LOCAL CONTROL & ACCOUNTABILITY PLAN

(Summarized Version - goals, actions and metrics)

Torrance Unified School District

2024-27

Approved June, 2024

Goal 1: Ensure that all students have equitable access to and are successful within a rich variety of rigorous, and standards-aligned set of learning opportunities that promote college and career readiness and preparation for a productive future as citizens in global society.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline 2023 Dashboard	Year 1 Outcome 2024 Dashboard	Year 2 Outcome 2025 Dashboard	Year 3 Outcome 2026 Dashboard	Desired Outcome 2026 Dashboard
ELA CAASPP (Grades 3-8, 11)	68.2% Met/Exceeded				71.2% Proficient Increase of 1% per year
% of Students Reading at Grade Level by the end of 2nd Grade (iReady EOY Assessment)	2nd Grade EOY 75%				2nd Grade EOY 84% Increase of 3% per year
Math CAASPP (Grades 3-8, 11)	59.2% Met/Exceeded				63.7% Increase of 1.5% per year
% of 7th Graders Meeting or Exceeding Standard in Math	56.3% Met/Exceeded				62.3% Met/Exceeded Increase of 2% per year
Graduation Rate	95.6%				Maintain > 95%
Grad Rate: Students with Disabilities (Red)	76.9%				82.9% Increase 2% per year
UC A-G Completion Rate	66.4%				70.9% Increase of 1.5% per year
College and Career Indicator (CCI)	66.6% Prepared				71.1% Increase of 1.5% per year

Advanced Placement Participation	2209 Students Tested 3339 Exams Passed 4394 Exams Given				Annual increases in Students Tested, Exams Passed, Exams Given
California Science Test	49.0% Met/Exceeded				53.5% Increases of 1.5% per year
CTE Pathway Completion	15.4%				19.9% Increases of 1.5% per year
Local Indicator - Percent of students with sufficient materials	100%				Maintain 100%

1.1 - Actions and Services: Ensure strong Instruction for all students by focusing on strengthening grade level and content area Professional Learning Communities (PLC's).

#	Action/Service	2024-2025	2025-2026	2026-2027	Funding Source	Description
1.1.1	Continue to develop/increase Collective Teacher Efficacy	None			N/A	Weekly PLCs at all elementary, middle, and high school, driven by CFAs, analysis of disaggregated data,and data-informed tier 1, 2 and 3 intervention.
1.1.2	Additional weekly elementary collaboration time	750,000			Supplemental	6.4 FTE's to provide an additional hour of collaboration time for grades 1-5 (see Goal 1.6) to focus on intervention needs of Unduplicated students.
1.1.3	Site collaboration time	(See Action 2.4)			Site Supplemental	Additional release time for site leadership and/or grade level/content area teams
1.1.4	Cross Curricular and Inter-school Essential Standards Collaboration	None			N/A	Utilizing release time and the 4th PLC of each month, utilize cross school and cross curricular collaboration, based on essential standards, common CFAs, disaggregated data, and data-informed tier 1, 2 and 3 intervention.

1.2 - Actions and Services: Support all students to ensure they will progress academically through each grade level.

#	Action/Service	2024-2025	2025-2026	2026-2027	Funding Source	Description
1.2.1	Student Achievement School Allocation	225,000			Base	Each site will develop their Single Plan for Student Achievement to specify how funding will be allocated to meet this action in order to meet student learning needs. Funded at $10 per student.
1.2.2	Data Analysis Software	100,000			Supplemental	Utilize a data management program to assist staff with data analysis for all Unduplicated student groups.
1.2.3	Principal Reports on Student Progress and Equity Progress Reports	None			N/A	Principals report on student progress 3x year to identify successes/progress and identify areas of need and next steps to improve the performance of targeted student groups.
1.2.4	School Site Council and Site Leadership	None			N/A	School Site Councils and Site Leadership teams will utilize results of achievement data to support students academically and reflect analysis of targeted unduplicated group data in addition to incorporating elements of the whole child that affect academic progress.
1.2.5	Grade Level Articulation, ES-MS Articulation, MS-HS Articulation	(See Action 2.4)			Site Supplemental	Provide vertical grade-level articulation to meet student learning and transition needs

1.3 Actions and Services: Ensure all students have sufficient instructional materials by providing adequate quantities of texts and other materials.

#	Action/Service	2024-2025	2025-2026	2026-2027	Funding Source	Description
1.3.1	Textbook Adoptions	Replenish AB288 Math 5,500,000			Instructional Materials Block Grant	Annual budget item attributed to Williams Law on student material compliance, scheduled textbook adoptions, as well as additional & replacement textbooks, and digital texts/resources.
1.3.2	Textbook Selection Committee	(See 1.3.1 Above)			Instructional Materials Block Grant	Substitute release time and Summer/After School hourly.
1.3.3	Supplemental Instructional Materials, Classroom Materials, Instructional Technology	(See Action 2.4)			Site Supplemental Site Title I Site Student	School and classroom instructional materials, school and classroom technology to meet Unduplicated student learning needs

					Achievement	

1.4 - Actions and Services: TUSD will ensure students are college and career ready through articulated counseling and supports in grades 6-12.						
#	**Action/Service**	**2024-2025**	**2025-2026**	**2026-2027**	**Funding Source**	**Description**
1.4.1	College and Career Planning	(See Action 2.4)			Site Supplemental, Site Title I, Site Student Achievement	Provide all students in grades 7-12 with Tier 1 learning opportunities in college and career preparedness via full implementation of the TUSD CCR Plan. Provide College and Career exploration opportunities for students.
1.4.2	College Readiness/ College-Going Preparation	PSAT 26,000 PreACT 26,000			Supplemental Base	Provide the opportunity for all 10th graders to take the Pre-ACT and all 11th graders to take the PSAT in order to create college-going cultures and to identify underrepresented students and support them on a college-readiness pathway. With no SAT/ACT for UCs or CSU, and many colleges becoming “test optional,” HS will monitor progression of ACT/SAT relevance over time to determine best approach to student preparation and college readiness. Utilize Naviance, Counseling, and Staff to provide Unduplicated students training and planning time to become viable, competitive college applicants and attendees. Includes College Essay and FAFSA support.
1.4.3	Utilize Naviance and CCGI Tracking Software in MS and HS to Develop College and Career Interests and Establish a 6-Year Plan in MS/HS	85,000			Supplemental	Utilize Naviance with coordinated 6-12 activities and uses to promote college/career readiness and college-going. Added modules for expanded College/Career Readiness activities.
1.4.4	Clearninghouse College Tracker	2,500			UC Completion Grant	Utilize the Clearinghouse College Tracker to gather college-going data for our graduates.
1.4.5	College and Career Coordinator	180,000			Supplemental	36% of funding 4 FTE to provide increased focus on and support for Unduplicated students at each high school in their college and career pathways.
1.4.6	Increased High School Counselors	250,000			Supplemental	36% of funding 4 FTE to provide targeted

						counseling to Unduplicated students to increase academic performance, support socio-emotional needs, and increase Grad Rate and College/Career Readiness.
1.4.7	Increased Middle School Counselors	110,000			Supplemental	Additional counseling staff to ensure 5 days per week of availability at all 8 middle schools for the purpose of targeted academic and college and career counseling for all Unduplicated students.
1.4.8	TPP and Workability I Programs	550,000			Base/Sped Specific Funding	Provide vocational staffing. Ensure participation opportunities to all special education students who qualify for TPP and WAI programs to help them attain career readiness. Ensure that non-diploma/certificate of completion students complete vocational coursework to achieve CCI completion.

1.5 - Actions and Services: TUSD will continue to grow CTE pathway programs, articulated dual credit programs with community colleges, and career-ready opportunities.

#	Action/Service	2024-2025	2025-2026	2026-2027	Funding Source	Description
1.5.1	CCR and Dual Enrollment TOSA	170,000			Supplemental	Provide College-Career Ready and Dual Enrollment opportunities to increase the number of Unduplicated students earning college credit during high school and completing College-Career Ready pathways upon graduation.
1.5.2	Career Tech TOSA	187,000			CTEIG	Career Tech TOSA focused on developing pathway opportunities for all students at all middle and high schools
1.5.3	Develop pathways to postsecondary education and careers	132,000 967,000			Perkins CTEIG	Continue to Implement and improve CTE programs to align with the 12 Essential Elements of a High Quality CTE Program. Expansion, refinement and sustainment of all pathways. Increase in CCI completion. Continued growth in CTE competencies. Provide ongoing CTE teacher professional development. Provide greater access/enrollment in CTE pathways for Unduplicated students.

1.5.4	Increase collaboration with business, industry, labor, postsecondary and community	None			N/A	Continue to create smaller industry-specific stakeholder groups for each CTE pathway program. Improve CTE curriculum and instruction to align with current labor market demands. Increase the number of business partners within the local community to provide additional career exploration & work-based learning opportunities.
1.5.5	Provide additional CTE opportunities for students	800,000			Base	CTE opportunities for students at SoCalRoc, ECC.
1.5.6	Create opportunities for students to prepare for and enter into careers of their choice	0			N/A	Continue to build CTE opportunities for students at high school sites and at El Camino College. Continue to utilize Precision Exams to provide CTE students with opportunities to earn industry-aligned certifications. Bring in industry mentors to work directly with students to build industry-skills. Partner with the South Bay Workforce Investment Board and members of the CTE Advisory Board to provide work-based learning opportunities for CTE students

1.6 - Actions and Services: TUSD will continue to provide robust district physical education and health courses to promote good physical and mental health.

#	Action/Service	2024-2025	2025-2026	2026-2027	Funding Source	Description
1.6.1	Elementary PE Teachers	See Action 1.1.2			Supplemental	Provide consistent physical education instruction at all elementary sites

1.7 - Actions and Services: TUSD will successfully prepare all students for college and career by providing pathways to acceleration and open access.

#	Action/Service	2024-2025	2025-2026	2026-2027	Funding Source	Description
1.7.1	Grade 5-9 Math Acceleration Opportunities	200,000			ESSER III	Identification of underrepresented students in accelerated math pathways and teacher supported opportunity for acceleration defense
1.7.2	Middle School Acceleration	800,000			Base	Additional sections provided to high schools for middle school students to take high school classes. Focus on expanding enrollment opportunities for underrepresented students.
1.7.3	Transportation	50,000			Base	Transporting middle school students from high school to middle school

1.8 - Actions and Services: TUSD will provide for pathways to bilitercy by offering Dual Language Immersion programs.						
#	**Action/Service**	**2024-2025**	**2025-2026**	**2026-2027**	**Funding Source**	**Description**
1.8.1	Dual Immersion Program at two highest need Elementary Schools	400,000			District Student Achievement	Dual English/Spanish Immersion Programs at 2 highest need elementary schools (Carr and TE). New staffing, materials and professional development for 2 classes per grade level at each school, adding one grade level each year for six years.

1.9 - Actions and Services: TUSD will provide opportunities for Dual Enrollment to allow students to complete college coursework during high school.						
#	**Action/Service**	**2024-2025**	**2025-2026**	**2026-2027**	**Funding Source**	**Description**
1.9.1	Implement Early College Program	250,000			District Student Achievement	Continue to grow Early College Program

1.10 - Actions and Services: 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.						
#	**Action/Service**	**2024-2025**	**2025-2026**	**2026-2027**	**Funding Source**	**Description**
1.10.1	Provide expanded art, music and digital media opportunities for students	2,900,000			AMS Grant (Prop 28)	In addition to maintaining current art, music and digital media offerings, expand art, music and digital media opportunities for all students via the Art and Music in Schools Grant (Prop 28).

1.11 - Actions and Services: TUSD will expand its Transitional Kindergarten program.						
#	**Action/Service**	**2024-2025**	**2025-2026**	**2026-2027**	**Funding Source**	**Description**
1.11.1	Preparation, planning and training for expansion of Universal Transitional Kindergarten to eligible 4 year olds district-wide	700,000			UPK Planning and Imp Grant	On-going planning process for expansion of Transitional Kindergarten, per AB 130.
1.11.2	Implement Universal TK to eligible 4	4,000,000			Base	In accordance with AB 130, the eligibility window

	year olds district-wide					for TK will expand annually by two birth months from 2022 to 2026.

1.12 - Actions and Services: TUSD will expand its Pre School opportunities for students						
#	**Action/Service**	**2024-2025**	**2025-2026**	**2026-2027**	**Funding Source**	**Description**
1.12.1	Expand Pre-School Opportunities	None			N/A	Begin the process of providing pre-school opportunities for students at their home elementary school, including fee-based, subsidized, and special needs. Allow for special needs pre-schoolers to attend school with typical peers.

Goal 2: All underperforming 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 education, fine arts, and physical education

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline 2023 Dashboard	Year 1 Outcome 2024 Dashboard	Year 2 Outcome 2025 Dashboard	Year 3 Outcome 2026 Dashboard	Desired Outcome 2026 Dashboard
ELA Dashboard (Grades 3-8, 11)	40.8 Pts Above Standard Green				43.8 Pts Above Standard Increase of 1 point per year
ELA Dashboard (Grades 3-8, 11) - Foster Youth (Red)	121.6 Pts Below Standard (Red)				91.6 Pts Below Standard Increase of 10 pts per year
Math Dashboard (Grades 3-8, 11)	18.6 Pts Above Standard Green				24.6 Pts Above Standard Increase of 2 points per year
English Learner Progress	59.2% Making Progress Green				65% Making Progress Reach and maintain Very High plateau (65%)

EL Reclassification	10.2%				12% Reach and maintain 12% annual reclassification rate

2.1 - Actions and Services: Students in need of additional instruction will be provided with intervention within the school day at a time when core instruction is not occurring

#	Action/Service	2024-2025	2025-2026	2026-2027	Funding Source	Description
2.1.1	Response to Instruction/Intervention	None			N/A	Site determined “no new teaching time” - Tier 2 Intervention
2.1.2	Elementary RTI collaboration time	650,000			Supplemental	Provide collaboration time in Elementary Schools to plan Tier 1, Tier 2, and Tier 3 interventions for K-5 students via YMCA release time.
2.1.3	School Improvement Team (SIT or SST)	(See Action 2.4)			Site Supplemental	Site determined collaboration time to ensure adequate time for SIT or SST meetings and determination of data-driven, tiered intervention.
2.1.4	Data Collection and analysis	(See Action 2.4)			Site Supplemental	SST led data collection to provide guidance on RTI next steps. Release time for sites to collect data and determine appropriate interventions.

2.2 - Actions and Services: 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.

#	Action/Service	2024-2025	2025-2026	2026-2027	Funding Source	Description
2.2.1	Director of Accountability and Intervention	240,000			Supplemental	Provide leadership in areas of data analysis and intervention to improve the performance and success of Unduplicated pupils.
2.2.2	Elementary RTII Specialists	1,200,000 150,000			Supplemental Title I	8.0 FTE (.5 per 16 Elementary Schools) to review, revise,and implement best practices for elementary support including PLC time. Provide an additional .5 FTE at 2 highest need Elementary Schools.

2.2.3	HS Intervention APs	800,000			Supplemental	Assistant Principal (4.0 FTE) at all four comprehensive high schools to support RTI implementation and intervention for all Unduplicated students.
2.2.4	Credit Recovery Platform Licencing	120,000			Learning Recovery Block Grant (LRBG)	Edgenuity Licensing for TUSD credit recovery and grade improvement to increase Grad Rate and College and Career Readiness for underrepresented students.
2.2.5	Credit Recovery & Grade Improvement Opportunities	250,000			LRBG A-G Success Grant	Credit Recovery opportunities to increase Grad Rate for Unduplicated students. Grade Improvement opportunities to increase College and Career Readiness for Unduplicated students. Teacher hourly.
2.2.6	PBIS, RTI and EL Intervention at each Middle School and Shery	700,000			Supplemental	.5 FTE for all eight middle schools and Shery Continuation (.33 FTE) for PBIS, RTI, and EL intervention coordination
2.2.7	Elementary Intervention Teacher	1,800,000			LRBG	Provide a full time intervention at each of the 17 elementary schools
2.2.8	Middle School Intervention	540,000			LRBG	Provide .5 FTE intervention staffing at each of the 8 middle schools
2.2.9	Tier 3 Elementary Reading Intervention	900,000			Title I	Tier 3 Reading and Literacy intervention for students reading below grade level via 0.5 FTE for a reading intervention teacher at each Title I elementary school, and 1.0 FTE central Reading Intervention TOSA.
2.2.10	Tier 3 Middle School Intervention	190,000			Title I	Tier 3 Reading, literacy and math intervention for students with a significant achievement gap, via 0.5 FTE for site-based intervention support teaching sections at each of the three Title I middle schools.
2.2.11	Summer Learning Academy	500,000			ELOP ESSER III	Summer Learning Academy for Unduplicated pupils performing below grade level.
2.2.12	Elementary Intervention Leadership	120,000			Supplemental	33% of 2 Elementary APs to provide intervention leadership with large populations of Unduplicated students at the two largest elementary sites.
2.2.13	In-School and Extended School Day	600,000			LRBG	Provide in-school and extended school day

	Interventions				Site Supplemental	academic and socio-emotional supports for students.
2.2.14	Expanded Learning Opportunities Program	7,500,000			ELOP	Provide Extended Day Opportunities Program (ELOP - 9 hour days) to Unduplicated Pupils at highest need elementary and middle schools
2.2.15	Summer Accelerated Learning Opportunities	300,000			LRBG A-G Grant	Provide 5th-9th Grade math acceleration, bridge classes and ELD support classes

2.3 - Actions and Services: TUSD will continue to support current EL and Redesignated Fluent English Proficient students and provide intervention support.

#	Action/Service	2024-2025	2025-2026	2026-2027	Funding Source	Description
2.3.1	Support the Instructional Needs of English Learners	800,000 200,000			Supplemental Title III EL	Provide Special Projects Office with three ELD program specialists, one Title III EL TOSA, and staff (6.0 FTE total).
2.3.2	Language Testing for ELPAC	250,000			Supplemental	Teacher, substitutes and hourly, including training for Summative ELPAC annual testing. Summer Staffing for Initial ELPAC testing
2.3.3	Translations for IEPs and district forms	330,000			Base	Translation Department Hourly Staff, including ELPAC testing, as well as IEP and Special Education required translations and contracted services.
2.3.4	EL Support Classes and Intervention	(See Action 2.4)			Site Supplemental	Provide intervention support classes to support students.
2.3.5	Newcomer Academy	100,000			Title III Imm Title III EL	Summer support for new EL students.
2.3.6	Dual Immersion Language Programs	See Action 1.8			District Student Achievement	Provide Dual Language Immersion program to increase English fluency for EL students.

2.4 - Actions and Services: 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.

#	Action/Service	2024-2025	2025-2026	2026-2027	Funding Source	Description
2.4.1	Site Supplemental Monies	3,725,000			Supplemental	Funding for SPSA site-based services to support the learning needs of their

						Unduplicated pupils.
2.4.2	RTI Tier 2 and 3 Implementation Supports	50,000			Supplemental	RTII Professional Development. Additional district training, collaboration and resources to support the learning of Unduplicated pupils
2.4.3	Digital Supplemental Supports	200,000 200,000			LRBG Supplemental	Site licenses for Digital Learning tools to support the learning needs of students, particularly Unduplicated pupils
2.4.4	Supplemental Digital Database Licenses	(See Action 2.4)			Site Supplemental	Optional site digital learning supports (ST Math, Achieve 3000, Smarty Ants, KidBiz, etc.) as determined by schools to provide extended reading, literacy and math practice.
2.4.5	Summer Professional Development	600,000			Educator Effectiveness Block Grant Supplemental	Provide Summer Professional Development to support learning loss mitigation for Unduplicated students.
2.4.6	Diagnostic and Intervention Tool for ELA and Mathematics	500,000			Supplemental	Provide a K-8 Diagnostic Tool in ELA and Math to determine areas of need for targeted intervention for our highest need students.

Goal 3: Implement an effective, cohesive and sustainable professional development model that maximizes the conditions of learning for all students, while implementing California Standards, Next Generation Science Standards, ELD Standards and other performance standards for grades K-12 including the effective recruitment and development of teachers.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline 2023 Dashboard	Year 1 Outcome 2024 Dashboard	Year 2 Outcome 2025 Dashboard	Year 3 Outcome 2026 Dashboard	Desired Outcome 2026 Dashboard
Fully Credentialed & teaching in field	100%				100%
Percent of teachers with ELD Authorization	100%				100%
Filling all Open Positions	100%				100%
Local Indicator: Implementation of Standards - PLC Driven Response to 4 Essential PLC Questions	Met				Met
Percent of teachers who participate in regular and on-going PLCs in implementing all standards, providing effective instruction, and developing tiered interventions to support student learning.	PLC Self Assessment Survey Principal Reports CFA Data Collection Documents				100%
Percent of teachers who participate in summer or in-year PD who follow up with implementation/debrief cycle	50%				100%
Percent of summer or PD offerings rated as 4 or 5 on participant survey for effectiveness and implementation	95% Effective 60% Implementation				100% Effective 100% Implementation

3.1 - Actions and Services: Continue to develop, strengthen and sustain our **Professional Learning Communities (PLC)**.						
#	**Action/Service**	**2024-2025**	**2025-2026**	**2026-2027**	**Funding Source**	**Description**
3.1.1	Admin PD	50,000			Educator Effectiveness Supplemental	Provide Admin PD in areas that support effective educational leadership in instruction, PLC/RTI. New admin participate in PLC/RTI signature practice training. Additionally, provide admin pd in areas that support mental health, effective leadership of staff, and recruitment and retention of high quality teachers.
3.1.2	Site Leadership Team PD	30,000			Educator Effectiveness Supplemental	Differentiated PD and coaching support
3.1.3	TOSA PD	50,000			Supplemental	TOSA PD Costs, Train the Trainer Costs
3.1.4	Teacher and site admin salaries for x2 District-wide Professional Development days	1,500,000			Supplemental	District-wide professional development with a focus on Unduplicated student supports via PLC & RTI
3.1.5	PLC PD	(See Action 2.4)			Site Supplemental	Administrator and Leadership Team led PD on sites
3.1.6	Outside Professional Development	(See Action 2.4)			Site Supplemental	Attendance at conferences, or professional presenters brought onsite, to strengthen site PLC and RTI implementation.

3.2 - Actions and Services: 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?						
#	**Action/Service**	**2024-2025**	**2025-2026**	**2026-2027**	**Funding Source**	**Description**
3.2.1	Monthly Admin PLC	None			N/A	Site Admin will bring essential standards and CFAs to collaborate and coordinate improvement of the implementation of the 4 questions.
3.2.2	Weekly Professional Learning Communities	None			N/A	Weekly PLCs will be held at every site with site determined professional development woven in as needed/requested

3.2.3	RTI PD	(See Action 2.4)			Site Supplemental	Principals, Site Leadership Teams and Site Intervention Teams will provide PD as needed to improve Tier 1, Tier 2, and Tier 3 intervention practices
3.2.4	Site-based instructional support, coaching, and planning.	(See Action 2.4)			Site Supplemental Site Title I	Release time, paid collaboration time, or teacher-leader time designed to provide on-site support, planning and training for differentiation and intervention strategies for Unduplicated students in ELA, Math, Science, Social Studies, and ELD.

3.3 - Actions and Services: Continue to provide **English Language Arts (ELA)** professional development supporting differentiated learning and instruction.

#	Action/Service	2024-2025	2025-2026	2026-2027	Funding Source	Description
3.3.1	Director of Curriculum and Instruction	230,000			Base Supplemental	Provide instructional leadership and professional development in curricular areas aligned with state standards. Oversee school programs that promote literacy, citizenship, and college and career readiness.
3.3.2	Secondary ELA TOSA	180,000			Supplemental	1.0 FTE to support ELA and Reading and Writing strategies across the curriculum for Unduplicated pupils.
3.3.3	Extended literacy support Teachers (for EL and Low-Income students)	180,000 180,000			Title II Title III	2.0 FTE Resource Teachers to support K-5 extended literacy and instructional strategies through ELA, History, Math, Science and other disciplines
3.3.4	Elementary Signature Practice Guided Reading Training	50,000			Supplemental	Required for all new teachers x 5 days, including summer and during the school year, as well as continuing professional development and coaching for specific teaching strategies as needed.
3.3.5	Secondary Signature Practice PD (grades 6-12)	30,000			Supplemental	Required 4 days for all new teachers for D3 Instructional Strategies and 4P Unit Design Signature practice.
3.3.6	TK-5 ELA and Literacy PD, MS Literacy PD	150,000			Supplemental TK Impl Grant	Literacy, reading and writing strategies support for elementary and middle school teams and teachers to provide additional support for Unduplicated student learning. In summer and throughout the school year.

3.4 - Actions and Services: Continue to provide **English Language Development** professional development supporting integrated and designated modeling, framework continued exposure and differentiated support to sites

#	Action/Service	2024-2025	2025-2026	2026-2027	Funding Source	Description
3.4.1	ELD Program Specialists	(See Action 2.3)			Supplemental	Provide ELD integrated and designated instructional practice training and support for all schools, during the summer and throughout the school year.
3.4.2	Integrated/Designated PD at all school sites	(See Action 2.4)			Site Supplemental	All teachers will participate in a site based PD.
3.4.3	ELD Framework integration training	(See Action 2.4)			Site Supplemental	Integrated PD will be woven throughout ELA/Literacy, History, Induction, Math and NGSS content area trainings
3.4.4	Quality Teaching of English Learners (QTEL) Training and Implementation	75,000			Educator Effectiveness Title III	Develop a team of QTEL trainers and professional development opportunities to implement QTEL training for teachers across curricula

3.5 - Actions and Services: Provide training for **History Social Studies** teachers that supports differentiated learning and instruction.

#	Action/Service	2024-2025	2025-2026	2026-2027	Funding Source	Description
3.5.1	Social Studies TOSA	180,000			Supplemental	1.0 FTE to support HSS and Reading and Writing Strategies across the curriculum for Unduplicated students and English Learners. Provide leadership in Ethnic Studies Model Curriculum, Seal and Pathways Civic Engagement, and Diversity, Equity and Inclusion.
3.5.2	Differentiated learning and instruction	30,000			Supplemental	Framework strategies and unit planning for teachers in the summer and throughout the school year to focus on the differentiated learning needs of Unduplicated students

3.6 - Actions and Services: Continue to provide **Mathematics** professional learning opportunities in mathematics that support differentiated learning and instruction.

#	Action/Service	2024-2025	2025-2026	2026-2027	Funding Source	Description
3.6.1	Director of State and Federal Projects	240,000			Supplemental	Provide leadership for curriculum, instruction and professional development, as well as leadership in federal and state categorical funding supporting Unduplicated pupils.

3.6.2	Elementary and Secondary Math TOSAs	360,000 180,000			Supplemental Title II	3.0 FTE to support K-12 Mathematics instruction and differentiation for Unduplicated students.
3.6.3	Elementary Signature Practice PD	40,000			Supplemental	Four days of Signature CGI training for all new teachers to address instructional and differentiation needs for Unduplicated students
3.6.4	Secondary Signature Practice PD	40,000			Supplemental	Four days of Signature Secondary Math PD training for all 1st and 2nd year teachers to address instructional and differentiation needs for Unduplicated students
3.6.5	Core Content Working Groups	30,000			Supplemental	PD for K-12 Core Instructional Teams to focus on effective instructional and intervention strategies to address needs of Unduplicted students
3.6.6	Acceleration Opportunities in Grades 4-9	200,000			ESSER III LRBG	Provide acceleration opportunities for underrepresented students into accelerated and Honors/AP math courses
3.6.7	Math Learning Lab	70,000			Supplemental	Math Learning Labs to model and train teams of teachers to plan and deliver math instruction that emphasizes procedural fluency, conceptual understanding and problem solving. To provide math instruction that provides high levels of learning and access to high level coursework for all Unduplicated pupils.

3.7 - Actions and Services: Continue to provide **Science/NGSS** PD supporting differentiated learning and instruction.

#	Action/Service	2024-2025	2025-2026	2026-2027	Funding Source	Description
3.7.1	Science TOSAs	360,000			Supplemental	2.0 FTE to provide NGSS-aligned PD to provide effective instruction, differentiation and intervention for Unduplicated students.
3.7.2	NGSS Differentiation, Learning and Instruction	30,000			Supplemental	Provide NGSS-alinged PD, utilizing differentiation strategies and hands-on, real world learning opportunities for Unduplicated students.

3.8 - Actions and Services: Provide PD and materials specific to supporting **Special Education** instruction to create well rounded learning opportunities for students

#	Action/Service	2024-2025	2025-2026	2026-2027	Funding Source	Description

3.8.1	Well-Rounded Learning Opportunities	38,000			Title IV	Supplemental Curriculum to provide well-rounded learning opportunities for our high need special education population.
3.8.2	Multi-genda Meetings	None			N/A	Provide monthly multi-agenda meetings and additional trainings performed by TUSD Sped team.
3.8.3	Inclusion PD	20,000			Educator Effectiveness	Provide professional development that supports the full inclusion of all appropriate pupils into general education classroom settings with typical peers.

3.9 - Actions and Services: 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.

#	Action/Service	2024-2025	2025-2026	2026-2027	Funding Source	Description
3.9.1	Technology Specialists	360,000 180,000			Base Supplemental	3.0 FTE Resource Teachers
3.9.2	Student Information System - Power School	220,000			Base	Student Information System
3.9.3	Learning Management System - Schoology	130,000			Supplemental	Schoology software to provide learning management software for teachers. Will allow teachers to tailor instruction and instructional resources to meet the varied and diverse needs of Unduplicated pupils.
3.9.4	District Provided Professional Development	30,000			Title IV	Provide professional development in Effective Use of Technology
3.9.5	Site Based Professional Development	(See Action 2.4)			Site Supplemental	Provide onsite professional development to teachers in effective uses of technology to improve the learning of Unduplicated students.
3.9.6	Mini TUSD CUE Conference	5,000			Educator Effectiveness	TUSD teacher designed CUE conference for teachers.
3.9.7	Digital Teaching and Learning Resources	200,000			ESSER III	Digital tools to enhance in-person learning
3.9.8	AI Implementation Training and Pilot	50,000			Educator Effectiveness	Establish a team of teachers to learn and pilot effective uses of emerging AI technologies.

3.10 - Actions and Services: Provide Differentiation professional development and Differentiated programs for diverse learners with varied learning styles and needs.

#	Action/Service	2024-2025	2025-2026	2026-2027	Funding Source	Description
3.10.1	Differentiation TOSA (Title Change)	180,000			Supplemental	1 FTE to provide professional development for teachers to meet the needs of diverse learners with varied learning styles and needs, with a focus on the learning needs of Unduplicated pupils. Work to expand the GATE identification of Undupicated Pupils
3.10.2	Professional Development	30,000			Base	Differentiated Instruction/Lesson Study grades 3-8
3.10.3	Student testing	37,000			Base	Grades 3-5, including mailing, scoring and clerical
3.10.4	Workshops and teacher training	21,000			Base	Professional development and conferences
3.10.5	Materials and supplies	5,000			Base	Program materials and supplies, including mileage
3.10.6	GATE Parent Conference	15,000			Base	Workshops to support parents of GATE and advanced students
3.10.7	Accelerated, Honors and Advanced Placement Teacher Training	(See Action 2.4)			Site Supplemental	Professional Development for Accelerated, Honors and Advanced Placement teachers to provide identification, access and support for underrepresented student groups in high level coursework and pathways.

3.11 - Actions and Services: Provide PD to support instructional assistants and special education paraeducators.

#	Action/Service	2024-2025	2025-2026	2026-2027	Funding Source	Description
3.11.1	Paraeducator Additional Days of Professional Development for Paraeducators in Summer 2024	150,000	N/A	N/A	AB86 Paraeducator Set Aside Educator Effectivness	Provide paraeducator professional development in areas of accelerated learning opportunities, reengagement strategies, and effective intervention strategies. Funding expires after August 2024 professional development days.
3.11.2	Expanded Learning Opportunities Program (ELOP) IA Training.	40,000			ELOP	Provide summer and during-year training for IAs who are hired to work in ELOP

3.12 - Actions and Services: Promote Diversity, Equity and Inclusion (DEI) vision and core values and professional development plan that support the well-being,

sense of belonging, and socio-emotional health of all students. Promote high levels of learning and support for growth for all students, with a focus on narrowing achievement gaps and increasing underrepresented student enrollment in the highest level courses.						
#	**Action/Service**	**2024-2025**	**2025-2026**	**2026-2027**	**Funding Source**	**Description**
3.12.1	Administrator and Teacher-Leader PD on DEI	20,000			Ethnic Studies Implementation Grant	Administrator and teacher training to develop core DEI values and cultural awareness.
3.12.2	Administrator and Teacher PD on Culturally Relevant Teaching and Learning	20,000			Educator Effectiveness	Teacher Training to promote use of learning materials reflective of our students' diversity, student choice in reading selections, and supporting multi-cultural perspectives in instruction and learning
3.12.3	Instructional Materials to support Culturally Relevant Teaching and Learning	50,000			Supplemental	Provide culturally diverse literature and materials to teacher teams implementing CRTL instructional strategies to better reflect the diversity of our Unduplicated students.

3.13 - Actions and Services: Develop an on-going recruitment process to attract highly qualified teachers to TUSD						
#	**Action/Service**	**2024-2025**	**2025-2026**	**2026-2027**	**Funding Source**	**Description**
3.13.1	Recruitment Fair costs	1,500			Base	Enhance existing relationships with Universities including expanding participation in college connections and career fairs including the continued use of cloud-based peer to peer software platforms such as Zoom.
3.13.2	Expand hiring pool	None			N/A	Include Intern and student teacher candidates when possible and use of other advertising platforms such as Handshake to advertise within and outside of CA. including Historically Black Colleges and Universities
3.13.3	EdJoin Membership	3,600			Base	Allows for broader recruitment and application process.
3.13.4	Interview Panels	3,500			Base	Substitute costs to ensure strong interview panel availability
3.13.5	Start hiring process for hard to fill anticipated openings in SPED, Math and Science in March/Apri	N/A			N/A	Initiate the recruitment and hiring process in hard to fill credentialed areas such as Special Education, Math and Science, earlier than previous years.

3.13.6	Expand Recruitment Process To Attract Staff Reflective of Diversity of Student Body	N/A			N/A	Seek high quality staff reflective of the diversity of our student body.

3.14 - Actions and Services: Provide induction programs to develop and retain all teachers

#	Action/Service	2024-2025	2025-2026	2026-2027	Funding Source	Description
3.14.1	Induction Staff	750,000			Base	Induction staff to serve induction and credentialing needs of new teachers.
3.14.2	Program Specialists	None			Base	SPED Program Specialists will provide support for new Special Education teachers
3.14.3	Other Certificated Staff	46,000			Base	Part time coaches, advisory board, presenters, and substitutes
3.14.4	Contracted Services	50,000			Base	Ed Specialist, Accreditation and Cluster dues
3.14.5	Torrance Teacher Institute	90,000			Base	Provide week-long support for all new teachers prior to the start of the school year.
3.14.6	Induction program support	152,000			Base	Textbooks/print-shop resources, supplies, equipment, mileage and conferences
3.14.7	Site-Based New Teacher Supports/Trainings	(See Action 2.4)			Site Supplemental	Support and ongoing development of new and continuing teachers in the PLC and RTI processes.
3.14.8	Teacher Residency TOSA	160,000			Teacher Residency Grant w/Alder University	Provide professional development and teacher support as in-resident teachers develop instructional skills and complete their teaching credentials.
3.14.9	Teacher Residency Program	125,000 100,000			Base Base	Provide $5,000 for up to 25 Teacher Residency participants for tuition and living expenses for 24-25 Provide a stipend and related costs for up to 25 mentor teachers to support teacher residents.

3.15 - Actions and Services: Maintain a staff of properly credentialed teachers, administrators and support staff.

#	Action/Service	2024-2025	2025-2026	2026-2027	Funding Source	Description
3.15.1	Certificated Staff	107,980,000			Base	Total cost of certificated salaries
3.15.2	Classified Staff	25,200,000			Base	Total cost of classified salaries

3.15.3	Certificated and Classified Benefits	46,930,000			Base	Total cost of certificated and classified benefits

3.16 - Actions and Services: Provide professional development and instructional support to TK teachers.

#	Action/Service	2024-2025	2025-2026	2026-2027	Funding Source	Description
3.16.1	Early Childhood Resource Teacher	180,000			Supplemental	Provide professional development to TK teachers to support the learning of Unduplicated students in their first experiences in TK.

Goal 4: Provide a school environment which establishes physical safety, cultivates emotional security, and facilitates responsible decision making where students feel connected and engaged in school.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline 2023 Dashboard	Year 1 Outcome 2024 Dashboard	Year 2 Outcome 2025 Dashboard	Year 3 Outcome 2026 Dashboard	Desired Outcome 2026 Dashboard
Attendance Rate	94.63% 22-23 Rate 95.88% YTD Rate (through Jan 2024)				96.5% Attain and maintain pre-covid attendance levels
Suspension Rate	1.8%				Maintain 2% or less
Expulsion Rate	.06%				Maintain .1% or less
Chronic Absenteeism	14%				Attain and maintain 5% or less
Chronic Absenteeism - Hispanic (Red)	21.4% Red				Attain and maintain 5% or less
Chronic Absenteeism - Socioeconomically Disadvantaged (Red)	22.2% Red				Attain and maintain 5% or less
Chronic Absenteeism - Pacific Islander (Red)	28.8% Red				Attain and maintain 5% or less
Chronic Absenteeism - Students with Disabilities (Red)	24.7% Red				Attain and maintain 5% or less
High School Dropout Rate	0.6%				Maintain 1.0% or less

Local Indicator - Overall Satisfaction Rate on School Climate Survey	77%				Attain and maintain 80% or greater
Percent of Schools with facilities in good repair	100%				Maintain 100%

4.1 - Actions and Services: TUSD will provide direct social-emotional support for students.

#	Action/Service	2024-2025	2025-2026	2026-2027	Funding Source	Description
4.1.1	Additional Elementary Counselor Support	550,000 500,000			District Student Achievement Supplemental	Additional counseling time for sites to provide full time counseling at each elementary school to support Tier 1 social-emotional support to support learning for Unduplicated students.
4.1.2	Middle School Counselors	(See Action 3.15)			Base	Continued social-emotional counseling for grades 6-8.
4.1.3	High School Counselors	(See Action 3.15)			Base	Continued social-emotional counseling for grades 9-12
4.1.4	HS Site-based socio-emotional counseling services	450,000 200,000 200,000			District Student Achievement Supplemental Site Supplemental	Provide a 2.0 FTE socio-emotional counselor at each high school, and .6 FTE at Shery high school (8.6 FTE Total)
4.1.5	MS Site-based socio-emotional counseling services	600,000 200,000			District Student Achievement Supplemental	Provide 1.0 FTE of socio-emotional support at each middle school (8.0 FTE Total)
4.1.6	Second Step SEL Curriculum	55,000			Title IV Supplemental	Provide Second Step SEL Curriculum licenses for K-8 schools

4.2 - Actions and Services: 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.

#	Action/Service	2024-2025	2025-2026	2026-2027	Funding Source	Description
4.2.1	Matriculation Articulation	(See Action 2.4)			Site Supplemental Student Achievement Site Title I LRBG	Host welcome night and visits for students and families (site funded)

					Local Donations	
4.2.2	Orientation	(See Action 2.4)			Site Supplemental Student Achievement Site Title I LRBG Local Donations	Sites host incoming K, 6th and 9th grade summer orientations
4.2.3	Special Education Transition	None			N/A	TAP transition nights for special education students (and parents) transitioning from Pre-school to K, and Elementary to Middle.
4.2.4	Back to School Kickoff	(See Action 2.4)			Site Supplemental Student Achievement Site Title I LRBG Local Donations	Host back to school Kickoff day (site funded)
4.2.5	Club Orientation	(See Action 2.4)			Site Supplemental Student Achievement Site Title I Local Donations	Provide orientation time for students to become familiar with and join clubs on campus (site funded)
4.2.6	Character Education	(See Action 4.3)			Site Supplemental Student Achievement Site Title I Local Donations	Provide character education and anti-bullying activities, programs, and assemblies for grades K-5.
4.2.7	Student Belonging/Support Curriculum	0			N/A	Utilize the Sandy Hook Promise programs Start With Hello Assemblies, in addition to site-based programs.
4.2.8	Summer Enrichment and Engagement Opportunities	330,000			LRBG	Provide site-based summer enrichment opportunities for students to connect to their school and peers via common interests
4.2.9	Middle School Intramurals	50,000			LRBG	Provide middle school intramural opportunities for students to connect to their schools and peers via common athletic interests

4.3 - Actions and Services: Expand Multi-Tiered System of Support (MTSS) program						
#	**Action/Service**	**2024-2025**	**2025-2026**	**2026-2027**	**Funding Source**	**Description**
4.3.1	Director of Student Services	140,000			Base	1.0 FTE (36% Supp)

	and Family Welcome and Enrollment Center	80,000			Supplemental	
4.3.2	Positive School Culture	(See Action 2.4)			Site Supplemental	Utilizing results of student surveys and site data, provide on-going PD, including character education, PBIS, anti-bullying, restorative justice and restorative practices, drug education for students and parents, and trauma-informed practices.
4.3.3	Behavior/classroom management training	(See Action 2.4)			Site Supplemental	Provide PD ensuring culturally responsive practices.
4.3.4	PBIS on-going Support	(See Action 2.3, 2.4)			Site Title I, Site Supplemental	Additional site-based PBIS support, including release time for collaboration and planning as needed (site specific).
4.3.5	PBIS	30,000			Supplemental	Continued training, targeted assistance and SWIS licensing.
4.3.6	Secondary PD on Restorative Practices	0			N/A	Secondary Expansion of Behavioral Interventions including dean, AP, school psych and law enforcement
4.3.7	LACOE Workshops	2,500			Supplemental	Discipline, attendance, and student support trainings
4.3.8	Social-Emotional Intervention and Curriculum	(See Action 2.4)			Site Supplemental	Expand system of tiered levels of social-emotional supports and interventions. Align and consolidate social emotional tiers with tiered levels of academic and behavioral supports into TUSD's MTSS
4.3.9	Chronic Absenteeism Intervention	(See Action 2.4)			Site Supplemental	Implement site-based intervention programs to reduce chronic absenteeism among Unduplicated student subgroups. Provide an Attendance Toolkit so that schools have access to consistent supports, attendance intervention strategies and parent communication resources.
4.3.10	Alternative to Suspension Intervention	(See Action 2.4)			Site Supplemental	Implement site-based alternatives to suspension at middle and high school.

4.4 - Actions and Services: TUSD provides family and student support services for homeless, foster youth and low income students by evaluating and responding to their individual needs.

#	Action/Service	2024-2025	2025-2026	2026-2027	Funding Source	Description

4.4.1	Coordinator of Family and Community Engagement	200,000			Supplemental	Coordinator provides daily & ongoing technical assistance and consultation to FWEC, school sites and staff on Homeless and Foster student enrollment, rights/regulations, strategies and resources to ensure federal, state and district policies are being followed.
4.4.2	McKinney-Vento Assistance	10,000			Title 1	Coordinator facilitates access to district or community resources to meet student needs including access to transportation, educational materials, and behavioral health.
4.4.3	Supplemental Unduplicated support for McKinney-Vento and Foster Youth	10,000			Supplemental	Early intervention parent engagement Targeted transition groups Parent workshops,educational materials and resources
4.4.4	Sub contract for Mental Health Intern Supervision	25,000			Supplemental	Subcontract for supervision of additional mental health interns to provide general mental health services to students districtwide with a focus on homeless, foster and low income youth.
4.4.5	Licensed Clinical Social Workers	750,000			Local Funds and Grants	Mental Health support for students, families and schools. 7 LCSWs - 1 existing, 1 from Community Schools Grant, 1 from Homeless Grant, 4 (1 per quadrant) from other anticipated grants and local funding
4.4.6	Transportation for Foster Youth from District of Residence	50,000			Base	Through the ESSA School of Origin MOU with LACOE, TUSD will split costs with DCFS to transport students to School of Origin from the District of Residence.

4.5 - Actions and Services: The district will utilize alternative educational programs to increase student success, attendance and reduce dropouts.

#	Action/Service	2024-2025	2025-2026	2026-2027	Funding Source	Description
4.5.1	Shery	(See Action 3.15)			Base	Staffing to provide alternative education programs.
4.5.2	DCDS	(See Action 3.15)			Base	Staffing to provide alternative education programs.
4.5.3	Independent Study	(See Action			Base	Staffing to provide alternative education

		3.15)				programs.
4.5.4	Home Based Independent Study (HBIS)	(See Action 3.15)			Base	Provide HBIS options to parents
4.5.5	Home Hospital	(See Action 3.15)			Base	Staffing to provide alternative education programs.
4.5.6	Short Term Home Hospital and Independent Study Services	0	0	0	N/A	Develop district protocols for students to receive short term home hospital and independent study instructional service, to improve student performance and reduce chronic absenteeism for students with medical needs..

4.6- Actions and Services: 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

#	Action/Service	2024-2025	2025-2026	2026-2027	Funding Source	Description
4.6.1	Coordinator of Counseling and Mental Health	100,000 100,000			Mental Health Grant Supplemental	Coordinate mental health, social-emotional, psychological and counseling services, with a focus on supporting Unduplicated pupils.
4.6.2	Suicide Prevention	6,500			Title IV	Continue to train K-12 staff, including coaches, in Suicide Prevention, warning signs, and risk factors. Continue parent/family engagement. Signs of Suicide service
4.6.3	Threat Assessment	0			N/A	Train Mental Health support staff in Threat Assessment Procedures. Continue to train K-12 staff, including coaches, in Threat Assessment procedures.
4.6.4	Crisis Intervention PD	0			N/A	Ongoing training of Crisis Team in the PREPaRE model to ensure TUSD has a trained and effective Crisis Team.
4.6.5	On-Line Mental Health Referral System for Staff and Families	24,000			TUPE	Subscription to CareSolace, an on-line referral system that provides vetted mental health resources for families with a variety of health insurance coverages.
4.6.6	Building Bridges Mental Health Referral System	0			N/A	Strengthen Building Bridges Project referral system that links students and families with community based agencies through improved coordination within student services, with district counselors, therapists and behavioral health clinicians.

4.6.7	Mental Health Interns	0			N/A	Expand and enhance intern program that includes Masters of Social Work, Marriage and Family Therapy School Counselor, and School Psychology interns that provide social-emotional support to students and school sites
4.6.8	Counselor PD	20,000			Educator Effectiveness Supplemental	Under the direction of Coordinator of Mental Health and Counseling, provide PD opportunities for counseling staff to better serve our highest risk low income, English Learner, foster youth and homeless students. Provide training in LACOE ASCA cohort academy.
4.6.9	TISE Training	4,000			Educator Effectiveness Supplemental	Professional Development days for new hires and ongoing development for trauma informed practices, provide sub coverage for new hires to attend PD on trauma informed practices, individual licenses for trauma informed programs, Support for Teachers Affected by Trauma (STAT) and counseling curriculum

4.7 - Actions and Services: Provide a secure and safe environment through controlled access points, visible security guards, gates surveillance, PA system, etc.

#	Action/Service	2024-2025	2025-2026	2026-2027	Funding Source	Description
4.7.1	Campus Security	(See Action 3.15)			Base	School site security staff
4.7.2	Student Supervision Staffing and PD	(See Action 2.4)			Site Supplemental, Other Site Funding	Provide staffing and training for student supervision aides and other support staff.

4.8 - Actions and Services: 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.

#	Action/Service	2024-2025	2025-2026	2026-2027	Funding Source	Description
4.8.1	Trainings and Professional Development	0			N/A	Review and amend our School Safety Plans annually to ensure safety of all students and staff in case of emergency. Provide training for campus security personnel and other staff on threat assessment and social media awareness.

4.9 - Actions and Services:. The district will expand food services including nutritional guidance, beyond the bell services, and continued communication focused on our low income pupils.

#	Action/Service	2024-2025	2025-2026	2026-2027	Funding Source	Description
4.9.1	Nutrition	0			Base	Provide healthy options (salad bars and fresh fruit and vegetables at sites.Educate students about

						nutrition.
4.9.2	Free and Reduced Breakfast and school lunch programs	N/A			Federal and State Funding	Provide additional options (breakfast) for Title 1 elementary and all middle and high school students and all K-12 sites for lunch
4.9.4	Healthy Ever After	0			N/A	In partnership with Torrance Memorial Medical Center, Nutritional Services assists elementary sites with program roll out.
4.9.5	Ensure quality of meals	0			N/A	Student taste testing of new products, vendor outreach for to seek better products
4.9.6	Summer Lunch Program	0			Federal and State Funding	TUSD will provide a summer lunch program for students.

4.10 - Actions and Services: Ensure facilities are in good repair and properly maintained as environments conducive to learning.

#	Action/Service	2024-2025	2025-2026	2026-2027	Funding Source	Description
4.10.1	Maintenance and Operations	15,000,000			Base	Ongoing operational costs for maintenance, operations and transportation.

Goal 5: **Improve student and parent outreach across TUSD and all school sites to be inclusive of consistent communication especially for significant and underperforming subgroups, by providing further opportunities where students and parents can contribute and benefit.**

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline 2023 Dashboard	Year 1 Outcome 2024 Dashboard	Year 2 Outcome 2025 Dashboard	Year 3 Outcome 2026 Dashboard	Desired Outcome 2026 Dashboard
Parent Engagement Local Indicator	Parent and Family Self-Reflection Tool 4.17 avg				Attain and maintain 4.5 Average
Student Engagement Indicators (School Climate Survey)	Inclusion - 81.5% Welcoming - 82%				Attain and maintain 90% Inclusion and Welcoming

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

#	Action/Service	2024-2025	2025-2026	2026-2027	Funding Source	Description
5.1.1	Public Information Officer	160,000			Base	Public Information Officer to provide clear, consistent communication to parents and community.
5.1.2	Parent Training and Access to PowerSchool - Parent Connect	(See Goal 3.9)			Base	Student Information System, including Parent education and Parent Portal access.
5.1.3	Parent Training and Access to Learning Management System - Schoology	(See Goal 3.9)			Base	Implement Schoology Learning Management System
5.1.4	Site to Parent Communication	(See Action 2.4)			Site Supplemental	Site specific activities will be determined by the Single Plan for Student Achievement.
5.1.5	District and Site Website improvements to increase parent use, access and effectiveness.	124,000			Base	Continue to refine/improve website functionality for district and all schools' websites. Comprehensive district calendar including updates, announcements with links to school websites easily accessible. Translations for all schools requiring >15% translation services, utilization to increase communication with and participation of EL parents.

5.1.6	PeachJar Flyer Software	0			N/A	Implement ADA-compliant online flyer service for all schools and parents. Includes translation templates for flyers. Includes a feature for outside groups (PTA, Little League, AYSO, Girl Scouts, etc. to be able to post approved flyers)

5.2 - Actions and Services: 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.

#	Action/Service	2024-2025	2025-2026	2026-2027	Funding Source	Description
5.2.1	Parent Outreach	0			N/A	FWEC Twitter (@tusdfwec), supplemental appointment time, translations for parents, TUSD South Bay Families Connected Website & events
5.2.2	FWEC Staffing	320,000 320,000			Base Supplemental	6.0 FTE
5.2.3	IEP Support for FWEC and incoming students	50,000			Supplemental	.2 FTE
5.2.4	TUSD South Bay Families Connected Website & events	10,000			Supplemental	Family Welcome and Enrollment Center (FWEC) staff promote and communicate involvement and engagement opportunities during enrollment such as and Parent Workshops, translation services, PTA, district conferences and community partner events or resources including online access, FWEC staff target outreach efforts for low income, foster, and homeless students and families. Develop ability to provide online training(webinars, etc) in order to improve accessibility to all parents
5.2.5	Nutrition services parent communication	0			N/A	Communicate district wellness efforts including one page summaries, newsletters, application workshops and site communication (ie back to school night demos for elementary sites)
5.2.6	District Wellness Week	4,000			Supplemental	Districtwide community initiative to promote family/community engagement, and wellness through district/ community resources, activites, etc.

5.3 - Actions and Services: Provide guidance for individual sites to provide parent education opportunities that align with Unduplicated 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.

#	Action/Service	2024-2025	2025-2026	2026-2027	Funding Source	Description
5.3.1	Linked to Learning	(See Action 2.4)			Site Supplemental	Site specific activities will be determined by the Single Plan for Student Achievement and funded from the site Student Achievement funding.
5.3.2	Parent Engagement Training	3,000			Supplemental	Parent engagement training for school site staff, teams and/or trainer of trainers
5.3.3	TAP Education	1,000			Base	District-wide and area-wide parent education for parents supporting students with special needs.
5.3.4	GATE Conference	(See Action 3.10)			Base	Parent conference to provide GATE students and parents with ideas for supporting gifted learners.

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

#	Action/Service	2024-2025	2025-2026	2026-2027	Funding Source	Description
5.4.1	LCAP Advisory	0			N/A	Ensures representation from Gen Ed, EL, Foster Youth, Homeless and Low Income. Approves LCAP draft prior to School Board adoption.
5.4.2	DELMAC	0			N/A	Ensure site participation from a variety of language groups
5.4.3	Title 1 Advisory	0			N/A	Ensure all Title 1 schools represented
5.4.4	TAP Advisory	0			N/A	Initiate a special education parent advisory committee to assist Coordinators with TAP topics and issues
5.4.5	District Wellness Committee	0			N/A	Director of Nutrition Services will recruit parent representatives for wellness input.
5.4.6	District Communication Committee (DCC)	0			N/A	Parent communication committee to provide input on scope and effectiveness of district and school communication. Has a representative from every school.
5.4.7	School Site Councils, ELMACs and PTAs	0			N/A	Ensure site-based parent feedback opportunities

5.5 - Actions and Services: Provide parent education for EL families including the development of resources to parents on ways to support their children at home.

#	Action/Service	2024-2025	2025-2026	2026-2027	Funding Source	Description
5.5.1	Department Staff Assistant	(See Action 2.3)			Supplemental	Provide bi-lingual staff assistant for Language Assessment Center
5.5.2	Staffing for Parent Education	(See Action 2.3)			Supplemental	Provide Parent Education Opportunities
5.5.3	District Translators for school and district documents, and events/activities	280,000			Supplemental	Translation staff for Japanese, Korean & Spanish languages (3.0 FTE)
5.5.4	EL Parent Conference	5,000			Supplemental	Provide annual conference for parents of EL students.
5.5.5	Summer Soar Program	10,000 10,000 15,000			Title I Supplemental ELOP	Support summer reading programs for Unduplicated students

5.6 - Actions and Services: Provide parent education, including parent education for Low Income, Foster Youth and Homeless families.

#	Action/Service	2024-2025	2025-2026	2026-2027	Funding Source	Description
5.6.1	Coordinator of Family and Community Engagement	(See Goal 4.4)			Supplemental	Provide support, outreach and parent education to Low Income, Foster Youth and Homeless Families
5.6.2	Title 1 Parent Advisory	0			N/A	Title I Parent Advisory group to provide feedback on services to low-income/at-risk students.
5.6.3	Staffing for Parent Education	(See Action 2.4)			Site Supplemental	Costs accounted for in Goal 2 Pupil Outcomes
5.6.4	Parent Educaton Videos, Recordings	0			N/A	Provide a repository of parent information meetings and presentations that can be viewed by parents unable to attend original meeting.
5.6.5	Provide Additional Parent Education Opportunities	0			N/A	Provide additional parent education opportunities, particularly in areas like

						Elem-MS-HS Transitions, College-Career Readiness, UC A-G/CSU/CCCs, College Fairs, FAFSA, New Parent Orientations, and Involvement Opportunities

Goal 6: As a result of CSI and ATSI identification, implement actions to remedy the low performance for specific school subgroups in order for schools to exit CSI or ATSI status.

#	Action/Service	2024-2025	2025-2026	2026-2027	Funding Source	Description
6.1	Improve Grad Rate for All Students at Shery High School	174,382			Comprehensive School Improvement Grant (CSI)	Shery - Provide college and career readiness opportunities to motivate students to graduate. Provide additional academic support to ensure all students complete their graduation coursework. Provide additional counseling support for students at risk of not graduating.
6.2	Improve the ELA and Math performance of Students with Disabilities at Hull Middle School	10,000			Educator Effectiveness, Learning Recovery	Hull - Students with Disabilities Provide teacher PD on effective instruction and intervention strategies for Students with Disabilities for ELA, Math and SAI teachers. Provide additional academic support outside of the school day in ELA and Math for Students with Disabilities
6.3	Provide attendance intervention supports for student groups with Very High Chronic Absenteeism	4,000			Learning Recovery	Carr - Students with Disabilities TE - 2+ Races Wood - Students with Disabilities Hull - Students with Disabilities