



Local Control & Accountability Plan Summary (LCAP)

Torrance Unified School District 2019/20

Core Values

The Torrance Unified School District strives to ensure that each and every student is educated and prepared to succeed in life. We are dedicated to maximizing individual potential and developing lifelong learners who will be contributing members in a global society.

ALL students will achieve at HIGH levels.



Torrance Unified School District

23,496 Students



~2600 Employees



17 Elementary Schools

8 Middle Schools

4 High Schools

1 Continuation High School

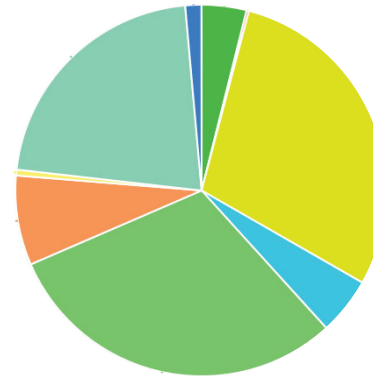
1 Alternative School

3 Adult Schools Campuses



4 National Blue Ribbon Schools
26 California Distinguished Schools
20 Gold Ribbon Schools

Ethnicity



Hispanic	30.2%
Asian	29.2%
White	21.8%
Two or more races	7.8%
Filipino	5%
African American	3.9%
Pacific Islander	0.5%
American Indian	0.2%
Other	1.4%

Subgroups

31% Low Income
15.9% English Learners
9.8% Students with disabilities
0.6% Foster Youth/homeless

LCAP Budget Overview

Total LCFF Revenue

\$211,506,000

Total Budgeted Expenditures in LCAP*

\$176,459,900

*Additional Expenditures Not Specified in the LCAP: Services, Salaries, and other operating expenses not directly tied to LCAP Actions/Services



LCFF Supplemental Grants
\$ 15,224,000

Total Expenditures for high needs students in LCAP
\$15,224,000

LCAP Highlights



- Providing Highly Prepared, Highly Qualified teachers for all students
- Establishing a highly collaborative culture among teacher teams
- Implementing multi-tiered systems of student support at all schools for all students
- Identifying under-performing students and providing targeted additional learning support
- Graduating every student proficient and college and career ready



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Goal #1

Goal Summary: Ensure that all students have equitable access to and are successful within a rich variety of rigorous and standards-aligned learning opportunities that promote college and career readiness and preparation for a productive future as citizens in global society.

State Priority Areas

Basic Services
Course Access
Pupil Outcomes

Goal 1 LCFF + Federal Expenditures

\$6,050,000

College & Career Readiness Indicator (CCI)*



+0.9%

57.5% → 58.4%

College-Career Ready from 2017 to 2018

Graduation Rate



>95% annually

Graduation Rate

School Materials



100% annually

Sufficient Materials

Physical Fitness Test (PFT)



+4.6%

75% → 79.6%

in Healthy Fitness Zone from 2017 to 2018

ACTIONS AND SERVICES

- 1.1 - Ensure strong Instruction for all students by focusing on strengthening grade level and content area Professional Learning Communities (PLC's).
- 1.2 - Support all students to ensure they will progress academically through each grade level.
- 1.3 - Ensure all students have sufficient instructional materials by providing adequate quantities of texts and other materials.
- 1.4 - TUSD will ensure students are college and career ready through articulated counseling and supports in grades 6-12.
- 1.5 - TUSD will provide students with Linked Learning opportunities (connecting strong academics with real world experiences) by sustaining and enhancing current CTE programs to meet identified areas.
- 1.6 - TUSD will continue to review district physical education and health programs to encourage all students to be healthy.
- 1.7 - TUSD will successfully prepare all students for college and career by providing pathways to acceleration and open access.
- 1.8 - TUSD will provide equitable access to arts education for all students in a sequential, articulated program that includes visual art, dance, music, theater, and media arts.

*College Career Readiness Indicator (CCI) is reflective of the total number of graduates who are determined to be College or Career Ready by completing at least one of the following requirements, in addition to scoring proficient in Math or ELA:

- UC A-G completion
- Career Pathway completion
- Pass 2 or more AP exams
- Complete 2 semesters of college credit dual enrollment courses
- Seal of Bi-literacy
- ROTC program completion
- Proficient in both ELA and Math



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Goal #2

Goal Summary: All under performing student groups will meet or exceed standards in a rigorous curriculum that includes English Language Arts and math, science, social studies, and other disciplines such as career technical subjects and physical education.

State Priority Areas

Pupil Achievement
Course Access
Pupil Outcome

Goal 2 LCFF + Federal Expenditures

\$10,350,000

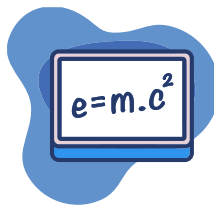
2018 English Language Arts (ELA) Dashboard



+3.4 pts

35.5 pts above standard
Grades 3-8, 11

2018 Math Dashboard



+6.1 pts

21.5 pts above standard
Grades 3-8, 11

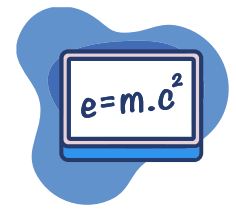
2018 ELA CAASPP Testing



+2.1%

65% → 67.1% Proficient
Grades 3-8, 11

2018 Math CAASPP Testing



+3.5%

59% → 62.5% Proficient
Grades 3-8, 11

English Learner (EL) Reclassification



+0.5%

12% → 12.5%
Reclassified as Fluent
from 2017 to 2018

Advance Placement (AP) Exam Pass Rate



71% passed

1984 tested (+97)
2692 exams passed (+93)
3788 exams given (+285)

UC A-G Completion Rate



-1.8%

55% UC A-G completers

ACTIONS AND SERVICES

- 2.1 - Students in need of additional instruction will be provided with intervention within the school day at a time where core instruction is not occurring.
- 2.2 - Continue to provide site specific intervention support and staffing to ensure success for students including during the school day, beyond the bell, and extended year opportunities for all students.
- 2.3 - TUSD will continue to support current EL and Redesignated Fluent English Proficient students and provide intervention support.
- 2.4 - TUSD will provide additional staffing, professional development, materials and technology/licensing to all schools to support the current intervention model with an emphasis on ELA, reading, math, and technology focusing on English Learners and other underperforming subgroups specific to site determined supplemental needs.



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Goal #3

Goal Summary: Implement an effective, cohesive and sustainable professional development model that maximizes the conditions of learning for all students, while implementing California Common Core Standards, Next Generation Science Standards, ELD Standards and other performance standards for grades K-12.

State Priority Areas

Basic Services
Implementation of
State Standards

Goal 2 LCFF + Federal Expenditures

Salaries
\$142,000,000
Goals/Actions
\$5,060,000



- Strengthen highly effective PLC teams at all schools
- Continue to improve Best-First Instruction (core classroom instructions for all students) and Tier 1 In-class Intervention
- Broaden implementation of in-school Tier 2 Open and Targeted Interventions. Begin to measure impact of Tier 1 and Tier 2 interventions on student performance at sites via grade-distributions for all students and targeted groups. Develop site-based measures of Tier 2 effectiveness via pre/post intervention performance
- Gains in Early Literacy - Reduce the percent of students at high-need elementary schools in grades K-2 reading two or more levels below grade level, as measured by F+P reading levels

ACTIONS AND SERVICES

- 3.1 - Actions and Services: Continue to develop, strengthen and sustain our Professional Learning Communities (PLC).
- 3.2 - Develop continued capacity in examining the district's four essential questions. • What do we want our students to learn? • How do we know if they know it? • What do we do if they don't? • What do we do if they do?
- 3.3 - Continue to provide English Language Arts (ELA) professional development supporting differentiated learning and instruction.
- 3.4 - Continue to provide English Language Development professional development supporting integrated and designated modeling, framework continued exposure and differentiated support to sites
- 3.5 - Provide training for History Social Studies teachers that supports differentiated learning and instruction.
- 3.6 - Continue to provide mathematics professional learning opportunities in mathematics that support differentiated learning and instruction.
- 3.7 - Continue to provide science/NGSS PD supporting differentiated learning and instruction.
- 3.8 - Provide PD specific to supporting special education instruction to create equitable access to CA standards.
- 3.9 - With the assistance from technology for learning specialists, TUSD will develop and coordinate the use of 21st century technology and tools in the classrooms. • Learning management system • Infrastructure setup • Expanded curriculum • Expanded use of technology.
- 3.10 - Provide services for Gifted and Talented Education (GATE) and advanced students
- 3.11 - Provide PD specific to supporting special education paraeducators.
- 3.13 - Develop an on-going recruitment process to attract highly qualified teachers to TUSD
- 3.14 - Provide induction programs to develop and retain all teachers
- 3.15 - The district will maintain a staff of properly credentialed teachers, administrators and support staff.



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Goal #4

Goal Summary: Provide a school environment which establishes physical safety, cultivates emotional security, and facilitates responsible decision making where students feel connected and engaged in school.

State Priority Areas

Pupil Engagement
School Climate

Goal 4 LCFF + Federal Expenditures
Facilities + Maintenance \$7,700,000
Goals/Actions \$2,000,000

2018 Attendance Rate



+0.2%

96.2% attendance statewide 85.8%

Suspension Rate



+0.7%

1.7% → 2.4% from 2017 to 2018
Statewide: 3.5%

Expulsion Rate



-0.05%

0.1% → 0.05% from 2017 to 2018
Statewide: 0.08%

Chronic Absenteeism



-0.1%

5.9% → 5.8% from 2017 to 2018
Statewide: 1.1%

Bond



100%

Percent of schools with facilities in good repair

• Focus in 19/20 on reducing Suspension Rate for all students, utilizing Positive Behavior Interventions + Supports (PBIS), other means of correction, alternatives to suspension, improving student to student interactions on campus, and reducing vaping on middle and high school campuses.

ACTIONS AND SERVICES

- 4.1 - TUSD will provide direct social-emotional supports for students.
- 4.2 - To promote emotional security and engagement, TUSD will encourage a sense of belonging as students continue through elementary school and then enter the middle school and high school.
- 4.3 - Expand Multi-Tiered System of Support (MTSS) program
- 4.4 - TUSD provides family and student support services for homeless, foster youth and low income students by evaluating and responding to their individual needs.
- 4.5 - The district will utilize alternative educational programs to increase student success, attendance and reduce dropouts.
- 4.6- TUSD will expand family and student support services by redefining the district's role in student support activities and evaluating and responding to the student needs. • Crisis intervention • Mental health Services • Medical health services • School counseling • Link families with social services
- 4.7 - Provide a secure and safe environment through controlled access points, visible security guards, gates surveillance, PA system, etc.
- 4.8 - Continue to collaborate with the Torrance Police Department, Torrance Fire Department and Torrance city agencies on training modules for district employees on emergency/disaster preparation and community notification system.
- 4.9 - The district will expand food services including nutritional guidance, beyond the bell services, and continued communication focused on our low income pupils.
- 4.10 - Ensure facilities are in good repair and properly maintained as environments conducive to learning.



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Goal #5

Goal Summary: Improve parent outreach across TUSD and all school sites to be inclusive of consistent communication especially for significant and under performing subgroups, by providing further opportunities where parents can contribute and benefit.

State Priority Areas
Parental Engagement
School Climate

Goal 5 LCFF + Federal Expenditures
\$1,420,000

Parent Teacher Association (PTA)

District English Learner Multi-cultural Advisory Committee (DELMAC)

District Communication Committee (DCC)

School Site Councils (SSC)



- Increase scope and effectiveness of district/school to home communication
- Increase Parent Involvement in Site-Based Opportunities, including PTA, ELMAC, Site Council, Parent Nights, and Family Engagement events
- Continue to provide translation services to parents for written and electronic communication

ACTIONS AND SERVICES

5.1 - Improve home to school communication with parents and continue to seek their input at all sites.

5.2 - Continue to expand services at the Family Welcome and Enrollment Center (FWEC) to strengthen communication, support, services and education for families and parents including expedited enrollment process, assistance with neighboring school districts, and community services and programs.

5.3 - Provide guidance for individual sites to provide parent education opportunities that align with targeted population parent needs and Utilize the Partners in Education Framework, Linked to Learning opportunities (connecting families to teaching and learning goals) for parents including academic strategies, college and career, and wellness.

5.4 - Provide multiple opportunities for parent leadership, input, and feedback on district and site advisory committees.

5.5 - Continue to provide parent education for EL families including the development of resources to parents on ways to support their children at home.

5.6 - Continue to provide parent education for LI and foster families.

5.7 - Implement a TUSD plan for parent outreach, including staffing, professional development, technology and materials and a system for monitoring progress and parent engagement, specifically for targeted and underperforming students