

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Torrance Unified School District

CDS code:

19650600000000

Link to the LCAP:

(optional)

N/A

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)*

Title I, Part A; Title II, Part A; Title III, Part A; and Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

TUSD utilizes federal funds to supplement the five goals in the TUSD LCAP. LCFF Base funds are utilized to support the learning and achievement of all students. Additionally, LCFF Supplemental funds are utilized for actions and expenditures that support increased and improved services for unduplicated and underperforming student subgroups. Federal funds are utilized after LCFF funds as a means to further supplement the efforts to close the achievement gap in core subject areas, including English Language Arts, Math and Reading for all English Learners (EL), Homeless students, and Socio-economically disadvantaged (SED) students from low income households, and low-achieving students in Title I schools. TUSD's CA Dashboard data indicates an achievement gap for EL and Homeless students in their graduation rate. In addition, Homeless, Foster Youth, and SED students demonstrate a high rate of suspension. Finally, CA Dashboard data indicates an achievement gap for EL and Homeless students in their College Career Indicator.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

TUSD identifies all strategic academic plans through the development of the TUSD LCAP. By consulting administrators, teachers, parents, students and all advisory groups, the plan development process incorporates input from all stakeholders in TUSD. Federal funds are distributed in the allowable percentages in accordance with ESSA and Education Code regulations, including the distribution of Title I funds to the 12 TUSD Title I schools. Two committees, the Title I principals, and the Title I Parent Advisory committee, meet regularly to review data, compliance requirements and ultimately to review and adjust TUSD's district and school level Title I plans. Additionally, School Site Councils convene for the same purpose, multiple times each year to monitor and revise school level plans annually. Title III funds are utilized in alignment with TUSD's LCAP to further support English

Language acquisition and EL student achievement. The Title III planning process includes regular meetings of the TUSD District English Learner Multicultural Advisory Committee (DELMAC). TUSD administrators and staff, along with DELMAC, review EL student performance, and identify strategies to extend support within the TUSD LCAP to strategically utilize Title III funds to enhance EL student performance. Finally, Title II and IV funds are applied for extended professional development efforts to further improve the level of differentiated instruction for students in all classrooms. Title II and IV funds are aligned in their use to the TUSD LCAP to support administrator and teacher professional development.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 <i>(as applicable)</i>

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TUSD's policy and practice is to only hire highly qualified and properly credentialed teachers for all positions. Currently, 100% of TUSD teachers are properly credentialed and placed in assignments accordingly, including all TUSD Title I schools. Each fall, TUSD distributes a notification to all Title I school parents informing them of their rights to know the qualifications and credentials of their child's teachers. TUSD's Human Resources staff annually audits teacher credentialing to ensure that 100% of properly credentialed status is maintained.

TUSD only has to hire between 50-60 teachers per year, out of 1200 total teachers, and many new hires are already experienced, so the impact of inexperienced teachers at any school is minimal. Human Resources staff monitors inexperienced assignments and balances teacher assignments if hiring would result in a disproportionate number of low-income or minority students being taught by inexperienced teachers.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All 12 Title I schools annually review and distribute their Parent Involvement policy. Each school level policy is reviewed in the spring by their staff, parents and School Site Council (SSC), and is then distributed to all parents in the fall of each school year. Additionally, all Title I schools reserve and utilize at least 1% of their Title I funds for parent engagement events and activities, which are explicitly identified in their annually approved SPSA and budget plans. At the district level, TUSD employs a Director of State and Federal Programs who monitors the appropriateness of each school's Parent Involvement Policy, and approves all school SPSA's. Additionally, TUSD employs a full time district level Coordinator of Parent and Community Engagement who oversees all district and school level parent and family engagement activities and services. Parent involvement is aligned with the LCAP stakeholder engagement process through the participation of the Coordinator of Parent and Community Engagement in the LCAP development process and a parent survey that is sent to parent participants in school and district advisory groups that provide input and feedback for LCAP development. The parent outreach plan includes the development of parent engagement professional development and materials for school staff in order to educate teachers, support personnel, principals, etc. on how to reach out to, communicate with and work with parents as partners.

TUSD has a parent involvement policy that is board approved (BP 6020) and a parent outreach plan that is a working document developed by the Coordinator of Parent and Community Engagement from parent input districtwide. The coordinator developed the plan with feedback from parents who are a part of the title I parent advisory, a parent survey sent to parent advisory members, a survey sent to parents of homeless & foster students and feedback received at focus groups for foster and homeless students.

Various parent engagement strategies have been developed and implemented to provide assistance to the parents of children in the district to understand topics such as state academic standards, assessments, academic progress and achievement. TUSD has hosted parent workshops district wide and at individual school sites to support parent involvement and to support their children's academic success. Parent workshops have included materials and training to help parents work with their children to improve their children's achievement and to foster their involvement at the school and district level. TUSD also provides materials to parents at our Family Welcome Enrollment. In 2018-19, TUSD Title I schools began contracting with a parent education provider to provide a parent education program intended to teach parents how to support their students' learning and transitions, following level-appropriate (Elementary School, Middle School) parent education curriculum.

TUSD is working to coordinate and integrate parent involvement programs or activities with other Federal, State and local programs and preschool programs. For instance, the Coordinator of Parent and Community Engagement attends monthly Title I Parent Advisory meetings, provides materials and offers professional development to both district preschool programs and will be integrating the annual DELMAC conference with the district's annual parent/community wellness resource fair.

TUSD ensures that information for parents is available in languages that they understand by providing both written and verbal/in person translation services for district and school communication such as emails, letters, memos, newsletters, flyers, etc. The district also provides translation services as needed and requested by parents when they have school meetings, conferences or events in order to provide reasonable support for parental involvement. Information for parents including school reports are provided to parents upon request in a language they understand to provide opportunities for parent's informed participation and family members in activities such as parent conferences, IEP's, 504 meetings or others.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All 12 TUSD Title I schools operate as Schoolwide Programs (SWP), either due to qualification or due to Targeted Assistance School (TAS) waivers to operate as a SWP. At all schools, students are prioritized for support based upon CAASPP and other academic performance assessments and measurements in ELA, math and reading. Principals and teachers monitor student performance data annually, as well as throughout the school year during grade and subject level Professional Learning Community (PLC) time on a weekly basis. Academic supports and interventions occur both during and after school, and are established as actions and services in each SPSA. Typical actions provided at each Title I school include extended school day academic support in ELA, math and reading, additional guided reading instruction, reading recovery, and push-in and pull-out intervention supports.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The TUSD Coordinator of Parent and Family Engagement oversees all Homeless student support services. LCFF Supplemental funds are available to support allowable, basic student school supplies and resources, including clothing as needed. Transportation services and resources, as well as breakfast and lunch meals, are provided for all Homeless students. Title I funds are utilized to expand the availability of Homeless student resources at all TUSD schools, including homeless students at non-Title I schools. The Coordinator and other district staff work closely with parents, as well as school staff to ensure the seamless and continuous access to resources for all Homeless students.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TUSD supports the transitions between school levels for all students using LCFF Base funds by providing events at all schools that promote articulation, including all TK-12 schools. TUSD challenges all students to prepare for post-secondary options including college-readiness through UC/CSU a-g course program completion. Additionally, all students are encouraged to challenge themselves in rigorous honors and advanced placement courses through TUSD's open access course selection program. Finally, student transitions to the workforce are supported through career pathways course programming that includes Project Lead the Way, engineering, and other technical career-focused courses and CTE pathway completion.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TUSD does not allocate Title I funds for the purposes of gifted and talented student identification, but rather utilizes LCFF Base funding to support these efforts. Additionally, TUSD utilizes LCFF Base funds to support the development of school libraries, as well as digital literacy skills.

TUSD prepares an effective Title I plan that places the appropriate funding in all areas of required reservations. Additionally, Title I funds are reserved for other authorized purposes to provide strategic support to meet the needs of low-achieving students, as identified by stakeholder groups during the annual Title I plan analysis and revision process. The authorized reservations include alternative supports such as after-school professional tutoring services, teacher professional development, and reading intervention and support classes during the school day.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TUSD provides professional growth and development opportunities for all teachers and administrators. All new teachers participate in a two-year teacher induction program that provides them with pedagogical guidance as well as mentorship in their beginning years of teaching. All new administrators receive continuous support from mentor site administrators, as well as training and on-going support from district-level administrators. Continuing and veteran teachers and administrators participate in weekly professional learning communities (PLC's), as well as regular professional development opportunities provided by TUSD curriculum and instructional specialists, in the form of teacher and administrator workshops and training events. All teachers, site/district-level administrators, and teacher leaders are provided on-going opportunities to attend professional conferences as well as access to professional learning resources in print and digital form.

All teacher and administrator workshops include an end-of-event survey that provides data on its effectiveness, as well as insights or suggestions on future professional learning needs. Further data on student performance as it correlates to professional development participation is gathered and evaluated annually to determine future professional learning needs.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

TUSD currently does not have any schools identified for CSI and one middle school identified for ATSI for Students with Disabilities. The one ATSI middle school is not a Title I school, nor does it have a high percentage of students counted under Section 1124(c).

TUSD prioritizes Title II funds to provide additional professional development opportunities for all Title I schools, schools with dense populations of SED students, and schools with the largest achievement gaps among student subgroups as compared to TUSD district-wide achievement for all students and similar demographic subgroups.

For the one middle school in ATSI for Students with Disabilities, additional LCFF base funding has been allocated for the purpose of training middle school ELA and Math teachers in Inclusion, Differentiation and Scaffolding instructional strategies.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TUSD's professional development plan is generated with input from all stakeholders during the LCAP development and consultation process. Administrators provide input into the professional development plan during monthly meetings, and at their LCAP consultation sessions including an opportunity to contribute to the LCAP Annual Update which provides an analysis of the professional development activities and associated expenditures. Teachers and other staff contribute to the design process via the LCAP consultation meetings, as well as through weekly site PLC's. During site PLC's, teachers review common formative student assessment outcomes and use the data to guide future instruction, as well as to identify gaps in instructional practice that indicate professional development needs. Teachers focus their PLC processes on the four questions: what do students need to know, how will we know if they know it, what will we do if they don't know it, and what if they do know it. The on-going collaborative efforts on the outcomes related to these questions provide further data and indicators of future professional development needs.

Additionally, TUSD curriculum and instructional coaches track teacher participation in all required grade level and subject area trainings known as "signature practices." Each teacher training and workshop concludes with an exit survey that provides specific feedback and data relating to the effectiveness of the professional development as well as its positive impact on future classroom instruction for each teacher. Finally, school-based student performance data, including CAASPP, ELPAC and CA Dashboard data are used as indicators of future and on-going teacher and administrator professional development needs.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TUSD emphasizes the importance of effective implementation of standards by dedicating efforts and resources to teacher professional development. Utilizing funding from LCFF Base, LCFF Supplemental, and Title III funds, TUSD utilizes the expertise of more than a dozen teachers on special assignment as Resource Teachers to provide extensive training, workshops, and instructional coaching in the areas of ELA, ELD, math, reading, science, and social science. Additionally, the focus of steady and strategic progress in implementing standards extends to the school-based professional learning communities in which teams of teachers meet on a weekly basis to engage in efforts to build common curriculum while paying close attention to instructional impact as evidenced by common formative assessment results.

Lead teachers from each of the 30 TUSD schools attend monthly ELD lead teacher meetings in which they receive specific training on monitoring the language acquisition trajectory of all EL students at their schools. Additionally, the monthly lead teacher meetings include professional development on effective Integrated and Designated ELD instructional practices, as well as implementation strategies. Each summer, TUSD's four ELD Program Specialists conduct intensive multi-day workshops offering teachers with deeper learning opportunities in Integrated and Designated ELD practices. Additionally, ELD Program Specialists participate in monthly site administrator meetings, providing them with training on effective EL student language proficiency monitoring practices, as well as ways to support effective teaching practices at the classroom level. Finally, TUSD utilizes Title III funds to provide professional development and instructional coaching for integrated ELD focused instructional strategies in Language Arts, Math, Reading and Science, by employing two full time Resource Teacher/Instructional Coaches.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TUSD identifies all immigrant children in the spring of each school year, and invites them all to attend a three week summer learning opportunity known as the Newcomer Academy. The Newcomer Academy is an enhanced instructional opportunity in which students are provided with summer intensive reading and language instruction based upon the Jan Richardson Guided Reading instructional methodology. Utilizing Title III Immigrant funds, the summer intensive supports include low teacher to student classroom enrollment ratio's, as well as leveled reading books that are

appropriate for all ages and reading level needs. All immigrant children are eligible to attend, and are given an instructional plan that is appropriate for their individual reading level.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

To ensure all students can be successful, English learners are provided support until they become Fluent English Proficient (FEP). The instructional model in all TUSD classrooms for English learners (EL) is a program of Structured English Immersion (SEI). SEI is a program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. The program takes place in the regular classroom and/or support classes and includes Designated and Integrated English Language Development (ELD). Designated ELD means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English. Integrated ELD means instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specially designed academic instruction in English (SDAIE). The core Designated and Integrated learning opportunities are provided through LCFF funding, with Title III funding providing additional and extended Designated and Integrated learning opportunities.

All TUSD school sites provide high quality language instruction, and English Learners will receive opportunities to extend learning time beyond the regular school day, including additional support materials. In addition, English Learners will receive summer learning opportunities, including additional support materials. All school sites provide supplementary services as part of the language instruction program for EL students, including expanded learning strategies for EL students in Math, and other disciplines, including specific differentiation for supporting academic/content specific language. Additional supplemental resources are provided at all sites, including outreach in home languages to parents of English Learners on ways to best support their student at home.

To acquire a new language, a person must understand what is being heard or read. It is a process which takes time. It takes approximately two years to become proficient with basic, everyday communication of a new language; it takes five to seven years to become proficient at an academic level [Jim Cummins els.fis.edu/teachers/support/cumin.htm]. Participation in the Torrance Unified School District English learner program will maximize the student's academic success through Structure English Immersion (SEI). The major goals for the English Learner Program are to develop proficiency in the English language and to have access to the core curriculum. At the end of each school year, every EL student is re-evaluated to determine his or her English language ability. The student will continue in the program until reclassified to Fluent English Proficient.

In the 19-20 school year, TUSD will utilize Title III funds to support an EL Learning Lab, where teams of teachers of English learners from each of the 30 school will participate in professional development designed to allow teachers to observe and plan integrated and designated ELD instruction under the guidance of an experienced ELA teacher and ELD program specialist.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

TUSD is a multi-lingual district. It is committed to a strong academic curriculum for all students, including equal access to the core curriculum for English learners, which leads to grade promotion and a high school diploma. The instructional program for English learners consists of combinations of ELD, SDAIE, primary language support, and instruction that reinforces a positive self-image and promotes cross-cultural understanding.

Currently TUSD conducts monthly ELD Leadership meetings and collaboration with teacher representatives from all 30 schools to further review, reflect and strategize on formative EL student reading/language development, as well as summative performance data and its impact on the overall program and EL student supports. Schools are required to set goals for EL achievement in their Single Plan for Student Achievement (SPSA), and must report their progress to the district office, as well as to their School Site Council and ELMAC on a regular basis. In addition, each ELD Program Specialist is assigned a group of schools to oversee in terms of EL programs and achievement, and is expected for effective implementation of appropriate actions to support EL's.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All professional development efforts within TUSD's plan for utilization of Title IV funds will align with the activities associated with Title I, II and III. In addition, to support a well-rounded education for all TUSD students, art, music, foreign language and STEM teachers will be provided with professional development opportunities specific to the standards and instructional methodology appropriate for their subject area to best support differentiated student learning needs. Additional efforts to support college and career counseling and planning, as well as accelerated learning opportunities will be included in the services available through Title IV funds.

Analysis of CA Dashboard data in ELA and Math has determined that additional professional development be focused at the middle school level in ELA and Mathematics differentiation, scaffolding and intervention strategies.

TUSD has conducted an extensive needs assessment in relation to student health and safety as a result of the Positive Behavior Intervention Supports (PBIS) planning and design process at all school sites. School based PBIS leadership teams gather data utilizing student surveys and SWIS behavioral intervention record keeping that indicates a specific need for increased counseling and efforts to intervene in cases of developing social-emotional student crises. Title IV funds will be utilized to further the efforts to expand the availability of student PBIS supports, including additional training for all staff, and community outreach supports.

TUSD has a multi-year instructional technology plan that coincides with the emphasis on 21st century learning expectations. Title IV funds will be utilized to further support classroom instructional technology tools, including student devices and classroom interactive presentation technology, within the 15% limit, and on-going teacher technology professional development.