"Working together to strengthen the System of Support for every student."

Inglewood Unified School District
Systemic Instructional Review
2018-2019

Report Contents

I. What is a Systemic Instructional Review?

A Systemic Instructional Review (SIR) is a Pre-K to 12 diagnostic of district instructional programs, practices, and implementation of initiatives (academic, behavior and social emotional). SIR is designed to guide sustainable practice that is grounded in a continuous improvement model and the Multi-tiered System of Support (MTSS) framework. ESSA defines MTSS as "*a comprehensive continuum of evidence based systematic practices to support a rapid response to students' needs, with regular observation to facilitate data based instructional decision making" (Title IX).* Previously known as RtI and PBIS, MTSS provides the umbrella under which both live. MTSS consists of six critical components - Leadership, Communication and Collaboration, Capacity/Infrastructure, Data-based Problem Solving, Three Tiered Instruction and Intervention, and Data Evaluation. The foundational work of the SIR has MTSS at its core.

The purpose of the Systemic Instructional Review is to help support a district in the identification of strengths, weaknesses, threats and opportunities (SWOT) of the implementation of instructional initiatives and practices. Data are collected through focus group interviews, individual interviews, observations of all aspects of the instructional program, artifact reviews and data analysis. Stakeholders at multiple levels (students, parents, teachers, school site staff and administration, governance members and district office leadership) are involved throughout the data collection process. The review culminates in suggested actions designed to assist districts in creating coherence throughout the system by supporting a strong focus on instruction, developing collaborative cultures, enhancing deeper learning, and establishing accountability throughout the system. Actions are given with a specified end of month deadline, in which the LEA is to have the action completed. Progress monitoring will occur through the yearly assessment via the LEA Self-Assessment- CCSESA, the SWIFT-Fidelity Integrity Assessment (SWIFT-FIA) and routine data analysis checks. The SIR does not include an analysis of fiscal resources around special education finance, human resources, maintenance and operations, information technology, staff development or position control. The Financial Crisis Management Assistance Team (FCMAT) Report addresses those areas in depth.

II. The California Collaborative for Educational Excellence

The California Collaborative for Education Excellence (CCEE) is a statewide agency that works to strengthen California's public school system so that districts can build their capacity to improve student outcomes. The CCEE partners with the CDE, county offices, and other stakeholders to support LEAs under the System of Support which is made up of a network of experts that specialize in instructional practices targeting students with disabilities, English Learners, low-income students, and foster youth.

III. Project Inception

In the Spring of 2018, Dr. Thelma Melendez, State Administrator for Inglewood Unified School District (IUSD), requested the support of the CCEE in reviewing their strategic plan and implementation strategies and helping develop stronger, collaborative governance processes. In April and May of 2018, the CCEE team met with the IUSD executive team and cabinet, attended strategic planning sessions, as well as regular meetings of their governance board. As this work was starting, CCEE reached out to the Los Angeles County Office of Education to establish a collaborative work scope and rhythm of communication that provided regular updates on the initial work with the district and identify areas of joint support.

Beginning in the late summer of 2018, CCEE began convening monthly joint agency meetings, bringing together the California Department of Education (CDE), the Fiscal Crisis Management and Assistance Team (FCMAT), the Los Angeles County Office of Education (LACOE), and Inglewood Unified School District (IUSD). These meetings

were structured to ensure communication across the various agencies providing technical and fiscal assistance to the district.
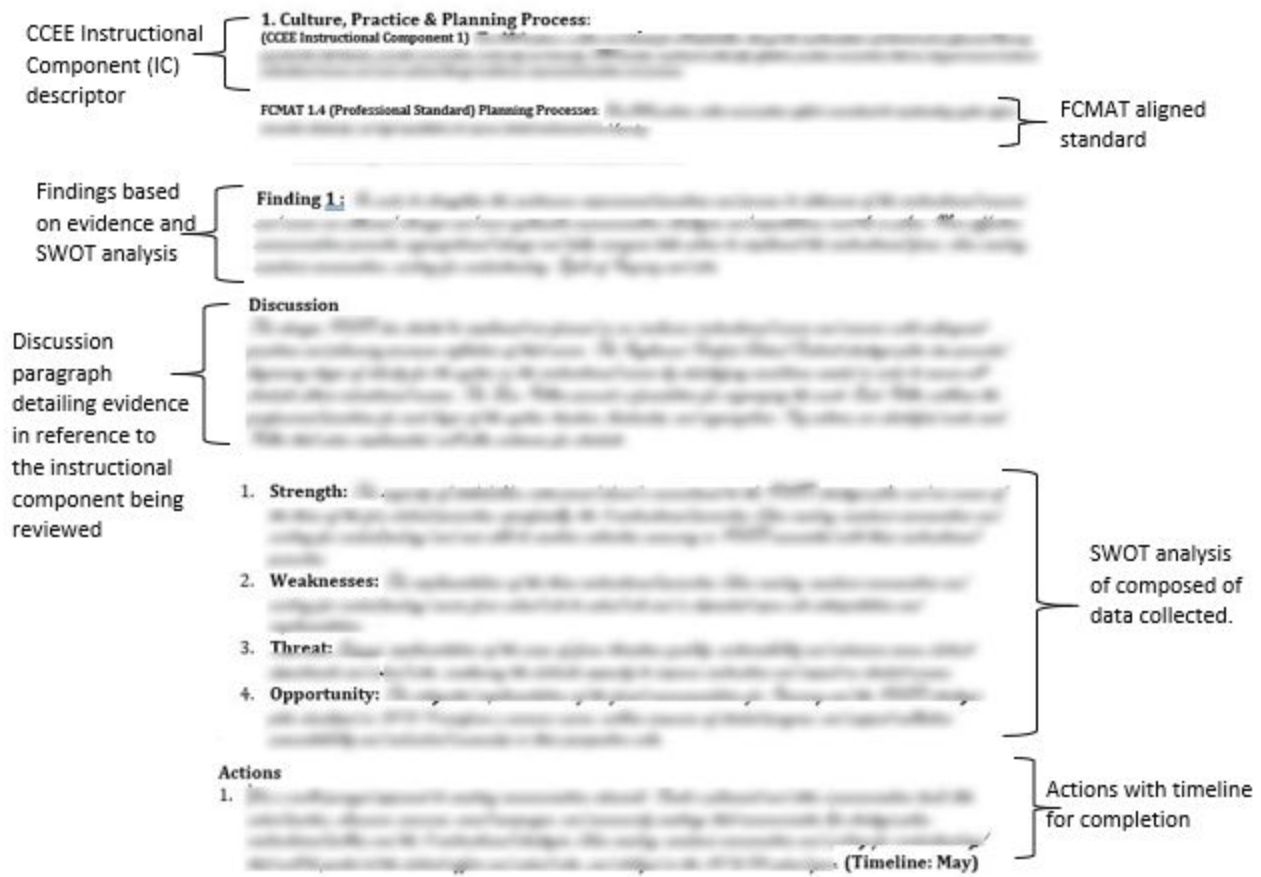
In October of 2018, a statute was passed by the State Legislature (AB 1840), which restructured the support mechanisms for districts with outstanding state loans. For Inglewood, this resulted in the State Administrator reporting to LACOE instead of the CDE, and automatically referred the district to the CCEE for technical assistance around their instructional systems.

IV. Data Collection

The Systemic Instructional Review process at Inglewood Unified School District (IUSD) began in April 2018 followed with several months of listening and learning that allowed CCEE to gather data and context to inform the SIR. The CCEE team members, in collaboration with LACOE and the CDE teams, participated in over 30 meetings (e.g.,LACOE Accountability meetings, Ed Services meetings, Instructional Leadership Team meeting, principals meetings), professional learning opportunities for teachers and leaders, and vendor led professional learning. The Inglewood Graduate: Ready from Day One strategic plan (here on referred to as 'strategic plan') and Fiscal Crisis and Management Assistance Team (FCMAT) reports were guideposts for this review. Artifacts from district communications, policies, procedures and instructional tools were collected and analyzed. We conducted 5 focus group interviews consisting of an Instructional Leadership Team, a student group, a parent group, a principal group, and a coaches group. These meetings were conducted to gain perspective on the district priorities. Individual interviews were conducted with members of the executive staff and outside service providers. Over 40 classroom observations were conducted across the four elementary schools, one middle school, one span, and at both high schools. These various forms of data were reviewed to identify patterns, trends, and formulate actions designated to support the district in identifying areas that will benefit from targeted attention. A draft report was reviewed with LACOE and IUSD to ensure coherence and alignment in the actions found in this report to those in the Action Plan developed by those teams.

V. Report Features and Layout

The SIR process and report takes into account findings of other reports such as FCMAT corresponding LACOE Action Plan, Local Control Accountability Plan (LCAP) and IUSD strategic plan when developing actions. The report is organized around the 12 CCEE instructional components, though a summary can be located at the beginning of each section it is recommended when reviewing this report to have the CCEE Systemic Instruction Review Components located in Appendix A in hand to see the full details. The report is structured in the following layout for ease and connection across agencies and initiatives:

CCEE Instructional Component (IC) descriptor

1. Culture, Practice & Planning Process:
(CCEE Instructional Component 1)

FCMAT 1.4 (Professional Standard) Planning Processes:

FCMAT aligned standard

Findings based on evidence and SWOT analysis

Finding 1:

Discussion paragraph detailing evidence in reference to the instructional component being reviewed

Discussion

1. **Strength:**

2. **Weaknesses:**

3. **Threat:**

4. **Opportunity:**

SWOT analysis of composed of data collected.

Actions
1.

(Timeline: May)

Actions with timeline for completion

VI. Summary of Findings

The IUSD strategic plan, introduced this year, serves as a guiding document for the district's work. Stakeholders are aware of the strategic plan but the implementation of the components is limited. IUSD is in the beginning stages of establishing a culture built on instructional coherence and continuous improvement. District staff are working to develop a culture grounded in data as a driver for instructional and organizational decision making.

Student achievement scores in IUSD have remained stagnant over the last three years in both ELA and math. The Smarter Balanced Assessment Consortium (SBAC) results for all students indicate that approximately 30% of students in grades 3-8 and 11 are meeting or exceeding grade-level standards in ELA and approximately 18% are meeting or exceeding standards in math. The scores indicate that students tend to gain ground in elementary but lose ground as they proceed through middle school. The California Dashboard indicates that IUSD is in green in suspension rates and graduation rates. The College and Career indicator is in yellow and the ELA, Math, and Chronic Absenteeism indicators are in orange. Two schools, Inglewood HS and Crozier MS, have been identified by the state as Comprehensive Support and Improvement (CSI) schools. One charter school was also identified. Highland ES was identified as an Additional Targeted Support Improvement (ATSI) school. Further information can be found at https://www.cde.ca.gov/sp/sw/t1/essacsiltr18.asp.

The enactment of the IUSD's instructional vision, priorities and strategies in every school and classroom across the district is an immediate priority. While IUSD has narrowed its focus to five district priorities; three instructional strategies; close reading, academic conversation, and writing for understanding and the

frameworks of MTSS within which the cycle of inquiry is embedded, none of these priorities were evident in classrooms. Staff at all levels were able to identify the district priorities and in most cases describe activities aligned to those priorities. For example, staff were able to articulate activities that supported close reading but were less likely to describe academic conversation, writing for understanding or MTSS. The use of the cycle of inquiry was evidenced at various levels yet has not permeated the system.

IUSD is in the awareness stage of implementation in all of its priorities. The district continues to be scattered in its approach to professional learning. Schools have attended conferences and professional learning that, at best, is superficially aligned with the district's instructional focus. IUSD will be best served by aligning all efforts including professional learning and development opportunities with its five areas of focused priorities.

The lack of clear communication was noted throughout the system and at every level. Systemically, IUSD lacks codified procedures, protocols, and structures in all aspects of the system. Procedures and protocols that do exist are not currently documented or systemically formalized. This greatly hinders the quality of implementation across all programs at all levels

VII. Instructional Component SWOT Analysis and Actions

1. Culture, Practice & Planning Process:
(CCEE Instructional Component 1) The LEA contains a culture and climate for all stakeholders, through the implementation of district-wide professional learning opportunities that teaches, promotes and practices inclusivity and diversity. LEA members implement culturally reflective practices and policies that are designed around inclusive instructional mission and vision achieved through continuous improvement practices and processes.

FCMAT 1.4 (Professional Standard) Planning Processes: The LEA's policies, culture and practices reflect a commitment to implementing system reform, innovative leadership, and high expectations to improve student achievement and learning
FCMAT 1.2 (Professional Standard) Communications: Information is communicated to the staff at all levels in an effective and timely manner. Two-way communication between staff and administration regarding the LEA's operations is encouraged.

Finding 1: In order to strengthen the continuous improvement practices and processes to ensure the district's instructional mission and vision are attained, clear, systematic communication strategies and expectations must be in place. More effective communication promotes organizational change. Hence effective and ongoing communication about implementing the district's instructional priorities is needed to promote a culture of implementation and accountability for students, faculty, staff and families.

Discussion: The changes IUSD has started to implement are focused on an inclusive instructional vision and mission with subsequent practices and planning processes reflective of that vision. The district's strategic plan has provided beginning stages of clarity for the system on the instructional vision by identifying conditions needed in order to ensure all students attain educational success. The Four Pillars; rigorous, culturally responsive teaching & learning, strong relationships with families and community, effective teachers, leaders, and staff, data-informed, effective, and efficient systems, provide a foundation for organizing the work. Each Pillar outlines the professional practices for each layer of the system: teachers, leadership, and the

organization. Key actions are identified under each Pillar that when implemented, will accelerate and improve outcomes for students.

The IUSD strategic plan is aligned to the FCMAT Pupil Achievement priorities and is reflected in the district's LCAP. Both LACOE and CCEE have provided the district support in its development of an action plan that prioritizes the FCMAT Recommendations for Recovery.

The district is moving forward in making cultural shifts by reiterating the mission and vision particularly around the district priorities - namely close reading, academic conversation, writing for understanding, use of the instructional frameworks; cycle of inquiry and MTSS (Response to Instruction (RtI) and PBIS). The implementation of these priorities is varied throughout the district. There are however early signs of support from the district and school staff that bolster the movement toward a deep commitment to the mission and vision of IUSD as articulated in the strategic plan.

A. **Strength:** The majority of stakeholders interviewed shared a commitment to the IUSD strategic plan and are aware of three of the five district priorities; specifically the three instructional priorities (close reading, academic conversation and writing for understanding) and were able to mention activities occurring in IUSD associated with these instructional priorities.

B. **Weaknesses:** The implementation of the three instructional priorities is limited and varies from school to school. It is dependent on independent school interpretation causing uneven implementation across the district. Central office departments are neither clear on how to enact the instructional priorities nor systematically implementing the cycle of inquiry to inform practice. The responsibility of the academic and behavior improvement for student groups (i.e. students with disabilities, ELs, foster youth) is not a shared focus among district leaders.

C. **Threat:** Lack of coherence in the implementation of the priorities threatens quality, sustainability and coherence across district departments and school sites, weakening the districts capacity to improve instruction and the impact on student success. IUSD leadership does not currently engage in a continuous improvement processes to address instructional problems of practice in order to leverage staff talent, resources, and time. There is also lack of clarity on how IUSD is creating practices, processes and a culture that supports accountability for commitments made within the IUSD strategic plan and the IUSD Action Plan.

D. **Opportunity:** The integrated implementation of the FCMAT Recommendation for Recovery and the IUSD strategic plan developed in 2018-19 reinforce a common vision, outline measures of student progress, and support collective accountability and individual ownership in their perspective roles. The plans for upcoming summer and 2019/2020 professional learning present opportunities to reinforce and promote a clear message and purpose of the instructional mission, vision and implementation of the instructional priorities in preparation for a more successful and districtwide implementation.

Actions
1. Use a multi-pronged approach to create communication channels that promote an inclusive and equitable teaching culture. Create a placemat and other communication tools, i.e. school posters, classroom resources, email campaigns, and community meetings that communicate the strategic plan, instructional pillars and the three instructional strategies (close reading, academic conversation and writing for understanding). Post the placemat and other applicable communication tools at the district office and school sites to brand and communicate clear connections across the multiple district-wide instructional priorities. (**Timeline: May 2019**)

2. Use a cycle of inquiry process at the Cabinet level for surfacing district-wide problems of practice that hinder their ability to deliver on the instructional mission and vision. The cycle of inquiry serves as a way for all departments to own and be accountable for actions to achieve the identified goals for all students, SWD, ELs, gifted, etc. and provides insight for the work of school sites. **(Timeline: July 2019)**

3. Use the cycle of inquiry in Ed Services meetings to surface instructional problems or practice that hinder the implementation of instructional priorities.The cycle of inquiry serves as a way for EdServices to own and be accountable for actions to achieve the identified goals for all students and provides insight for the work of school sites. **(Timeline: July 2019)**

4. Meet with all vendors of instructional professional learning to connect, discuss, and align district goals to ensure the integration of district priorities and instructional priorities into all professional learning. This includes the utilization of cycle of inquiry to support coherence for district and school teams. **(Timeline: May 2019)**

5. Continue implementation of the IUSD Action Plan developed by LACOE, IUSD, and CCEE leadership to integrate the FCMAT Recommendations for Recovery and IUSD strategic plan. Continue to prioritize district short- and long-term goals, actions and accountability for follow-through. The State Administrator and CAO should identify how they will communicate on an ongoing basis, effectively support and hold teachers, administrators and staff accountable for meeting the needs of special populations, i.e students with disabilities, ELs, gifted, and meeting the instructional action steps within the IUSD plan and LCAP. **(Timeline: May 2019)**

6. Create a district wide instructional communication plan that includes MTSS (RtI and PBIS), professional learning days throughout the year and branding resources for schools and teachers to use. **(Timeline: August 2019)**

2. Curriculum Development and Support

(CCEE Instructional Component 2) All instructional materials and curriculum (general education, supplemental, special education, ELD etc.) are standard aligned, available and implemented for all students and documented on the LEA's MTSS framework; including an aligned professional learning plan targeting the needs of all teaching staff and their students.

FCMAT 2.3 (Professional Standard) Curriculum: The LEA has planned, adopted and implemented an academic program based on California content standards, frameworks, and State Board of Education (SBE)-adopted/aligned materials, and articulated it to curriculum, instruction, and assessments in the LEA plan. District Assistance and Intervention Teams (DAIT).

Finding 2: The district has developed and shared both math and ELA curriculum maps with all schools electronically with expectations for implementation. While professional learning was provided for the TK - 6 ELA curriculum map, limited evidence of use was observed in classroom observations. There lacks a monitoring system to determine how teachers are using the tool. Staff suggested a misalignment between the pacing outlined in the maps and the instruction, grading, and assessment timeline provided through other channels. Additions to the map should include a specific connection to accommodations and supports for students with disabilities and others in need of additional support. The maps should also include expected instructional time blocks to support consistent instruction across the district.

IUSD lacks a district level implementation team for MTSS (RTI and PBIS) which has halted a coherent rollout at the school level. The district has a skeletal framework at best in regards to the MTSS program established across the school sites. Practical tools and resources that would support implementation need to be developed

and integrated into ongoing instruction. A fairly new team with fluctuating attendance, participated in the 2018/19 LACOE MTSS workshops without clear guidance as to the purpose and outcome.

Discussion: The district is currently using State adopted textbooks in all content areas. A new high school social science curriculum is currently being piloted at the secondary level. Teachers are providing feedback that will be taken in consideration when the district makes its decision on what will be purchased for the coming school year. An online Next Generation Science Standards (NGSS) aligned science program was purchased last year for elementary grades. The IUSD reading series is Journeys, and math series is MyMath. Both are California State Standards aligned. Special education teachers are unclear of what curriculum they are to be using and how to accommodate it for students with moderate to severe disabilities. The designated English Language Development (ELD) curriculum was adopted through the English language arts (ELA) program, Journeys, at the elementary level.

The district has developed IUSD curricular maps in math (Transitional Kindergarten (TK) - 12) and English Language Arts (TK - 6) to support a standards-based instructional program. The IUSD curricular maps provide a common pacing plan grounded in an alignment of curriculum, instructional resources, and assessment. The purpose of using curriculum maps is to help ensure that students experience systematic instruction of content standards across the grades and to provide guidance for standards-based instruction. The IUSD math curriculum maps were provided to staff in November 2018 through a written communication. The IUSD ELA curriculum maps were provided in February 2019 with accompanying training for all Tk-6 teachers. IUSD curriculum maps for grades 7-12 content areas will be developed during the 2019/2020 school year with assistance from InnovateEd, an educational vendor that provides professional learning and coaching.

While the district appears to have standards aligned texts and curricular maps, there is no organized evidence of an MTSS framework. As aforementioned, a MTSS framework is an integrated, comprehensive approach that is premised on robust core instruction. The delivery of good first teaching is the focus of the MTSS framework. If some students, after receiving strong core instruction, need additional support to ensure learning takes place, then differentiated instruction based on student needs is delivered. Also known Tier 2, core plus more is delivered providing additional instructional time for students who need it (i.e., re-teach, review, preview, opportunities to practice). Tier 3 is reserved for those few students whose data show, after sufficient time and delivery of differentiated instruction in Tier 2, the need for intensive and targeted direct instruction. To that end, none of these structures are yet in place in IUSD regardless of the adoption of the MTSS framework. However, what is apparent is the district's purchase of interventions. What is concerning about this is the lack of prioritized attention improving core instruction before and along side of securing supports for students in need. IUSD has purchased iReady, Imagine Learning, and Achieve 3000. Decision rules and cut points have not been established to identify which students need support regardless of program. Absent is information that provides guidance for which program is used in which tier, or the frequency, intensity, and duration with which these supports are to be implemented. Decision rules need to be established to ascertain which students need support and in what manner. Progress monitoring schedules need to be established so that implementation data can be analyzed to determine impact on student progress. Hence it is imperative that a district wide MTSS implementation plan be developed.

The district's cycle of inquiry, problem-solving process for analyzing student data is not yet used to identify and provide systemic supports to implement the district's instructional efforts, vision and mission. Ongoing program and practice evaluations are needed to monitor effectiveness and impact on student outcomes.

A. **Strength:** Professional learning was provided to elementary teachers for the IUSD ELA curriculum map in February 2019. The IUSD curriculum maps have connections to the ELA and math programs and the supplemental materials that support instruction. Required assessment tools, i.e. DIBELs, iReady, Achieve 3000 and Interim Assessments, are delineated in the IUSD curriculum maps. Ed Services staff and four school principals have attended LACOE professional learning on the *Foundations of a Multi-Tiered System of Support* during the 2017/2018 and 2018/2019 school years. The State Administrator recently approved an Intervention Placemat for K-12. Four schools (Payne, Highland, Hudnall & Kelso) attended PBIS training provided by LACOE in 2018/2019. Schools have been using the School Wide Information System (SWIS) to collect and analyze PBIS data.

B. **Weaknesses:** The communication of the IUSD math curriculum map was provided district wide however there was lack of clarity in its expectation for use. Additionally, there is no method for determining the impact of curriculum use and instructional practice. The late timing of the rollout for both IUSD curriculum maps negatively impacts their use as an instructional tool. The fidelity of implementation of core instruction varies across schools. The suggested minimum program guidelines for intervention programs are not being followed. This is due to a lack of understanding of purpose and/or training. Not all members of the MTSS or PBIS teams have attended all trainings creating varying levels of knowledge and difficulty in developing systemwide and schoolwide plans. New members have been added during the year due to staff changes, one of them being the lead of the work, therefore altering the composition of the team.

C. **Threat:** There is a lack of understanding of the MTSS framework. Work around MTSS and PBIS is siloed and uncoordinated. Lack of a coherent MTSS implementation plan results in scattered, at best remnants of the framework. There is a lack of understanding of how to use curriculum maps and their connection to standards-based instruction makes these tools less effective for changing instructional practice. Lack of intentional focus on developing the capacity of teachers to deliver robust core instruction leaves students vulnerable for failure and lack of skill development. As a result, referrals to special education are likely to increase, district intervention programs are used ineffectively, and improvement of good first instruction and improved student outcomes are not realized.

D. **Opportunity:** The use of the curriculum maps to guide curriculum implementation and instruction provides an opportunity to implement standards-based instruction in all classrooms. MTSS is a proven and powerful framework that when implemented across the six critical components has show to both improve and accelerate improved student outcomes in academics and behavior. The district has several personnel that have attended training in either or both MTSS and PBIS. This group along with senior district personnel can make up the district leadership team charged with developing the IUSD MTSS implementation plan.

Actions

1. Bring together a representative group of teachers inclusive of special education, EL, and gifted as well as principals to provide feedback on the use and design of the IUSD ELA and math curriculum maps. Make revisions as needed to ensure alignment with the scope and sequence of the district assessments, report cards, and textbooks. (**Timeline: June 2019**)
2. Create an MTSS district leadership team that Identifies and aligns district members of the MTSS (RTI and PBIS) teams, including Executive Staff member lead. Consider including some personnel who have attended LACOE MTSS training and/or PBIS training to develop and monitor a 3-year implementation plan for the district. (**Timeline: June 2019**)
3. Identify and clarify the support programs that are being used. Develop decision rules and criteria for purpose, frequency of use, intended users, and assessments utilized. (**Timeline: June 2019**)

4. Meet with representative from each partner (Achieve3000, iReady, Imagine Learning. etc.) to evaluate the use of each program being utilized and its impact on improving student outcomes. Modify, revise, or eliminate those deemed ineffective. **(Timeline: June 2019)**
5. Develop and implement clear communication on the number of instructional minutes expected in core subjects: ELA, math, designated ELD, etc. at the elementary level. Align this with the instructional tools identified in the IUSD curriculum maps, then monitor for implementation. **(Timeline: June 2019)**
6. Determine the instructional programs that IUSD has or needs to have based on student data (IUSD spectrum classes, non-public schools, SELPA) and create a plan to develop a continuum of services for all students with a goal of incorporating students back into IUSD. **(Timeline: June 2019)**
7. Conduct a Fidelity Integrity Assessment (FIA) at the district and school levels to determine where schools are in awareness and implementation of MTSS. Complete the Staff Assessment Survey (SAS) to identify the fidelity of implementation in PBIS and MTSS. **(Timeline: May 2019)**
8. Use the survey data to place schools in cohorts for training for full implementation of MTSS and PBIS by fall of 2023. **(Timeline: May 2019)**
9. Select four (4) schools to go deeper with MTSS (academics and PBIS) while still moving forward with the broader district on awareness and initial implementation. **(Timeline: July 2019)**
10. Outline a professional learning plan that includes dates, content, accountabilities, and logistics related to MTSS (academics and PBIS) full implementation. **(Timeline: July 2019)**
11. Engage MTSS (RTI and PBIS) team in resource mapping for every cluster of schools for social emotional, academic and behavioral resources for more coherent and systematic implementation. **(Timeline: July 2019)**
12. Create a Handbook for MTSS (academics and PBIS) that encompasses the scope and sequence of the year, teacher and staff resources for student development, district-wide practices and identifies the channel of communication that is to take place for requesting student supports and provides direction on decision points (ie. How do I know when a student should move on to tier 2 intervention?). **(Timeline: December 2019)**

3. Instructional Practice and Strategies
(CCEE Instructional Component 3) The LEA established and defines its' instructional practice and strategies to be culturally inclusive, differentiated, rigorous, coherent and standard aligned; including technology and other experiences beyond the textbook. Decisions and pivots will be done through the analysis of data and use of the continuous improvement model.

FCMAT 1.6 (Professional Standard) Planning Process: The LEA has policies to fully implement the State Board of Education-adopted Essential Program Components for Instructional Success. These include implementation of instructional materials, intervention programs, aligned assessments, appropriate use of pacing and instructional time, and alignment of categorical programs and instructional support.
FCMAT 3.1 (Legal Standard) Instructional Strategies: The LEA provides equal access to educational opportunities to all students regardless of race, gender, socioeconomic standing, and other factors. The LEA's policies, practices, and staff demonstrate a commitment to equally serving the needs and interests of all students, parents, and family members. (EC 51007).
FCMAT 3.15 (Professional Standard) Instructional Strategies: The LEA optimizes opportunities for all students, including underperforming students, students with disabilities, and English language learners, to access appropriate instruction and standards-based curriculum. District Assistance and Intervention Teams (DAIT).

Finding 3: Instructional coaches have been assigned to elementary and middle school campuses, yet their roles and actions in regards to instructional priorities vary greatly by site as some sites have collaboratively defined practices for the instructional priorities while in other sites teachers define the practices individually. Currently, administrators and coaches attend separate meetings where they each receive different information with little to no crossover in regards to work they should be doing together to create coherent implementation of the priorities. For example: evidence of use of the three instructional priorities was sparsely found throughout the system. Implementation of the instructional priorities was found in close reading though it was not aligned across schools, almost all stakeholders were able to described the close reading priority and identified a strategy or tasks aligned to it. The use of strategies and practices around academic conversations and writing for understanding was unclear and inconsistent at every level.

Discussion

There is a district-wide intentional focus on improving and extending instructional strategies and practices through the implementation of three evidence-based instructional priorities–close reading, academic conversations and writing for understanding. These instructional priorities were selected to increase student engagement, support students in accessing and experiencing rigorous standards-based instruction, and meet the needs of diverse learners. The instructional priorities are expected to be used with all student groups and by all teachers. However, the implementation of the instructional priorities vary from site by site. The lack of identification of specific strategies and practices under each priority hinder a consistent system-wide implementation. There are signs of buy-in in regards to the instructional priorities and the need to implement them in the classrooms, although implementation is uneven within schools and across the district.

While the instructional priorities should support instruction in math as well, no other strategies were evidenced for improving instruction in mathematics. No professional learning has been provided on the mathematical practices and there is no focus on the content despite current math scores.

In addition to these three instructional priorities, the district has attempted to implement the use of Cycles of Inquiry framework to inform practice, review student work, and design culturally responsive instruction that results in increased student growth in academics behavior and SEL. Schools use various data sources to conduct Cycles of Inquiry at 6-week intervals.

To support the implementation of the instructional priorities the district has hired nine (9) instructional coaches (TOSAs). Each coach is assigned to two schools and works two days per week at each school.

A. **Strength**: District has increased and assigned instructional coaches to work directly with assigned schools in middle and elementary schools. Coaches receive training and are provided with collaborative with themselves every Friday. IUSD has partnered with Innovate Ed to provide professional learning and coaching for principals, coaches, and Instructional Leadership Teams. The district has adopted three evidence-based instructional priorities to increase student outcomes and has spent this year making the entire system aware of the priorities.
B. **Weaknesses**: The coaches provide coaching support at the request of teachers (voluntary process). There lacks a coaching cycle across schools and as a result coaches are inconsistently utilized across the district. While the instructional priorities are known,the strategies and practices for implementation are scarce, particularly for the instructional areas of academic conversations and writing for understanding.
C. **Threat**: Despite district efforts, the lack of clarity and specificity around the three instructional priorities threatens effective implementation in classes and creates an inability to monitor implementation

effectively. It weakens the ability of the coaches to support instruction as the roles in implementing the district priorities are unclear.

D. **Opportunity:** The coaches can be instrumental in supporting and defining the district instructional priorities. Their close relationship with school staff and the principal can provide for a common message and language needed with all the priorities. Building in dedicated time with principals and coaches will strengthen implementation.

Actions

1. Align coaches to the school teams as assigned to InnovateEd allowing for consistent messaging and training. **(Timeline: August 2019)**
2. Schedule year-long opportunities for coaches and principals to come together to develop and monitor action plans for each school. These meetings should include InnovateEd and the administrative leaders supporting each school. **(Timeline: May 2019)**
3. Add or reassign one coach for high schools with deep knowledge of CTE so that coaching for the current high school academies integrates CTE standards and the instructional priorities. **(Timeline: August 2019)**
4. Complete a full review on CTE, with a college and career or CTE expert to then develop a CTE 3-year implementation plan that is aligned with the CA Dashboard CCI indicators, the LCAP, the overall IUSD strategic plan. **(Timeline: August 2019)**
5. Deepen understanding of the instructional priorities by identifying specific practices aligned to the each instructional priorities that are expected to be used in each class and across disciplines. Provide corresponding professional learning for teachers on how to implement the strategies within their instructional tools and curriculum maps. **(Timeline: May 2019)**
6. Provide specific professional learning for coaches and administrators in the summer and throughout the school year, on how to follow up with coaching and support and how to use walk-throughs to gauge implementation of the instructional priorities-- close reading, academic conversation and writing for understanding. These professional learning dates are to be communicated through a detailed timeline and content expectations by the beginning of 2019-20 school year. **(Timeline: August 2019)**
7. Invest in school and classroom resources (i.e. posters, charts, student version of close reading strategy, character pillars, academic goals) that engage parents and students with the instructional priorities, instructional Theory of Action, instructional pillars. These resources should be visible campus (and district) wide to help communicate and signal stakeholders the type of classroom and conductive environment in both academic and social emotional learning. **(Timeline: July 2019)**

4. Social Emotional Learning and Health Development Findings
(CCEE Instructional Component 4) The social emotional and behavioral well-being of the whole child is a critical component in the LEAs, mission and vision. Identified SEL skills that are integrated in the curriculum and instruction practices and resources identified for student support and school capacity building. SEL is integrated in the policy and practice and is modeled by adult's LEA-wide.

FCMAT 1.2 (Legal Standard) Planning Processes Each school has a school site council, comprised of teachers, parents, principal and students, that is actively engaged in school planning. (EC 52050-52075)
FCMAT 3.1 (Legal Standard) Instructional Strategies The LEA provides equal access to educational opportunities to all students regardless of race, gender, socioeconomic standing, and other factors. The LEA's policies, practices, and staff demonstrate a commitment to equally serving the needs and interests of all students, parents, and family members. (EC 51007).

FCMAT 4.4 (Professional Standard) Assessment and Accountability: The LEA provides an accurate and timely school-level assessment and data system as needed by teachers and administrators for instructional decision-making and monitoring.

Finding 4: The district lacks a centralized database that identifies community agencies offering services to families and students in the areas of health and well-being and social emotional health. Schools are left to identify, locate, and reach out to agencies on their own creating an unequal level of supports for students and families. Limited evidence was found to support instruction in social emotional learning.

Discussion

Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. There is a lack of evidence to determine whether social emotional learning has been integrated into the curriculum, instructional practices, and assessment measures. Resources have not been identified under the frameworks that provide support to students or help build the capacity of the schools to meet the student needs.

A. **Strength:** IUSD recently hired a social worker and attendance coordinator to support increased awareness and actions in the area of social emotional learning and support.
B. **Weaknesses:** There is a lack of social services available district wide. There is no resource map by cluster of school continuums for social emotional supports, further hindering the full implementation of the MTSS and PBIS.
C. **Threat:** The lack of social services available district wide hinders full implementation of MTSS and PBIS. The inconsistency in district leadership has resulted in limited implementation planning, professional learning and overall implementation of PBIS.
D. **Opportunity:** Partnerships with LACOE in the areas of social emotional learning, MTSS, and PBIS provide opportunities to clearly define, train, and implement stronger social emotional, behavioral and academic supports.

Actions

1. Develop a districtwide resource map identifying community agencies providing resources for families in the area. The resource should include purpose, contact information, location, cost, etc. (**Timeline: September 2019**)
2. Implement a social emotional instructional strategies into core instruction, for example, teaching conflict resolution, using dialoguing to guide students through the steps, cross-age mentoring, etc. (**Timeline: September 2019**)

5. Assessment and Accountability

(CCEE. Instructional Component 5) There is an LEA-wide systemic process to measure and analyze the data of student academic and behavioral learning (i.e. diagnostic, summative, formative). With a paired accountability system for all stakeholders, from home to boardroom, that details the means of school improvements based on data.

FCMAT 1.8 (Professional Standard) Planning Process: The LEA provides and supports the use of information systems and technology to manage student data, and provides professional development to site staff on

effectively analyzing and applying data to improve student learning and achievement. District Assistance and Intervention Teams(DAIT)

FCMAT 4.3 (Professional Standard) Assessment and Accountability: The LEA has developed summative and frequent common formative assessments that inform and direct instructional practices as part of an ongoing process of continuous improvement.

FCMAT 4.4 (Professional Standard) Assessment and Accountability: The LEA provides an accurate and timely school-level assessment and data system as needed by teachers and administrators for instructional decision-making and monitoring.

FCMAT 4.5 (Professional Standard) Assessment and Accountability: School staff assesses all students to determine students' needs, and whether students require close monitoring, differentiated instruction, additional targeted assessment, specific research based intervention, or acceleration.

Finding 5 : The district has provided an assessment calendar that is aligned with curriculum maps and progress monitoring tools. Teachers feel there is too much assessment and the frequency of them is too close to be able to analyze data effectively. While schools have used the cycle of inquiry to analyze academic data, no evidence indicated that behavioral or social emotional data has been analyzed. The district and schools are in the awareness phase with the cycle of inquiry.

Discussion: IUSD has the tools and processes for an ongoing, systematic process for measuring student growth in K - 12 literacy and K-6 math. For the last several years the district has used iReady from grades 1-6 to measure student learning in literacy and math. Secondary schools use Achieve 3000 as a literacy assessment. The intent of these two assessments was to allow for a consistent and systematic measurement of lexile levels throughout a student's education in IUSD. However, there is little evidence that schools monitor lexile levels or use these data in the cycle of inquiry. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) was implemented this year in grades K-2 yet there is no evidence that the data is used to inform practice. The Interim Assessment Blocks (IABs) are required two times per year in ELA and Math with accompanying performance tasks in grades 3-8 and 11. These grade levels are also are required to give the Interim Comprehensive Assessment (ICA) in the spring.

This school year an English learner progress monitoring tool was introduced. Professional development was provided on its use and data are monitored. A bright spot is EL reclassification rate that has risen from 2% two years ago to 19% this year.

The district has no structured way for focused professional development. School are responsible for identifying intentional time for teachers and leaders to analyze, problem-solve and plan for instruction that results in improved student outcomes for both academic and behavior. While the Inglewood Teachers Association (ITA) contract allows for staff development one time per week for 60 minutes this is often used for operational items.

A. **Strength:** Schools are participating in the assessments at a 90% or higher rate compared to past years when approximately 20% of schools complied with the testing schedule.
B. **Weaknesses:** Schools were required to use DIBELs, iReady, Achieve 3000, and the IABs. There is a lack of clarity as to what data should be analyzed in the required cycle of inquiry and exactly what to do with the results. Clarity as to the use of student work, lesson study, or walk-through data is needed.
C. **Threat:** Teachers feel there is too much assessment that is taking away from teaching. There is no intentional time for the analysis of data and problem-solving around student outcomes in academics and

behavior. School teams are expending time analyzing data without clearly identifying the changes in practice needed to increase student outcomes. There is a lack of engagement and accountability at the district level when analyzing data causing teacher and school conditions mentioned.

D. **Opportunity:** Clarifying the assessment calendar and expectations for data analysis will reduce the anxiety around assessment that currently exists. Instructional Leadership Teams can lead the work to align MTSS, PBIS, and the cycle of inquiry. Then timelines and expectations can be created for analyzing and using the data to inform instruction.

Actions
1. Convene a task group consisting of district cabinet members, teachers, principals, parents, and key support personnel to provide input on the 2019/2020 assessment calendar to ensure alignment with instruction and cycle of inquiry timelines. Publish the calendar and the purpose for each assessment. **(Timeline: May 2019)**
2. Partner with InnovateEd to provide professional learning opportunities for Instructional Leadership Teams on the analysis of data to inform instruction. **(Timeline: June 2019)**
3. Provide professional learning to Instructional Leadership Teams on MTSS (RtI and PBIS) and the integration of these frameworks into the cycle of inquiry. In turn ILT members can lead their respective department/grade levels in implementing the cycle of inquiry in the implementation of MTSS. **(Timeline: August 2019)**
4. Identify and support personnel in the District Cabinet to collect the professional learning plans from each school and evaluate for alignment with the LCAP, the IUSD strategic plan, instructional initiatives, and MTSS. **(Timeline: June 2019)**
5. Identify and support personnel in the District Cabinet to evaluate each school's professional learning plan and Single Plan for Student Achievement (SPSA) to identify intentional time for the analysis of data, problem solving and planning for instruction. Establish 6-8 week implementation and progress monitoring cycles. **(Timeline: June 2019)**

6. Family and Student Engagement

(CCEE Instructional Component 6) The LEA engages is 2-way communication that reflects the cultural and linguistic needs of the community, with resources and engagement activities that give student agency, promotes student leadership and provides a space for active community engagement.

FCMAT 1.2 (Legal Standard) Planning Processes: Each school has a school site council, comprised of teachers, parents, principal and students, that is actively engaged in school planning. (EC 52050-52075)
FCMAT 3.1 (Legal Standard) Instructional Strategies The LEA provides equal access to educational opportunities to all students regardless of race, gender, socioeconomic standing, and other factors. The LEA's policies, practices, and staff demonstrate a commitment to equally serving the needs and interests of all students, parents, and family members. (EC 51007)

Finding 6: Parents were unable to name or describe the instructional strategies adopted by the district but were able to cite examples of work their children did within each strategy when the strategies were defined for them. Knowledge of the district's plans was dependent on school of attendance. Some parents had heard about the LCAP, IUSD strategic plan and instructional practices at their school while others had not. Students indicated that while they are told they 'are the future' the lack of communication between school and district leadership

to students, the lack of in-school student activities and overall way in which they are treated made them feel otherwise.

Discussion: Opportunities for parents to engage with schools and the district was evidenced through Parent Centers at schools and a few district level meetings for parents. We did not observe parents at the Parent Centers during our school visits. The district has a parent liaison but the role was unclear.

The current data system (Aeries) has a parent component allowing them to monitor the progress of their child and communicate with their child's teacher. The district has required all teachers to use the gradebook within the Aeries system providing valuable information for parents.

Workshops for parents are held centrally, yet parents did not report that they had decision making into the workshops held. The district publishes a monthly newsletter identifying events, activities and student accomplishments within the district. This is a useful vehicle for sharing the positive work the district is doing with parents and the community.

While high schools have student leadership teams and organizations that can provide input into the school experience, students did not feel their voices were heard. They reportedly had suggestions for school improvement but indicated that they were not validated. It was unclear as to the role these teams held on school sites.

A. **Strength:** Parents reported that they saw evidence of all three instructional strategies in the work their children brought home and in their homework.
B. **Weaknesses:** There is no evidence of a systematic process for meeting with parents outside of District English Learner Achievement Committee (DELAC). There current use of the student leadership team does not incorporate two-way communication and collaboration between the student body and district cabinet. Students reported wanting to be included and informed in district and school happenings so they too can assist in the improvement.
C. **Threat:** Lack of parent communication around the district priorities has hindered parents understanding and support of these priorities. Parents reported they wanted strategies for supporting and helping their child achieve. In-school student activities range from sparse to non-existent, students indicated the dwindling amount has hurt student morale, attendance and deteers potential future students from attending.
D. **Opportunity:** Parents are valuable partners in ensuring student success and in promoting positive experiences with the community.Parent and family engagement strengthens the larger communities and perceptions of how strong or weak the district is in providing programs for student success. By developing a systemic plan for the engagement of families and community the district can leverage the the power parents bring to the table.

Actions
1. Establish systems for monthly meetings and engagements with parents focused on instructional practices student outcomes and school climate survey data. (**Timeline: August 2019**)
2. Provide ongoing workshops for parents that focus on how the instructional strategies can be supported at home. (**Timeline: August - May 2019**)
3. Provide parents with workshops on the use of the Aeries system for monitoring their child's progress in academics, behavior, and attendance. (**Timeline: September 2019**)

4. Establish protocols that allow the student leadership team to meet with the Secondary Director and the District Cabinet to increasing student voice, engagement and two-way communication. **(Timeline: September 2019)**
5. Clarify the role of and expectations for the Family District Liaison and monitor progress for increased parent engagement. **(Timeline: August 2019)**

7. Instructional Leadership Teams (ILTs)
(CCEE Instructional Component 7) ILTs exist in every school and reflect across grades and disciplines with members that use culturally responsive data driven decision to design instruction for all students and their needs. ILTs will facilitate professional learning and coaching to implement and support the initiatives LEA-wide.

FCMAT 3.18 (Professional Standard) instructional Strategies: The LEA employs specialists for improving student learning, including content experts and specialists with skills to assist students with specific instructional needs.

Finding 7: While Instructional Leadership Teams were evident at schools there seemed to be a lack of clarity as to their purpose and the expectations. Many ILTs work with Innovate Ed to analyze data but it was not evident that this flowed down to the other teachers on campus.

Discussion: Instructional Leadership Teams (ILTs) exist at all school; most meet regularly to problem solve. There was limited evidence of a special education presence on the ILTs. Teams were observed using data to identify issues preventing accelerated student growth. Teams at the elementary and middle school levels work with the district partner, Innovate Ed, every two months to analyze data and deconstruct the instructional practices. The ILT and Innovate Ed coach assigned to support the school have just begun to observe classes together. The role of Innovate Ed is to actively involve the ILT in facilitating culturally responsive data driven decision making and creating the supports necessary to improve school-wide student outcomes. High schools are not contracted with Innovate Ed. While the ILTs appeared very active at the school level, they varied in the provision of professional development or coaching on instruction, assessment, and data driven decision making.

A. **Strength:** The ILTs are committed to the process for improving student outcomes and provide a structure for decision-making and processes for improving teaching and learning. Innovate Ed provides a solid structure for schools to follow in the use of the ILT.
B. **Weaknesses:** Teams are unclear as to their roles and responsibilities as ILT members. Additionally there is an unclear selection practice for members of the ILT, this allows for teams to be formed that do not represent all students being served within district.
C. **Threat:** Without clear guidance, ILTs are functioning in isolation. Teaching practices will not change, increased site leadership is not likely, and school and district goals will not be accomplished as deeply.
D. **Opportunity:** The district can clarify and strengthen the current ILT structure to deepen the cycle of inquiry and more fully develop the goals of Professional Learning Communities.

Actions
1. Clearly articulate and document the role, purpose and selection process of the ILT members so that members reflect the students served in the district. **(Timeline: May 2019)**
2. Communicate and document the frequency, protocols, and process for ILT meetings. **(Timeline: June 2019)**

3. Partner with InnovateEd to provide professional learning to ILTs on data analysis, feedback, classroom observation, and the Cycle of Inquiry. (**Timeline: August 2019 - May 2020**)
4. Monitor how the work of the ILTs helps improve teaching and learning and implementation goals. (**Timeline: August 2019 - May 2020**)

8. Administrative Coaching and Leadership

(CCEE Instructional Component 8) Infrastructure across the LEA supports and enhances administrator effectiveness in management and instructional leadership with consistent data (academic and behavioral/SEL) monitoring that informs instruction and used for stakeholder engagement.

FCMAT 3.18 (Professional Standard) Instructional Strategies: The LEA employs specialists for improving student learning, including content experts and specialists with skills to assist students with specific instructional.
FCMAT 5.1 (Professional Standard) Professional Development: The LEA provides a continuing program of professional development to keep instructional staff, administrators, and board members updated on current issues and research pertaining to curriculum, instructional strategies, and student assessment.
FCMAT PS 5.3 (Professional Standard) Professional Development: The LEA provides opportunities and ongoing support for teachers to collaborate on the analysis and improvement of curriculum, instruction, and use of assessment data.

Finding 8: The district lacks clear directives and guidelines on district wide academic implementations such as specific academic strategies and end of year goals for each school. Established goals need to be discussed, benchmarked and monitored regularly by district directors.

Discussion: The district has partnerships with vendors such as Innovate Ed to provide coaching for school leadership teams in the instructional priorities and improve teaching practices. The district also has internal infrastructures in place such as bi-monthly principal meetings and monthly coach meetings. However, as previously mentioned in Section 3 Instructional Practices and Strategies meeting topics are not always aligned or communicated with these groups. While external partners provide external expertise, it is unclear how all the district initiatives tie together, how they align with the LCAP and IUSD strategic plan, and how district leadership collaborates with them to monitor impact and implementation.

A. **Strength:** A systematic structure exists for principal meetings that allows for a deeper focus on instruction. One meeting per month is dedicated to instructional leadership. Walk throughs are used as the primary focus of the instructional professional learning.
B. **Weaknesses:** Lack of clarity of the partnerships, roles and types of interactions coaches and principals should have with their work, and expectations for implementing and monitoring teaching and learning goals based on the partnerships impedes progress on district goals. Various vendors are working with selected schools and providing professional development. This professional development is often tied to the focus of the vendor rather than the focus of the district. For example, several vendors do walk throughs in the schools they are supporting and each uses a different walk through process. It is expected that they would be observing for the content they provided yet this should still be connected to the districts priorities.
C. **Threat:** The district leadership team lacks explicit expectations for every principal. Therefore, principals determine their own goals which may superficially align with the district priorities. Without district clarity about yearly focus, collaboration expectation, deep learning by students and teachers, and collective accountability, accomplishing the LCAP and IUSD strategic plan will be difficult.

D. **Opportunity:** Building the capacity and expertise of principals is central to district success. Align the coach assignments to like schools, for example same person for both middle schools, so that there is more focus and commonality of tools and strategies. More clarity from the partnerships will also cultivate leadership across the district, paying simultaneous attention to current performance and increasing teacher and student success.

Actions
1. Provide a checklist of opening of year activities and actionable items for school leadership such as: calendaring IEPs, instructional expectations, opening activities, and staff professional learning for the year. **(Timeline: July 2019)**
2. Identify and provide clear expectations, goals, and expected student outcomes for principals grounded in student data (gifted, EL, students with disabilities). Directors are to monitor progress on a quarterly basis that is brought to the Ed Services department meetings and District Cabinet meeting to adjust goals and outcomes as needed as part of the cycle of inquiry. **(Timeline: July 2019)**
3. Expand the contract with InnovateEd to include professional learning for the principals consisting of monthly school walkthroughs by level (elementary school principals at elementary schools, secondary principals at secondary schools). Use a protocol aligned with the district instructional priorities to monitor the implementation of the district priorities. Use the data provided in a cycle of inquiry model to identify problems of practice that schools will work on for the upcoming month. **(Timeline: July 2019)**
4. Identify the IUSD coaching model to communicate, and train school leaders and coaches in the coaching model that is to be followed for implementation quality. **(Timeline: September 2019)**
5. Establish an annual principal meeting calendar with topics and goals that include principals and coaches engaging in a deeper analysis of the data, such as student group data analysis from the CA Dashboard indicators, cohort gains/loses, and professional learning and teacher coaching that is to be tied to data and initiatives and monitored by Directors and Principals for impact. **(Timeline: July 2019)**

9. Professional Learning and Coaching
(CCEE Instructional Component 9) The LEA has a multi-level (teacher, school and district leadership) professional learning plan that includes a focus on raising student academic and behavioral learning and tied practices as a collective effort. Instructional coaches are in place to support the reflection and improvement of the tied practices.

FCMAT 1.8 (Professional Standard) Planning Process: The LEA provides and supports the use of information systems and technology to manage student data, and provides professional development to site staff on effectively analyzing and applying data to improve student learning and achievement. District Assistance and Intervention Teams (DAIT).
FCMAT 3.18 (Professional Standard) Instructional Strategies: The LEA employs specialists for improving student learning, including content experts and specialists with skills to assist students with specific instructional.
FCMAT 5.1 (Professional Standard) Professional Development: The LEA provides a continuing program of professional development to keep instructional staff, administrators, and board members updated on current issues and research pertaining to curriculum, instructional strategies, and student assessment.
FCMAT PS 5.3 (Professional Standard) Professional Development: The LEA provides opportunities and ongoing support for teachers to collaborate on the analysis and improvement of curriculum, instruction, and use of assessment data.

Finding 9: There is inconsistent implementation and lack of clarity for principals and coaches in regards to professional learning and coaching support which in turn causes a lack of coaching support for teachers. While some mechanisms are being explored and developed with assistance form Innovate Ed, not all schools are participating and implementing common goals, creating gaps and inequities throughout the district.

Discussion: The district has multi-level professional learning opportunities starting with the ongoing walk through process to allow principals to visit other schools and classrooms with a common observation tool. Principals are expected to conduct walkthroughs outside of the principal meetings to monitor the implementation of the district instructional strategies. Teacher professional learning is provided at both the district level and the site level. The district provided professional learning during the summer and on the pupil free days during the year. Site level principal and the Instructional Leadership Teams provide professional learning at the site level. The district currently hasf our afterschool professional learning opportunities per month.

The district currently has eight ELA coaches and one math coach. The ELA coaches are assigned to two schools and the math coach is assigned centrally and aligned with one school. The ELA coaches meet every Friday to develop lessons and professional learning modules. No specific coaching model is used and there was limited evidence that specific training on coaching has been provided.

A. **Strength:** The Ed Services team collaborates on and attends all professional learning for principals and ILTs and participates with the schools they supervise.
B. **Weaknesses:** The walkthrough process needs additional structure and focus with a specific focus on the implementation of the instructional strategies and the collection of workable data. Principals should be using this data to conduct Cycles of Inquiry.
C. **Threat:** A lack of coherent follow through system weakens the power of regular classroom walkthroughs.
D. **Opportunity:** The is an opportunity to strengthen and expand the current model between Ed Service, principals and ILTs and layer on practices that are being refined through Innovate Ed so that coherent practices positively impacting student success are evident across all sites.

Actions
1. Establish clear protocols to collect and analyze data from classroom walkthroughs that include the principals and coaches. (**Timeline: August 2019**)
2. Meet quarterly with the intervention vendors to identify the current student academic progress and standing based on the data. (**Timeline: October 2019, February 2020, May 2020**)
3. Create a 3-year plan for the professional learning that is to take place district-wide including yearly outcomes aligned with student learning goals, 3-4 progress checks each year, coupled with data analysis and reflection allowing for adjustment throughout the year based on student learning needs and outcomes without losing focus on the end of year goals. A professional learning plan should be developed for principals, and all executive departments. (**Timeline: May 2019**)

10. Data Management and Student Information Systems Findings
(CCEE Instructional Component 10) There is LEA-wide appropriate user access to the student information system (SIS) that meets federal/state/local reporting requirements and allows for cross departmental, classroom to school data analysis to inform continuous improvement instructional decisions.

FCMAT 1.8 (Professional Standard) Planning Processes: The LEA provides and supports the use of information systems and technology to manage student data, and provides professional development to site staff on effectively analyzing and applying data to improve student learning and achievement. District Assistance and Intervention Teams (DAIT).

FCMAT 4.5 (Professional Standard) Assessment and Accountability: School staff assesses all students to determine students' needs, and whether students require close monitoring, differentiated instruction, additional targeted assessment, specific research based intervention, or acceleration.

FCMAT 6.1 (Legal Standard)Data Management/Student Information Systems: The LEA assigns and maintains Statewide Student Identifiers and maintains all data to be reported to the California Pupil Achievement Data System (CALPADS) and the Online Public Update for Schools (OPUS) necessary to comply with No Child Left Behind reporting requirements. (EC 60900(e)).

Finding 10: The district has multiple student information systems though they do not all communicate with one another causing more manual uploads and direct manual inputs. Site level systems need to be developed to monitor student progress of ELs and special education to ensure students are receiving the correct interventions and supports.

Discussion: The district has four data systems for storing and tracking all student data; Schoolzilla, Ellevation (EL reclassification), Aeries and SEIS (Special Education). The Aeries system has a parent portal to allowing parents to monitor their child's progress. Data is also available through the iReady, DIBELS, and Achieve 3000 systems to monitor and track progress in literacy development. There is currently no ownership by personnel to monitor or track progress.

A. **Strength**: Data systems are accessible and generate multiple reports that are valuable for exploring student group success, disaggregation by standards, etc.
B. **Weaknesses**: Not all data systems are integrated nor are they being used consistently at all levels, requiring multiple data pulls to get the whole picture of the student data.
C. **Threat:** Multiple avenues for data collection are needed to gain an integrated picture on individual and student group progress including CA Dashboard results. The data at IUSD is inconsistent therefore providing inaccurate and unclear data points.
D. **Opportunity:** Current informations systems have the ability to communicate with Aeries, SEIS is still pending. Once the communication between SEIS and Aeries is complete, Aeries will become a central information systems for teacher, parents, administrators and district member to access.

Actions
1. Integrate the data (i.e. IEP due dates, reclassifications etc) and have District Cabinet, Ed Services and ILTs review the data for effective Special education and EL monitoring into their students information system that assist principals in monitoring compliance to special education and EL regulations. **(Timeline: June 2019)**
2. Provide professional learning for District Cabinet, principals and teachers on how they can access student data (i.e. DIBELs, iReady, Achieve 3000, student attendance) and subsequently analyze it to tie actions and needs back to MTSS. **(Timeline: June - August 2019)**
3. Meet with vendors and data managers to discuss ways and costs so information systems can be tied together and streamlined for ease of use and efficiency. **(Timeline: May 2019)**

4. Review student with disability academic performance data, suspensions, least restrictive environment placements, identification, and due process on a quarterly basis. Special education staff develop reports and presentations that are shared with District Cabinet, Ed Services and school ILTs to monitor and respond to the instructional and program needs of students with disabilities. (**Timeline: June 2019**)

11. District and Leadership Capacity

(CCEE Instructional Component 10) The LEA contains a strong multi-level (school and district leadership) organizational capacity and processes to make coherent, coordinated decision and ensure that goals and metrics are mission and vision aligned across sites and departments. Established processes ensure each member, regardless of position, can fulfil their role and responsibilities.

FCMAT 1.4 (Professional Standard) Planning Processes: The LEA's policies, culture and practices reflect a commitment to implementing systemic reform, innovative leadership, and high expectations to improve student achievement and learning.
FCMAT 5.1 (Professional Standard) Professional Development: The LEA provides a continuing program of professional development to keep instructional staff, administrators, and board members updated on current issues and research pertaining to curriculum, instructional strategies, and student assessment.
FCMAT 5.3 (Professional Standard) Professional Development: The LEA provides opportunities and ongoing support for teachers to collaborate on the analysis and improvement of curriculum, instruction, and use of assessment data.

Finding 11: There is limited evidence of strong organizational capacity, dynamics and processes to make coherent and coordinated decisions reflecting district goals for student success.

Discussion

The Ed Services team consists of nine executive director or director positions; two of which support special education and one early childhood director. Four of these leaders and the CAO are assigned to the supervision of principals and other duties. Most administrative coaching is provided by the CAO who meets with each of the cabinet member collectively and individually to review roles and responsibilities and ensure accountability to those responsibilities. Current processes and organizational capacities result with the Chief Academic Officer (CAO) working on many more tasks that could and should be handled by others within the system. Delegation of tasks and accountability to complete tasks should be the role of the CAO. This would result in time for a broader oversight of the system and ongoing feedback from all stakeholders.

Principals are supervised by various members of the Ed Services team. An addendum has been added to the evaluation system that includes the use of various data points and focuses on increased student outcomes as addressed in the IUSD strategic plan under the 5 commitments; read proficiently by end of grade 1, set personal growth targets, think critically and creatively; excel at core subjects, achieve proficiency in a second language, and earn a diploma; be ready for college or career.

A. **Strength:** The district and LACOE have an action plan aligned to FCMAT in place that is used and referred to during bi–weekly meetings with IUSD, CCEE, and LACOE.
B. **Weaknesses:** There is limited evidence that district and site leadership collaborate to develop leadership capacity, communication on expectations, evaluations of principals and district leaders, intentional and

clear processes to implement shared goals regarding teaching and learning, effective leadership, collective accountability and commitment to equity and excellence.

C. **Threat:** Multiple initiatives make it difficult for cabinet members and other district leaders to lead the work and to support principals and teachers. Performance metrics aligned with district goals are not in place to guide workflow and priorities of time and personnel across the district.

D. **Opportunity:** Through its current work with LACOE or CCEE the IUSD executive team is able to establish performance expectations and receive leadership coaching.

Actions

1. Create a performance management system that promotes consistency and predictability in the system. It should evaluate the success of the current initiatives in a systematic process and must occur three times a year (i.e. baseline, progress check, end of year evaluation) to then adjust systems as needed. (**Timeline: August 2019**)

2. Develop, implement and document a process for approving any new initiatives or actions with any fiscal impact to ensure alignment with the current district goals and leadership capacity. This is to be ran through performance management system. (**Timeline: August 2019**)

3. Analyze data quarterly (District Cabinet and Ed Services) to reflect on goals and measures of student progress and guide policy, programs, and practice through the cycle of inquiry. (**Timeline: August 2019 - May 2020**)

4. Provide transparent communication between district and site leadership that includes implementation on cross district priorities, teaching and learning, effective leadership, accountability and commitment to equity and excellence and schedule these into principal meeting calendar. This content is to be included in the year long detailed professional learning plan, evaluations and expectations. (**Timeline: May 2019**)

5. Establish clear roles and responsibilities for the cabinet along with assigned performance metrics tied to district goals and visions. Then communicate said visions, goals and metrics to the appropriate stakeholders. (**Timeline: August 2019**)

6. Develop a professional learning calendar aligned to the 3-year professional learning plan, that outlines the dates, topic, learning goals, and expectations of all instructional professional learning. (**Timeline: May 2019**)

7. Reorganize the district leadership in order to align, roles, responsibilities and work efforts with the district strategic plan and the IUSD Action Plan. (**Timeline: May 2019**)

8. Provide leadership coaching through LACOE and/or CCEE for the executive team to support the building of capacity for principals, modeling feedback processes and ongoing systems of communication. (**Timeline: August 2019 - June 2020**)

9. Hold monthly meetings with all personnel associated with budget, CBO, Special Education, Specially Funded Programs, Professional Learning, etc. to review budgets, upcoming expenditures, and needs. Include discussions of impact of resources on accomplishing LCAP and IUSD strategic plan goals. (**Timeline: Monthly**)

10. Administer the LEA Self Assessment-CCSESA (District Cabinet) yearly to examine the current status of systemic practices, monitor progress, and inform decisions. (**Timeline: July 2019**)

12. Governance

(CCEE Instructional Component 12) The governance team members understand their roles and responsibilities and reflect the local communicate values, voice and interest. The governance team clearly established

processes and protocols to assist the implementation of strong instructional practices and supports for all students.

FCMAT 4.1 (Legal Standard) Policy: The board has adopted all policies mandated by state and federal law.
FCMAT 5.3 (Professional Standard) Board Roles/Boardsmanship: The board has established an LEA-wide vision/mission and uses that vision/mission as a framework for LEA action based on the identified needs of the students, staff, and educational community.
FCMAT 5.6 (Professional Standard) Board Roles/Boardsmanship: The board and administrative team maintain functional working relationships.
FCMAT 5.7 (Professional Standard) Board Roles/Boardsmanship: The board demonstrates respect for and support of the LEA and school site staff.
FCMAT 5.8 (Professional Standard) Board Roles/Boardsmanship: The board demonstrates respect for public input at meetings and public hearings.

Finding 12: The Board is very involved in the work IUSD is doing and continues to be a strong connection to the community. Contributing to this is the positive relationship Dr. Melendez has established.

Discussion
IUSD is currently under state receivership. As a result, the Governing Board is advisory only. They hold regularly scheduled meetings and follow the Brown Act rules but do not make decisions. The Board and the State Administrator, Dr. Thelma Melendez, have a collaborative relationship that allows for the Board to be involved in the actions taking place to restore the district to solvency and instructional excellence. Dr. Melendez sends the board members an update weekly to keep them informed of district progress. The board members have attended a workshop covering the roles of the board and traits of effective school boards. Each school has presented their data and plan for increasing student outcomes to the Board throughout the year.

A. **Strength:** The Board of Education is still actively involved in ensuring the IUSD is successful. They meet regularly and have a respectful relationship with the State Administrator, Dr. Melendez. While the Board does not have decision making powers at this time it is still advised of activities happening within the district. Principals are scheduled to review their data and plans with the Board at open meetings.
B. **Threat:** The current gentrification occurring within the city of Inglewood poses a threat to re-engaging the community and may hinder the return of families to IUSD.
C. **Opportunity:** Given the changes happening in the community the Board has an opportunity to establish community partnerships with new businesses, organizations, and community agencies.

Actions
1. Schedule listening meetings with families from surrounding charters and private schools to identify the root causes for leaving IUSD. Solicit recommendations as to what would prompt families to return. (**Timeline: December, 2019**)
2. Develop an all encompassing public relations campaign to attract students to the district. (**Timeline: ongoing**)
3. Provide the IUSD advisory board with quarterly data on student academics and behavior performance and other relevant indicators (EL, ELD and reclassification) district wide and by student groups that include students with disabilities, ELs and gifted. (**Timeline: Quarterly)**

Appendices

Instructional Components	Characteristics
1. Culture, Practice & Planning Processes	• Culture in the local educational agency (LEA) is one that fosters a deep commitment to ensuring all students attain educational success. • The LEA practices and planning processes are designed with an inclusive instructional vision and mission at the core. • Continuous improvement practices and processes are utilized to determine whether the instructional mission and vision is being attained. • A supportive culture and climate for stakeholders (e.g., teachers, leaders, staff, parents) is cultivated and evident across all district efforts. • Professional learning opportunities are provided, from the boardroom to the classroom, that create and sustain a district-wide culture of inclusivity, celebration of diversity, and culturally reflective practices and policies
2. Curriculum Development and Support	• A coherent, standards-aligned curriculum, instruction and assessment system is in place that is culturally and linguistically responsive. • Supplemental and enrichment curricular and instructional materials are provided and reflect the diverse needs of the student population and provide equitable access for all. • The LEA utilizes a continuous problem-solving process that helps identify and provide supports needed to systemically implement the district's instructional efforts that align with the vision and mission of the district. • Decision rules are developed and socialized with teaching and learning personnel that provide entrance and exit criteria for robust and coherent tiered support for all students, including gifted, at-risk, and students with disabilities. • Data are used regularly to progress monitor and ensure the curriculum and instruction efforts are resulting in positive outcomes, both academic, behavior and SEL, for students. • There is a comprehensive data driven professional development plan that is intentional and targeted to the needs of teaching and learning staff.
3. Instructional Practice and Strategies	• There is a district-wide intentional focus on improving and extending differentiated instructional practices that increase student engagement. • Instructional practices provide students access to and experience with rigorous, relevant, and coherent standards-aligned instruction that is responsive to the diverse needs of all learners. • Instructional practices and strategies ensure that all student groups (gifted, EL, students with disabilities) and their respective teachers are included and participate in collaborative integrated planning for instruction. • Technology and experiences beyond the textbook (e.g., project based learning) and the classroom are used to actively engage students and emphasize critical thinking skills. District-wide instructional practices and strategies are actively cultivated through teacher leadership and provides the opportunity to: • serve as a peer resource for teaching and learning. • regularly meet to review student work. • focus on the delivery of standard-aligned instruction. • utilize school data to plan, design and deliver culturally responsive instruction that results increased rate of student growth for academic, behavior and SEL.

4. Social Emotional Learning and Health Development	• The social emotional and behavioral well-being of the whole child is a critical component of student success within the instructional vision and in policy and practice. • Social emotional learning skills are identified and integrated in to the curriculum, instruction practices, and is assessed. • When student behavior and well -being is of concern, there are resources identified to provide support to students and build the capacity of the school to meet student needs. • Social emotional learning and health development is practiced and modeled by adults throughout the district.
5. Assessment & Accountability	• Ongoing, aligned, systemic processes are in place for measuring how, what, and how well a student is learning (e.g., diagnostic, formative, summative). • There is a systematic process for using assessment data to make instructional decisions at the student, classroom, school, and district levels. • There is an authentic accountability system that provides a holistic approach (e.g., academic, social, developmental) to educating students, parents, teachers, administrators, and district leaders for the purpose of improving school performance. • District-wide practices include intentional time for teachers and leaders to digest, analyze, problem-solve and plan for instruction that results in improved student outcomes for both academics and behavior.
6. Family and Student Engagement	• Student agency and voice is fostered to promote critical thinking and leadership. • There is an expectation in the local educational agency and support is provided to schools to ensure family/guardians, and other caregivers, and students are active members and decision makers within the district and school community. • The district and school communities cultural and linguistic needs are reflected in the resources and engagement activities. • The local educational agency actively seeks and acts upon two-way communication.
7. Instructional Leadership Teams (ILTs)	• ILTs exist in every school and meet regularly with organized agendas and minutes • ILTs reflect cross grade and disciplinary representation, including EL and SWD • Participants are capable and empowered to use data to design instruction based on student needs • ILTs actively involved in facilitating culturally responsive data driven decision making and creating the supports necessary to improve school-wide student outcomes. • ILTs facilitate professional development and coaching on instruction, assessment and data driven decision making
8. Administrative Coaching and Leadership	• Infrastructures exist that support and enhance the administrator effectiveness and instructional leadership. • Administrators clearly demonstrate a balance between building management and instructional leadership. • Administrative practices include targeted instructional leadership provided to teachers. • Administrators spend an extensive amount of time spent in classrooms observing instruction and providing feedback to teachers. • Administrators demonstrate a consistent use of qualitative and quantitative data to assess the rate of growth for academic, behavior and SEL. • There is a consistent use of data to monitor progress in academics and behavior. • Administration actively cultivates a growth mind set and a safe environment for personnel to take risks and speak their truth. • Administrators actively facilitate and engage parents as welcomed partners in the school community/family.

9. Professional Learning and Coaching	• There is a comprehensive, substantiated and intensive approach to improving teachers,' principals' and staff (classified and certificated) effectiveness in raising student achievement and supporting social emotional learning. • Professional learning opportunities foster collective responsibility for improved student performance and is facilitated by well-prepared school and district leaders. • Instructional coaches are in place to support teachers' reflections and improvement of classroom practices for both academics and behavior/social emotional learning. • Leadership coaching and mentoring provides principals' opportunity to reflect on, monitor, adjust, and increase effectiveness of their roles in strengthening instructional practices in order to meet the needs of diverse learners.

10. Data Management & Student Information Systems	• There is a student information system (SIS) that actively stores and tracks all individual student data [e.g., grades, attendance], with appropriate access to teachers, administrators and parents.
	• The SIS provides for the following user-friendly information:
	  o cross-departmental continuous improvement of systems
	  o meeting federal/state/local reporting requirements
	  o tracking and reporting longitudinal student progress
	  o classroom/school instructional decision-making
	  o understanding/addressing patterns in student performance
	  o supports the assessment and accountability system(s)

11. District and Leadership Capacity	• There is a process to ensure the capacity of each cabinet member's ability to lead the work under their purview. • Performance metrics that are aligned with district goals are established across all dept/offices and are regularly reviewed for growth and sustainability. • Leaders are provided professional learning and coaching opportunities to enhance their roles and responsibilities. • Each dept/office's strategic workflow, metrics and benchmarks are verified with data and aligned with district goals and vision. • There is evidence of strong organizational capacity, dynamics, and processes to make coherent, coordinated decisions. • District and school leadership develop and facilitate collaborative and transparent processes to implement shared goals regarding teaching and learning, effective leadership, accountability and commitment to equity and excellence across the district.
12. Governance	• The district governance team has clearly established processes and protocols for the purpose of implementing strong instructional practices and educational supports for each and every student. • The district governance team has a clear understanding of their roles and responsibilities in improving school and educational outcomes. • The work of the district governance team reflects the local community's values, voice and interests. • Demonstrate interpersonal respect, trust, communication, and conflict resolution for each other, district leadership/staff, and the community they serve.

Appendix B: IUSD Action Matrix

		30 May	60 June	90 July	120 August	120+ Beyond
1	**Culture, Practice & Planning Process**					
1.1	Use a multi-pronged approach to create communication channels that promote an inclusive and equitable teaching culture. Create a placemat and other communication tools, i.e. school posters, classroom resources, email campaigns, and community meetings that communicate the strategic plan, instructional pillars and the three instructional strategies (close reading, academic conversation and writing for understanding). Post the placemat and other applicable communication tools at the district office and school sites to brand and communicate clear connections across the multiple district-wide instructional priorities.	☑	☐	☐	☐	☐
1.2	Use a cycle of inquiry process at the Cabinet level for surfacing district-wide problems of practice that hinder their ability to deliver on the instructional mission and vision. The cycle of inquiry serves as a way for all departments to own and be accountable for actions to achieve the identified goals for all students, SWD, ELs, gifted, etc. and provides insight for the work of school sites.	☐	☐	☑	☐	☐
1.3	Use the cycle of inquiry in Ed Services meetings to surface instructional problems or practice that hinder the implementation of instructional priorities.The cycle of inquiry serves as a way for EdServices to own and be accountable for actions to achieve the identified goals for all students and provides insight for the work of school sites.	☐	☐	☑	☐	☐
1.4	Meet with all vendors of instructional professional learning to connect, discuss, and align district goals to ensure the integration of district priorities and instructional priorities into all professional learning. This includes the utilization of cycle of inquiry to support coherence for district and school teams.	☑	☐	☐	☐	☐
1.5	Continue implementation of the IUSD Action Plan developed by LACOE, IUSD, and CCEE leadership to integrate the FCMAT Recommendations for Recovery and IUSD strategic plan. Continue to prioritize district short- and long-term goals, actions and accountability for follow-through. The State Administrator and CAO should identify how they will communicate on an ongoing basis, effectively support and hold teachers, administrators and staff accountable for meeting the needs of special populations, i.e students with disabilities, ELs, gifted, and meeting the instructional action steps within the IUSD plan and LCAP.	☑	☐	☐	☐	☐
1.6	Create a district wide instructional communication plan that includes MTSS (RtI and PBIS), professional learning days throughout the year and branding resources for schools and teachers to use.	☐	☐	☐	☑	☐

Appendix B: IUSD Action Matrix

		30	60	90	120	120+
		May	June	July	August	Beyond
2	**Curriculum Development and Support**	May	June	July	August	Beyond
2.1	Bring together a representative group of teachers inclusive of special education, EL, and gifted as well as principals to provide feedback on the use and design of the IUSD ELA and math curriculum maps. Make revisions as needed to ensure alignment with the scope and sequence of the district assessments, report cards, and textbooks.	☐	☑	☐	☐	☐
2.2	Create an MTSS district leadership team that Identifies and aligns district members of the MTSS (RTI and PBIS) teams, including Executive Staff member lead. Consider including some personnel who have attended LACOE MTSS training and/or PBIS training to develop and monitor a 3-year implementation plan for the district.	☐	☑	☐	☐	☐
2.3	Identify and clarify the support programs that are being used. Develop decision rules and criteria for purpose, frequency of use, intended users, and assessments utilized.	☐	☑	☐	☐	☐
2.4	Meet with representative from each partner (Achieve3000, iReady, Imagine Learning. etc.) to evaluate the use of each program being utilized and its impact on improving student outcomes. Modify, revise, or eliminate those deemed ineffective.	☐	☑	☐	☐	☐
2.5	Develop and implement clear communication on the number of instructional minutes expected in core subjects: ELA, math, designated ELD, etc. at the elementary level. Align this with the instructional tools identified in the IUSD curriculum maps, then monitor for implementation.	☐	☑	☐	☐	☐
2.6	Determine the instructional programs that IUSD has or needs to have based on student data (IUSD spectrum classes, non-public schools, SELPA) and create a plan to develop a continuum of services for all students with a goal of incorporating students back into IUSD.	☐	☑	☐	☐	☐
2.7	Conduct a Fidelity Integrity Assessment (FIA) at the district and school levels to determine where schools are in awareness and implementation of MTSS. Complete the Staff Assessment Survey (SAS) to identify the fidelity of implementation in PBIS and MTSS.	☑	☐	☐	☐	☐
2.8	Use the survey data to place schools in cohorts for training for full implementation of MTSS and PBIS by fall of 2023.	☑	☐	☐	☐	☐
2.9	Select four (4) schools to go deeper with MTSS (academics and PBIS) while still moving forward with the broader district on awareness and initial implementation.	☐	☐	☑	☐	☐
2.10	Outline a professional learning plan that includes dates, content, accountabilities, and logistics related to MTSS (academics and PBIS) full implementation.	☐	☐	☑	☐	☐

Appendix B: IUSD Action Matrix

		30	60	90	120	120+
		May	**June**	**July**	**August**	**Beyond**
2.11	Engage MTSS (RTI and PBIS) team in resource mapping for every cluster of schools for social emotional, academic and behavioral resources for more coherent and systematic implementation.	☐	☐	☑	☐	☐
2.12	Create a Handbook for MTSS (academics and PBIS) that encompasses the scope and sequence of the year, teacher and staff resources for student development, district-wide practices and identifies the channel of communication that is to take place for requesting student supports and provides direction on decision points (ie. How do I know when a student should move on to tier 2 intervention?).	☐	☐	☐	☐	☑
3	**Instructional Practice and Strategies**	**May**	**June**	**July**	**August**	**Beyond**
3.1	Align coaches to the school teams as assigned to InnovateEd allowing for consistent messaging and training.	☐	☐	☐	☑	☐
3.2	Schedule year-long opportunities for coaches and principals to come together to develop and monitor action plans for each school. These meetings should include InnovateEd and the administrative leaders supporting each school.	☑	☐	☐	☐	☐
3.3	Add or reassign one coach for high schools with deep knowledge of CTE so that coaching for the current high school academies integrates CTE standards and the instructional priorities.	☐	☐	☐	☑	☐
3.4	Complete a full review on CTE, with a college and career or CTE expert to then develop a CTE 3-year implementation plan that is aligned with the CA Dashboard CCI indicators, the LCAP, the overall IUSD strategic plan.	☐	☐	☐	☑	☐
3.5	Deepen understanding of the instructional priorities by identifying specific practices aligned to the each instructional priorities that are expected to be used in each class and across disciplines. Provide corresponding professional learning for teachers on how to implement the strategies within their instructional tools and curriculum maps.	☑	☐	☐	☐	☐
3.6	Provide specific professional learning for coaches and administrators in the summer and throughout the school year, on how to follow up with coaching and support and how to use walk-throughs to gauge implementation of the instructional priorities– close reading, academic conversation and writing for understanding. These professional learning dates are to be communicated through a detailed timeline and content expectations by the beginning of 2019-20 school year.	☐	☐	☐	☑	☐

Appendix B: IUSD Action Matrix

		30 May	60 June	90 July	120 August	120+ Beyond
3.7	Invest in school and classroom resources (i.e. posters, charts, student version of close reading strategy, character pillars, academic goals) that engage parents and students with the instructional priorities, instructional Theory of Action, instructional pillars. These resources should be visible campus (and district) wide to help communicate and signal stakeholders the type of classroom and conductive environment in both academic and social emotional learning.	☐	☐	☑	☐	☐
4	**Social Emotional Learning and Health Development Findings**	May	June	July	August	Beyond
4.1	Develop a districtwide resource map identifying community agencies providing resources for families in the area. The resource should include purpose, contact information, location, cost, etc.	☐	☐	☐	☐	☑
4.2	Implement a social emotional instructional strategies into core instruction, for example, teaching conflict resolution, using dialoguing to guide students through the steps, cross-age mentoring, etc.	☐	☐	☐	☐	☑
5	**Assessment and Accountability**	May	June	July	August	Beyond
5.1	Convene a task group consisting of district cabinet members, teachers, principals, parents, and key support personnel to provide input on the 2019/2020 assessment calendar to ensure alignment with instruction and cycle of inquiry timelines. Publish the calendar and the purpose for each assessment.	☑	☐	☐	☐	☐
5.2	Partner with InnovateEd to provide professional learning opportunities for Instructional Leadership Teams on the analysis of data to inform instruction.	☐	☑	☐	☐	☐
5.3	Provide professional learning to Instructional Leadership Teams on MTSS (RtI and PBIS) and the integration of these frameworks into the cycle of inquiry. In turn ILT members can lead their respective department/grade levels in implementing the cycle of inquiry in the implementation of MTSS.	☐	☐	☐	☑	☐
5.4	Identify and support personnel in the District Cabinet to collect the professional learning plans from each school and evaluate for alignment with the LCAP, the IUSD strategic plan, instructional initiatives, and MTSS.	☐	☑	☐	☐	☐

Appendix B: IUSD Action Matrix

		30	60	90	120	120+
		May	June	July	August	Beyond
5.5	Identify and support personnel in the District Cabinet to evaluate each school's professional learning plan and Single Plan for Student Achievement (SPSA) to identify intentional time for the analysis of data, problem solving and planning for instruction. Establish 6-8 week implementation and progress monitoring cycles.	☐	☑	☐	☐	☐
6	**Family and Student Engagement**	May	June	July	August	Beyond
6.1	Establish systems for monthly meetings and engagements with parents focused on instructional practices student outcomes and school climate survey data.	☐	☐	☐	☑	☐
6.2	Provide ongoing workshops for parents that focus on how the instructional strategies can be supported at home.	☐	☐	☐	☑	☑
6.3	Provide parents with workshops on the use of the Aeries system for monitoring their child's progress in academics, behavior, and attendance.	☐	☐	☐	☐	☑
6.4	Establish protocols that allow the student leadership team to meet with the Secondary Director and the District Cabinet to increasing student voice, engagement and two-way communication.	☐	☐	☐	☐	☑
6.5	Clarify the role of and expectations for the Family District Liaison and monitor progress for increased parent engagement.	☐	☐	☐	☑	☐
7	**Instructional Leadership Teams**	May	June	July	August	Beyond
7.1	Clearly articulate and document the role, purpose and selection process of the ILT members so that members reflect the students served in the district.	☑	☐	☐	☐	☐
7.2	Communicate and document the frequency, protocols, and process for ILT meetings.	☐	☑	☐	☐	☐
7.3	Partner with InnovateEd to provide professional learning to ILTs on data analysis, feedback, classroom observation, and the Cycle of Inquiry.	☐	☐	☐	☑	☑
7.4	Monitor how the work of the ILTs helps improve teaching and learning and implementation goals.	☐	☐	☐	☑	☑
8	**Administrative Coaching and Leadership**	May	June	July	August	Beyond
8.1	Provide a checklist of opening of year activities and actionable items for school leadership such as: calendaring IEPs, instructional expectations, opening activities, and staff professional learning for the year.	☐	☐	☑	☐	☐

Appendix B: IUSD Action Matrix

		30 May	60 June	90 July	120 August	120+ Beyond
8.2	Identify and provide clear expectations, goals, and expected student outcomes for principals grounded in student data (gifted, EL, students with disabilities). Directors are to monitor progress on a quarterly basis that is brought to the Ed Services department meetings and District Cabinet meeting to adjust goals and outcomes as needed as part of the cycle of inquiry.	☐	☐	☑	☐	☐
8.3	Expand the contract with InnovateEd to include professional learning for the principals consisting of monthly school walkthroughs by level (elementary school principals at elementary schools, secondary principals at secondary schools). Use a protocol aligned with the district instructional priorities to monitor the implementation of the district priorities. Use the data provided in a cycle of inquiry model to identify problems of practice that schools will work on for the upcoming month.	☐	☐	☑	☐	☐
8.4	Identify the IUSD coaching model to communicate, and train school leaders and coaches in the coaching model that is to be followed for implementation quality.	☐	☐	☐	☐	☑
8.5	Establish an annual principal meeting calendar with topics and goals that include principals and coaches engaging in a deeper analysis of the data, such as student group data analysis from the CA Dashboard indicators, cohort gains/loses, and professional learning and teacher coaching that is to be tied to data and initiatives and monitored by Directors and Principals for impact.	☐	☐	☑	☐	☐
9	**Professional Learning and Coaching**	**May**	**June**	**July**	**August**	**Beyond**
9.1	Establish clear protocols to collect and analyze data from classroom walkthroughs that include the principals and coaches.	☐	☐	☐	☑	☐
9.2	Meet quarterly with the intervention vendors to identify the current student academic progress and standing based on the data.	☐	☐	☐	☐	☑
9.3	Create a 3-year plan for the professional learning that is to take place district-wide including yearly outcomes aligned with student learning goals, 3-4 progress checks each year, coupled with data analysis and reflection allowing for adjustment throughout the year based on student learning needs and outcomes without losing focus on the end of year goals. A professional learning plan should be developed for principals, and all executive departments.	☑	☐	☐	☐	☐
10	**Data Management and Student Information Systems Findings**	**May**	**June**	**July**	**August**	**Beyond**

Appendix B: IUSD Action Matrix

		30 May	60 June	90 July	120 August	120+ Beyond
10.1	Integrate the data (i.e. IEP due dates, reclassifications etc) and have District Cabinet, Ed Services and ILTs review the data for effective Special education and EL monitoring into their students information system that assist principals in monitoring compliance to special education and EL regulations.	☐	☑	☐	☐	☐
10.2	Provide professional learning for District Cabinet, principals and teachers on how they can access student data (i.e. DIBELs, iReady, Achieve 3000, student attendance) and subsequently analyze it to tie actions and needs back to MTSS.	☐	☑	☑	☑	☐
10.3	Meet with vendors and data managers to discuss ways and costs so information systems can be tied together and streamlined for ease of use and efficiency.	☑	☐	☐	☐	☐
10.4	Review student with disability academic performance data, suspensions, least restrictive environment placements, identification, and due process on a quarterly basis. Special education staff develop reports and presentations that are shared with District Cabinet, Ed Services and school ILTs to monitor and respond to the instructional and program needs of students with disabilities.	☐	☑	☐	☐	☐
11	**District and Leadership Capacity**	May	June	July	August	Beyond
11.1	Create a performance management system that promotes consistency and predictability in the system. It should evaluate the success of the current initiatives in a systematic process and must occur three times a year (i.e. baseline, progress check, end of year evaluation) to then adjust systems as needed.	☐	☐	☐	☑	☐
11.2	Develop, implement and document a process for approving any new initiatives or actions with any fiscal impact to ensure alignment with the current district goals and leadership capacity. This is to be ran through performance management system.	☐	☐	☐	☑	☐
11.3	Analyze data quarterly (District Cabinet and Ed Services) to reflect on goals and measures of student progress and guide policy, programs, and practice through the cycle of inquiry.	☐	☐	☐	☑	☑
11.4	Provide transparent communication between district and site leadership that includes implementation on cross district priorities, teaching and learning, effective leadership, accountability and commitment to equity and excellence and schedule these into principal meeting calendar. This content is to be included in the year long detailed professional learning plan, evaluations and expectations.	☑	☐	☐	☐	☐

Appendix B: IUSD Action Matrix

		30	60	90	120	120+
		May	**June**	**July**	**August**	**Beyond**
11.5	Establish clear roles and responsibilities for the cabinet along with assigned performance metrics tied to district goals and visions. Then communicate said visions, goals and metrics to the appropriate stakeholders.	☐	☐	☐	☑	☐
11.6	Develop a professional learning calendar aligned to the 3-year professional learning plan, that outlines the dates, topic, learning goals, and expectations of all instructional professional learning.	☑	☐	☐	☐	☐
11.7	Reorganize the district leadership in order to align, roles, responsibilities and work efforts with the district strategic plan and the IUSD Action Plan.	☑	☐	☐	☐	☐
11.8	Provide leadership coaching through LACOE and/or CCEE for the executive team to support the building of capacity for principals, modeling feedback processes and ongoing systems of communication.	☐	☐	☐	☑	☑
11.9	Hold monthly meetings with all personnel associated with budget, CBO, Special Education, Specially Funded Programs, Professional Learning, etc. to review budgets, upcoming expenditures, and needs. Include discussions of impact of resources on accomplishing LCAP and IUSD strategic plan goals.	☑	☑	☑	☑	☑
11.10	Administer the LEA Self Assessment-CCSESA (District Cabinet) yearly to examine the current status of systemic practices, monitor progress, and inform decisions.	☐	☐	☑	☐	☐
12	**Governance**	**May**	**June**	**July**	**August**	**Beyond**
12.1	Schedule listening meetings with families from surrounding charters and private schools to identify the root causes for leaving IUSD. Solicit recommendations as to what would prompt families to return.	☐	☐	☐	☐	☑
12.2	Develop an all encompassing public relations campaign to attract students to the district.	☐	☐	☐	☐	☑
12.3	Provide the IUSD advisory board with quarterly data on student academics and behavior performance and other relevant indicators (EL, ELD and reclassification) district wide and by student groups that include students with disabilities, ELs and gifted.	☐	☐	☐	☐	☑

Appendix C: CCEE and FCMAT Cross Standard Matrix

CCEE Systemic Instructional Components	FCMAT Aligned Standards
1. Culture, Practice & Planning Process	**Pupil Achievement** 1.3 PROFESSIONAL STANDARD – PLANNING PROCESSES The LEA's vision, mission, values, and priorities focus on the achievement and needs of all students with the goals of closing the achievement gap and helping all students meet their full potential 1.4 PROFESSIONAL STANDARD – PLANNING PROCESSES The LEA's policies, culture and practices reflect a commitment to implementing systemic reform, innovative leadership, and high expectations to improve student achievement and learning. 4.9 PROFESSIONAL STANDARD – ASSESSMENT AND ACCOUNTABILITY The LEA communicates systematically and clearly with all stakeholders, especially teachers, students and parents, about student achievement, academic expectations, and accountability requirements. The LEA communicates the availability of options and special services to parents and students. **Community Relations/Governance** 1.2 PROFESSIONAL STANDARD – COMMUNICATIONS Information is communicated to the staff at all levels in an effective and timely manner. Two-way communication between staff and administration regarding the LEA's operations is encouraged.
2. Curriculum Development and Support	**Pupil Achievement** 2.1 LEGAL STANDARD – CURRICULUM The LEA provides and fully implements SBE-adopted and standards-based (or aligned for secondary) instructional textbooks and materials for all students, including intervention in reading/language arts and mathematics, and support for students failing to demonstrate proficiency in history, social studies, and science. (EC 60119, DAIT) District Assistance and Intervention Teams 2.2 LEGAL STANDARD – CURRICULUM HIV prevention instruction occurs at least once in junior high or middle school and once in high school and is consistent with the CDE's Health Framework. (EC 51930) 2.3 PROFESSIONAL STANDARD – CURRICULUM The LEA has planned, adopted and implemented an academic program based on California content standards, frameworks, and SBE-adopted/aligned materials, and articulated it to curriculum, instruction, and assessments in the LEA plan. District Assistance and Intervention Teams (DAIT) 2.6 PROFESSIONAL STANDARD – CURRICULUM The LEA optimizes state and federal funding to support the use of instructional technology in its schools. 3.3 LEGAL STANDARD – INSTRUCTIONAL STRATEGIES The LEA's teachers and parents participate in decisions affecting school and categorical programs. (EC 51100-51102) 3.9 LEGAL STANDARD – INSTRUCTIONAL STRATEGIES The general instructional program adheres to all requirements put forth in EC 51000-52950.

CCEE Systemic Instructional Components	FCMAT Aligned Standards
	3.17 PROFESSIONAL STANDARD – INSTRUCTIONAL STRATEGIES Programs for English-language learners comply with state and federal regulations and meet the quality criteria set forth by the California Department of Education. 3.19 PROFESSIONAL STANDARD – INSTRUCTIONAL STRATEGIES Students are prepared for, and may access, advanced placement or other rigorous courses in core subject areas at all comprehensive high schools. 3.20 PROFESSIONAL STANDARD – INSTRUCTIONAL STRATEGIES High school guidance counselors are knowledgeable about individual student academic needs and work to create challenging and meaningful course schedules. 3.22 PROFESSIONAL STANDARD – INSTRUCTIONAL STRATEGIES The LEA offers a multiyear, comprehensive high school program of integrated academic and technical study that is organized around a broad theme, interest area, or industry sector. (EC 52372.5, SBE 51226)
3. Instructional Strategies and Practices	**Pupil Achievement** 1.9 PROFESSIONAL STANDARD – PLANNING PROCESSES The LEA holds teachers, site administrators, and LEA personnel accountable for student achievement through evaluations and professional development 2.5 PROFESSIONAL STANDARD – CURRICULUM The LEA has adopted a plan for integrating technology into curriculum and instruction at all grade levels to help students meet or exceed state standards and local goals. 3.1 LEGAL STANDARD – INSTRUCTIONAL STRATEGIES The LEA provides equal access to educational opportunities to all students regardless of race, gender, socioeconomic standing, and other factors. The LEA's policies, practices, and staff demonstrate a commitment to equally serving the needs and interests of all students, parents, and family members. (EC 51007) 3.5 LEGAL STANDARD – INSTRUCTIONAL STRATEGIES All incoming kindergarten students are admitted following board-approved policies and administrative regulations (EC 48000-48002, 48010, 48011). 3.6 LEGAL STANDARD – INSTRUCTIONAL STRATEGIES The LEA provides students with the necessary courses to meet the high school graduation requirements. (EC 51225.3) The LEA provides access and support for all students to complete UC and CSU required courses (a-g requirement). 3.7 LEGAL STANDARD – INSTRUCTIONAL STRATEGIES The LEA provides an alternative means for students to complete the prescribed course of study required for high school graduation. (EC 51225.3) 3.11 LEGAL STANDARD – INSTRUCTIONAL STRATEGIES Curriculum and instruction for special education students is rigorous and appropriate to meet special education students' learning needs. (EC 56205, EC 56345)

Appendix C: CCEE and FCMAT Cross Standard Matrix

CCEE Systemic Instructional Components	FCMAT Aligned Standards
	3.12 LEGAL STANDARD – INSTRUCTIONAL STRATEGIES Programs for special education students meet the least restrictive environment provision of the law and the quality criteria and goals set forth by the California Department of Education and the Individuals with Disabilities Education Act. (EC 56000, EC 56040.1, 20 USC Sec. 1400 et. seq.) 3.13 PROFESSIONAL STANDARD – INSTRUCTIONAL STRATEGIES Students are engaged in learning, and they are able to demonstrate and apply their knowledge and skills. 3.14 PROFESSIONAL STANDARD – INSTRUCTIONAL STRATEGIES The LEA works with the teachers' association to recruit highly qualified teachers and to link evaluations to student success and the effective delivery of curriculum, instruction, and assessment. 3.15 PROFESSIONAL STANDARD – INSTRUCTIONAL STRATEGIES The LEA optimizes opportunities for all students, including underperforming students, students with disabilities, and English language learners, to access appropriate instruction and standards-based curriculum. District Assistance and Intervention Teams (DAIT)
4. Social Emotional Learning & Health Development	**Pupil Achievement** 1.10 PROFESSIONAL STANDARD – PLANNING PROCESSES The LEA has a current board-approved Safe Schools Plan and a clearly defined discipline policy. Both the plan and policy have been communicated to parents, students, staff, board, and the community
5. Assessment & Accountability	**Pupil Achievement** 1.7 PROFESSIONAL STANDARD – PLANNING PROCESSES The LEA uses student achievement data, graduation and dropout rates, attendance and discipline data to establish and communicate instructional priorities and strategies for improved student learning and achievement. District Assistance and Intervention Teams (DAIT) 1.9 PROFESSIONAL STANDARD – PLANNING PROCESSES The LEA holds teachers, site administrators, and LEA personnel accountable for student achievement through evaluations and professional development 2.4 PROFESSIONAL STANDARD – CURRICULUM The LEA has developed and implemented common assessments to assess strengths and weaknesses of the instructional program to guide curriculum development. 3.10 LEGAL STANDARD – INSTRUCTIONAL STRATEGIES The LEA has adopted systematic procedures for identification, screening, referral, assessment, planning, implementation, review, and triennial assessment of students with special needs. (EC 56301) 3.16 PROFESSIONAL STANDARD – INSTRUCTIONAL STRATEGIES The LEA makes ongoing use of a variety of assessment systems to appropriately place students at grade level, and in intervention and other special support programs. District Assistance and Intervention Teams (DAIT)

CCEE Systemic Instructional Components	FCMAT Aligned Standards
	4.1 Legal Standard – Assessment and Accountability: The LEA administers and uses the results of standardized achievement tests to evaluate student performance in achieving academic standards and in comparison, to the performance of students across the state. (BP 6162.51, EC 60640-60649) 4.2 LEGAL STANDARD – ASSESSMENT AND ACCOUNTABILITY The LEA informs parents of the test scores of their children and provides a general explanation of these scores. (EC 60720, 60722) 4.3 PROFESSIONAL STANDARD – ASSESSMENT AND ACCOUNTABILITY The LEA has developed summative and frequent common formative assessments that inform and direct instructional practices as part of an ongoing process of continuous improvement. 4.4 PROFESSIONAL STANDARD – ASSESSMENT AND ACCOUNTABILITY The LEA provides an accurate and timely school-level assessment and data system as needed by teachers and administrators for instructional decision-making and monitoring 4.5 PROFESSIONAL STANDARD – ASSESSMENT AND ACCOUNTABILITY School staff assesses all students to determine students' needs, and whether students require close monitoring, differentiated instruction, additional targeted assessment, specific research based intervention, or acceleration. 4.12 PROFESSIONAL STANDARD – ASSESSMENT AND ACCOUNTABILITY Written policies and procedures are in place to ensure that special education processes are conducted pursuant to federal and state laws and that staff is provided appropriate, ongoing training to ensure proper implementation.
6. Family and Student Engagement	**Pupil Achievement** 3.21 PROFESSIONAL STANDARD – INSTRUCTIONAL STRATEGIES High school students have access to career and college guidance counseling prior to the 12th grade. **Community Relations/Governance** 3.4 PROFESSIONAL STANDARD – COMMUNITY COLLABORATIVES, LEA ADVISORY COMMITTEES, SCHOOL SITE COUNCILS The board and superintendent have established broad-based committees and councils to advise the LEA on critical issues and operations as appropriate. The membership of these committees and councils reflects the full cultural, ethnic, gender and socioeconomic diversity of the student population. 3.5 PROFESSIONAL STANDARD – COMMUNITY COLLABORATIVES, LEA ADVISORY COMMITTEES, SCHOOL SITE COUNCILS Community collaboratives and LEA and school advisory councils have identified specific outcome goals that are understood by all members. 3.6 PROFESSIONAL STANDARD – COMMUNITY COLLABORATIVES, LEA ADVISORY COMMITTEES, SCHOOL SITE COUNCILS The LEA encourages and provides the necessary training for collaborative and advisory council members to effectively fulfill their responsibilities and to understand the basic administrative structure, program processes and goals of all LEA partners.

Appendix C: CCEE and FCMAT Cross Standard Matrix

CCEE Systemic Instructional Components	FCMAT Aligned Standards
7. Instructional Leadership Teams (ILTs)	**Pupil Achievement** 3.18 PROFESSIONAL STANDARD – INSTRUCTIONAL STRATEGIE The LEA employs specialists for improving student learning, including content experts and specialists with skills to assist students with specific instructional needs.
8. Administrative Coaching and Leadership	**Pupil Achievement** 4.10 PROFESSIONAL STANDARD – ASSESSMENT AND ACCOUNTABILITY The LEA and school site administration monitor fidelity of program implementation in the delivery of content and instructional strategies. 5.2 PROFESSIONAL STANDARD – PROFESSIONAL DEVELOPMENT The standards developed by the California Standards for the Teaching Profession are implemented and supported. 5.4 PROFESSIONAL STANDARD – PROFESSIONAL DEVELOPMENT Principals make formal and informal classroom visits. Based on these visits, principals provide constructive feedback and assistance to teachers.
9. Professional Learning and Coaching	**Pupil Achievement** 1.8 PROFESSIONAL STANDARD – PLANNING PROCESSES The LEA provides and supports the use of information systems and technology to manage student data, and provides professional development to site staff on effectively analyzing and applying data to improve student learning and achievement. District Assistance and Intervention Teams (DAIT) 3.18 PROFESSIONAL STANDARD – INSTRUCTIONAL STRATEGIES The LEA employs specialists for improving student learning, including content experts and specialists with skills to assist students with specific instructional needs. 5.1 PROFESSIONAL STANDARD – PROFESSIONAL DEVELOPMENT The LEA provides a continuing program of professional development to keep instructional staff, administrators, and board members updated on current issues and research pertaining to curriculum, instructional strategies, and student assessment. 5.3 PROFESSIONAL STANDARD – PROFESSIONAL DEVELOPMENT The LEA provides opportunities and ongoing support for teachers to collaborate on the analysis and improvement of curriculum, instruction, and use of assessment data.

Appendix C: CCEE and FCMAT Cross Standard Matrix

CCEE Systemic Instructional Components	FCMAT Aligned Standards
10. Data Management & Student Information Systems	**Pupil Achievement** 4.4 PROFESSIONAL STANDARD – ASSESSMENT AND ACCOUNTABILITY The LEA provides an accurate and timely school-level assessment and data system as needed by teachers and administrators for instructional decision-making and monitoring. 4.11 PROFESSIONAL STANDARD – ASSESSMENT AND ACCOUNTABILITY The LEA has policy and procedures detailing the collection and maintenance of ethnicity data and all other demographic data needed for state and federal reporting. 6.1 LEGAL STANDARD – DATA MANAGEMENT/ STUDENT INFORMATION SYSTEMS The LEA assigns and maintains Statewide Student Identifiers and maintains all data to be reported to the California Pupil Achievement Data System (CALPADS) and the Online Public Update for Schools (OPUS) necessary to comply with No Child Left Behind reporting requirements. (EC 60900(e) 6.2 PROFESSIONAL STANDARD – DATA MANAGEMENT/STUDENT INFORMATION SYSTEMS Student information systems support users with information that is relevant, timely, and accurate. Assessments are performed to ensure that users are involved in defining needs, developing specifications, and selecting appropriate systems. LEA standards are imposed to ensure the maintainability, compatibility, and supportability of the various systems. The LEA ensures that the student information system is compatible with CALPADS, OPUS, and any other systems with which it must interface. 6.3 PROFESSIONAL STANDARD – DATA MANAGEMENT/STUDENT INFORMATION SYSTEMS The LEA utilizes the technological equipment for the student information system (SIS) that meets or exceeds the vendor's minimum recommendations. The LEA provides access to the SIS and ongoing training to staff responsible for entering, maintaining, reporting, and certifying student data. 6.4 PROFESSIONAL STANDARD – DATA MANAGEMENT/STUDENT INFORMATION SYSTEMS Required special education reports, including those for the California Special Education Management Information System (CASEMIS) are accurate, compliant, and submitted pursuant to the required timelines.
11. District and Leadership Capacity	**Personnel Management** 1.2 PROFESSIONAL STANDARD – ORGANIZATION AND PLANNING The personnel function has developed a mission statement and objectives directly related to the LEA's goals and provides an annual report of activities and services offered during the year. 1.5 PROFESSIONAL STANDARD – ORGANIZATION AND PLANNING The personnel function has a data management calendar that lists all the ongoing data activities and responsible parties to ensure meeting critical deadlines on CALPADS/CBEDS reporting. The data is reviewed by the appropriate authority prior to certification 1.3 PROFESSIONAL STANDARD – ORGANIZATION AND PLANNING The personnel function has an organizational chart and functions chart and a menu of services that include the names, positions and job functions of all personnel staff. **Pupil Achievement** 5.5 PROFESSIONAL STANDARD – PROFESSIONAL DEVELOPMENT The LEA plan includes budgeted coherent professional development activities that reflect research-based strategies for improved student achievement and a focus on standards-based

CCEE Systemic Instructional Components	FCMAT Aligned Standards
	content knowledge
12. Governance	**Community Relations/Governance** 4.1 LEGAL STANDARD – POLICY The board has adopted all policies mandated by state and federal law. 5.3 PROFESSIONAL STANDARD – BOARD ROLES/BOARDSMANSHIP The board has established an LEA-wide vision/mission and uses that vision/mission as a framework for LEA action based on the identified needs of the students, staff, and educational community. 5.6 PROFESSIONAL STANDARD – BOARD ROLES/BOARDSMANSHIP The board and administrative team maintain functional working relationships. 5.7 PROFESSIONAL STANDARD – BOARD ROLES/BOARDSMANSHIP The board demonstrates respect for and support of the LEA and school site staff. 5.8 PROFESSIONAL STANDARD – BOARD ROLES/BOARDSMANSHIP The board demonstrates respect for public input at meetings and public hearings.

FCMAT Standards not Aligned with changes in State Policy
- Professional Standard – Planning Processes 1.5, 1.6,
- Legal Standard – Instructional Strategies 3.2, 3.4, 3.8
- Legal Standard – Assessment and Accountability 4.6, 4.7, 4.8

Multi-Tiered System of Support

Inclusive Academic Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal academic supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Develop guideline to implement curriculum with universal design for learning (UDL)

Inclusive Behavior Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal behavior supports
- Provide supplemental interventions and supports
- Provide intensified interventions and supports
- Provide comprehensive behavior supports

Inclusive Social-Emotional Instruction

- Identify a comprehensive assessment system
- Create and utilize teams
- Provide universal social-emotional supports
- Provide supplemental interventions and supports
- Provide comprehensive social-emotional development supports

All Means All

Administrative Leadership

Strong & Engaged Site Leadership

- Lead development of a vision
- Attend instructional meetings and classes
- Create a leadership team
- Create opportunities to contribute
- Use data to guide decisions

Strong Educator Support System

- Provide access to instructional coaching
- Seek input from teachers
- Make learning opportunities available to all
- Use data
- Conduct strengths-based evaluations

Integrated Educational Framework

Fully Integrated Organizational Structure

- Identify who has access
- Use non-categorical language and practices
- Use collaborative instruction among peers
- Use paraeducators to support inclusive education

Strong & Positive School Culture

- Foster collaborative relationships
- Create a shared vision
- Identify ways for all staff to contribute
- Ensure all students have access to extra-curricular activities
- Demonstrate culturally responsive practices

Family & Community Engagement

Trusting Family Partnerships

- Engage with students and families
- Obtain input and feedback
- Provide engagement opportunities
- Facilitate home-school communication
- Provide information

Trusting Community Partnerships

- Engage with the community
- Identify mutual interests and goals
- Ensure reciprocity
- Maintain an open door policy
- Invite community members to serve

Inclusive Policy Structure & Practice

Strong LEA / School Relationship

- Develop a district-based team
- Attend school-level meetings
- Provide district-level professional learning
- Identify and remove barriers
- Regularly communicate outcomes

LEA Policy Framework

- Link multiple initiatives
- Review data
- Review and revise policy
- Select research-based practices
- Expand practices into other schools and Districts

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