

Executive Summary
Local Control Accountability Plan (LCAP)
June 2016

I. Introduction:

The Local Control Accountability Plan (LCAP) is mandated by the state as a requirement for the new funding system for public schools, the Local Control Funding Formula (LCFF). The LCFF is intended to give an equitable and flexible funding system to California school districts by eliminating categorical funds and assigning dollars into three grants: Base, Supplemental, and Concentration. Each school district receives a similar per student base grant apportionment. Base grant funding is awarded based on student average daily attendance (ADA) by grade span.

For the 2016-2017 school year, it is anticipated that TUSD will receive approximately \$181,000,000 in LCFF Base funding. LCFF Supplemental Grant funding is estimated at \$11,958,000 for 2016-2017. The Supplemental Grant funding represents an increase in funding from the previous year as represented by \$9,851,000 for 2015-2016 to \$11,958,000; an increase of nearly \$2,107,000 for the targeted student population. The total LCFF funding for TUSD is \$192,958,000 for 2016-2017.

The additional Supplemental Grant is based on the number of unduplicated socioeconomically disadvantaged, English learners (ELs), and foster youth students in a school district. School districts serving students in high-poverty, under-resourced communities will therefore receive more Supplemental Grant dollars. Supplemental Grant funding can provide up to an additional 20% of the base funding. The TUSD will receive Supplemental Grant dollars.

The Torrance Unified School District (TUSD) educates nearly 24,000 students in Transitional Kindergarten through twelfth grade. Of our student population, 29% are socioeconomically disadvantaged, 16% are ELs, and 99 students are designated as foster youth. Approximately 37% are unduplicated students. Since our number of unduplicated students does not exceed 55%, TUSD will not receive a Concentration Grant. The Concentration Grant provides an additional funding of 50% of the Base Grant for school districts with 55% of their unduplicated students who are EL, foster youth, or socioeconomically disadvantaged.

II. LCAP

The state has indicated dollars received through the Supplemental and Concentration Grants must be spent to increase and improve services for students identified as EL, foster youth or low income. School districts have the local control to decide which services to provide and how to implement those services.

Tied to the LCFF is an accountability measure, the LCAP. Within the LCAP, a school district must align goals to the state priorities, set targets for improvement, and connect dollars to district goals.

The state legislature established eight priority areas to be addressed in the LCAP:

- Conditions of Learning:

- Basic Services
- Implementation of California Common Core State Standards (CCCCS)
- Course Access
- Student Outcomes:
 - Student Achievement
 - Other Student Outcomes
- Engagement:
 - Parent Involvement
 - Student Engagement
 - School Climate

The LCAP is divided into three sections as described below.

Section 1:

The state legislature mandated requirements for stakeholder engagement in the LCAP building process. Our stakeholder engagement is detailed in Section 1 of the LCAP. It is through the engagement of stakeholder representatives and review of District data on student performance, that a need profile was developed for each state priority area.

As stated in the LCAP, the stakeholder involvement process generated several themes that assisted in the development of the identified needs and goals for each LCAP state priority.

- Retaining and developing teachers and administrators.
- Effective and sustainable professional development for teachers and administrators.
- High student achievement in all grade levels.
- Comprehensive student interventions and supports.
- Increased collaboration and communication with parents.

Section 2

Section 2 of the LCAP consists of numerous key parts combined into one section. The need profile is detailed in Section 2 of the LCAP. Section 2 is the “vision” and “mission” of the District to support all students, in particular our high-needs students. This section describes annual goals and expected actual progress toward meeting goals. Specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric, must be included. Additionally, Section 2 provides the details on how the district is going to attain the vision set forth in Section 2 for each priority area.

Further, Section 2 identifies annual actions to be performed to meet the goals, and describes the expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups, as well as represent what TUSD will do for all students.

Section 2 specifies “pupils served” by the annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income,

English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient. In this section, all Supplemental Grant fund expenditures must be provided.

Finally, Section 2 provides evidence of the review of TUSD's previous year's LCAP implementation referred to as the "Annual Update." The Annual Update is a review of the progress toward district goals and the actions/services and expenditures implemented in the 2015-2016 school year. In the template for the Annual Update LEA's input the information from the 2015-2016 LCAP as found in the final LACOE approved LCAP, as well as indicates what their actual outcomes, actions/services and expenditures were for the year. Additionally, the LEA will summarize any planned changes for each goal based on the review of past progress.

Section 3

Section 3A and 3B provide brief narrative explanations or summaries of the details listed in Sections 1 and 2.

The LCAP is a three-year plan that will be updated annually based on student outcomes and stakeholder input. The LCAP section that would see the most future revisions would be Section 2 as we work to implement, evaluate, and further develop our services.

III. Next Steps

TUSD staff presented the LCAP for review and comment to stakeholders. Appropriate changes were made to the draft LCAP in preparation for a public hearing at the June 20, 2016 Board of Education meeting. If there is any need to make applicable changes from the public hearing or from the Board, those changes will be reflected in the final draft of the LCAP on June 29, 2016. The Board of Education authorized the LCAP on June 27, 2016 and the plan was submitted to the Los Angeles County Office of Education on June 28, 2016.