Item 7: An Update on the Progress in Inglewood Unified School District

February 6, 2020
The team presenting today:

» Dr. Erika Torres, County Administrator, Inglewood Unified School District

» Dr. Karla Estrada, Director, CCEE

» Megan Locklear, Director, LACOE

» Sandra Naranjo, Coordinator, LACOE
Our Presentation Objectives:

» Provide background on Inglewood USD

» Review the Los Angeles County Office of Education (LACOE) support since AB 1840

» Discuss the partnership with CCEE

» Identify Priority Areas

» Highlight successes of the partnership

» Next steps
IUSD Background:

» 17 schools
» Series of 7 state appointed administrators prior to AB 1840
» Declining enrollment since 2010-11
» 2019-20 enrollment: 8,495
Multi-Agency Team Serving IUSD

Team Includes:

• Inglewood Unified School District (IUSD)
• Los Angeles County Office of Education (LACOE)
• California Department of Education (CDE)
• State Superintendent of Public Instruction (SSPI)
• Department of Finance (DOF)
• California Collaborative of Educational Excellence (CCEE)
• Fiscal Crisis & Management Assistance Team (FCMAT)
• Labor Partners
Background of LACOE Support

» AB 1840 shifted the oversight and monitoring of school districts in receivership to the county office

» LACOE implemented the following:
  • Support team to implement AB 1840 requirements
  • IUSD Action Plan based on recommendations from the FCMAT report, CCEE Systemic Instructional Review, and AB 1840 requirements
Partnership with CCEE:

Collaboration and Investment in Instructional Quality

» Capacity building in the areas of instructional quality

• Collaborate with IUSD, LACOE, CDE, and FCMAT on priority areas utilizing continuous improvement cycles for assessing impact

• Invest in instruction and special education professional experts
Goals of CCEE and LACOE Support

1. Partner with Inglewood Unified School District leaders, labor partners and staff to implement specific strategies as outlined in the Action Plan

2. Provide hands-on, technical support to Inglewood Unified School District

3. Support movement towards local control
Priority Areas:

AB 1840 Compliance, Facilities, Budget, Special Education, and Instruction
AB 1840 Compliance:

Fiscal support from the state

• IUSD met the first-year requirements outlined in AB 1840

• IUSD received a total of $3.6 million in 2019-20

• Funds are helpful, but still insufficient to stabilize and accelerate the District
Facilities Consolidation & Closure:

Opportunity to maximize value of District properties and strengthen education programs

- Moving forward with planned consolidation of Woodworth Elementary and Monroe Middle schools
- District will offer for lease property (22.6 acres of underutilized property)
- Selected a demographer to generate enrollment projections to help determine options for school consolidation
Fiscally stabilize the District

• District’s general fund is projected to end the 2019-20 school year meeting the state’s 3% reserves

• The district is providing reductions in operating costs and other budgetary measures to reduce its projected operating deficit for 2020-21 school year
Instruction:

Guided by the District’s theory of action & focused on good first instruction

- Adoption of district-wide curriculum: Journeys and Collections (general education) and Unique (alternative curriculum)

- Building collaborative professional learning communities

- Instructional focus on teaching reading every day, in every school, in every classroom, to every student
Special Education:

Develop systems to ensure compliance and best services for students with special needs

• Addressed CDE Corrective Action, including trainings across school sites and building compliance systems for quality assurance

• Refined on-time IEP tracking systems and integrated in weekly Program Specialist meetings to monitor compliance and instructional program quality alignment

• LACOE Legal Counsel assigned to develop internal dispute resolution process

• Closely monitoring contracted services
Data and Evaluation:

Supporting all priority areas

- Developed “At-a-Glance” data for IUSD with various data points (e.g., enrollment, demographics, CA Dashboard)

- Continued support to the Special Education Department

- Map community resources within IUSD boundaries

- Collaborate with Information Technology, Education Services and Student Support Services
Additional Successes:

- Summer professional learning for teachers focused on curriculum implementation

- Developed a Communications/Marketing committee to market the good work of IUSD

- Developed an Incident Reporting System

- Launched an Attendance Campaign—“Every Student. Every Day.”
Next Steps:

• Professional learning for program specialists, teachers, and principals to improve outcomes for students with disabilities

• Behavior support continuum for students by building upon internal capacity

• Professional learning for principals, teachers, and instructional coaches

• Aligning assessments to the curriculum

• Cycle of inquiry and leveraging the use of data
IUSD Video of Student Voices

https://youtu.be/4VWYTpnG0Hk
Questions