

**LOCAL EDUCATION AGENCY (LEA) PLAN
Torrance Unified School District
2016-2017**

Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in Reading/Language Arts, Mathematics, Science, and History/Social Science.

Academic Performance Index (API) 1.1

Sub-Goals and Actions	Indicators	Monitoring Practice	Resources and/or Funding	Responsibility
<p>Sub-goal 1.1.a All students will attain proficiency or better in a rigorous curriculum that includes English Language Arts, Math, Science, Social Studies, and other disciplines. (LCAP Goal 3)</p> <p>Develop and implement a Response to Intervention (RtI) plan to support underperforming students, including staffing, professional development, technology/materials, and assessments. (LCAP 3A)</p> <p>Students in targeted groups will receive extended learning time beyond the school day, including summer learning and Jump Start opportunities. (LCAP 3B)</p>	<p>TUSD lacks a comprehensive intervention structure K-12 to support under-achieving students.</p> <p>CAASPP data for 2014-2015 for ELA – 63%; for Math – 55%</p> <p>Achievement of all students including the targeted student population will improve through academic skills-based summer and jumpstart pilot programs.</p> <p>Reading levels for all target population students.</p>	<ul style="list-style-type: none"> ➤ Annual data connected to Adequate Yearly Progress and student proficiency in relation to the first CA Assessment of Student Progress and Performance – 2015 ➤ Common benchmark data 2015-2016 	<p>CAASPP performance reports for ELA and Math</p> <p>Math Benchmark & Portfolio results</p> <p>Smarter Balance Interim Assessment Block results</p> <p>Title 1 and Title II Funds</p> <p>LCFF Supplemental and Mandated Cost Reimbursement Funds</p>	<p>Chief Academic Officer</p> <p>Senior Directors – Elementary and Secondary</p> <p>Director – Curriculum</p> <p>Director – State and Federal Projects</p> <p>Director-Special Education</p> <p>Resource Teachers – Common Core</p> <p>Site Administrators</p>
<p>Science/NGSS training to provide support, differentiated learning and instruction, and to develop site leaders. (LCAP 2C)</p>	<p>The State of California’s adoption of the Next Generation Science Standards.</p>	<p>Next Generation Science Standards and the Science and Engineering Practices will be assessed utilizing professional development time.</p>	<p>NGSS Materials</p> <p>Title II</p> <p>LCFF Supplemental and Mandated Cost Reimbursement Funds</p>	<p>Chief Academic Officer</p> <p>Senior Directors – Elementary and Secondary</p> <p>Director – Curriculum</p> <p>Director – State and Federal Projects</p> <p>Resource Teachers – Science/NGSS</p>

<p>Sub goal 1.1.b TUSD will implement an effective, cohesive and sustainable professional development model that maximizes the conditions of learning for all students, while implementing Common Core State Standards/Next Generation Science Standards, ELD Standards and other performance standards for grades K-12. (LCAP Goal 2)</p> <p>English Language Arts & Social Studies Common Core training for teachers to provide training, model units, writing assessments, supporting differentiated learning and instruction, and to develop site teacher leaders. Professional development to occur during the summer as well as throughout the school year. (LCAP 2A)</p> <p>Mathematics Common Core training to support differentiated learning and instruction, and to develop site teacher leaders. Professional development to occur during the summer as well as throughout the school year. (LCAP 2B)</p> <p>Science/NGSS training to provide support, differentiated learning and instruction, and to develop site leaders. Professional development to occur during the summer as well as throughout the school year. (LCAP 2C)</p> <p>Provide site licenses for TUSD schools and students K-12 for Common Core State Standards-aligned on-line research database resources, planning materials and informational texts that will allow for differentiated learning opportunities. (LCAP 2E)</p>	<p>TUSD continues the implementation of Common Core State Standards in English/Language Arts and Mathematics and for the Next Generation Science Standards.</p> <p>Teacher survey data on further support needed to implement new standards, and differentiation strategies.</p>	<p>CAASPP performance data</p> <p>Common benchmark assessment data</p> <p>Professional Learning Community time at the site and district levels</p>	<p>Title II funds</p> <p>LCFF Supplemental and Mandated Cost Reimbursement Funds</p>	<p>Chief Academic Officer</p> <p>Senior Directors– Elementary and Secondary</p> <p>Director – Curriculum</p> <p>Director – State and Federal Programs</p> <p>Resource Teachers – Common Core & Science/NGSS</p> <p>Grade Level Leadership Teams including site administration</p>
Adequate Yearly Progress (AYP) and Mathematics 1.2				
Sub-Goals and Actions	Data Analysis and Current Status	Monitoring Practice	Resources and/or Funding	Responsibility
Sub-goal 1.2.a All students will attain proficiency or	Initial CAASPP data in Mathematics for all EL	Frequent formative assessments	Title 1, Title II, and Title III Funds	Chief Academic Officer

<p>better in a rigorous curriculum that includes English Language Arts, Math, Science, Social Studies, and other disciplines. (LCAP Goal 3)</p> <p>Monitor the TUSD Title I Program Improvement plan to align specific math intervention programs to support underperforming students at all Title I schools.</p> <p>Update the TUSD Title III Program Improvement plan to include specific math intervention programs to support underperforming English Learners.</p> <p>Implement professional development for all intervention teachers to initiate Guided Math and CGI strategies.</p>	<p>and Low-Income students.</p> <p>Initial CAASPP data in Mathematics for significant subgroups.</p>	<p>Summative test data.</p> <p>Common Planning Time agendas and minutes</p> <p>Development, collection, and analysis of benchmark data K-12</p> <p>Monitoring student learning through frequent checks for understanding, common assessment and benchmark analysis.</p>	<p>Title I, II, and Title III Funds</p>	<p>Senior Directors – Elementary and Secondary</p> <p>Director – State and Federal Projects</p> <p>Director – Curriculum</p> <p>Site Administrators</p> <p>Resource Teachers – Common Core</p> <p>Technology Lead Teachers</p>
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Adequate Yearly Progress (AYP) and Reading/Language Arts 1.3

Sub-Goals and Actions	Data Analysis and Current Status	Monitoring Practice	Resources and/or Funding	Responsibility
<p><u>Sub-goal 1.2.a</u> All students will attain proficiency or better in a rigorous curriculum that includes English Language Arts, Math, Science, Social Studies, and other disciplines. (LCAP Goal 3)</p> <p>Update the TUSD Title I Program Improvement plan to align specific ELA and Reading intervention programs to support underperforming students at all Title I schools.</p> <p>Update the TUSD Title III Program Improvement plan to include specific ELA and Reading intervention programs to support underperforming English Learners.</p> <p>Implement professional development for all intervention teachers to initiate Guided Reading, and Fountas & Pinnell assessment.</p>	<p>Initial CAASPP data in English Language Arts for all EL and Low-Income students.</p> <p>Initial CAASPP data in English Language Arts for significant subgroups.</p> <p>Fountas & Pinnell Running Record data</p>	<p>Frequent formative assessments</p> <p>Fountas & Pinnell Fall and Spring Running Records</p> <p>Common Planning Time agendas and minutes</p> <p>Development, collection, and analysis of benchmark data K-12</p> <p>Monitoring student learning through frequent checks for understanding, common assessment and benchmark analysis.</p>	<p>Title 1, Title II, and Title III Funds</p> <p>Title I Program Improvement Grant Funds</p>	<p>Chief Academic Officer</p> <p>Senior Directors – Elementary and Secondary</p> <p>Director – State and Federal Projects</p> <p>Director – Curriculum</p> <p>Site Administrators</p> <p>Resource Teachers – Common Core & Guided Reading</p> <p>ELD Program Specialists</p> <p>Technology Lead Teachers</p>

Performance Goal 2: All English Learners (ELL) will become proficient in English and reach high academic standards at a minimum attaining proficiency or better in Reading/Language Arts and Mathematics.

Sub-Goals and Actions	Data Analysis and Current Status	Monitoring Practice	Resources and/or Funding	Responsibility
<p>Sub-goal 2.1.a All English Learners will improve their level of proficiency in English/Language Arts for grades K-12, as indicated by performance on initial CAASPP, English Language Arts Pre and Post Assessments, and Running Record performance levels.</p> <p>English Learner students will receive opportunities to extend learning time beyond the school day, including summer learning opportunities.</p> <p>Provide additional staffing, professional development, materials, and technology/licensing to all schools to support the current intervention model with an emphasis on English Language Arts, Reading, Math and Technology focusing on English Learners and other underperforming subgroups. (LCAP 3D)</p>	<p>Initial CAASPP data for English/Language Arts.</p> <p>Fountas & Pinnell Running Records.</p>	<p>Initial English Learner achievement data for CAASPP.</p>	<p>Title III</p> <p>LCFF Supplemental funds</p>	<p>Chief Academic Officer</p> <p>Senior Directors – Elementary & Secondary</p> <p>Director – State and Federal Projects</p> <p>Site Administrators</p> <p>ELD Program Specialists</p> <p>ELD Site Coordinators</p>
<p>Sub-goal 2.1.b Increase/Improve the percentage of students who re-designate as Fluent English Proficient.</p> <p>Provide Guided Reading Resource Teachers/Coaches to provide Guided Reading, Fountas & Pinnell assessment and fluency training, as well as coaching and collaboration for increased fidelity of classroom instruction.</p> <p>Maintain staffing of ELD Program Specialists to allow for increased English Learner program data collection, disaggregation, review and recommendation for site level services. (LCAP 3F)</p>	<p>13.2% English Learner students re-designated as Fluent English Proficient in 2016 to improve by 2%.</p>	<p>Annual CELDT data</p>	<p>Title III</p> <p>LCFF Supplemental funds</p>	<p>Chief Academic Officer</p> <p>Senior Directors – Elementary & Secondary</p> <p>Director – State and Federal Projects</p> <p>Site Administrators</p> <p>ELD Program Specialists</p> <p>ELD Site Coordinators</p>
<p>Sub-goal 2.1.c Utilizing CELDT data, all schools will</p>	<p>Increase CELDT performance AMAO #1 from 72.2% for</p>	<p>CELDT data</p>	<p>Title III</p>	<p>Chief Academic Officer</p>

<p>reach the federal end target AMAO #1 of students making adequate yearly progress in English proficiency (TUSD achieved 72.2% - 2016). In addition, target for AMAO #2 will be met.</p> <p>Provide expanded support for sites to allow for English Learner student support and intervention staffing, programs, materials/resources and training.</p> <p>Further develop resources and offer presentations to parents of English Learner students on ways to support their children at home, including translated resources, and continued Language Assessment Center translation staff in Japanese, Korean and Spanish, and a department Staff Assistant. (LCAP 5B)</p> <p>Provide consistent and regular doses of instruction in Guided Reading for all English Learner students K-12, in English Language Arts, EL support and/or Intervention courses.</p>	<p>2016 by 2%.</p> <p>Increase CELDT performance AMAO #2 (less than 5 years) from 41.8% for 2016 by 2%.</p> <p>Increase CELDT performance AMAO #2 (more than 5 years) from 66.6% for 2016 by 2%.</p>		<p>LCFF Supplemental funds</p>	<p>Senior Directors – Elementary & Secondary</p> <p>Director – State and Federal Projects</p> <p>Site Administrators</p> <p>ELD Program Specialists</p> <p>ELD Site Coordinators</p>
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Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.				
Character Education and a Safe Learning Environment 4.3				
Sub-Goals and Actions	Data Analysis and Current Status	Monitoring Practice	Resources and/or Funding	Responsibility
<p>Sub-goal 4.1.a Expand the Multi-tiered Systems of Support programs in order to improve the behavioral interventions for all students as well as provide a means for regular progress monitoring. (LCAP Goal 4)</p> <p>Develop and implement Multi-tiered Systems of Support programs, including Positive Behavior Intervention Supports (PBIS) programs training for administrators, counselors, teachers and staff to support students. (LCAP 4A)</p> <p>Work with Torrance Police Department, Torrance Fire Department, and Torrance city agencies to develop and implement training modules for district employees on emergency/disaster preparation, and a community notification system. (LCAP 4B)</p> <p>Continue training and collaboration among Family Welcome and Enrollment Center staff, counselors, deans and administrators on TUSD discipline policies and procedures, as well as Los Angeles County Office of Education and CA Education Code updates relating to suspension and expulsion prevention. (LCAP 4E)</p>	<p>Increased preparedness for campus, district and community in emergency/disaster situations.</p>	<p>Monitoring of suspension and expulsion data.</p> <p>Principal/counselor meeting agendas/minutes</p> <p>Workshop/training materials</p>	<p>South Bay Classic Grant</p> <p>Title I</p> <p>LCFF Supplemental funds</p>	<p>Chief Academic Officer</p> <p>Senior Directors – Elementary and Secondary</p> <p>Director – State and Federal Projects</p> <p>Director – Student Services & Family Welcome and Enrollment Center</p> <p>Torrance Police Department</p> <p>Site Administrators</p>

Performance Goal 5: All students will graduate high school.				
Assessment 5.1				
Sub-Goals and Actions	Data Analysis and Current Status	Monitoring Practice	Resources and/or Funding	Responsibility
<p>Sub-goal 5.1.a Maintain the current TUSD Graduation rate of 96% or higher.</p> <p>Continue implementation and refinement of TUSD Counseling model; including staffing,</p>	<p>TUSD Graduation rate 2015 – 96.3%</p> <p>TUSD CSU/UC a-g completion rate 2015 – 53.2%</p>	<p>Graduation rates</p> <p>CSU/UC a-g completion rates</p> <p>EAP Readiness reports for</p>	<p>LCFF Supplemental funds</p> <p>Title I, II, III</p>	<p>Chief Academic Officer</p> <p>Senior Director – Secondary</p> <p>Site Administrators</p>

<p>Naviance subscriptions, PSAT, and other resources. (LCAP 3H)</p> <p>Expand the use of on-line curriculum for CSU/UC a-g course grade improvement, and for credit recovery. (LCAP 3H)</p> <p>Extended school and in-school interventions at schools for at-risk, targeted populations and underperforming significant subgroups in ELA/Math.</p>		ELA and Math		
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APPENDIX A
TUSD Title III Budget Plan (2015-2016)

Due to TUSD maintaining “frozen” status as a Title III Program Improvement Year 3 district, CA Department of Education via Los Angeles County Office of Education has directed all LEA Plans include an Appendix for the inclusion of the 2015 – 2016 Title III budget. The budget sheets below represent the TUSD budget plans as they formerly appeared in our approved Consolidated Application in the CARS database. Due to a change at the county level, we are no longer submitting this particular federal budget in the CARS database, but rather are required to attach it to our district Title program plan (LEA Plan) in this manner.

Name of LEA: Torrance Unified School District **Fiscal Year:** 2015-2016
Total Title III Allocation: LEP \$ 326,676 **Immigrant:** \$70,797 -
LEP Administrative & Indirect Costs (2%): \$ 6,405 **Immigrant Administrative & Indirect Costs:** \$3,728

For each applicable Title III goal indicated below, indicate the key actions that will be implemented to meet each goal, the related Title III budget item, and the estimated cost for each item.

Title III Goal	Specific Title III Supplemental Key Actions (Activities) to Meet Goal	Unit (Purchase) Detail	Associated Estimated Costs for each Activity Listed
Goal 2A: AMAO 1- Annual progress Learning English	English Learner students will receive opportunities to extend learning time beyond the school day. Provide additional staffing, professional development, materials, and technology/licensing to all schools to support the current intervention model with an emphasis on English Language Arts, Reading, Math and Technology focusing on English Learners and other underperforming subgroups.	Teacher hourly for intervention classes; Substitutes for training Supplemental reading and math materials; on-line licenses for supplemental classroom supports	\$19,258 - LEP \$10,815 - LEP
Goal 2B: AMAO 2 - English Proficiency	Provide Guided Reading Resource Teachers/Coaches to provide Guided Reading, Fountas & Pinnell assessment and fluency training, as well as coaching and collaboration for increased fidelity of classroom instruction. Maintain staffing of specialists to allow for increased English Learner program data collection and monitoring.	2 FTE Guided Reading Coaches – salary/benefits; Guided Reading teacher resources & materials; .25 FTE Classified staffing salary/benefits	\$222,625 - LEP \$8,915 - LEP \$19,685 - LEP
Goal 2C: AMAO 3 -Adequate Yearly Progress (AYP) in English/Language Arts	Provide expanded support for sites to allow for English Learner student support and intervention staffing, programs, materials/resources and training. Provide consistent and regular doses of instruction in Guided Reading for all English Learner students K-12, in English Language Arts, EL support and/or Intervention courses.	Teacher hourly for classroom instruction & afterschool training; Supplemental Guided Reading books;	\$19,258 - LEP \$12,715 - LEP
Goal 2C: AMAO 3 – AYP in Mathematics	N/A		

Goal 2D: High Quality Professional Development	(see Goal 2A & 2B)		
Goal 2E: Parent and Community Participation	Further develop resources and offer presentations to parents of English Learner students on ways to support their children at home, including translated resources, and continued Language Assessment Center translation staff in Japanese, Korean and Spanish, and a department Staff Assistant.	Classified staffing hourly;	\$7,000 - LEP
Goal 2F: Parental Notification	(See Goal 2E)		
Goal 2G: Services for Immigrant Students (for LEAs receiving Title III, Immigrant funds)	Provide summer intensive reading instruction for all students qualifying as English Immigrant, including teacher and instructional assistant staffing, books, materials and supplies.	16 Teachers, 8 instructional assistants, Guided Reading books, and Fountas & Pinnell assessment kits.	\$67,069 - Immigrant
Goal 5A: Increase Graduation Rates	(see Goal 2A for extended learning opportunities)		
Total Title III Budget Estimate (Include Administration and Indirect Costs) for LEP and Immigrant Programs			LEP \$ <u>326,676</u> IMM \$ <u>70,797</u>

APPENDIX B
Acronyms Contained in Comprehensive Education Achievement Plan

Acronym	Description	Acronym	Description
AMAO	Annual Measurable Achievement Objectives	LLI	Leveled Literacy Intervention
API	Academic Performance Index	MAC	Math Achievement Committee
AYP	Academic Yearly Progress	NCLB	No Child Left Behind
BTSA	Beginning Teacher Support and Assessment	NGSS	Next Generation Science Standards
CCSS	Common Core State Standards	NSS	Numerically Significant Subgroups
CELDT	California English Language Development Test	PBS	Positive Behavior Support
CGI	Cognitively Guided Instruction	PFT	Physical Fitness Test
CLAD	Crosscultural, Language, and Academic Development	PLC	Professional Learning Community
CMAST	Center for Math and Science Teaching	RFEP	Reclassified to Fluent English Proficient
CPSEL	California Professional Standards for Educational Leaders	Rtl	Response to Intervention
CTE	Career Technical Education	SBAC	Smarter Balanced Assessment Consortium
CTEL	California Teacher of English Learners	SBE	State Board of Education
DELMAC	District English Language Multicultural Advisory Committee	SED	Socio-Economically Disadvantaged
ELA	English Language Arts	SIM	Student Information Manager
ELD	English Language Development	SOLOM	Student Oral Language Observation Matrix
EMCP	Energy Management Conservation Program	SST	Student Study Team
eTUSD	TUSD Learning Management System	STAR	Standardized Testing and Reporting
HFZ	Healthy Fitness Zone	SWD	Students with Disabilities
HSS	History Social Science	TK	Transitional Kindergarten