# LOCAL CONTROL & ACCOUNTABILITY PLAN

**(Summarized Version - goals, actions and metrics)**

***Torrance Unified School District***

***2024-27***

***Approved June, 2024***

***Approved June, 2025***

***Approved June, 2026***

**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 | 67%<br>-1% | 68.3%<br>+1.3% | | 71.2% Proficient<br><br>Increase of 1% per year |
| % of Students Reading at Grade Level by the end of 2nd Grade (iReady EOY Assessment) | 2nd Grade EOY 75% | 73%<br>-2% | 73%<br>+0% | | 2nd Grade EOY 84%<br><br>Increase of 3% per year |
| Math CAASPP (Grades 3-8, 11) | 59.2% Met/Exceeded | 60%<br>+1% | 61.5%<br>+1.5% | | 63.7%<br><br>Increase of 1.5% per year |
| % of 7th Graders Meeting or Exceeding Standard in Math | 56.3% Met/Exceeded | 56% | 60%<br>+4% | | 62.3% Met/Exceeded<br><br>Increase of 2% per year |
| Graduation Rate | 95.6% | 96.2%<br>+.6% | 97%<br>+.8% | | Maintain > 95% |
| Grad Rate: Students with Disabilities (Red) | 76.9% | 80.3%<br>+3.4%<br>Green | 86%<br>+5.8%<br>Green | | 82.9%<br>Increase 2% per year |
| UC A-G Completion Rate | 66.4% | 66.5%<br>+.1% | 66.6%<br>+.1% | | 70.9%<br><br>Increase of 1.5% per year |
| College and Career Indicator (CCI) | 66.6% Prepared | 68.3%<br>+1.6% | 73.4%<br>+5.1% | | 71.1%<br><br>Increase of 1.5% per year |

| | | | | | |
|---|---|---|---|---|---|
| Advanced Placement Participation | 2209 Students Tested<br>3339 Exams Passed<br>4394 Exams Given | 2272 Students Tested<br>3850 Exams Passed<br>4755 Exams Given | 2291 Students Tested (+19)<br>4143 Exams Passed (+293)<br>4817 Exams Given (+62) | | Annual increases in Students Tested, Exams Passed, Exams Given |
| California Science Test | 49.0% Met/Exceeded | 51%<br>+2% | 52%<br>+1% | | 53.5%<br>Increases of 1.5% per year |
| CTE Pathway Completion | 15.4% | 19.9%<br>+4.5% | 18.4%<br>-1.5% | | 19.9%<br>Increases of 1.5% per year |
| Local Indicator - Percent of students with sufficient materials | 100% | 100% | 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 | None | 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 | 800,000 | 850,000 | 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) | (See Action 2.4) | (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 | None | 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 | 230,000 | 220,000 | 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 | 100,000 | 120,000 | 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 | None | 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 | None | 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) | (See Action 2.4) | (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<br><br>5,500,000 | Replenish AB288 Math<br><br>5,500,000 | Replenish AB288 250,000<br><br>0 | Base<br><br>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. Math adoption pushed to 25-26 due to delay in SBE textbook approval process. |
| 1.3.2 | Textbook Selection Committee | (See 1.3.1 Above) | (See 1.3.1 Above) | (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) | (See Action 2.4) | (See Action 2.4) | Site Supplemental Site Title I Site Student Achievement | School and classroom instructional materials, school and classroom technology to meet Unduplicated student learning needs |

**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) | (See Action 2.4) | (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<br>PreACT 26,000 | PSAT 26,000<br>PreACT 26,000 | PSAT 27,000<br>PreACT 27,000 | Supplemental<br>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.<br><br>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.<br><br>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 College/Career Readiness Plan in MS/HS | 85,000 | 90,000 | 123,000 | 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 | 2,500 | 2,500 | UC Completion Grant | Utilize the Clearinghouse College Tracker to gather college-going data for our graduates. |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | Supplemental | |
| 1.4.5 | College and Career Coordinator | 180,000 | 190,000 | 210,000 | 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 | 265,000 | 275,000 | 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 Readiniess. |
| 1.4.7 | Increased Middle School Counselors | 110,000 | 115,000 | 125,000 | 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 | 550,000 | 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. |
| 1.4.9 | Curiosity to Career | N/A | N/A | 200,000 | Supplemental | Establish a career exploration program and innovation maker space in order to improve UC a-g and CCI completion among Unduplicated Pupils |

**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 | 180,000 | 190,000 | 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 | 195,000 | 205,000 | 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<br>967,000 | 132,000<br>972,820 | 128,000<br>945,000 | Perkins<br>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. Explore additional career paths/trades relevant to today's technology. |
| 1.5.4 | Increase collaboration with business, industry, labor, postsecondary and community | None | None | 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 | 800,000 | 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 | None | None | None | 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 | See Action | See Action | Supplemental | Provide consistent physical education |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | 1.1.2 | 1.1.2 | | 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 | Provide Grade 5-9 Math Acceleration Opportunities for Unduplicated Pupils | (See Action 2.2.15) | (See Action 2.2.15) | (See Action 2.2.15) | N/A | Identification of underrepresented students in accelerated math pathways and teacher supported opportunities for acceleration in mathematics. Focus on expanding enrollment opportunities for Unduplicated Students. |
| 1.7.2 | Middle School Acceleration | 800,000 | 800,000 | 800,000 | Base | Additional sections provided to high schools for middle school students to take high school classes. Focus on expanding enrollment opportunities for Unduplicated Students. |
| 1.7.3 | Transportation | 50,000 | 50,000 | 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<br><br>200,000 | 0<br><br>200,000 | 0<br><br>200,000 | District Student Achievement<br><br>Supplemental | 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. Begin the process of planning for middle school dual language as the first group of DLI students arrive in middle school in 27-28 |

**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<br><br>0 | 0<br><br>250,000 | 0<br><br>250,000 | District Student Achievement<br><br>Supplemental | 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 | 2,900,000 | 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 | 300,000<br><br>Remaining expiring balance | 0 | 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 year olds district-wide | 4,000,000 | 5,000,000 | 5,000,000 | Base | In accordance with AB 130, the eligibility window 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 | None | 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<br>2023 Dashboard | Year 1 Outcome<br>2024 Dashboard | Year 2 Outcome<br>2025 Dashboard | Year 3 Outcome<br>2026 Dashboard | Desired Outcome<br>2026 Dashboard |
|---|---|---|---|---|---|
| ELA Dashboard (Grades 3-8, 11) | 40.8 Pts Above Standard<br>Green | 39.2 Pts Above Standard<br>-1.6 pts<br>Green | 43.1 Pts Abov Standard<br>+3.9 pts<br>Green | | 43.8 Pts Above Standard<br><br>Increase of 1 point per year |
| ELA Dashboard (Grades 3-8, 11) - Foster Youth (Red) | 121.6 Pts Below Standard (Red) | 108.7 Pts Below Standard<br>+12.9 Pts<br>Orange | 40.9 Pts Below Standard<br>+67.9 Pts<br>Yellow | | 91.6 Pts Below Standard<br><br>Increase of 10 pts per year |
| Math Dashboard (Grades 3-8, 11) | 18.6 Pts Above Standard<br>Green | 21.7 Pts Above Standard<br>+3.1 Pts<br>Green | 26 Pts Above Standard<br>+4.3 Pts<br>Green | | 24.6 Pts Above Standard<br><br>Increase of 2 points per year |
| Math Dashboard (Grades 3-8, 11) - Foster Youth | N/A | 167.2 Pts Below Standard (Baseline)<br>Red | 84.7 Pts Below Standard<br>+82.4 Pts<br>Yellow | | 147.2 Pts Below Standard<br><br>Increase of 10 pts per year |
| CAST Science Dashboard (Grades 5, 8, HS) | N/A | 2.4 Pts Below Standard (Baseline)<br>No Performance Color | 63.3 Science Points<br>+1 Pt<br>Green | | 10.4 Pts Abve Standard<br><br>Increase of 4 pts per year |
| English Learner Progress | 59.2% Making Progress<br>Green | 56.5% Making Progress<br>-2.7%<br>Yellow | 59.8% Making Progress<br>+3.3%<br>Green | | 65% Making Progress<br><br>Reach and maintain Very High plateau (65%) |
| EL Reclassification | 10.2% | 10.5% | 10.7% | | 12%<br><br>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 | None | None | N/A | Site determined “no new teaching time” - Tier 2 Intervention |
| 2.1.2 | Elementary RTI collaboration time | 650,000 | 650,000 | 700,000 | 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) | (See Action 2.4) | (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) | (See Action 2.4) | (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 | 250,000 | 265,000 | 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<br><br><br><br>150,000 | 2,000,000<br>550,000<br><br><br>150,000 | 2,000,000<br>650,000<br><br><br>150,000 | Supplemental<br>ELOP<br><br><br>Title I | 24-25: 8.0 FTE (.5 per 16 Elementary Schools) to review, revise,and implement best practices for elementary support including PLC time.<br>25-26: Increase to 17 FTE (1.0 FTE per 17 elementary schools)<br>Provide an additional .5 FTE Intervention at 2 highest need Elementary Schools. |
| 2.2.3 | HS Intervention APs | 800,000 | 840,000 | 880,000 | 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 | 200,000 | 250,000 | 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 | 250,000 | 250,000 | LRBG<br><br>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 | 735,000 | 750,000 | 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 | 2,000,000 | 2,200,000 | LRBG | Provide a full time intervention at each of the 17 elementary schools |
| 2.2.7a | Profide individualized, targeted intervention and social-emotional support for each Foster Youth | 0 | 0 | 0 | N/A | Ensure that each intervention teacher and counselor are focused on the individual needs of each Foster Youth in their school |
| 2.2.8 | Middle School Intervention | 540,000 | 565,000 | 590.000 | LRBG | Provide .5 FTE intervention staffing at each of the 8 middle schools |
| 2.2.8a | Profide individualized, targeted intervention and social-emotional support for each Foster Youth | 0 | 0 | 0 | N/A | Ensure that each intervention teacher and counselor are focused on the individual needs of each Foster Youth in their school |
| 2.2.9 | Tier 3 Elementary Reading Intervention | 900,000<br>0 | 950,000<br>0 | 800,000<br>200,000 | Title I<br>Supplemental | 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 | 200,000 | 225,000 | 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 | 500,000 | 600,000 | ELOP | Summer Learning Academy for Unduplicated pupils performing below grade level. |
| 2.2.12 | Elementary Intervention Leadership | 120,000 | 130,000 | 140,000 | 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 Interventions | 600,000 | 600,000 | 600,000 | LRBG | Provide in-school and extended school day academic and socio-emotional supports for |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | (See Action 2.4) | (See Action 2.4) | (See Action 2.4) | Site Supplemental | students. |
| 2.2.14 | Expanded Learning Opportunities Program | 7,500,000 | 6,800,000 | 7,300,000 | 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 | 300,000 | 300,000<br>0 | LRBG<br>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<br>200,000 | 840,000<br>210,000 | 875,000<br>210,000 | Supplemental<br>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 | 250,000 | 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 | 345,000 | 360,000 | 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) | (See Action 2.4) | (See Action 2.4) | Site Supplemental | Provide intervention support classes to support students. Identify AI or Language tools to support speaking and listening skills in English outside of the classroom. |
| 2.3.5 | Newcomer Academy | 0<br>100,000 | 0<br>100,000 | 0<br>100,000 | Title III Imm<br>ELOP | Summer support for new EL students.<br>25-26 Shift funding to ELOP if Title III is reduced or eliminated |
| 2.3.6 | Dual Immersion Language Programs | See Action 1.8 | See Action 1.8 | See Action 1.8 | District Student Achievement | Provide Dual Language Immersion program to increase English fluency for EL students. Explore opportunities for DLI students to engage in target language use via outside of school day events, activities, and after school programming. |

**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 Allocations | 3,725,000 | 4,000,000 | 4,000,000 | 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 | 50,000 | 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<br>200,000 | 200,000<br>200,000 | 200,000<br>200,000 | LRBG<br>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) | (See Action 2.4) | (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 | 600,000 | 400,000 | Educator Effectiveness Block Grant<br>Supplemental | Provide Summer Professional Development to support improved learning for Unduplicated students. |
| 2.4.6 | Diagnostic and Intervention Tool for ELA and Mathematics | 500,000 | 600,000 | 600,000 | 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% | 100% | | 100% |
| Percent of teachers with ELD Authorization | 100% | 100% | 100% | | 100% |
| Filling all Open Positions | 100% | 100% | 100% | | 100% |
| Local Indicator: Implementation of Standards - PLC Driven Response to 4 Essential PLC Questions | Met | Met | 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<br>Principal Reports<br>CFA Data Collection Documents | 100% | 100% | | 100% |
| Percent of teachers who participate in summer or in-year PD who follow up with implementation/debrief cycle | 50% | 75% | 75% | | 100% |
| Percent of summer or PD offerings rated as 4 or 5 on participant survey for effectiveness and implementation | 95% Effective<br><br>60% Implementation | 95% Effective<br><br>75% Implementation | 95% Effective<br><br>75% Implementation | | 100% Effective<br><br>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 | 50,000 | 0<br>50,000 | Educator Effectiveness<br>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<br>0 | 30,000<br>0 | 0<br>30,000 | Educator Effectiveness<br>Suppplemental | Differentiated PD and coaching support |
| 3.1.3 | TOSA PD | 50,000<br>0 | 50,000<br>0 | 0<br>50,000 | Educator Effectiveness<br>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 | 1,500,000 | 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) | (See Action 2.4) | (See Action 2.4) | Site Supplemental | Administrator and Leadership Team led PD on sites |
| 3.1.6 | Outside Professional Development | (See Action 2.4) | (See Action 2.4) | (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 | None | 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 | None | 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) | (See Action 2.4) | (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) | (See Action 2.4) | (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 | 172,500<br><br>57,500 | 180,000<br><br>60,000 | 190,000<br><br>70,000 | Base (75%)<br><br>Supplemental (25%) | 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 | 190,000 | 200,000 | 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<br>180,000 | 190,000<br>190,000 | 200,000<br>200,000 | Title II<br>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 New Teacher Training | 50,000<br><br>0 | 50,000<br><br>0 | 0<br><br>30,000 | EEBG<br><br>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 New Teacher PD | 30,000 | 30,000 | 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, Secondary Literacy PD, | 150,000 | 150,000 | 130,000 | Supplemental | Literacy, reading and writing strategies support for school teams and teachers to provide |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | additional support for Unduplicated student learning. |

**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) | (See Action 2.3) | (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) | (See Action 2.4) | (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) | (See Action 2.4) | (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<br><br>0 | 75,000<br><br>0 | 0<br><br>20,000 | Educator Effectiveness<br><br>Supplemental | 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 | 190,000 | 200,000 | 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 Culturally Responsive Teaching and Learning. |
| 3.5.2 | Differentiated learning and instruction | 30,000 | 30,000 | 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 | 250,000 | 260,000 | 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<br>180,000 | 380,000<br>190,000 | 400,000<br>200,000 | Supplemental<br>Title II | 3.0 FTE to support K-12 Mathematics instruction and differentiation for Unduplicated students. |
| 3.6.3 | Elementary New Teacher PD | 40,000 | 40,000 | 30,000 | Supplemental | Four days of Signature CGI training for all new teachers to address instructional and differentiation needs for Unduplicated students |
| 3.6.4 | Secondary New Teacher PD | 40,000 | 40,000 | 30,000 | 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 | 30,000 | 130,000 | 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 | See Action 2.2.15 | See Action 2.2.15 | See Action 2.2.15 | LRBG | Provide professional development for acceleration opportunities for underrepresented students into accelerated and Honors/AP math courses |
| 3.6.7 | Math Learning Lab | 70,000 | 70,000 | 0 | 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 | 380,000 | 400,000 | 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 | 30,000 | 130,000 | 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 | 38,000 | 40,000 | Title IV | Supplemental Curriculum to provide well-rounded learning opportunities for our high need special education population. |
| 3.8.2 | Multi-genda Meetings | None | None | None | N/A | Provide monthly multi-agenda meetings and additional trainings performed by TUSD Sped team. |
| 3.8.3 | Inclusion PD | 20,000<br>0 | 20,000<br>0 | 0<br>20,000 | Educator Effectiveness<br>Supplemental | Provide professional development that supports the full inclusion of all appropriate pupils into general education classroom settings with typical peers, with a focus on the additional needs of Unduplicated pupils, who represent a greater % of the special education population than the general education population |

| **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 TOSAs | 360,000<br>180,000 | 380,000<br>190,000 | 400,000<br>200,000 | Base<br>Supplemental | 3.0 FTE Technology TOSAs |
| 3.9.2 | Student Information System - Power School | 220,000 | 240,000 | 250,000 | Base | Student Information System |
| 3.9.3 | Learning Management System - Schoology | 130,000 | 140,000 | 150,000 | 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 | 0 | 0 | 0 | Title IV | Provide professional development in Effective Use of Technology |
| 3.9.5 | Site Based Professional Development | (See Action 2.4) | (See Action 2.4) | (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<br><br>0 | 5,000<br><br>0 | 0<br><br>5,000 | EEBG<br><br>Title IV | TUSD teacher designed CUE conference for teachers. |
| 3.9.7 | Digital Teaching and Learning Resources | 200,000 | (See Action 2.4.3) | (See Action 2.4.3) | ESSER III LRBG | Digital tools to enhance in-person learning |
| 3.9.8 | AI Implementation Training and Pilot | 50,000 | 50,000 | 0 | 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 | 180,000 | 190,000 | 200,000 | 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 | 30,000 | 30,000 | Base | Differentiated Instruction/Lesson Study grades 3-8 |
| 3.10.3 | Student testing | 37,000 | 37,000 | 37,000 | Base | Grades 3-5, including mailing, scoring and clerical |
| 3.10.4 | Workshops and teacher training | 21,000 | 21,000 | 21,000 | Base | Professional development and conferences |
| 3.10.5 | Materials and supplies | 5,000 | 5,000 | 5,000 | Base | Program materials and supplies, including mileage |
| 3.10.6 | GATE Parent Conference | 15,000 | 15,000 | 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) | (See Action 2.4) | (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/IA Additional Days of Professional Development on Student Free Days | 150,000<br><br>0 | 0<br><br>150,000 | 0<br><br>0 | AB86 Paraeducator Set Aside<br><br>Educator Effectivness | Provide paraeducator professional development in areas of accelerated learning opportunities, reengagement strategies, and effective intervention strategies on the two student free days. Funding expires after June 2026 |
| 3.11.2 | Expanded Learning Opportunities Program (ELOP) IA Training. | 40,000 | Incorporated into ELOP budget | Incorporated into ELOP budget | ELOP | Provide summer and during-year training for IAs who are hired to work in ELOP |
| 3.11.3 | Provide additional voluntary Summer PD for paraeducators/IAs as well as onboarding training of new paraeducators/IAs | N/A | 75,000 | 0 | Educator Effectiveness | Provide additional optional PD in Summer 2025. Provide onboarding PD for new paraeducators/IAs in Summer 2025, or in-year (no cost), as needed. Funding expires after June 2026. |

**3.12 - Actions and Services:** Promote Culturally Responsive Teaching and Learning (CRTL) 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 Development of Ethnic Studies Pathways and Curriculum | 20,000 | 20,000 | 20,000 | Ethnic Studies Implementation Grant | Administrator and teacher training to develop Ethnic Studies pathways and curriculum. |
| 3.12.2 | Administrator and Teacher PD on Culturally Relevant Teaching and Learning | 20,000<br><br>0 | 20,000<br><br>0 | 0<br><br>10,000 | Educator Effectiveness<br><br>Supplemental | 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 in order to meet the needs of Unduplicated Pupils |
| 3.12.3 | Instructional Materials to support Culturally Relevant Teaching and Learning | 50,000 | 50,000 | 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 | 1,500 | 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 | None | 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 | 3,600 | 3,600 | Base | Allows for broader recruitment and application process. |
| 3.13.4 | Interview Panels | 3,500 | 3,500 | 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 | 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 | 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 | 780,000 | 780,000<br>200,000 | Base<br>Supplemental | Induction staff to serve induction and credentialing needs of new teachers. Induction Lead to ensure the learning needs of Unduplicted pupils are being incorporated into all induction content, tranings and teacher expectations. |
| 3.14.2 | Program Specialists | None | None | None | Base | SPED Program Specialists will provide support for new Special Education teachers |
| 3.14.3 | Other Certificated Staff | 46,000 | 46,000 | 46,000 | Base | Part time coaches, advisory board, presenters, and substitutes |
| 3.14.4 | Contracted Services | 50,000 | 50,000 | 50,000 | Base | Ed Specialist, Accreditation and Cluster dues |
| 3.14.5 | Torrance Teacher Institute | 90,000 | 90,000 | 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 | 152,000 | 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) | (See Action 2.4) | (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 | 170,000 | 180,000 | Teacher Residency Grant | 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<br>100,000 | 125,000<br>100,000 | 125,000<br>100,000 | Base<br>Base | Provide $5,000 for up to 25 Teacher Residency participants for tuition and living expenses for 24-25<br>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 | 111,056,000 | | Base | Total cost of certificated salaries |
| 3.15.2 | Classified Staff | 25,200,000 | 27,804,000 | | Base | Total cost of classified salaries |
| 3.15.3 | Certificated and Classified Benefits | 46,930,000 | 50,912,000 | | 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 TOSA | 180,000 | 190,000 | See Action 2.2.9 | Supplemental | Provide professional development to TK teachers to support the learning of Unduplicated students in their first experiences in TK. Expand duties to include TK-2 literacy needs. |

**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<br>2023 Dashboard | Year 1 Outcome<br>2024 Dashboard | Year 2 Outcome<br>2025 Dashboard | Year 3 Outcome<br>2026 Dashboard | Desired Outcome<br>2026 Dashboard |
|---|---|---|---|---|---|
| Attendance Rate | 94.63%<br>22-23 Rate | 95.83%<br>23-24 Rate | 94.72%<br>24-25 Rate | | 96.5%<br><br>Attain and maintain pre-covid attendance levels |
| Suspension Rate | 1.8% | 1.2%<br>-.6%<br>Green | 1.4%<br>+.2%<br>Green | | Maintain 2% or less |
| Expulsion Rate | .06% | .03% | .05% | | Maintain .1% or less |
| Chronic Absenteeism | 14% | 8%<br>-6%<br>Green | 8.6%<br>+.6%<br>Orange | | Attain and maintain 5% or less |
| Chronic Absenteeism - Hispanic (Red) | 21.4%<br>Red | 13%<br>-8.4%<br>Yellow | 13.7%<br>+.6%<br>Orange | | Attain and maintain 5% or less |
| Chronic Absenteeism - Socioeconomically Disadvantaged (Red) | 22.2%<br>Red | 13.7%<br>-8.5%<br>Yellow | 14.9%<br>+1.2%<br>Orange | | Attain and maintain 5% or less |
| Chronic Absenteeism - Pacific Islander | 28.8%<br>Red | 20.9%<br>-7.9%<br>Orange | 24.6%<br>+3.7%<br>Red | | Attain and maintain 5% or less |

| | | | | | |
|---|---|---|---|---|---|
| (Red) | | | | | |
| Chronic Absenteeism - Students with Disabilities (Red) | 24.7%<br>Red | 14.2%<br>-10.5%<br>Yellow | 16.4%<br>+1.2%<br>Orange | | Attain and maintain 5% or less |
| High School Dropout Rate | 0.6% | 0.7% | .8% | | Maintain 1.0% or less |
| Local Indicator - Overall Satisfaction Rate on School Climate Survey | 77% | 78% | 81% | | Attain and maintain 80% or greater |
| Percent of Schools with facilities in good repair | 100% | 100% | 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<br>500,000 | 575,000<br>525,000 | 575,000<br>525,000 | District Student Achievement<br>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) | (See Action 3.15) | (See Action 3.15) | Base | Continued social-emotional counseling for grades 6-8. |
| 4.1.3 | High School Counselors | (See Action 3.15) | (See Action 3.15) | (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<br>200,000<br>200,000 | 450,000<br>200,000<br>200,000 | 450,000<br>200,000<br>200,000 | District Student Achievement<br>Supplemental<br>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<br>200,000 | 600,000<br>200,000 | 600,000<br>200,000 | District Student Achievement<br>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 | 55,000 | 35,000<br>40,000 | Title IV Supplemental | Provide Second Step SEL Curriculum licenses for K-8 schools |
| 4.1.7 | Profide individualized, targeted intervention and social-emotional support for Foster Youth | N/A | N/A | N/A | N/A | Ensure that each intervention teacher and counselor are focused on the individual needs of each Foster Youth in their school |

**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) | (See Action 2.4) | (See Action 2.4) | Site Supplemental Student Achievement Site Title I LRBG Local Donations | Host welcome night and visits for students and families (site funded) |
| 4.2.2 | Orientation | (See Action 2.4) | (See Action 2.4) | (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 | None | 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) | (See Action 2.4) | (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) | (See Action 2.4) | (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) | (See Action 4.3) | (See Action 2.4) | Site Supplemental Student | Provide character education and anti-bullying activities, programs, and assemblies for grades K-5. |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | Achievement Site Title I Local Donations | |
| 4.2.7 | Student Belonging/Support Curriculum | 0 | 0 | 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 | 330,000 | 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 | 50,000 | 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 and Family Welcome and Enrollment Center | 140,000<br>80,000 | 140,000<br>80,000 | 170,000<br>94,000 | Base<br>Supplemental | 1.0 FTE (36% Supp) |
| 4.3.2 | Positive School Culture | (See Action 2.4) | (See Action 2.4) | (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) | (See Action 2.4) | (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) | (See Action 2.3, 2.4) | (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 | 30,000 | 30,000 | Supplemental | Continued training, targeted assistance and SWIS licensing. |
| 4.3.6 | Secondary PD on Restorative Practices | 0 | 0 | 0 | N/A | Secondary Expansion of Behavioral Interventions including dean, AP, school psych and law enforcement |
| 4.3.7 | LACOE Workshops | 2,500 | 2,500 | 2,500 | Supplemental | Discipline, attendance, and student support trainings |
| 4.3.8 | Social-Emotional Intervention and Curriculum | (See Action 2.4) | (See Action 2.4) | (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) | (See Action 2.4) | (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) | (See Action 2.4) | (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 | 200,000 | 220,000 | 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. FY in Red/Orange/No Indicator - Provide additional outreach and coordination of services to FY families and schools to ensure that each Foster Youth is receiving maximimun academic and social emotional services at school, as well as maximizing FY family communication and access to available community resources and post-graduate resources for FY. Monitor progress of all FY in TUSD and intervene where needed. |
| 4.4.2 | McKinney-Vento Assistance | 10,000 | 10,000 | 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 | 10,000 | 10,000 | Supplemental | Early intervention parent engagement Targeted transition groups Parent workshops,educational materials and resources. Ensure that all FY and Homeless |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | students are accessing all available on- and off-campus resources. |
| 4.4.4 | Sub contract for Mental Health Intern Supervision | 25,000 | 25,000 | 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, and maximizing access to school and community supports and resources.. |
| 4.4.5 | Licensed Clinical Social Workers | 750,000 | 750,000 | 750,000 | Local Funds and Grants | Mental Health support for students, families and schools.<br>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 | 50,000 | 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. Ensure that all FY and Homeless students receive Metro Bus pass. |

**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) | (See Action 3.15) | (See Action 3.15) | Base | Staffing to provide alternative education programs. |
| 4.5.2 | DCDS | (See Action 3.15) | (See Action 3.15) | (See Action 3.15) | Base | Staffing to provide alternative education programs. |
| 4.5.3 | Independent Study | (See Action 3.15) | (See Action 3.15) | (See Action 3.15) | Base | Staffing to provide alternative education programs. |
| 4.5.4 | Home Based Independent Study (HBIS) | (See Action 3.15) | (See Action 3.15) | (See Action 3.15) | Base | Provide HBIS options to parents |
| 4.5.5 | Home Hospital | (See Action 3.15) | (See Action 3.15) | (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<br>100,000 | 100,000<br>100,000 | 110,000<br>110,000 | Mental Health Grant<br>Supplemental | Coordinate mental health, social-emotional, psychological and counseling services, with a focus on supporting Unduplicated pupils. |
| 4.6.2 | Suicide Prevention | 6,500 | 6,500 | 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 | 0 | 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 | 0 | 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 | 24,000 | 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 | 0 | 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 | 0 | 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 | 20,000 | 20,000 | Educator Effectiveness<br>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 | 4,000 | 4,000 | Educator Effectiveness<br><br>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) | (See Action 3.15) | (See Action 3.15) | Base | School site security staff |
| 4.7.2 | Student Supervision Staffing and PD | (See Action 2.4) | (See Action 2.4) | (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 | 0 | 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 | 0 | 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 | N/A | 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 | 0 | 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 | 0 | 0 | N/A | Student taste testing of new products, vendor outreach for  to seek better products |
| 4.9.6 | Summer Lunch Program | 0 | 0 | 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 | 15,000,000 | 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 | Parent and Family Self-Reflection Tool 4.42 avg | Parent and Family Self-Reflection Tool 4.42 avg | | Attain and maintain 4.5 Average |
| Student Engagement Indicators (School Climate Survey) | Inclusion - 81.5% Welcoming - 82% | Inclusion - 81% Welcoming - 81% | Inclusion: 87% Welcoming: 84% | | 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 | 180,000 | 180,000 | 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) | (See Goal 3.9) | (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) | (See Goal 3.9) | (See Goal 3.9) | Base | Implement Schoology Learning Management System |
| 5.1.4 | Site to Parent Communication | (See Action 2.4) | (See Action 2.4) | (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 | 124,000 | 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. |

**5.2 - 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 | 0 | 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<br>320,000 | 320,000<br>320,000 | 340,000<br>340,000 | Base<br>Supplemental | 6.0 FTE |
| 5.2.3 | IEP Support for FWEC and incoming students | 50,000 | 50,000 | 50,000 | Supplemental | .2 FTE |
| 5.2.4 | TUSD South Bay Families Connected Website & events | 10,000 | 10,000 | 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,<br>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 | 0 | 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 | 4,000 | 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) | (See Action 2.4) | (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 | 3,000 | 3,000 | Supplemental | Parent engagement training for school site staff, teams and/or trainer of trainers |
| 5.3.3 | TAP Education | 1,000 | 1,000 | 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) | (See Action 3.10) | (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 | 0 | 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 | 0 | 0 | N/A | Ensure site participation from a variety of language groups. Explore ways to increase connections with and between English Learner Parents in order increase ELMAC and DELMAC participation. |
| 5.4.3 | Title 1 Advisory | 0 | 0 | 0 | N/A | Ensure all Title 1 schools represented |
| 5.4.4 | TAP Advisory | 0 | 0 | 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 | 0 | 0 | N/A | Director of Nutrition Services will recruit parent representatives for wellness input. |
| 5.4.6 | District Communication Committee (DCC) Renamed Superintendent's Advisory Council | 0 | 0 | 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 | 0 | 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) | (See Action 2.3) | (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) | (See Action 2.3) | (See Action 2.3) | Supplemental | Provide Parent Education Opportunities |
| 5.5.3 | District Translators for school and district documents, and events/activities | 280,000 | 280,000 | 300,000 | Supplemental | Translation staff for Japanese, Korean & Spanish languages (3.0 FTE) |
| 5.5.4 | EL Parent Conference | 5,000 | 5,000 | 5,000 | Supplemental | Provide annual conference for parents of EL students. |
| 5.5.5 | Summer Soar Program | 10,000<br>10,000<br>15,000 | 10,000<br>10,000<br>15,000 | 10,000<br>10,000<br>15,000 | Title I<br>Supplemental<br>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) | (See Goal 4.4) | (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 | 0 | 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) | (See Action 2.4) | (See Action 2.4) | Site Supplemental | Costs accounted for in Goal 2 Pupil Outcomes |
| 5.6.4 | Parent Educaton Videos, Recordings | 0 | 0 | 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 | 0 | 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 |

**Old 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.[Discontinued after 25-26, exited all CSI, TSI, ATSI]

| # | 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 | Exited CSI<br><br>10,000 | 0<br><br>Exited TSI | CSI<br><br>Supplemental | Exited all CSI, TSI. 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 | Exited ATSI | 0 | Educator Effectiveness, Learning Recovery | All Schools exited ATSI<br><br>Provide teacher PD on effective instruction and intervention strategies for Students with Disabilities for ELA, Math and SAI teachers.<br><br>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 | Exited ATSI | 0 | Learning Recovery | Carr - Students with Disabilities<br>TE - 2+ Races<br>Wood - Students with Disabilities<br>Hull - Students with Disabilities |

**New Goal 6 (26-27):** As a result of having a student mobility rate greater than 25% and a Socioeconomically Disadvantaged population greater than 70%, Shery Continuation School has qualified for a 26-27 Equity Multiplier Grant. Based on analysis of greatest need, Shery will focus on improving the ELA performance of Hispanic and Low Income students, the Math performance of Hispanic, Low Income and English Learners, the Grad Rate of All Students, Hispanic and Low Income students, and the Chronic Absenteeism of all students. The actions and services will be repeated over a 3-year implementation timeline.

**EXPECTED ANNUAL MEASURABLE OUTCOMES**

| Metrics/Indicators | Baseline<br>2023 Dashboard | Year 1 Outcome<br>2024 Dashboard | Year 2 Outcome<br>2025 Dashboard<br>(BASELINE) | Year 3 Outcome<br>2026 Dashboard | Desired Outcome<br>2026 Dashboard |
|---|---|---|---|---|---|
| ELA CAASPP | | | Hispanic - 158.5 pts below standard | | Improve by 58.5 pts to 100 pts below standad |

| | | | | | |
|---|---|---|---|---|---|
| | | | Low Income - 153.5 pts below standard | | Improve by 53.5 pts to 100 pts below standard |
| MATH CAASPP | | | Hispanic - 231.9 pts below standard<br><br>Low Income - 228.1 pts below standard<br><br>English Learners - 269.6 pts below standard | | Improve by 81.9 pts to 150 pts below standad<br><br>Improve by 78.1 pts to 150 pts below standard<br><br>Improve by 69.6 pts to 200 pts below standard |
| Chronic Absenteeism | | | Though not a dashboard metric for Sher Continution, based on internal metrics, Shery students mid-year 25-26 were on pace to be 75% Chronically Absent. | | End year < 50% Chronically Absent |
| Graduation Rate | | | All Students - 64%<br>Hispanic - 71.4%<br>Low Income - 66.7% | | 75%<br>75%<br>75% |

**6.1 - Actions and Services:** Improve ELA, Math, Chronic Absenteeism and Grad Rate utilizing Equity Multiplier Funding to supplement supports and services already in place at Shery High School

| # | Action/Service | 2024-2025 | 2025-2026 | 2026-2027 | Funding Source | Description |
|---|---|---|---|---|---|---|
| 6.1.1 | English Intervention Coursework | | | $2,500 | Equity Multiplier | Redesign and implement reading intervention curriculum designed to focus on reading and writing skills. Provide training to English intervention staff. |
| 6.1.2 | Math Intervention Push In Support | | | $2,500 | Equity Multiplier | Redefine expectations for push-in support to take advantage of co-teaching and engagement |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | | best practices in math. Provide training to push-in math support staff. |
| 6.1.3 | Extended School Day supports in English and Math | | | $10,000 | Equity Multiplier | An additional 150 hours of before/after school tutoring to supplement the 300 already being provided via LRBG. |
| 6.1.4 | High Achieving Skills Curriculum | | | $15,000 | Equity Multiplier | Provide high achieving skills curriculum to provide note taking, self-efficacy, self-advocacy, and goal setting skills that support improved attendance and achievement in school |
| 6.1.5 | SEL Curriculum and Support | | | $10,000 | Equity Multiplier | Provide training for teachers in Second Step/Trauma Informed curriculum in order to better support student social-emotional needs |
| 6.1.6 | Service Learning Curriculum | | | $15,000 | Equity Multiplier | Provide a service learning curriculum for students in order to better engage them in school, improve attendance, and connect them to the work world many will be entering after graduation from continuation high school |
| 6.1.7 | Attendance Intervention | | | $5,000 | Equity Multiplier | Provide individualized attendance monitoring, outreach and counseling to improve student attendance. |