

# **Inglewood Unified School District Recovery Plan**

**February 10, 2016  
Inglewood Unified School District  
401 S. Inglewood Ave.  
Inglewood, CA**

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# **Inglewood Unified School District Recovery Plan**

## **Executive Summary**

If the District is to continue its focus on improvement and recovery, particular areas will require immediate energy. Primary among these will be developing and implementing a well-articulated recovery plan, retaining district leadership, providing the teaching staff with training in new state standards, using data to improve instruction, balancing the district's budget to achieve fiscal solvency, updating the district's Local Control and Accountability Plan (LCAP) and integrating that into its budget. It will also be critical to work with the advisory board and key staff members to identify the policies, procedures and strategic plans that will bring about substantial changes in the district's policies and practices; improve facilities; significantly increase pupil achievement; improve pupil attendance; decrease the pupil dropout rate; increase parental involvement; continue to attract, retain, and train a quality teaching staff; and manage fiscal expenditures consistent with current and projected district revenues.

The district needs to retain leadership that has the ability and capacity to set priorities, bring about strategic reform, engage the community, ensure accountability and manage resources. Without a strong partnership between the district staff and the community, the improvement as reflected in this recovery plan remains uncertain.

## **Background**

The Inglewood Unified School District was established in the early 1950s as the successor of the Inglewood School District, which came into existence in 1888. It encompasses nine square miles in Los Angeles County and is about 13 miles southwest of the city of Los Angeles. Inglewood Unified currently serves approximately 11,000 students in 18 schools in the city of Inglewood and an adjacent section of unincorporated Los Angeles County (Ladera Heights). The district's schools include 10 TK-6 schools, one TK-8 school, one middle (6-8) school, one middle (7-8) school, three high schools, one dependent charter school (TK-8), and one career technical education/adult education/alternative education school. The district has one preschool child development center. Numerous independent charter schools are also located in the district.

Before September 2012, the district was governed by a five-member school board (governing board), with members elected by the community to a four-year term. In the past, the governing board directly appointed a superintendent, who was responsible for the general administration of all of the district's instructional and business operations.

The district's finances suffered during the recent fiscal crisis from state budget cuts as well as the State's decision to delay educational funding to local education agencies and school districts statewide. Between fiscal years 2009-10 and 2013-14, the State delayed millions in funding to the district making it more difficult for the district to have the cash necessary to pay its bills. Aside from the district's cash-flow challenges, the total revenue to its general fund had been declining from \$121.6 million in fiscal year 2010-11 down to \$108.2 million the following year. The district also saw its financial reserves decline, dropping from about \$7.9 million (or 6.1 percent of district spending) in fiscal year 2008-09 to just about \$600,000 (or 0.5 percent of district spending) in fiscal year 2009-10. State regulations recommend that school districts similar in size to the district reserve an amount equal to 3 percent or more of total spending.

Declining enrollment has also played a role in the district's financial strain. State funding for local education depends largely on the average daily attendance of students, and attendance in the district has been decreasing since the State's fiscal crisis. Between fiscal years 2005-2006 and 2015-16 the district's average daily attendance is projected to have decreased by approximately 27 percent – from about 15,000 students to about 11,000 for this fiscal year. This is due to the fact that fewer school-age children are now residing in the district than in previous years – due to declining birth rates and an increasing number of students enrolled in charter schools.

In December 2010, the County Office of Education (COE) intervened in Inglewood Unified due to the district's worsening financial condition, which included assigning a fiscal advisor in December 2010. Despite The COE's involvement, the district's financial condition did not improve, and in May 2011 the COE authorized the district to temporarily borrow from its other funding sources in order to meet its financial obligations for May and June 2011. Additionally, in March 2012 the district secured a \$17.2 million short-term loan to maintain its operations. In June 2012 the district attempted to obtain a second loan for 13 million, which the COE denied because it believed that the district would be unable to repay the loan. Against the backdrop of the district's deficit spending, reduced state funding, and inability to meet its financial obligations both FCMAT and the county office recommended that the district apply for a state loan. Finally, in July 2012 the district's governing board approved a resolution requesting an emergency loan from the State, citing that the district would run out of cash by January 2013.

On September 14, 2012, the governor approved Senate Bill (SB) 533, Chapter 325, bringing the district under state receivership with a state-approved emergency appropriation for \$55 million to avoid fiscal insolvency. Stated reasons for fiscal insolvency included: overstating average daily attendance (ADA), understating California State Teachers' Retirement System payments, understating certificated salary expenses, continued deficit spending, and declining enrollment. State emergency appropriations are sized based on many assumptions, but their underlying purpose is to provide cash-flow assistance to allow the district time to

make the necessary reductions to correct the structural operating deficit for the current and two subsequent fiscal years to be fiscally solvent. These emergency appropriations are not meant to solve the fiscal problem, but to allow time so that the district can make the necessary reductions to correct the structural operating deficit.

The funds for the emergency appropriation (loan) to support cash flow in the district were initially to be issued, as provided for in the legislation, by the California Infrastructure and Economic Development Bank (I-Bank). The I-Bank typically would sell bonds to investors to raise the capital for this purpose. Temporary loans were made from the state's general fund to provide cash flow during the period before the I-Bank bonds were sold. Before they were sold, Assembly Bill 86, Statutes of 2013, passed. This legislation superseded the previous I-Bank financing and instead authorized the district, through the California Department of Education (CDE), to request cash-flow loans directly from the state's general fund in an amount not to exceed \$55 million at a much lower interest rate, saving the district millions of dollars over the life of the loan. Of the \$55 million authorized, the district drew \$29 million from November 2012 through February 2013 because of negative cash flow projections, or 53% of the emergency state loan funding, leaving a balance of \$26 million available.

While the district is receiving greater state apportionment revenues for a number of reasons including the Local Control Funding Formula (LCFF), which has helped to balance the budget, the financial picture remains shaky. The district continues to experience declining enrollment with an approximately 530 student reduction in the 2014-15 school year. Consequently, revenue is projected to plateau then decline. Further, fiscal recovery efforts will be constrained by ongoing costs to the district's general fund to cover the annual debt service payment of \$1.83 million, which began in November 2014 and will end in November 2033. This payment has been included in the district's current multiyear financial projections.

Under state receivership, the superintendent of public instruction assumes all the legal rights, duties, and powers of the governing board and appoints a state administrator to act as both the governing board and superintendent. The district's 5-member governing board serves in an advisory role until the district shows adequate progress in implementing the comprehensive review recommendations in the five operational areas, including finance, human resources, community relations and governance, facilities, and pupil achievement, and the superintendent of public instruction determines that the district has built sufficient capacity to self-govern. Even when the governing board resumes control, a trustee will have stay-and-rescind authority until the loan is fully repaid to the state. The Los Angeles County Office of Education's role to manage fiscal oversight during the period of state receivership is a continuing key element to the district's recovery as they must assess and approve budgets, receive interim reports and determine the district's fiscal status and either positive, qualified or negative.

The district placed a \$90 million general obligation bond called Measure GG on the ballot on November 6, 2012, and won 86.1% voter approval, the highest support for a K-12 state bond election since 2002. The district issued \$30 million in bonds on July 16, 2013 to begin to address capital facility's needs, and the bond proceeds were deposited into the district's building fund (fund 21). Because Measure GG was placed on the ballot as a Proposition 39 bond measure, expenditure of the funds requires the formation of a citizens' oversight committee, and the district has encountered difficulties in obtaining the membership required under Education Code Section 15282. Minimal expenditures have been made from Measure GG to date; however, the length of time that has elapsed since the July 2013 \$30 million bond issuance with no expenditure of the funds places the district in the position of possibly having to address the issue of arbitrage.

The district continues to also plan on utilizing the Los Angeles World Airports funds and has received confirmation of a \$44 million award. The Hollywood Park and Inglewood Forum development projects along with the prospect of large donations from district alumni add to the amounts potentially available for the district's capital facility needs.

The efforts of the Human Resources and Business Services departments in implementing the position control system should also help in accurately budgeting and assessing staffing needs.

The district has had four state administrator/trustees during a 4-year period, creating some unrest and uncertainty regarding organizational development and consistency in creating and implementing long-range plans for recovery. The district has now hired a full team of qualified executive cabinet members who are making progress in establishing core structure to their departments. The district has also undergone an almost total replacement of its board during the current review period, which will require in-depth training of all members.

The hiring of the new executive cabinet members and the work they have accomplished during this review period is evidenced in the improvements. The district has made progress in every operational area, but not every standard. Much of this work can be attributed to the work of the executive cabinet. There is still much work to be done to achieve full recovery.

### **FCMAT Audits**

In November 2010, FCMAT assisted the district with developing multiyear financial projections. Once the state superintendent took control, state law required FCMAT to conduct a comprehensive assessment of the district in five major operational areas; community relations and governance, personnel management, pupil achievement, financial management, and facilities management. Each operational area is governed by standards that, according to FCMAT, are updated to ensure continued alignment with industry best practices and with applicable state and federal law. Subsequent to the comprehensive assessment, FCMAT's role is to consult with the state superintendent as he determines the amount of improvement

the district needs to make; then FCMAT completes improvement plans that focus on the agreed-upon improvements. Further, state law requires FCMAT to file written status reports annually with the Legislature, the state superintendent, and others indicating the progress the district is making. When evaluating the district, FCMAT provides scores for each standard it evaluates using a scale of 0 to 10.

FCMAT Rating Rubric

- 0 – Not Implemented
- 1-7 – Partially Implemented
- 8-10 - Fully implemented

Before the state superintendent returns the district to local control the district is expected to attain an average minimum score of 6 out of 10 in each operational area, which is a score that means only portions of the standards in that area have been implemented and full, sustainable implementation is not yet complete. The state superintendent further requires that no individual standard’s score be less than 4. <sup>1</sup>

*Table of Summary Scores*

Operational Area	July 2013 Average Score	July 2013 Standards Under 4	July 2014 Average Score	July 2014 Standards Under 4	July 2015 Average Score	July 2015 Standards Under 4
Community Relations/Governance	1.05	20	0.45	20	1.40	17
Personnel Management	1.46	26	1.36	27	2.82	18
Pupil Achievement	3.23	19	2.03	28	2.87	25
Financial Management	1.19	41	1.33	40	1.95	33
Facilities Management	2.24	29	2.59	27	3.81	17

**Introduction**

The Inglewood Unified School District articulates its vision as one that “ensures that all of our students are taught rigorous standards based curriculum supported by highly qualified staff in an exemplary educational system characterized by high student achievement, social development, safe schools and effective partnerships with all segments of the community.” IUSD can and will succeed in providing an outstanding education for our children. This Recovery Plan is the next step in moving the district forward, and in making progress toward shaping the District’s culture into one of success in the classroom, in the site’s administrative offices and in the district central office.

While there are many reasons why the Inglewood Unified School District has not been successful in recent years, this plan is not about the past. Instead, this is a plan for a future that the District – students, parents and teachers and administrators – must take action on now. It is a fact that each year hundreds of students and their parents are choosing the charter option. The future can create rigorous high-performing schools to which parents will want to send their children. Unless the District’s traditional schools become a desirable option now, in just a few years there will be no more children to educate in traditional District programs.

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1 – Inglewood Unified School District – Progress Report July 2015

To take hold of the bright future, parents, educators and community leaders must work together to set the District's children on the path to a more rigorous future.

This document is the total recovery plan that has been prepared by the State Administrator's immediate team to chart a course of transformation to dramatically improve the Inglewood schools. The plan is based on a few basic principles that come directly from the IUSD Mission:

### **The Mission**

**To ensure that all our students - are taught rigorous standards based curriculum supported by highly qualified staff in an exemplary educational system characterized by high student achievement, social development, safe schools and effective partnerships with all segments of the community.**

### **The Principles**

***To ensure that all our students*** - Every child deserves the opportunity to succeed. If our students are going to acquire 21<sup>st</sup> century skills it will require thinking and teaching in a different way. It will also require thinking creatively about how to move the District forward, trying new alternatives and changing how business is done throughout the district

***Are taught rigorous standards based curriculum*** - Every child must be equipped with 21<sup>st</sup> century skills that allow them to lead successful lives.

***Supported by highly qualified staff in an exemplary educational system*** - Every member of the Inglewood Unified School District –administrators, teachers, staff, students and parents – must be accountable for the success of the District.

***Effective partnerships with all segments of the community.*** – For true success to be achieved parents, educators and community leaders must work together. All decisions must be made that are in the best interest of Inglewood Unified students and families.

***Exemplary Educational System*** – The district must compare its financial needs to its financial resources. Operations will have to be scaled to match available resources with priority given to high value/return activities that will provide the greatest opportunity and outcomes for students

Implementing this plan will require tough decisions and a different way of doing things. Because of the short timeline allowed to draft the plan, the plan cannot provide all the answers. However, it is a solid starting point that provides a template for success.



## **Developing the Plan**

To develop the plan, the State Administrator interviewed: students, advisory board members, cabinet members, district directors, district managers, and principals. CalPro leadership, ITA leadership, IMA leadership, city council leaders, charter school leaders, parent leaders, key elected officials, chamber of commerce officials, key business leaders and teachers, parents, students and community leaders in at least three district-wide community meetings. The State Administrator has also had the opportunity to observe all areas of the district through his entry plan. Some of the main findings from the entry plan are:

1. Classroom rigor should be a main focus of the district's academic plan.
2. There should be a high priority district focus on clean, safe and improved facilities
3. The district needs to continue it's recent progress toward more accurate and transparent data.
4. The district should continue its implementation of the fiscal recovery plan.
5. The Human Resources department should conduct regular reviews of HR related activities and present recommendations for improvements to the State Administrator.
6. Training for Board members to fulfill their roles should continue.
7. An internal and external communication plan needs to be developed and fully implemented.

The plan will be presented to the community at a board meeting to obtain continued feedback.

The full recovery plan reviews each of the following five areas, identifies key observations and opportunities and puts forth a series of key recommendations to reform and make progress for continued capacity building throughout the district.

### **The Five Areas of the Recovery Plan**

- Pupil Achievement
- Financial Management
- Facilities Management
- Personnel Management
- Community Relations and Governance

### **Summary Recommendations**

#### **Pupil Achievement**

- Continue implementing a systemic approach to program analysis and evaluation. Complete an analysis and evaluation of the use of district's technology, the alternative education program, the career and technical education program, and supplemental programming. Develop plans, including the Local Control Accountability Plan (LCAP) responsive to the findings, to improve the programs and increase student achievement.
- Continue to rigorously and with fidelity implement the IUSD teacher and administrator evaluations to establish accountability for teacher and administrator practices associated with student achievement. Ensure all appropriate staff members are trained in the use of the system, including a) tools and processes associated with the evaluation; and b) interventions, assistance and professional development to improve teacher and administrator performance.
- Increase district and site involvement in programs that build each student's social-emotional health and wellness.
- Continue providing the teaching and administrative staff with research based training in the New State Standards and using data to improve instruction.
- Alignment of the number of instructional personnel with enrollment in the District;
- By September 1, 2016, develop a comprehensive plan to establish an accountability system for support staff, administrators and non-teaching professional staff. Ensure all appropriate staff members are trained in the use of the system, including a) tools and processes associated with the evaluation; and b) interventions, assistance and professional development to improve performance.
- Ensure and demonstrate that all students served within the district have access to rigorous curriculum, instruction and assessments aligned to California's academic standards and related exams, as well as a positive school climate that promotes healthy relationships between students and adults, social emotional growth of all students, and a culture of consistent attendance that supports student success.
- By September 1, 2016, develop, post to website and communicate to staff and families, the district and building/program vision, mission and goals and the means by which they will be achieved and measured, with an unrelenting focus on: 1) a safe learning environment; 2) a positive school climate (positive behavioral supports, academic, attendance, and dropout prevention); and 3) student academic performance;
- Excellent academics including innovative, rigorous, hands on learning opportunities resulting in the return of 4.0 percent of charter students to the District by 2018-19 and an additional 4.0 percent in subsequent years;

- Seeking external contributions directly from corporate or philanthropic partners, public/private partnerships and through other community funding opportunities for in-school educational enhancement, student health and learning supports, after-school, summer and other out of school time learning opportunities, and teacher incentives.

### **Financial Management**

- Update the fiscal recovery plan
- Continue implementation of the fiscal recovery plan
- Continuing recent progress toward more accurate and transparent financial data;
- Creation of multi-year operating and capital budgets, initial funding of operating and capital reserves;
- Increase reserves to prepare for declining enrollment and economic uncertainty
- Improvement in internal controls and elimination of existing multi-year audit exceptions;
- Increase the capacity of staff to implement best practices;
- Eliminate redundant operations and increase operational efficiency
- Explore opportunities to increase revenue through services, grants, donations, etc.
- Explore expediting the repayment of debt
- Increase reserves in preparation for expected increases in costs; i.e. Salary increases, STRS, PERS, etc
- Implement policies and procedures to reduce the possibility of litigation
- Hiring a chief business officer to assure continued financial progress and transparency.

### **Facilities Management**

- The implementation of the district adopted master plan should begin immediately, which includes the selection and retention of architect(s), construction manager(s), and energy management firms;
- Strong consideration should be made of building consolidation to reduce operating costs and focus spending on educating children;
- Implement policies and procedures to prevent litigation;
- Engage in activities that continue to improve the quality of facilities;
- Proactively make changes to decrease energy usage;

- The district should consider the possible sale of unused or under-utilized facilities to generate funds to increase revenue;
- Hire and retain a chief facilities and operations officer and a director of maintenance, operations, and transportation

### **Personnel Management**

- All of the written policies for the Human Resources Department should be contained in the District Policy Manual;
- The Human Resources Department should conduct regular reviews of HR related board policies and present recommendations to the State Administrator;
- The department should prepare an annual report for the State Administrator, Board, staff and community regarding the services provided in the prior year;
- The department should develop a Human Resources Manual that outlines standard operative procedures. The information should be posted on the Human Resources web page so that it may be accessed by all employees
- The department should regularly update the HR web page and increase the content on it to include collective bargaining agreements, HR forms, procedure manuals, employee handbooks, etc.;
- The department should work with business services and payroll staff to develop an employee leave tracking and monitoring process. Additionally, managers should be trained in the leave provisions in board policy, administrative regulations and collective bargaining agreements;
- The department should work with the business services and payroll staff to develop an employee time and attendance system.
- If the District is going to meet its mission then it is imperative that HR continue to recruit and assist in the hiring of individuals who align to that mission

### **Community Relations and Governance**

- Clearly articulate the activities in the recommendations sections of this plan both internally and externally
- Continue training for Board members to fulfill their roles
- Internal and external communications need to be greatly improved
- A communications plan needs to be developed and fully implemented
- Increase steps to retain district leadership

# The Full Recovery Plan

## Pupil Achievement

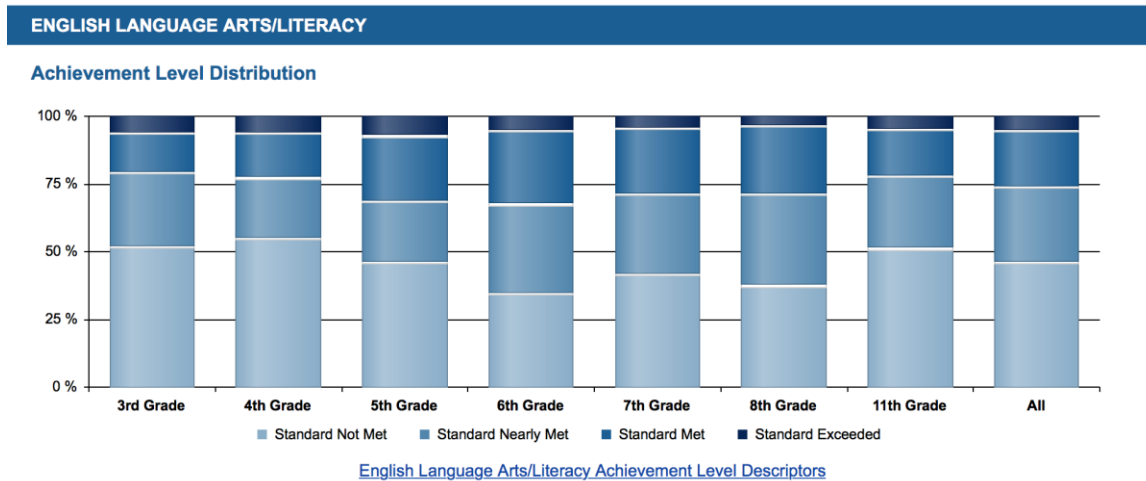
### Overview

The Inglewood Unified School District is responsible for providing education services to its students in accordance with state and federal laws and regulations.

### Observations and Opportunities





### Assessment

The Inglewood Unified School District has significantly low scores as compared to other districts in the County of Los Angeles as measured by student results on the CAASPP. As shown below, more than 60 percent of the students have not met standards in every grade level in reading and mathematics in spring 2015.



The "Percent of Enrolled Students Tested" showing on this Web site is not the same as "participation rate" for federal accountability purposes.


### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	981	1,032	946	832	779	817	746	6,133
Number of Students Tested	959	1,003	908	810	742	773	655	5,850
Percent of Enrolled Students Tested	97.8 %	97.2 %	96.0 %	97.4 %	95.3 %	94.6 %	87.8 %	95.4 %
Number of Students With Scores	956	1,001	904	806	736	767	590	5,760
<b>Mean Scale Score</b>	<b>2365.6</b>	<b>2409.2</b>	<b>2454.3</b>	<b>2487.0</b>	<b>2499.4</b>	<b>2514.8</b>	<b>2492.2</b>	<b>N/A</b>
 Standard Exceeded	6 %	6 %	7 %	5 %	4 %	3 %	4 %	5 %
 Standard Met	14 %	16 %	24 %	27 %	24 %	25 %	15 %	20 %
 Standard Nearly Met	27 %	22 %	22 %	33 %	29 %	34 %	24 %	27 %
 Standard Not Met	53 %	56 %	47 %	35 %	42 %	38 %	47 %	46 %


[English Language Arts/Literacy Scale Score Ranges](#)

### Areas


#### Reading: Demonstrating understanding of literary and non-fictional texts

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	7 %	8 %	10 %	8 %	8 %	10 %	9 %	9 %
At or Near Standard	36 %	37 %	41 %	46 %	43 %	47 %	45 %	41 %
Below Standard	57 %	55 %	49 %	46 %	49 %	43 %	46 %	50 %


#### Writing: Producing clear and purposeful writing

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	7 %	5 %	12 %	10 %	9 %	6 %	7 %	8 %
At or Near Standard	41 %	45 %	39 %	49 %	48 %	51 %	33 %	44 %
Below Standard	52 %	49 %	48 %	40 %	43 %	40 %	56 %	47 %

#### Listening: Demonstrating effective communication skills

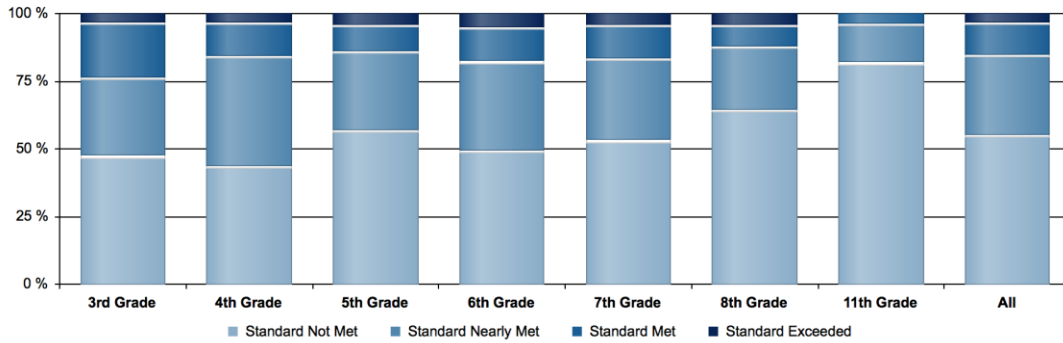
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	6 %	7 %	8 %	8 %	6 %	6 %	6 %	7 %
At or Near Standard	57 %	61 %	56 %	67 %	62 %	65 %	45 %	59 %
Below Standard	37 %	32 %	35 %	24 %	32 %	29 %	49 %	34 %

**Research/Inquiry: Investigating, analyzing, and presenting information**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	8 %	10 %	16 %	16 %	11 %	9 %	11 %	12 %
At or Near Standard	45 %	46 %	57 %	61 %	54 %	59 %	50 %	53 %
Below Standard	47 %	38 %	26 %	23 %	35 %	32 %	38 %	34 %

**MATHEMATICS**





**Achievement Level Distribution**



**All Students**


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**Overall Achievement**


	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	981	1,032	946	832	779	817	746	6,133
Number of Students Tested	957	1,007	902	811	742	774	638	5,831
Percent of Enrolled Students Tested	97.6 %	97.6 %	95.3 %	97.5 %	95.3 %	94.7 %	85.5 %	95.1 %
Number of Students With Scores	956	1,004	902	809	740	769	560	5,740
<b>Mean Scale Score</b>	<b>2384.4</b>	<b>2420.3</b>	<b>2441.6</b>	<b>2469.0</b>	<b>2471.5</b>	<b>2465.4</b>	<b>2451.9</b>	<b>N/A</b>
 Standard Exceeded	3 %	3 %	4 %	5 %	4 %	4 %	0 %	3 %
 Standard Met	20 %	12 %	9 %	12 %	12 %	7 %	3 %	11 %
 Standard Nearly Met	29 %	41 %	29 %	33 %	30 %	23 %	12 %	29 %
 Standard Not Met	48 %	44 %	58 %	50 %	54 %	65 %	73 %	55 %

**Areas**


**CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	11 %	7 %	6 %	9 %	8 %	7 %	1 %	7 %
At or Near Standard	37 %	29 %	25 %	30 %	30 %	21 %	16 %	28 %
Below Standard	52 %	63 %	69 %	61 %	62 %	72 %	81 %	65 %

**PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	8 %	4 %	5 %	5 %	5 %	5 %	1 %	5 %
At or Near Standard	37 %	41 %	33 %	43 %	51 %	45 %	32 %	40 %
Below Standard	56 %	55 %	62 %	53 %	45 %	50 %	66 %	55 %

**COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	7 %	5 %	4 %	6 %	6 %	5 %	1 %	5 %
At or Near Standard	54 %	40 %	40 %	48 %	66 %	38 %	44 %	47 %
Below Standard	40 %	55 %	56 %	46 %	28 %	57 %	54 %	48 %

There are a variety of reasons for this poor performance. In general, years without a clarified comprehensive plan and systemic approach to educating children, coupled with the constant changes in district leadership, have not contributed to developing and sustaining a pragmatic approach to the use of resources dedicated to the educational program. Specific challenges for the District include:

- Changing leadership at the central office level has prevented significant progress in a systematic district-wide instructional program
- The need for comprehensive evaluation of programs, including needs assessment for professional development planning, root cause analysis of student performance deficiencies, reviews of summer school and after-school activities. Likewise, there is a lack of a coherent analysis of the effectiveness of existing STEM (Science, Technology, Engineering and Mathematics) High School, vocational education programs and alternative education program.
- A lack of high expectations with unclear meaningful accountability for staff performance.
- Previously no deliberate, focused approach to ongoing professional development of staff.
- Lack of known, visible district and building level vision, mission and goals as



well the plans to achieve them

- Limited and inefficient utilization of technology for both administrative and instructional purposes.
- Episodic rather than system-wide adherence to a standards-based K-12 curriculum.

#### Recommendations

- Continue implementing a systemic approach to program analysis and evaluation. Complete an analysis and evaluation of the use of district's technology, the alternative education program, the career and technical education program, and supplemental programming. Develop plans, including the Local Control Accountability Plan (LCAP) responsive to the findings, to improve the programs and increase student achievement.
- Continue to rigorously and with fidelity implement the IUSD teacher and administrator evaluations to establish accountability for teacher and administrator practices associated with student achievement. Ensure all appropriate staff members are trained in the use of the system, including a) tools and processes associated with the evaluation; and b) interventions, assistance and professional development to improve teacher and administrator performance.
- Continue providing the teaching and administrative staff with research based training in the New State Standards and using data to improve instruction.
- Increase district and site involvement in programs that build each students social-emotional health and wellness
- Alignment of the number of instructional personnel with enrollment in the District;
- By September 1, 2016, develop a comprehensive plan to establish an accountability system for support staff, administrators and non-teaching professional staff. Ensure all appropriate staff members are trained in the use of the system, including a) tools and processes associated with the evaluation; and b) interventions, assistance and professional development to improve performance.
- Ensure and demonstrate that all students served within the district have access to rigorous curriculum, instruction and assessments aligned to California's academic standards and related exams, as well as a positive

school climate that promotes healthy relationships between students and adults, social emotional growth of all students, and a culture of consistent attendance that supports student success.

- By September 1, 2016, develop, post to website and communicate to staff and families, the district and building/program vision, mission and goals and the means by which they will be achieved and measured, with an unrelenting focus on: 1) a safe learning environment; 2) a positive school climate (positive behavioral supports, academic, attendance, and dropout prevention); and 3) student academic performance;
- Excellent academics including innovative, rigorous, hands on learning opportunities resulting in the return of 4.0 percent of charter students to the District by 2018-19 and an additional 4.0 percent in subsequent years;
- Seeking external contributions directly from corporate or philanthropic partners, public/private partnerships and through other community funding opportunities for in-school educational enhancement, student health and learning supports, after-school, summer and other out of school time learning opportunities, and teacher incentives.

## **Financial Management**

### Observations and opportunities

- The District projected that enrollment would decline about 6.2% in the 2014-15 school year and 5.8% in the 2015-16 school year. These projections are conservative and are intended to assist with planning of instructional and support services throughout the District.
- In response to the deficit spending projected in the 2014-15 and possibly in subsequent fiscal years, the District has planned for reductions in services, while minimizing the impact on the educational programs and direct instruction of students.
- The District is reviewing all areas for cost savings, particularly areas of staffing, employee benefits and workers' compensation.

- The District is self-insured for workers' compensation and has a very high funding rate of 7.25%, and benefits are uncapped at the cost of the highest HMO plan.
- The District has implemented a "return to work" program for injured employees currently receiving workers' compensation and is investigating all suspected cases of fraud and abuse.
- The District has conducting a benefits audit of all employees' dependents covered by the District's health & welfare benefit plans, and plans on holding negotiations. Until measureable progress is made to reduce costs in the District's workers' compensation and health and welfare benefits, the District will not incorporate any projected savings into this Fiscal Recovery Plan nor the District budget.
- The District has developed an initial five phase Fiscal Recovery Plan to address the deficit spending and make progress towards fiscal recovery.
- Phase I and portions of Phase II (Certificated) are incorporated into the District's multi-year projections of the 2013-14 2<sup>nd</sup> Interim report – portions of Phase II (Classified) are not incorporated because the planned reductions in services and staff are being finalized and official notification has not been made to all impacted employees as of the date of the 2<sup>nd</sup> interim report. However, the District plans on incorporating these and other phases of the Fiscal Recovery Plan once they are finalized and implemented. Phases III through V and other phases to be developed after the date of this Fiscal Recovery Plan will be incorporated and included into the District's budget once they become effective and measurable.
- An important consideration of this Fiscal Recovery Plan was the Local Control Accountability Plan (LCAP) that was developed by the District. The 2014-15 budget year incorporated the LCAP goals and services targeted to the 'unduplicated count' pupils – free or reduced lunch program eligible, foster youth, and English Learners (EL). Gathering parent and teacher input will continue to be critical in developing the framework of a successful LCAP.
- We have increased costs on the horizon (salary, STRS, e.g.) which will have an impact on the budget

## Key Recommendations

- Update the fiscal recovery plan annually
- Continue implementation of the fiscal recovery plan
- Continuing recent progress toward more accurate and transparent financial data;
- Creation of multi-year operating and capital budgets, initial funding of operating and capital reserves;
- Increase reserves to prepare for declining enrollment and economic uncertainty;
- Develop a district reserves policy;
- Improvement in internal controls and elimination of existing multi-year audit exceptions;
- Increase the capacity of staff to implement industry standard practices;
- Eliminate redundant operations and increase operational efficiency;
- Explore opportunities to increase revenue through services, grants; donations, The Inglewood Foundation, etc.;
- Explore expediting the repayment of debt;
- Increase reserves in preparation for expected increases in costs; i.e. Salary increases, STRS, PERS, etc
- Implement policies and procedures to reduce the possibility of litigation;
- Hiring a chief business officer to assure continued financial progress and transparency.

This fiscal recovery plan calls for bold action to turn the District around now. This is important for two reasons: first, because there is no time to waste in bringing the children of the District a higher quality education, but also address the District's structural budget deficit.

### **The following five Phases of the Fiscal Recovery Plan are detailed in Appendix A.**

Phase I	Restructuring of District Administration	Completed June 30, 2014
Phase II	Reductions in Certificated Services	Completed March 15, 2014
	Reduction in Classified Services	Completed June 30, 2014
Phase III	Relocating of City Honors High School	Planned for school year 2014-15
Phase IV	Negotiations with Bargaining Units	Planned Years and 13/14 beyond
Phase V	Other Cost Saving Measures	Planned Years 14/15 and beyond
	Other Reductions of Services	Planned Years 14/15 and beyond

## **Facilities Management**

### Overview

The Inglewood Unified School District is facing a convergence of issues that creates an imperative to deal with the facilities in which its students are educated. The two fundamental issues the District faces are rapidly declining enrollments primarily related to students transferring to charter schools and the need for ongoing maintenance and upgrades to buildings.

The District has closed buildings in the past, but it has failed to close facilities fast enough to keep pace with the loss of students. The District cannot afford to operate its buildings a low rate of usage because of the impact on staffing, energy costs, insurance, maintenance and the badly needed upgrades.

The District must develop a deferred maintenance program to keep the buildings it uses up to acceptable educational standards. It cannot afford to put money into buildings that are underutilized.

The District must aggressively right size its facilities with several objectives driving the plan:

- Configure building usage to the academic recovery plan.
- Optimize the use of space in buildings consistent with the academic plan and condition of available buildings.
- Proactively adjust building utilization and related staffing to the student population trends and the academic plan.

### Observations and Opportunities

- The community is in full agreement that clean safe facilities are a priority
- The district has recently adopted a master facilities plan.
- The district has a functioning Measure GG Committee
- The district needs to have a well established facilities planning committee for short term needs

### Recommendations

- Improve the work order system regarding maintenance and operations
- Develop system and processes that assist the district in ensuring that all facilities needs are met
- The implementation of the district adopted master plan should begin immediately, which includes the selection and retention of architect(s), construction manager(s), and energy management firms and consideration of a project labor agreement;
- Strong consideration should be made of building consolidation and or the possible sale of unused or under-utilized facilities to reduce operating costs and focus spending on educating children;
- Implement policies and procedures to prevent litigation;
- Engage in activities that continue to improve the quality of facilities;
- Proactively make changes to decrease energy usage and take advantage of Prop 39 energy plan opportunities;
- Retain a chief facilities and operations officer and a hire a director of maintenance, operations, and transportation who is charged with providing clean safe facilities for students
- Deliver on the promise Measure GG as quickly and faithfully as possible

## **Personnel Management**

### Overview

The operational purpose of the District's human resources office is to recruit, develop, and retain a highly competent and effective professional, administrative and support staff to execute the mission of the District to provide a quality education for all students. The Department must be committed to providing quality, individually focused service and support to all employees. The operational components of the Department include but are not limited to Organization and Management; Policies and Procedures; Recruitment/Employment; Compensation and Benefits; Employee/Labor Relations and Records Management.

### Observations and Opportunities

- The Executive Director of HR is a member of the superintendent's cabinet
- An online position control system has been established and is being utilized and is integrated with payroll/financial systems
- Initial orientation is provided for all staff members
- The recruitment process has been greatly improved and expanded

### Recommendations

- All of the written policies for the Human Resources Department should be

- contained in the District Policy Manual;
- The Human Resources Department will conduct regular reviews of HR related board policies and present recommendations to the State Administrator;
- The department will prepare an annual report for the State Administrator, Board, staff and community regarding the services provided in the prior year;
- The department will develop a Human Resources Manual that outlines standard operative procedures. The information should be posted on the Human Resources web page so that it may be accessed by all employees
- The department will regularly update the HR web page and increase the content on it to include collective bargaining agreements, HR forms, procedure manuals, employee handbooks, etc.;
- The department will work with business services and payroll staff to develop an employee leave tracking and monitoring process. Additionally, managers should be trained in the leave provisions in board policy, administrative regulations and collective bargaining agreements;
- The department will work with the business services and payroll staff to develop an employee time and attendance system..
- If the District is going to meet its mission then it is imperative that HR continue to recruit and assist in the hiring of individuals who align to the district's mission

## **Community Relations and Governance**

### Observations and Opportunities

- Policies exist for the establishment of school site councils (SSC) and the SSC develops the single plan for student achievement at each school
- Board members are receiving training to better fulfill their roles
- The advisory board is meeting consistently and is more actively involved
- The efforts of the entire extended cabinet are reflective of the improvements in FCMAT scores
- There is now a written document (IUSD Recovery Plan) that documents how recovery will occur
- There have been improvement in parent outreach

### Recommendations

- Clearly articulate the activities in the recommendations sections of this plan both internally and externally

- Continue training for Board members to fulfill their roles
- Internal and external communications need to be greatly improved
- A communications plan needs to be developed and fully implemented
- Increase steps to retain district leadership
- Post FCMAT and district capacity progress on district website
- Continue authentic community engagement into LCAP plans
- Over the next few years develop district wide strategic plan with community input

### **Overall Summary**

The recovery plan requires immediate and wrenching change for the District, and includes many initiatives that are difficult to implement and may be unpopular with some segments of the community. It is important, though, that these recommendations be promptly and properly implemented. These changes could provide an improved education for students and would continue to keep the District's budget into balance. It is imperative to make these changes if children are to have educational opportunity and if the District is going to improve. This plan is intended to be bold and to bring about needed change. This plan offers a framework for the District's leaders, administrators, teachers, and parents to work on in a partnership that will ensure their children's success as they move towards the global workforce.

The next step after this plan is approved is to set targets and deliverables for the recommendations of each section.



Appendix A

# FISCAL RECOVERY PLAN

FISCAL YEAR 2013-14



INGLEWOOD UNIFIED SCHOOL DISTRICT  
LOS ANGELES COUNTY, CALIFORNIA

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**Approved by State Trustee  
April 16, 2014  
Inglewood Unified School District  
401 S. Inglewood Avenue  
Inglewood, CA 90301**

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## **Introduction**

This Fiscal Recovery Plan has been prepared by the Chief Operations Officer and staff to chart a course of fiscal transformation and reform for the District. This Fiscal Recovery Plan is a first major step towards the fiscal recovery of the District.

However, although they are necessary, budgetary reductions alone will not achieve long-term, sustainable fiscal solvency or success.

Success for the District will only be possible if parents, educators, administrators, district staff, community leaders, the business community, and the Inglewood Education Foundation work as partners to improve the educational programs and services for the students of the Inglewood Unified School District; and work together to create an environment where students can thrive. Internally, the District must hold administrators, teachers, and staff accountable for the success of every student. Externally, the District must develop partnerships with the community. This plan does not provide all the answers, but will serve as a foundation for planning additional fiscal and educational reforms that lead to long-term fiscal solvency and success for the District.

The future can bring to the District high-performing schools to which parents will want to send their children. The future must be based on a few basic principles:

- Every child deserves the opportunity to succeed. To accomplish this, the District will require thinking creatively about how to move forward, trying some previously unpopular or brand new alternatives and changing how business is done in the classroom and in all service areas.
- Every child must be equipped with the skills not only to meet state common core standards, but to graduate and choose a path of success for career or college.
- Parents, educators and community leaders must work as partners to set the District's students on the path to a brighter future. In each case, decisions must be made to benefit the children of the Inglewood Unified School District.
- Every member of the Inglewood community – administrators, teachers, staff, students and parents – must be accountable for the success of the District.

## **Recovery Plan**

The Inglewood Unified School District (District) was established in 1954 as the successor of the Inglewood School District, which was founded in 1888. The District encompasses nine square miles in Los Angeles County and is about 13 miles south east of the City of Los Angeles.

On September 14, 2012, the governor approved SB 533, Chapter 325, bringing the district under state receivership with a state-approved loan for \$55 million to avoid insolvency. To date, the District has drawn down \$29 million in fiscal year 2012-13, leaving a \$26 million un-borrowed balance.

This Fiscal Recovery Plan was developed to address the structural deficit spending and is intended to be adaptable to changing conditions in California's school funding laws, enrollment, and the educational needs and fiscal conditions of the District. Not all actions taken or planned by the District are immediately measurable – once measurable they'll be updated in the Fiscal Recovery Plan.

The District projects that enrollment will decline about 6.2% in the 2014-15 school year and 5.8% in the 2015-16 school year. These projections are conservative and are intended to assist with planning of instructional and support services throughout the District. In response to the deficit spending projected in the 2014-

15 and subsequent fiscal years, the District has planned for reductions in services, while minimizing the impact on the educational programs and direct instruction of students.

The District is reviewing all areas for cost savings, particularly areas of staffing, employee benefits and workers' compensation. The District is self-insured for workers' compensation and has a very high funding rate of 7.25%, and benefits are uncapped at the cost of the highest HMO plan. The District has implemented a "return to work" program for injured employees currently receiving workers' compensation and is investigating all suspected cases of fraud and abuse. In addition, the District is conducting a benefits audit of all employees' dependents covered by the District's health & welfare benefit plans, and plans on holding negotiations. Until measureable progress is made to reduce costs in the District's workers' compensation and health and welfare benefits, the District will not incorporate any projected savings into this Fiscal Recovery Plan nor the District budget.

The District has developed an initial five phase Fiscal Recovery Plan to address the deficit spending and make progress towards fiscal recovery. Phase I and portions of Phase II (Certificated) are incorporated into the District's multi-year projections of the 2013-14 2<sup>nd</sup> Interim report – portions of Phase II (Classified) are not incorporated because the planned reductions in services and staff are being finalized and official notification has not been made to all impacted employees as of the date of the 2<sup>nd</sup> interim report. However, the District plans on incorporating these and other phases of the Fiscal Recovery Plan once they are finalized and implemented. Phases III through V and other phases to be developed after the date of this Fiscal Recovery Plan will be incorporated and included into the District's budget once they become effective and measurable.

An important consideration of this Fiscal Recovery Plan will be the Local Control Accountability Plan (LCAP) currently being developed by the District. The 2014-15 budget year will incorporate the LCAP goals and services targeted to the 'unduplicated count' pupils – free or reduced lunch program eligible, foster youth, and English Learners (EL). Gathering parent and teacher input will be critical in developing the framework of a successful LCAP.

## **The Road to Fiscal Recovery**

This plan calls for bold action to turn the District around now. This is important for two reasons: first, because there is no time to waste in bringing the children of the District a higher quality education, but also address the District's structural budget deficit.

**The following five Phases of the Fiscal Recovery Plan are detailed in the pages that follow:**

Phase I	Restructuring of District Administration	Completed June 30, 2014
Phase II	Reductions in Certificated Services	Completed March 15, 2014

2014	Reduction in Classified Services	Completed June 30,
Phase III 2014-15	Relocating of City Honors High School	Planned for School Year
Phase IV 2013-14 and beyond	Negotiations with Bargaining Units	Planned for School Year
Phase V School Year 2014-15 and beyond	Other Cost Saving Measures	Planned for
	Other Reductions of Services	Planned for
	School Year 2014-15 and beyond	

The Table below summarizes the Fiscal Recovery Plan cost savings measures incorporated into the District's 2013-14 2<sup>nd</sup> interim report multi-year projections:

<b>Summary - Effective FY 2014-15</b>	
Phase I – Restructuring of District Administration	<b>\$(1,050,738)</b>
Phase II – Reductions in Certificated Services	<b>\$(2,640,000)</b>
<b>Measures in Place 2013-14 2<sup>nd</sup> Interim MYP</b>	<b>\$(3,690,738)</b>

With the fiscal recovery measures in place for the 2013-14 2<sup>nd</sup> interim report, the District has made progress towards reducing the structural deficit. The table below summarizes the projected general fund deficit spending and ending fund balance for the 2013-14 and two subsequent fiscal years as of the 2<sup>nd</sup> interim report. Also presented below is the District's projected general fund ending fund balance without the State Emergency Loan funds borrowed during the 2012-13 fiscal year.

	<b><i>FY 2013-14*</i></b>	<b><i>FY 2014-15*</i></b>	<b><i>FY 2015-16*</i></b>
(Deficit Spending) / Surplus	<b>\$(10,708,517)</b>	<b>\$(2,170,326)</b>	<b>\$2,111,480</b>
Ending Fund Balance	<b>\$8,713,185</b>	<b>\$6,542,858</b>	<b>\$8,654,338</b>
Ending Fund Balance without State Loan	<b>\$(20,286,815)</b>	<b>\$(22,457,142)</b>	<b>\$(20,345,662)</b>

The structural deficit is projected to be reversed by fiscal year 2015-16. However, there are significant fiscal challenges facing the District, including the declining enrollment, increasing health care costs, and high workers' compensation cases. While reducing costs, the District must also begin reinvesting in the educational programs and services for students. This is a difficult balancing act and, therefore, the District will continue to make progress towards implementing all phases of this Fiscal Recovery Plan and other measures for the long-term fiscal solvency, student achievement, and success of the District.

The District is also evaluating all programs, expenditures, and costs incurred by the District to ascertain the need for them and to minimize costs. The District has

implemented a purchasing freeze, and all expenditures are evaluated for need and fiscal constraints. The hiring of positions has been frozen unless specifically approved by the District's Chief Operations Officer and State Trustee. These efforts, while not immediately measurable, will undoubtedly have a positive fiscal impact and are necessary for the long-term fiscal recovery.

Lastly, the District believes that implementing the Fiscal Crisis & Management Assistance Team (FCMAT) recommendations are an integral part of the fiscal recovery of the District. The District is actively implementing many of the recommendations found on the FCMAT review. All management and administrative staff have identified key recommendations to address and will be held accountable for making progress towards implementation of the FCMAT recommendations. The District expects to achieve measurable improvement in the upcoming FCMAT progress assessment.

### **Phase I - Restructuring of District Administration**

The District has implemented Phase I of the Fiscal Recovery Plan, having notified the impacted Certificated and Classified Management employees by the required deadlines. Phase I of the Fiscal Recovery Plan is reflected in the District's Fiscal Year 2013-14 2<sup>nd</sup> Interim multi-year projections. Phase I of the Fiscal Recovery Plan will also be incorporated into the Adopted Budget for Fiscal Year 2014-15. It is important to note that reductions identified in Table I (Phase I) below of the Fiscal Recovery Plan are those measures that will have a fiscal impact. The District has notified several school site principals that they may not be re-elected for the upcoming school year and is currently making other personnel changes - however, because the District anticipates filling those positions, there is no significant fiscal impact.

<b>Table I (Phase I) Projected Savings</b>	<b>General Fund (Savings) / +Cost</b>	<b>Other Funds (Savings) / +Cost</b>
<b>A. Business Services</b>		
1. Closing the position of Assistant Superintendent of Business Services	\$(185,142)	\$(46,268) <i>Fund 21</i>
2. Restructuring of Business Services	\$(238,931)	\$(37,562) <i>Fund 21</i>
<b>Total Business Services Reductions</b>	<b>\$(424,073)</b>	<b>\$(83,830)</b>
<b>B. Education Services</b>		
1. Closing the position of Assistant Superintendent of Educational Services	\$(186,836)	
2. Restructuring of Educational Services	\$(322,619)	
<b>Total Education Services Reductions</b>	<b>\$(509,455)</b>	
<b>C. Personnel Services</b>		
1. Closing of the position of Assistant Superintendent of Human Resources	\$(192,551)	
2. Restructuring of Human Resources	\$75,341	

<b>Total Personnel Services Reductions</b>	<b>\$(117,210)</b>	
<b>Total Phase I Reductions</b>	<b>\$(1,050,738)</b>	<b>\$(83,830)</b>

**Phase II – Certificated Staff and Classified Staff**

The District is projecting to reduce instructional services, including classroom teacher and classified support positions in the 2015-16 fiscal year. The reductions in certificated, classified, and confidential personnel are identified in the table below. Staffing ratios are currently being developed for all site-based positions so that adequate staffing can be achieved in all services.

Phase II (Certificated) reductions are reflected in the District’s 2013-14 2<sup>nd</sup> Interim multi-year projections for 2014-15 and 2015-16. Phase II (Classified) is not incorporated in the District’s 2013-14 2<sup>nd</sup> interim report as the required notices have not been made and certain details are still being reviewed. However, the full reductions in services from Phase II of the Fiscal Recovery Plan will also be incorporated into the Adopted Budget for Fiscal Year 2014-15. The District anticipates making other personnel changes that are not expected to result in a measurable fiscal impact substantial enough to be identified below:

<b>Table II (Phase II)</b>	<b>General Fund (Savings) / +Cost</b>
<b>A. Certificated Staff – Incorporated in 2<sup>nd</sup> Interim</b>	
<b>Total Certificated Staff Reductions</b>	<b>\$(2,640,000)</b>
<b>B. Classified (Non-Management and Confidential) – Not incorporated in 2<sup>nd</sup> Interim</b>	
<b>Total Classified and Confidential Reductions</b>	<b>Between \$(2,000,000) and \$(2,400,000)</b>
<b>Total Phase II Reductions</b>	<b>Between \$(4,640,000) and \$(5,040,000)</b>

**Phase III – Relocating City Honors High**

The District is reviewing possible changes to City Honors Charter High School, including relocating to a different school facility and possibly combining grades 9-12 from the existing City Honors Charter with another school. In large part, this measure is a necessary response to the significant declining enrollment experienced in the current fiscal year and the projected declines for future years. The fiscal recovery items listed below will not be incorporated in the District’s 2014-15 and 2015-16 multi-year budgets for the 2<sup>nd</sup> Interim Report of Fiscal Year 2013-14.

However, once the plan is fully implemented (and if completed by June 30, 2014), then the District will incorporate any savings in the 2014-15 Adopted Budget.

<b>Table III (Phase III)</b>	<b>General Fund (Savings) / +Cost</b>
<b>A. Relocating City Honors High (9-12) to new Location (combining with another school)</b>	
1. Staffing changes and other reductions	<b>\$(265,000)</b>
4. There would be savings from returning the leased portables and utilities, as well as possible reductions to Maintenance Personnel, etc.	TBD
<b>Total Phase III Reductions</b>	<b>At least \$(265,000)</b>

**Phase IV – Negotiation with Bargaining Units**

The District will work to negotiate changes to the collective bargaining agreements with the Inglewood Teacher’s Association (Certificated) and the CALPRO (Classified) union. The impact of any possible negotiations is not reflected in this Fiscal Recovery Plan. However, once negotiated changes are reached, the District will update this Fiscal Recovery Plan to reflect any budgetary changes and reductions achieved.

**Phase V – Addressing Declining Enrollment and Fiscal Recovery Measures**

**Declining Enrollment**

The District is actively working to improve the educational programs for students, parent communication and involvement, the condition of District facilities, employee morale, and the public perception of the District. These are all critical components to slowing or reversing the significant declines in enrollment experienced and projected by the District. However, in response to future declines in enrollment the District is committed to making the difficult decisions of reducing services and staff, including management, certificated, classified and confidential, and making other expenditures and service reductions necessary to maintain fiscal solvency.

**Other Fiscal Recovery Measures**

- a. The District is currently working with the Los Angeles County Office of Education (LACOE) to implement a more effective position control system in order to better control, budget, and report personnel related expenditures.
- b. The District is working with LACOE and SELPA to maximize facilities credits for the Special Education services provided by LACOE and other Districts in the SELPA. In addition, the District’s long-term goal is to maximize the special education

services available and provided by the District – instead of contracting them out, thereby achieving savings in transportation and improved services to students.

c. The District is currently reviewing the district-wide Xerox contract and has met with the company's sales representatives in order to reduce the significant photocopying and printing costs. The outcome of any potential reductions will be incorporated into this Fiscal Recovery Plan once they are effective and measurable.

d. The District is developing plans to fully utilize the Clean Energy Jobs Acts funds in order to reduce the utility costs. Total Utility costs for 2013-14 will likely exceed \$1.8 million, and any measurable savings in electricity and water consumption could be substantial. Once progress is made to achieve savings in utility costs, the Fiscal Recovery Plan will be updated.

e. The District has commenced the process of enhancing its technology capacity through the purchase of HP Chrome-books and wireless mobile labs district-wide to enhance student achievement.

f. The District is underway in reviving the Inglewood Education Foundation to build private, community, business and faith based partnerships.

g. The District is developing plans to provide educational programs to students throughout the district that may include programs such as a dual immersion program, Academies, STEM, Pathway and Vocational Education programs.

h. The District is conducting a facilities needs assessment in order to maximize the educational and extracurricular benefits of Measure GG funds for students.

### **Concluding Remarks**

This Fiscal Recovery Plan is a living document - and subsequent revisions to the plan will adapt to changing fiscal conditions of the District. In addition, this Fiscal Recovery Plan will be updated as measurable progress is made in phases of the plan still being developed or that are still in early stages of implementation. Implementing this plan will require tough decisions and a different way of doing things. The Fiscal Recovery Plan cannot provide all the answers. However, it is a solid starting point that provides a template for success.