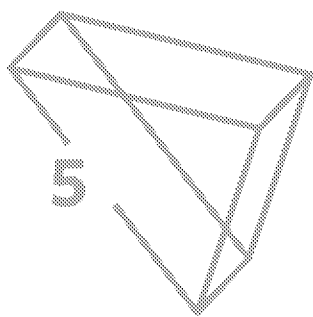
HIGHLIGHTS OF OUR STRATEGIC PLAN

In this section, we describe how each component is designed to play out as the Inglewood Unified School District implements the Strategic Plan.

1. Student Learning

- Equity Principle, Mission, Core Beliefs

- Goals and Measures of Student Progress

- Our 2023 Commitments

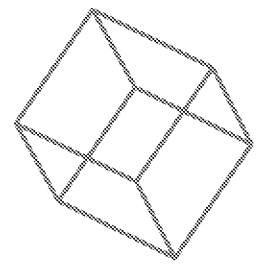### 2. Instructional Effectiveness

- Our Four Pillars

- Professional Practices for Instructional Effectiveness

- Aligning the Instructional Core

3. Empowering Infrastructure

- Our Roadmap: Twelve Strategic Priorities

- Key Actions

- Facilities Implementation Plan
  (in a separate document)

The following pages contain recommendations for each component.
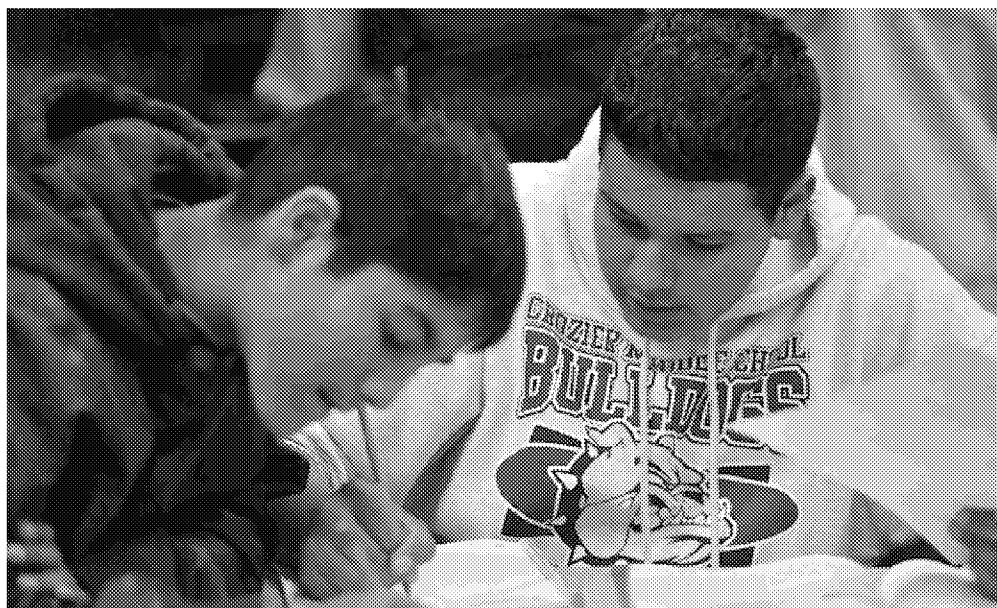
EQUITY PRINCIPLE, MISSION, CORE BELIEFS

At Inglewood, our cause is educational excellence for every scholar without exception.

Our passion is high student engagement, facilitated by effective, caring teachers, leaders and staff, and supported by involved parents, partners and community.

We are committed to providing every scholar with a personalized pathway to college, career and citizenship.

OUR EQUITY PRINCIPLE

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

OUR MISSION

The Inglewood Unified School District will nurture, educate, and graduate students who are self-responsible and self-disciplined; who are critical and creative thinkers; who master the core academic disciplines; and who are advocates for equity and social justice for self and their community.
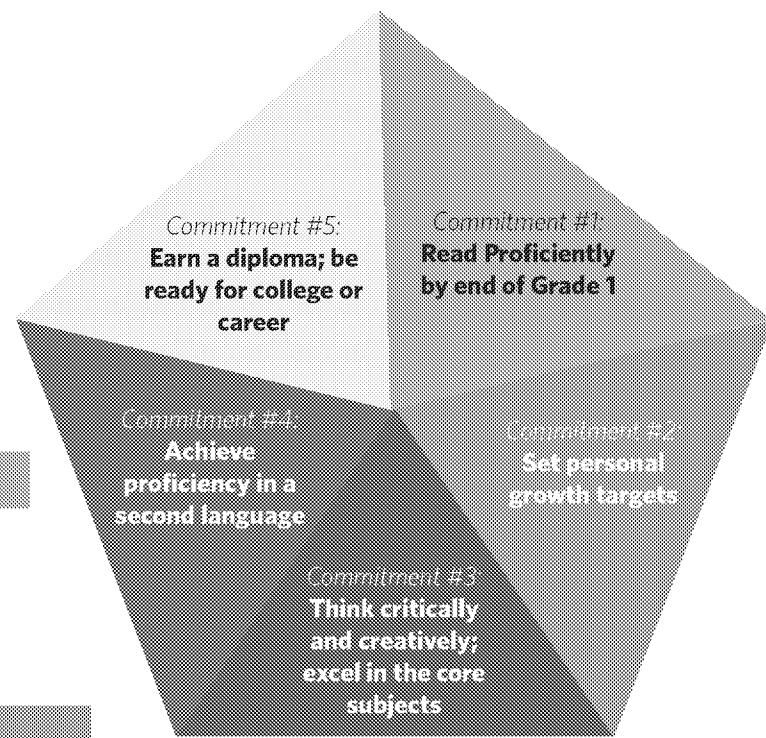
OUR CORE BELIEFS

1 We believe that every Inglewood student has the potential to achieve at high levels when instruction and educational supports meet their needs.

2 We believe that a student's background, condition, and circumstances should not be predictors of their progress and success.

3 We believe that parents/caregivers are critical partners in each student's learning.

4 We believe that we must mobilize and align the intentions, talents, energy, and skills of teachers, parents, staff, and community members in order for Inglewood to become exemplary – a district of choice.

5 We believe that clean, safe, well-equipped classrooms and schools are essential for effective teaching and learning.

6 We believe that we must promote continuous learning as a districtwide expectation, and must invest continuously in the professional growth of ALL our employees.

7 We believe that we must be transparent about our decision-making processes, and must act as sound stewards of the public's resources and investments in our schools.

GOALS AND MEASURES OF STUDENT PROGRESS

Inglewood Unified School District is committed to the academic and social-emotional growth of every scholar. We expect each scholar to acquire the knowledge, skills, and disposition critical for making successful transitions at every stage of their learning and development, from kindergarten to high school graduation. These are the five aspirational goals that we are aiming for, along with how we will measure our students' progress. The Goals and Measures were articulated by more than 1,000 Inglewood parents, educators, and community members.

Goals WHAT ARE WE AIMING FOR?	Measures HOW WILL WE MEASURE IT?
1. Success in the early years Every scholar acquires the social-emotional skills, academic curiosity, and cognitive development that positions him/her for success in pre-Kindergarten through the early grades.	a. % of scholars enrolled in accredited pre-Kindergarten programs b. % of scholars in preK-grade 2 meeting criteria for social-emotional, physical and cognitive development c. % of scholars acquiring Literacy & Numeracy foundational skills by end of Grade 2.
2. Self-responsibility and self-discipline Every scholar develops the habits of mind and behaviors that exemplify ownership of learning, personal awareness, goal-orientation, persistence and civic learning.	a. % of scholars with at least 95% school/class attendance rate b. % of scholars who are able to effectively communicate educational needs, learning goals and behavioral expectations c. % of scholars engaged in healthy and constructive peer-to-peer and peer-to-staff relationships d. % of scholars engaged in athletics, extracurricular activities, schoolwide projects, community service or civic action
3. Critical thinking and problem-solving Every scholar is empowered with ownership of their education and is fully engaged as a critical and creative thinker, solution seeker, and advocate for self and their community.	a. % of scholars who justify a stand or decision with supporting evidence b. % of scholars who can use appropriate digital tools and resources to plan and conduct research, manage projects, solve problems, and make informed decisions c. % of scholars (or student-teams) that can solve real world, interdisciplinary problems
4. Mastery of academic subjects Every scholar receives equitable opportunity for success, and meet or exceeds the standards of performance in all subjects by the end of each grade.	a. % of scholars meeting standards on "anchor" or formative assessments b. % of scholars meeting grade-level standards in core subjects, as measured by state and district assessments c. % of scholars enrolled in and passing Algebra I by 8th grade d. % of scholars participating in advanced coursework and earning a passing grade (e.g., Advanced Placement, ACT, International Baccalaureate) e. % of English Learners reclassified as fully English proficient f. % of Students with Disabilities meeting their IEP goals g. % of scholars participating in Arts Education
5. Readiness for college, career, and life Every scholar graduates from high school ready for college, post-secondary experiences, career, and informed civic engagement.	a. % of scholars who complete courses and activities based on college and career interests b. % of 10th graders on-track to complete high school c. High school graduation rate and decreased dropout rate d. % of high school graduates entering college without the need for remedial classes e. % of high school Seniors with a Career Plan letter outlining at least one of these: college acceptance, military, trade/ technical training, industry certification/apprenticeship f. % of scholars completing dual enrollment and technical/industry certification programs g. % of scholars completing A-to-G requirements

OUR 2023 COMMITMENTS

Commitment #5:
Earn a diploma; be ready for college or career

Commitment #1:
Read Proficiently by end of Grade 1

Commitment #4:
Achieve proficiency in a second language

Commitment #2:
Set personal growth targets

Commitment #3:
Think critically and creatively; excel in the core subjects

READ PROFICIENTLY BY END OF GRADE 1

Target

At least 15 out of every 20 students (75%) meet proficiency standards in Reading by the end of Grade 1.

SET PERSONAL GROWTH TARGETS

Target

At least 19 out of every 20 students (95%) set and monitor academic and behavioral targets

At least 19 out of every 20 students (95%) have 95% Attendance rate

THINK CRITICALLY AND CREATIVELY; EXCEL AT CORE SUBJECTS

Target

At least 15 out of every 20 students (75%) will meet standards in:
    Reading in Grades 3, 6
    Writing in Grades 4, 7, 10
    Math in Grade 4
    Algebra I in Grades 8, 9
    Algebra II in Grade 10/11

Arts Education: All students (100%) of students will participate in the Arts.

ACHIEVE PROFICIENCY IN A SECOND LANGUAGE

Target

At least 5 out of every 20 English Learners (25%) will be fully English proficient in Grades 5, 7, 10

All students (100%) have access to a second language program

Increase the number of students obtaining the Seal of Biliteracy

EARN A DIPLOMA; BE READY FOR COLLEGE OR CAREER
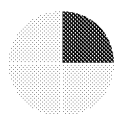
Target

100% graduation rate

100% of students graduate college-/career-ready and meet A-to-G requirements

OUR FOUR PILLARS

Our Four Pillars provide a solid foundation on which to organize our work at the school level as well as system-wide. They are the building blocks for action, a roadmap for implementation.

Pillar A – Rigorous, Culturally Responsive Teaching and Learning

Pillar A focuses on TEACHING AND LEARNING, our schools' most important function. Pillar A promotes a personalized instructional system that responds to each student's needs.
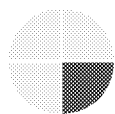
Pillar B – Strong Relationships with Families and Community

Recognizing that SCHOOLS CAN'T DO IT ALONE, Pillar B promotes trust, open communication and healthy partnerships with families and community.
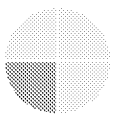
Pillar C – Effective Teachers, Leaders, and Staff

Pillar C emphasizes INVESTING IN PEOPLE by attracting, developing and retaining high-caliber staff at all levels.
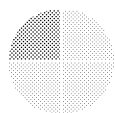
Pillar D — Data-Informed, Effective, and Efficient Systems

Pillar D – MANAGING THE WHOLE – champions devising mission-focused structures and processes that drive effective and efficient operations and continuous improvement.

The Four Pillars – the means to the ends – represent the "architecture" of what we must do well to achieve the outcomes for students. Together, they define the capabilities we need and must develop continuously to strengthen instructional effectiveness and organizational infrastructure.

PROFESSIONAL PRACTICES FOR INSTRUCTIONAL EFFECTIVENESS

As practitioners, we commit to continuously improving our Teaching Practices, Leadership Practices, and Organizational Practices – the preconditions for higher levels of student achievement. Our Four Pillars are the building blocks of these professional practices.

Pillar A
RIGOROUS, CULTURALLY RESPONSIVE TEACHING AND LEARNING

Pillar B
STRONG RELATIONSHIPS WITH FAMILIES AND COMMUNITY

Pillar C
EFFECTIVE TEACHERS, LEADERS, AND STAFF

Pillar D
DATA-INFORMED, EFFECTIVE, AND EFFICIENT SYSTEMS

TEACHING PRACTICES

T1: Standards-based instruction: Standards-based instruction: Teachers implement standards-based instruction, with clear learning objectives, explicit direct instruction, and opportunities for self-directed student learning and collaboration.

T2: Proven strategies: Teachers use proven instructional strategies and continuously adjust lesson design and instruction in response to their students' social, ethnic, cultural, and language perspectives.

T3: Home/school communication: Teachers implement a system for contacting all parents as the year progresses regarding behavior and student achievement.

T4: Relationships with community partners: Teachers involve community members in schoolwide activities, giving presentations and connecting students and teachers to resources and information.

T5: Collaborative data analysis: Teachers analyze and use formative and benchmark assessment data to monitor student learning, review curriculum scope and sequence, and adapt instruction to meet each student's learning needs.

T6: Continuous professional learning: Teachers demonstrate continuous learning through classroom application of relevant strategies learned through professional development and ongoing collaboration.

T7: Accurate records: Teachers implement an effective system to maintain accurate data records and artifacts on student- and instructor-tracked completion of assignments, academic assessments, and assigned discipline.

T8: Cycles of inquiry: Teachers use a data-driven cycle of inquiry to collaboratively analyze assessment data and modify instructional practices at grade level and/or department meetings.

LEADERSHIP PRACTICES

L1: Aligned practices: Principals and leadership teams ensure that instruction and assessment practices are varied and aligned to the needs of students.

L2: Culturally-relevant PD: Principals and leadership teams encourage teachers and staff to challenge their own beliefs and actions about students' ability to meet high expectations, and provide ongoing culturally relevant professional development.

L3: Connecting with the community: Principals and leadership teams establish partnerships with parents and community groups to support student learning and whole-child well-being.

L4: Effective Partnerships: Principals and educational services teams provide opportunities for staff to learn and share effective approaches to collaborative partnering and shared decision-making with families and community.

L5: Differentiated PD: Principals and leadership teams implement a differentiated, professional development plan aligned with the school's improvement plan and the professional learning needs of instructional staff.

L6: Timely communication and feedback: Principal uses multiple strategies to provide timely feedback and communication about classroom practices and student learning (lesson study, collaborative analysis of student work, classroom observations, team planning).

L7: Data-informed interventions: Principals and leadership teams meet with teachers to review using data to drive continuous improvement of classroom instruction and identify students' academic and behavioral interventions or enrichment.

L8: Protected time for collaboration: Principal schedules and protects "sacred time" for staff instructional planning, data-driven collaboration, and professional development.

ORGANIZATIONAL PRACTICES

O1: Curriculum adoption: District leadership and staff consider students' ethnic, cultural, and language backgrounds in decisions about curriculum materials, ensuring that they consider historical, social, and political events from a wide range of perspectives.

O2: Curriculum implementation: District leadership ensures that standards-aligned, culturally relevant curricula are implemented and supported with curriculum guides, professional development, and a balanced assessment system.

O3: Parent as volunteers: District leadership and staff provide easy, accessible ways to engage parent volunteers, providing ample training on volunteer procedures, school protocol, and safety guidelines.

O4: Accessing community resources: District leadership and staff distribute information on accessing cultural, recreational, academic, health, social, and other resources that serve families.

O5: Continuous learning for all: District leadership provides professional development for all staff (including bus drivers, secretaries, cafeteria, custodians) to enhance their effectiveness and ensure alignment with the vision and strategies.

O6: Clarity of expectations: District leadership clearly communicates the district's vision, mission, teacher-quality criteria, and performance data, and seeks staff and community input regarding continuous improvement.

O7: User-friendly data system: District leadership implements a user-friendly system to provide information for monitoring and adjusting professional practice and to guide professional development.

O8: Data savvy: District leadership partners with all schools to provide professional development to all educators in analyzing and interpreting data about student learning and professional practices.

ALIGNING THE INSTRUCTIONAL CORE

Standards-Aligned Instructional System

Continuous improvement of instructional programs demands the alignment of the six components of a standards-based instructional system.

The first component (standards) involves clarifying what students need to know, need to do, and need to be like. Next, we align those content and performance standards with what we teach (curriculum) and how we track student progress (assessments).

Finally, we examine how we teach (instruction); the teaching tools we use (materials and resources); and the safety nets that foster learning for every student (interventions) and ask ourselves: Are these designed and implemented in ways that assure equity of access and learning opportunity for every student, regardless of the student's background, condition or circumstance?

Together, these six ideas make up a standards-aligned instructional system.

A complementary idea – professional development – may be added to identify opportunities for continuous learning specific to each content area or student outcome priority.

Current information about Inglewood's core instructional programs is highlighted in IUSD's LCAP document: https://www.myiusd.net/about-iusd/local-control-accountability-plan-lcap/ For more information, consult the internal evaluations facilitated by the district's Educational Services. Those documents cover:

* English Language Arts - elementary
* English Language Arts - middle school
* English Language Arts - high school
* Mathematics - elementary
* Mathematics - middle school
* Mathematics - high school
* Science - elementary
* Science - middle school
* Science - high school
* Social Studies - elementary
* Social Studies - middle school
* Social Studies - high school
* Fine Arts/ Visual and Performing Arts
* World Language - high school
* Dual Immersion Language
* Physical Education and Health
* Career and Technical Education
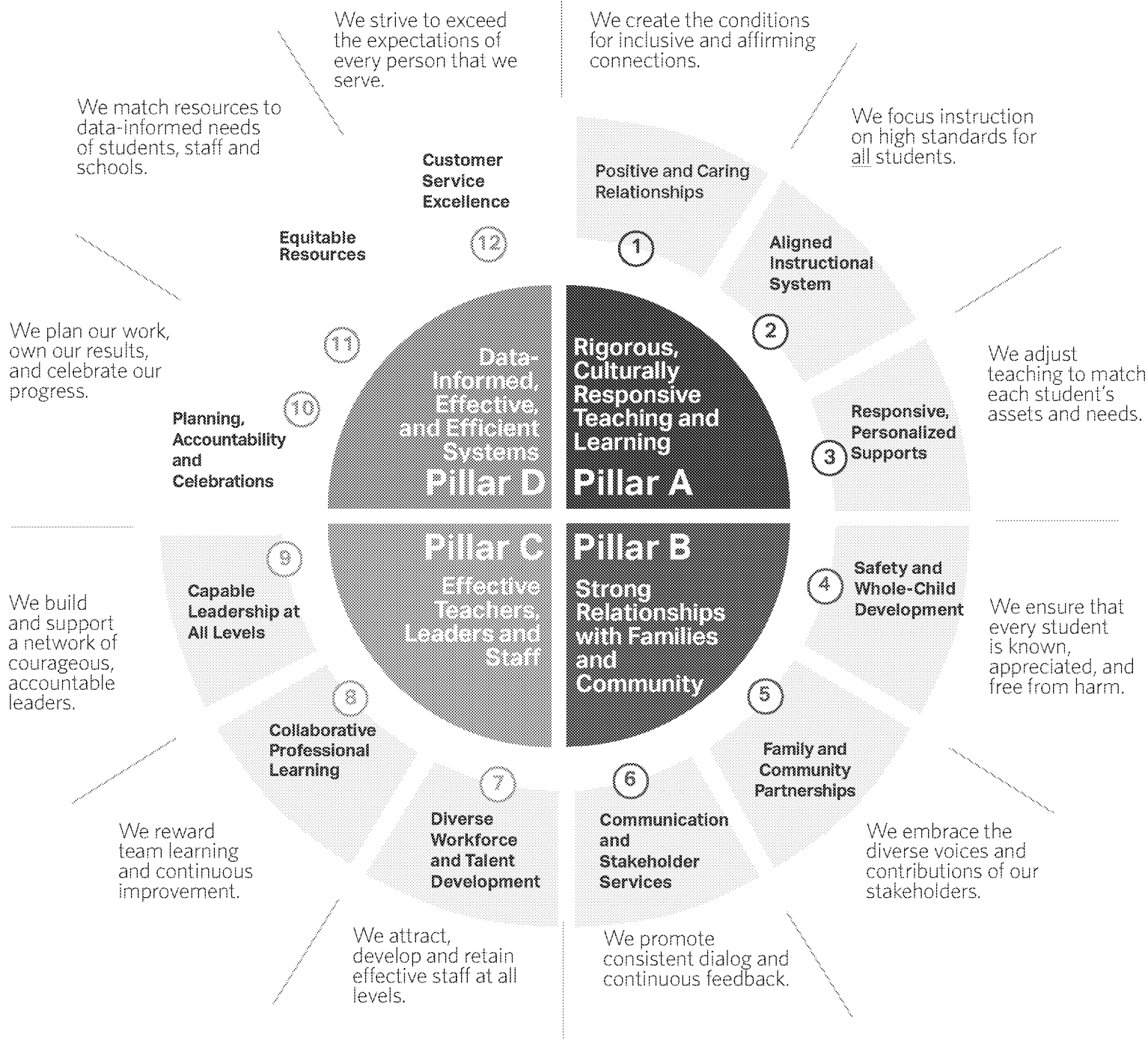* Early Childhood Education

STANDARDS-ALIGNED INSTRUCTIONAL SYSTEM
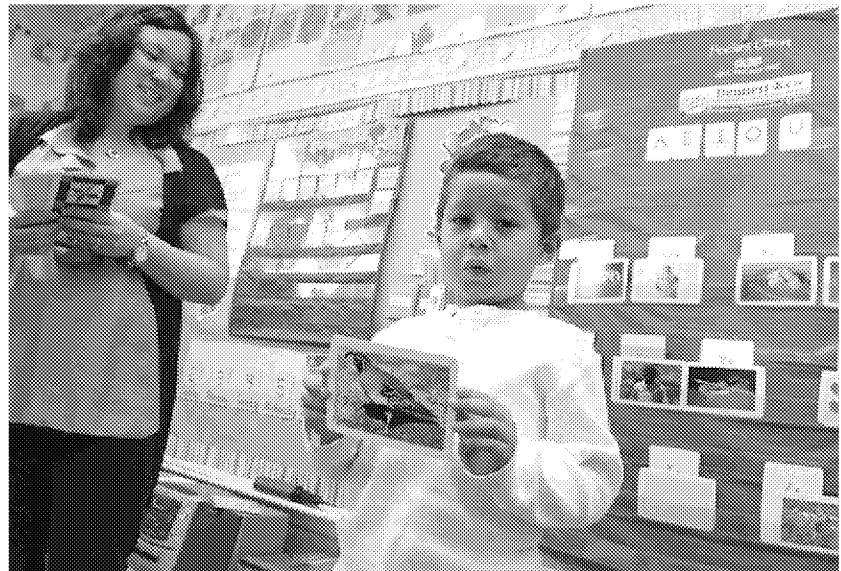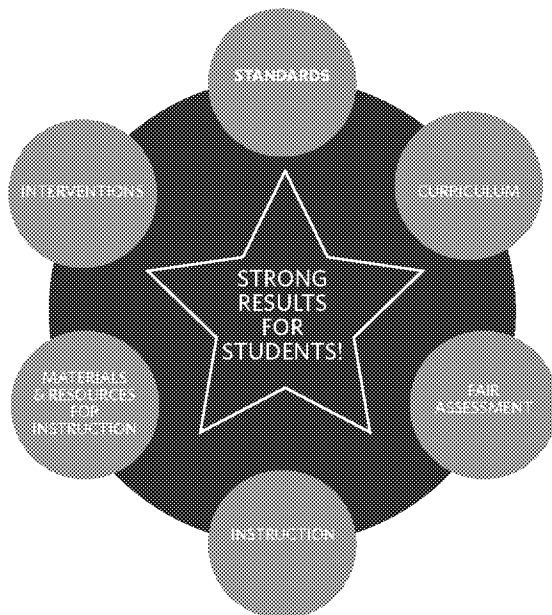
OUR ROADMAP
TWELVE STRATEGIC PRIORITIES

The Strategic Priorities define what we must implement well within each Pillar in order to support effective instruction and achieve our aspirational Goals for student success. The priorities represent the infrastructure essential for achieving our aims.

We strive to exceed the expectations of every person that we serve.

We create the conditions for inclusive and affirming connections.

We match resources to data-informed needs of students, staff and schools.

We focus instruction on high standards for all students.

Customer Service Excellence

Positive and Caring Relationships

Equitable Resources

(12)

(1)

Aligned Instructional System

We plan our work, own our results, and celebrate our progress.

(11)

(2)

We adjust teaching to match each student's assets and needs.

Planning, Accountability and Celebrations

(10)

Data-Informed, Effective, and Efficient Systems
Pillar D

Rigorous, Culturally Responsive Teaching and Learning
Pillar A

Responsive, Personalized Supports

(3)

Pillar C
Effective Teachers, Leaders and Staff

Pillar B
Strong Relationships with Families and Community

We build and support a network of courageous, accountable leaders.

(9)

Capable Leadership at All Levels

(4)

Safety and Whole-Child Development

We ensure that every student is known, appreciated, and free from harm.

(8)

(5)

Collaborative Professional Learning

Family and Community Partnerships

We reward team learning and continuous improvement.

(7)

(6)

Diverse Workforce and Talent Development

Communication and Stakeholder Services

We embrace the diverse voices and contributions of our stakeholders.

We attract, develop and retain effective staff at all levels.

We promote consistent dialog and continuous feedback.

The Four Pillars are means to ends, or building blocks – the things we must do well to achieve the outcomes we desire for students. Together, they define the capabilities we need and must develop continuously to strengthen instructional effectiveness and organizational infrastructure.

Pillar A focuses on **TEACHING AND LEARNING,** our schools' most important function. Pillar A promotes a personalized instructional system that responds to each student's needs.

Recognizing that **SCHOOLS CAN'T DO IT ALONE,** Pillar B promotes trust, open communication, and healthy partnerships with families and community.

Pillar C emphasizes **INVESTING IN PEOPLE** by attracting, developing and retaining high-caliber staff at all levels.

Pillar D – **MANAGING THE WHOLE** – champions devising mission-focused structures and processes that drive effective and efficient operations and continuous improvement.
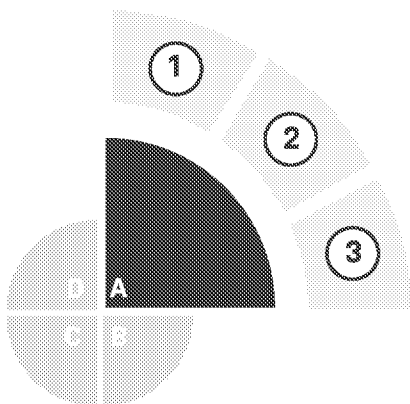
Pillar A
RIGOROUS, CULTURALLY RESPONSIVE TEACHING AND LEARNING

Instruction reflects students' prior knowledge, learning styles, and cultural background – with standards driving curriculum planning and student learning, evidenced in student outcomes.

Strategic Priority ①
Positive and Caring Relationships

Key Actions

1.1 Ensure all schools and classrooms provide positive and supportive learning environments that appreciate students' individuality and potential.

1.2 Ensure students and teachers have genuine opportunities to express their voices and ideas in the classroom through activities that provide opportunities for equitable input and timely feedback.

1.3 Implement a variety of strategies to increase learning time for students who require additional support.

1.4 Ensure that every student is mentored by one adult.

Strategic Priority ②
Aligned Instructional System

Key Actions

2.1 Develop and implement a clear districtwide instructional system that aligns curriculum, assessments, instructional practices, technology, and instructional materials across all content areas and grade levels.

2.2 Implement in every classroom a culturally responsive, standards-aligned, sustainable curriculum with embedded interventions and enrichment.

2.3 Use a districtwide instructional framework to deliver effective instruction and provide development for leaders and teachers.

2.4 Create, communicate, and implement a schoolwide behavior management system that increases students' voice in restorative practices and access to core instruction by decreasing time out of class and/or school.

Strategic Priority ③
## Responsive, Personalized Supports

Key Actions

3.1 Establish and implement college and career pathways in all schools.

3.2 Personalize instruction for every student by implementing intervention, acceleration, and enrichment strategies that are responsive to each student's academic and social-emotional learning needs.

3.3 Implement an integrated, comprehensive framework that provides individualized student support necessary for their academic, behavioral, and social-emotional success (RTI, MTSS).

3.4 Expand opportunities for personalized learning environments using strategies such as small learning communities, student counseling, student advisory, and student-driven support groups.
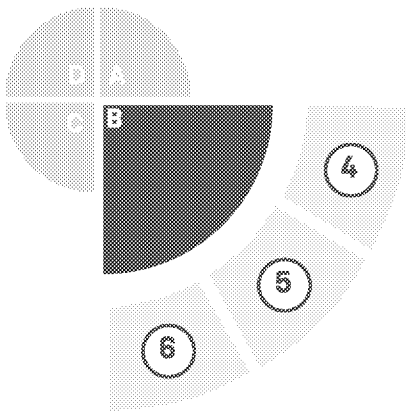
Pillar B
STRONG RELATIONSHIPS WITH FAMILIES AND COMMUNITY

Trust among home, school, and community is nurtured through shared responsibility for student success, proactive communication, and meaningful stakeholder "voice."

Strategic Priority (4)
Safety and Whole-Child Development

Key Actions

4.1 Partner with parents and caregivers to access school and community resources that support each student's academic progress, family health and wellness, and behavioral and life success.

4.2 Ensure that each school site develops and implements a Safe School Plan and compiles an annual data-driven report of safety-related successes and challenges.

4.3 Develop a system of supports or safety nets that are easily accessible to students and families, including expanded educational options, mentoring and tutoring, and increased access to educational remediation or enrichment opportunities.

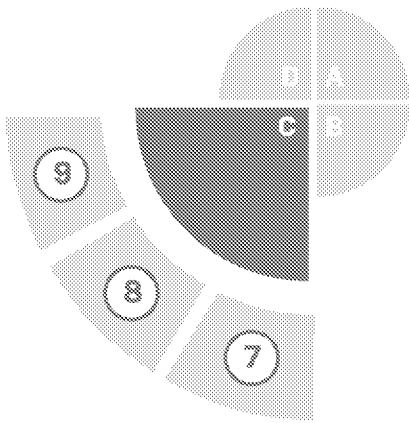## Strategic Priority (5)
Family and Community Partnerships

Key Actions

5.1 Promote parent engagement in student learning and growth through:
a. A Compact for Learning to clarify mutual responsibilities
b. Family-friendly report cards
c. Periodic parent-teacher-student conferences
d. Annual feedback surveys
e. Varied communication formats

5.2 Strategically align Inglewood schools around three K-12 vertical career-readiness pathways: Aeronautics & Engineering; Arts & Entertainment, and Sports & Health Sciences.

5.3 Collaborate with business and community mentors to support students in solving real-world problems, exploring new opportunities, and using technology to strengthen applied learning skills.

5.4 Implement formal processes, multiple pathways, and options for students to complete credit recovery through programs integrated into the school day as well as in extended-learning (beyond-school) formats.

5.5 Broaden business and industry support for and engagement in our schools and district, including development of infrastructure to facilitate their participation in college and career opportunities for students.

Strategic Priority (6)
Communication and Stakeholder Services

Key Actions

6.1 Develop clear, consistent messaging to strengthen the district's brand image, promote its vision and goals, and build advocates for the Inglewood community's public education agenda.

6.2 Coordinate internal and external network meetings to facilitate two-way, open communication among stakeholders.

6.3 Ensure all staff regularly communicate with students and their families through a variety of methods and languages regarding each student's progress toward college and career readiness.

Pillar C
EFFECTIVE TEACHERS, LEADERS, AND STAFF

Valued as an organizational ethic, professional learning is linked to school and district priorities, and is focused on continuous improvement of teaching practices, leadership practices, and organizational practices.

Strategic Priority ⑦
Diverse Workforce and Talent Development

Key Actions

7.1 Define the Standards of Professional Practice for teachers, school administrators, district-level leaders and managers, and support staff – outlining professional expectations and explicit criteria for assessing progress toward mastery of those standards.

7.2 Develop partnerships for recruiting and retaining talented and diverse staff through ongoing relationships with colleges and universities.

7.3 Ensure culturally inclusive school and district practices through: (a) professional development to enhance staff knowledge and skills about students' cultural, linguistic, and socioeconomic backgrounds; (b) equitable treatment for all students in referral and disciplinary processes; (c) multi-language translation services to facilitate home-school communication; and (d) hiring and retaining more staff who reflect the diversity of the students and the community.

Strategic Priority ⑧
Collaborative Professional Learning

Key Actions

8.1 Strengthen effectiveness of teachers, leaders, and staff by co-creating professional development systems focused on effective practices, deeper content knowledge, professional learning communities, and collaborative inquiry.

8.2 Provide professional learning opportunities for teachers, leaders, and staff in effective trauma-informed strategies.

8.3 Increase the number of ELL-endorsed teachers and offer professional development for teachers and leaders.

8.4 Implement ongoing cycle of inquiry and professional collaboration as a strategic practice in every school and systemwide.

8.5 Provide initial orientation and year-round training for new and substitute teachers in district-defined instructional practices and procedures.

Strategic Priority ⑨
Capable Leadership at All Levels

Key Actions

9.1 Provide training and ongoing capacity building for the leadership team at each school, with emphasis on effective instruction, using data to improve practice and outcomes, building a culture of collaboration, and strengthening relationships with stakeholders.

9.2 Develop an internal leadership pipeline and succession planning process that motivates aspiring leaders and "grows our own."

9.3 Develop and sustain a cadre of teacher-leaders to guide instructional planning, evidence-based professional collaboration ("PLC") and cycles of inquiry at each school and across all schools.

9.4 Develop an instructional leadership team (ILT) or equivalent at each school site to support teachers and staff in:
- Taking on leadership positions outside the classroom.
- Assuming joint responsibility for defining and implementing the instructional focus.
- Overseeing instructional monitoring, coaching, and feedback.

Pillar D
DATA-INFORMED, EFFECTIVE, AND EFFICIENT SYSTEMS

Decisions are made based on evidence, not opinion, and mission-focused processes and structures are established at all levels to facilitate sound practices and worthwhile outcomes.
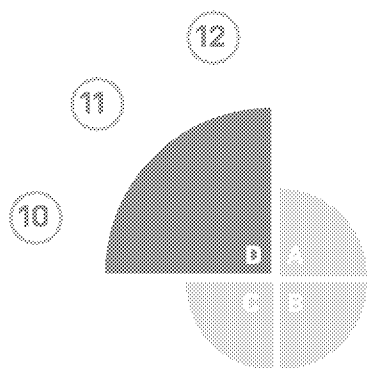
Strategic Priority (10)

Planning, Accountability, and Celebrations

Key Actions

10.1 Ensure that each school and department develops a results-driven annual action plan with clear goals, implementation strategies, and continuous-monitoring processes.

10.2 Develop and implement a performance management framework that guides each school and department progressively toward meeting their objectives for student growth and professional practices.

10.3 Promote a culture of ongoing data collection and analysis that includes: annual goal-setting based on student data, monitoring key metrics for each school and district-level team, community input regarding progress, and celebrations of achievement.

Strategic Priority (11)

Equitable Resources

Key Actions

11.1 Allocate equitable access to resources based on data-informed needs of students, staff, schools, and departments.

11.2 Implement a cycle of inquiry that includes common assessments and data analysis practices to inform decisions regarding access to and equitable allocation of resources.

Strategic Priority (12)

Customer Service Excellence

Key Actions

12.1 Define the standards of practice and performance metrics for each school and department, with input from stakeholders.

12.2 Develop a process for systemwide monitoring, analysis, and reporting of performance, which will build trust and accountability with stakeholders.

12.3 Conduct and analyze an annual survey of students, staff, parents, and community stakeholders to assess perceptions, quality, and effectiveness of our school system.
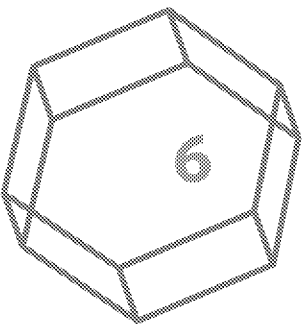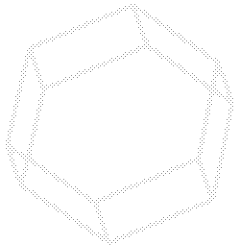
IMPLEMENTING OUR STRATEGIC PLAN

A results-focused plan is the first step toward accomplishing our goals. In completing this Educational Strategic Plan, Inglewood Unified School District and its stakeholders have taken that first step toward reaching communitywide consensus on student outcomes and the roadmap for accomplishing them. However, without disciplined implementation, the plan will flounder and may not live up to its promise. After we "plan the work," we must "work the plan" to achieve desired results.

Paying Attention to Our Intention

Getting things done well demands discipline! Turning our good intentions into stronger results for our students demands disciplined implementation at every level: every classroom, every school, every department, and in every part of our community. The responsibility for making sure that everything comes together to produce sustainable results rests primarily with leadership at the Board, Cabinet, district, and school levels.

However, the school district can't do it alone. Ultimately, success of this strategic plan depends on each stakeholder in the Inglewood community doing his or her part – in the near term and for the long haul – to support the priorities and key actions outlined in this plan. Everyone has a role in making this plan a reality: from the students themselves, to all district employees; from parents/caregivers and community members, to district partners, service providers, and philanthropic organizations; from local and state government representatives, to businesses and higher education institutions, to local faith-based communities.

Consistent performance is the outcome of consistent habit. IUSD will use Performance Fact's *Eye on the Goal*™ continuous school improvement system to support step-by-step implementation of this strategic plan. The framework will be customized for Inglewood Unified School District to support mobilization, alignment, leadership capacity building, disciplined implementation, and accountability for results.

Setting Annual Performance Objectives

Successfully implementing a multi-year strategic plan requires setting annual performance objectives, or areas of focus for each year. A performance objective must meet all of the following seven criteria:

1. Does it accelerate student learning and achievement? The performance objective will significantly hasten achieving the overall vital signs of student progress – and this year's student achievement improvement targets in particular.

2. Does it empower and enable the work of schools and educators? The performance objective will significantly support the ability of schools and school/district staff to better serve the needs of more students and more schools, more effectively and efficiently.

3. Will it build organizational capacity? The performance objective will significantly enhance the organization's capacity and capability – building real strength for the short and long term. It will significantly accelerate accomplishing the strategic plan's goals and objectives.

4. Does it reflect the perspectives of stakeholders? The performance objective mirrors the expressed and/or implied priorities of affected stakeholders.

5. Can we achieve it this year? The performance objective is challenging and doable this year. For projects or programs that require several years for full implementation, the performance objective will describe the portion of the multi-year goal to be accomplished this year.

6. Is accountability for results clear? The performance objective will have an identifiable focal point and assigned responsibility for its accomplishment. Even in instances where multiple departments or divisions have a role in implementation, one person must be identified as lead agent.

7. Can we afford it this fiscal year? Each performance objective and all of them together can be implemented within our means, though we may choose to reallocate resources – people, money, time, space, technology – from other areas. However, the performance objective must be something we can fund during this fiscal year.
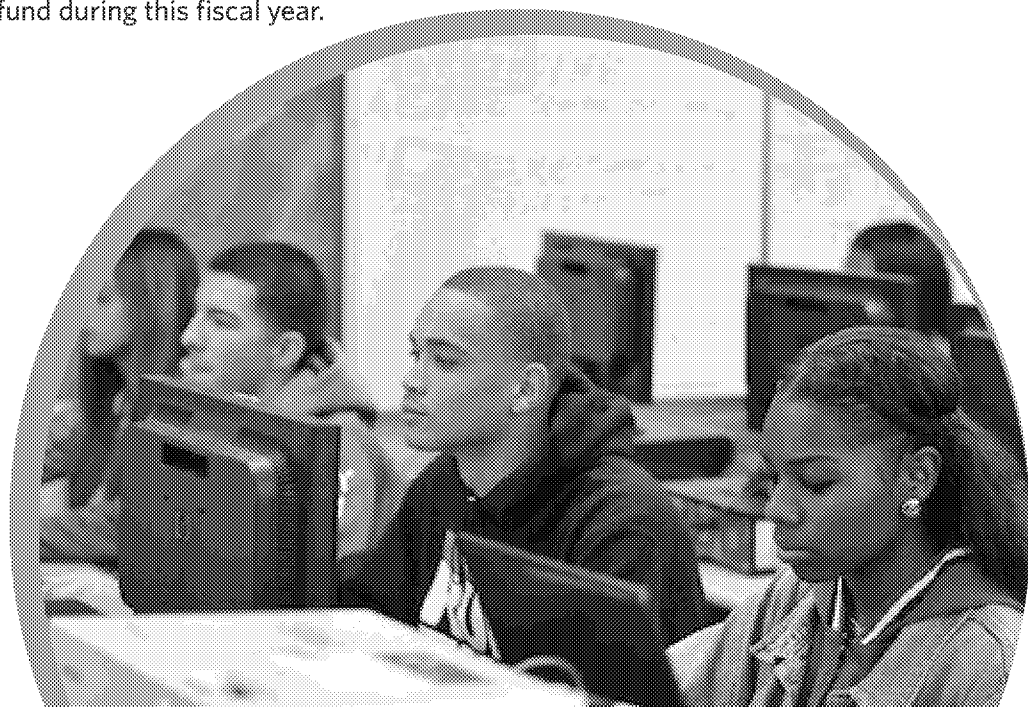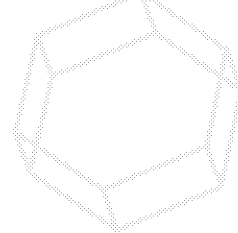
Performance Fact provides a *Roadmap for Disciplined Implementation*, a step-by-step guide for aligning resources – people, time, and money – to the priorities in a strategic plan. The Roadmap is grounded in best practices and the science of implementation. It provides practitioners at all levels with online tools, research-validated resources, technical assistance, and coaching to support day-to-day implementation by individuals and teams.

Roadmap for Disciplined Implementation			Schools	District & Depts	"Anytime" Tools
START OF THE SCHOOL YEAR	*Chart the Course*	Annual Action Plan	●		
		Getting It Done!™		●	
EVERY WEEK	*Monitor & Adjust*	Monitoring, Feedback & Support	●	●	
EVERY MONTH	*Learn & Collaborate*	Professional Learning & Collaboration (PLC)	●	●	
		Leadership-in-Action Network™	●		
		Monthly Priorities	●	●	
EVERY 6-12 WEEKS	*Reflect & Plan*	Data Summit™	●	●	
		6-12-Week Instructional Planning	●		
MID-YEAR & END OF YEAR	*Evaluate & Celebrate*	Mid-year Review	●	●	
		End-of-Year Review	●	●	

© Performance fact, Inc.   THINK. BELIEVE. MOVE MOUNTAINS

Consistency in action and practice, along with continuous monitoring, evidence-based feedback and timely supports are hallmarks of the Roadmap process. Thus, conscious use of time – one of the most valuable resources available for getting things done – is an integral dimension of the Road process as well. The five time-based dimensions of the Roadmap are as follows; they apply at the school site as well as at the district/department level.

START OF THE SCHOOL YEAR   *(Chart the Course)*

Develop the continuous improvement plan for the school year (Annual Action Plan), including: annual student achievement targets, professional practices, educational strategies, professional development and collaboration priorities, and assessment calendar. Align resources – people, time, and money – to your Plan. Then, calendar the milestones of progress (key tasks, start/end dates, lead person, check-in dates), and compile them in your consolidated CPR Card™. The CPR Card is a one-stop tool for monitoring and communicating progress across all your priorities and activities – from the most tactical day-to-day tasks to the more strategic long-term undertakings.

Similarly, at the district or department levels, prepare your implementation plan (Getting It Done!™), including major projects, sub-projects, and milestones of progress, and compile the milestones in your consolidated CPR Card.

EVERY WEEK   *(Monitor and Adjust)*

Monitor classroom instruction – we recommend at least 10 hours per week – to assess individual, team, and schoolwide instructional effectiveness; to provide timely feedback and targeted coaching and modeling for teachers; and to identify intervention for students.

At the school and district/department level, review your CPR Card to assess progress on your priorities, and update or adjust the milestones as needed.

EVERY MONTH   *(Learn and Collaborate)*

Strengthen knowledge, skills, and effectiveness of teachers, leaders, and staff through year-round differentiated professional development, coaching, and support aligned to the priorities in your Annual Action Plan or Getting It Done! plan. Provide opportunities for practitioners to conduct evidence-based professional collaboration. For teacher teams, opportunities should be provided for Professional Learning Community (PLC) gatherings. For leaders, a format such as Performance Fact's Leadership-in-Action Network offers opportunities for continuous improvement of leadership practices, individually and as leadership teams.

At the school site and district/department levels, review your CPR Card to assess progress on your priorities, and update or adjust the milestones as needed, including setting Monthly Priorities so that the yearlong plans can be implemented in manageable chunks. If new data are available for your Vital Sign Scorecard, review and update them as well.

EVERY 6 TO 12 WEEKS   *(Reflect and Plan)*

At the end of each 6- to 12-week assessment cycle or grading period, conduct evidence-based community conversations about student learning and professional practices, or a Data Summit™. A Data Summit is not an opportunity to prove ourselves but to improve ourselves. It is a collaborative exercise among practitioners (and stakeholders, when appropriate). Periodic Data Summits can be convened at all levels of the organization:
* At each grade level and schoolwide, focused on the school's Annual Action Plans
* Across schools in the same cluster/network or districtwide
* Between Cabinet and the Board, focused on systemwide priorities in the Getting It Done! plan
* Across groups of stakeholders, including parents, taxpayers, and community partners

At the school level, we recommend developing team and schoolwide 6- to 12-week Instructional Plans at the end of each Data Summit, outlining the instructional priorities for the next cycle. This 6- to 12-week discipline – reflect, plan, implement – is the essence of an evidence-based cycle of inquiry.

MID YEAR/END OF YEAR   *(Evaluate and Celebrate)*

At the midpoint and end of each year, complete a comprehensive, data-informed review of the implementation of your Annual Action Plan and Getting It Done! plan. Concentrate these reviews on data from your CPR Card and your Vital Signs Scorecard, and on analysis, interpretation, and key findings provided by practitioners. Recognize progress and accomplishments of teachers, leaders, staff, students and stakeholders as a way of promoting a culture of achievement and "nurturing the heart." Realign practices and resources as needed, to further sharpen focus on student learning and on continuous improvement of teaching practices, leadership practices, and organizational practices.

The midyear and end-of-year reviews are particularly effective mechanisms for Board-initiated, two-way conversations between community and the school system. Prioritizing these reviews will promote transparency and accountability to stakeholders and will strengthen trust in and commitment to the schools.

THE CPR CARD™

The Continuous Progress Report Card (CPR Card) is a comprehensive, easy-to-use, effective online tool for managing, monitoring, and communicating progress of long-term plans and day-to-day tasks, regardless of size or complexity. With the CPR Card, you will be able to:

- **Organize**: Consolidate all parts of your short- and long-term priorities and activities into a one-stop repository that is easily accessible from anywhere in the world.
- **Focus**: Minimize distractions that impede accomplishment of your goals and objectives.
- **Monitor**: Track progress effortlessly, including using a customized dashboard with informative metrics.
- **Collaborate**: Work and communicate across teams and throughout the organization.
- **Celebrate**: Recognize accomplishments of individuals and teams.

Using the CPR Card™ will transform the culture of a team or organization from the inside out. After a few uses of the card, you will notice significant improvement in your personal and team focus, cohesiveness, productivity, and performance.

THE VITAL SIGNS SCORECARD™

While the CPR Card is effective for monitoring and communicating progress about tasks or milestones – *what we do* – the Vital Signs Scorecard helps us monitor outcomes, or the *effects of those actions*. Paying attention to actions and their results is essential: How well the actions are carried out determines the quality and impact of their effects, especially regarding student learning and achievement.

A typical Vital Signs Scorecard will include:

- Indicators or measures that will be tracked
- Data Sources for each indicator
- Frequency of monitoring of the indicator
- Baseline value for each indicator (if available)
- Target for each indicator, at the prescribed frequency
- Actual results as measured at the prescribed frequency intervals

Together, the CPR Card and Vital Signs Scorecard allow us to monitor every phase and component of implementing the strategic plan.

ROADMAP CALENDAR

Create a consolidated Roadmap Calendar of all activities and events to ensure alignment of people and time, and to provide an efficient mechanism to adjusting to modifications and time reallocation throughout the school year.
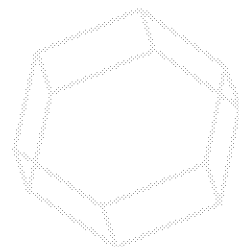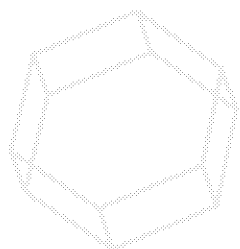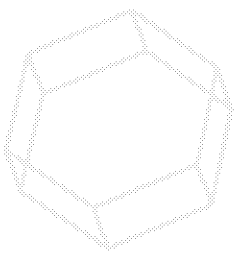
4-LENS ANALYSIS™ OF STUDENT DATA

The **4-Lens Analysis** process is a simple but comprehensive probe all kinds of student data, including data from benchmark assessments, state tests, survey data, attendance and disciplinary data, etc. By looking at the data through "four lenses," practitioners will acquire a richer understanding of "what the data says."

* Lens 1: GROWTH focuses on "value-added" in learning and achievement for identical group of students or cohort.
* Lens 2: CONSISTENCY investigates learning and achievement for different groups of students, or non-cohort.
* Lens 3: EQUITY provides insights into the learning and achievement by students by subgroup.
* Lens 4: STANDARDS tells us about student mastery of the academic standards that would prepare them for success at the next level.

By "looking through the data" from four perspectives, the 4-Lens process provides practitioners with more insightful information about student learning and achievement.

The **Roadmap for Disciplined Implementation** methodology – i.e., *consistency of practice and conscious use of time* – is the defining message of this section. Fidelity to the process is what matters most. The specific tools and processes described above are examples; each school or district can substitute or develop tools that meet its local conditions, needs and preferences.

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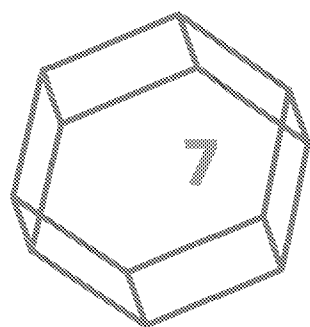
# APPENDIX
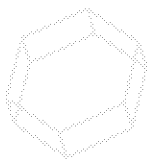
PLANNING TEAM MEMBERS
Instructional Effectiveness Team

Cervantes, Jeanette	Teacher
Cummings, Terry	Teacher
Darsa, Claire	Teacher
Stanton, Shawn	Teacher
Faux, Megan	Teacher
Gordon, Dion	Teacher
Negron-Harrison, Shella	Teacher
Kinoshita, Ana	Teacher
Levy, Merial	Teacher
Lopez, Sergio	Teacher
Najera, Maria	Teacher
Olupitan, Justina	Teacher
Owens, Krystal	Teacher
Quinn, Deanna	Teacher
Rowe, Marjo	Teacher
Roperia, Santosh	Teacher
Rush, Ang	Teacher
Schubert, John	Teacher
White, Sandra	Teacher
Barter, Richard	Principal
Branch, Sylvia	Vice Principal
Cain, Kiwiana	Principal
Coffey, Brian	Principal
Laurent, Idor	Interim Assistant Principal
Williams, Renee	Principal

Spruce, Mary	Teacher
Fortunato, Stephanie	Teacher
Brown, David	Teacher
Lourdes, Hale	Executive Director of State and Federal Programs
Beck, Carmen	Chief Academic Officer
Marin, James	Director of Student Services
Sirls, Reginald	Executive Director of Secondary Education
Hosea-James, Ugema	Executive Director of Elementary Education
Rosas, Rene	Director of K-12 English Learner Services
Murphy, LaRoyce	Principal
Rodriguez, Oscar	Principal
Sanderlin, Jacqueline	Director of School and Community Relations
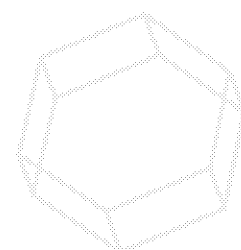
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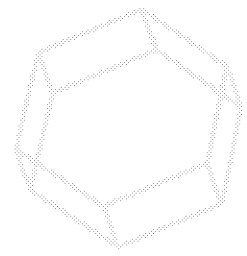
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President, Seat No. 4

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Vice President, Seat No. 5

Dr. Dionne Young Faulk
Seat No. 1

Dr. Carliss McGhee
Seat No. 2

Ms. Melody Ngaue-Tu'uholoaki
Seat No. 3

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Seat No. 2

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Seat No. 3

State Administrator
Dr. Thelma Meléndez de Santa Ana

9,256 students

- 35% African American
- 62% Hispanic/Latino
- 3% All Other Ethnicities
- 85% Free/Reduced-price Meal
- 32% English Learners
- 17% Special Education

(source: IUSD data, Spring 2018)

21 Schools

- 10 Elementary Schools
- 2 TK-8 Schools
- 2 Middle Schools
- 3 High Schools
- 1 Continuation High School
- 1 Community Adult School
- 1 Preschool program

Staff Information

- 450 Teachers
- 63 Administrators
- 39 Pupil Services
- 470 Support Staff

Many Voices, One Unified Direction

The Inglewood USD 2018-2023 Strategic Plan was developed with the active participation of more than 1000 Inglewood educators, alumni, parents, community members, corporate and philanthropic partners and lay citizens. We thank them for their contributions.

Inglewood Unified School District

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Inglewood, California 90301

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