

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Today's Fresh Start Charter School (TFSCS) Inglewood is located in Los Angeles County. TFSCS serve Transitional Kindergarten through 8th grade students with a total enrollment of approximately 495. The charter's student population is approximately 94.75% of unduplicated pupils (Low Income pupils, English Learners, Foster Youth, or Redesignated fluent English proficient). TFSCS serves students belonging to the following subgroups; African American (47.68%), Latino (52%), economically disadvantaged (93.13%), and English Language Learners (34.34%).

TFSCS' vision is to ensure excellence in teaching and learning so that each student will participate responsibly in a diverse and changing world, preparing students to become lifelong learners. In support of the vision, TFSCS' mission is to teach each child individually and personally to improve student progress in academic, social, and emotional development. TFSCS is committed to implementing an academically stimulating learning environment with challenging curriculum in a safe and nurturing environment in which students, staff, families, and community members participate and contribute to our mission.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The key features of this year's LCAP include increased technology (with the addition of a Technology Director) and ongoing professional development for teachers with an emphasis on the subject areas of mathematics and English language arts which includes instructional coaching for teachers. Careful attention has been given to local assessments as a means of providing teachers with interim data to inform instruction and improve student outcomes.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Based on a review of The California School Dashboard, LCAP goals, local assessments, and stakeholder input TFSCS is most proud of the following:

ACADEMIC

Comparisons from the CAASPP 2015-2016 and 2016-2017 (2017-2018 not available) shows progress within sub-groups as follows:

English Learners-English Language Arts/Literacy

- 4th grade cohort (2015)/5th grade students in 2017-Maintained the percentage of students at "Exceeds", 13.39% increase in students at "Met", 15.17% decrease in students at "Not Met".

Black or African-Language Arts/Literacy

- 4th grade cohort (2016)/5th grade students in 2017-9% decrease in students at "Nearly Met" with the % of students at "Not Met" maintained.

Hispanic or Latino-ELA/Literacy

- 3rd grade cohort (2016)/4th grade students in 2017-2.38% increase in students at "Exceeds", and a 4.67% decrease of students at "Not Met".
- 4th grade cohort (2016)/5th grade students in 2017-1.14% increase in students at "Exceeds", 16.57% increase in students at "Met", .47% decrease in students at "Nearly Met", and a 14.29% decrease in students at "Not Met".

English Learners-Mathematics

- 4th grade cohort (2016)/5th grade students in 2017-6.48% decrease in students at "Not Met".

Black or African-Mathematics

- 3rd grade cohort (2016)/4th grade students in 2017-2.7% increase in students at "Exceeds" and a 9.16% decrease in students at "Not Met".

NWEA (MAP)-LOCAL ASSESSMENT

READING

ALL STUDENTS

- 26.54% of K-2nd grade students achieved the "High Average" or "High" performance levels as measured by the Spring NWEA (MAP) reading assessment.
- 40.10% of K-2nd grade students advanced 1 or more performance levels as measured by the Fall and Spring NWEA (MAP) reading assessments.
- 20.04% of 3rd-8th grade students achieved the "High Average" or "High" performance levels as measured by the Spring NWEA (MAP) reading assessment.
- 29.74% of 3rd-8th grade students advanced 1 or more performance levels as measured by the Fall and Spring NWEA (MAP) reading assessments.

BLACK/AFRICAN-AMERICAN

- 38.80% of K-2nd grade Black/African-American students advanced 1 or more performance levels as measured by the Fall and Spring NWEA (MAP) reading assessments.
- 29.85% of 2nd grade Black/African-American students achieved the "High Average" or "High" performance levels as measured by the Spring NWEA (MAP) reading assessment.
- 26.4% of Black/African-American students advanced 1 or more performance levels as measured by the Fall and Spring NWEA (MAP) reading assessments.

HISPANIC/LATINO

- 34.73% of K-2nd grade Hispanic/Latino students advanced 1 or more performance levels as measured by the Fall and Spring NWEA (MAP) reading assessments.
- 27.08% of 3rd-8th grade Hispanic/Latino students advanced 1 or more performance levels as measured by the Fall and Spring NWEA (MAP) reading assessments.

ENGLISH LEARNERS

- 39.06% of K-2nd grade English Learner students advanced 1 or more performance levels as measured by the Fall and Spring NWEA (MAP) reading assessments.
- 25.71% of 3rd-8th grade English Learner students advanced 1 or more performance levels as measured by the Fall and Spring NWEA (MAP) reading assessments.

LANGUAGE

ALL STUDENTS

- 33.82% of 2nd grade students achieved the "High Average" or "High" performance levels as measured by the Spring NWEA (MAP) language assessment.

- 30.88% of 2nd grade students advanced 1 or more performance levels as measured by the Fall and Spring NWEA (MAP) language assessments.
- 22.60% of 3rd-8th grade students achieved the "High Average" or "High" performance levels as measured by the Spring NWEA (MAP) language assessment.
- 29.72% of 3rd-8th grade students advanced 1 or more performance levels as measured by the Fall and Spring NWEA (MAP) language assessments.

BLACK/AFRICAN

- 25.80% of 2nd grade Black/African-American students advanced 1 or more performance levels as measured by the Fall and Spring NWEA (MAP) language assessments.

HISPANIC/LATINO

- 35.13% of 2nd grade Hispanic/Latino students advanced 1 or more performance levels as measured by the Fall and Spring NWEA (MAP) language assessments.
- 37.83% of 2nd grade Hispanic/Latino students achieved the "High Average" or "High" performance levels as measured by the Spring NWEA (MAP) language assessment.
- 24.63% of 3rd-8th grade Hispanic/Latino students advanced 1 or more performance levels as measured by the Fall and Spring NWEA (MAP) language assessments.
- 26.08% of 2nd grade Hispanic/Latino students achieved the "High Average" or "High" performance levels as measured by the Spring NWEA (MAP) language assessment.

ENGLISH LEARNERS

- 37.03% of 2nd grade English Learner students advanced 1 or more performance levels as measured by the Fall and Spring NWEA (MAP) language assessments.
- 37.03% of 2nd grade English Learner students achieved the "High Average" or "High" performance levels as measured by the Spring NWEA (MAP) language assessment.
- 25.37% of 3rd-8th grade English Learner students advanced 1 or more performance levels as measured by the Fall and Spring NWEA (MAP) language assessments.

MATHEMATICS

ALL STUDENTS

- 18.62% of K-2nd grade students achieved the "High Average" or "High" performance levels as measured by the Spring NWEA (MAP) mathematics assessment.
- 39.14% of K-2nd grade students advanced 1 or more performance levels as measured by the Fall and Spring NWEA (MAP) mathematics assessments.

- 17.40% of 3rd-8TH grade students achieved the "High Average" or "High" performance levels as measured by the Spring NWEA (MAP) mathematics assessment.
- 17.73% of 3rd-8th grade students advanced 1 or more performance levels as measured by the Fall and Spring NWEA (MAP) mathematics assessments.

BLACK/AFRICAN-AMERICAN

- 33.33% of K-2nd grade Black/African-American students s advanced 1 or more performance levels as measured by the Fall and Spring NWEA (MAP) mathematics assessments.

HISPANIC/LATINO

- 32.92% of K-2nd grade Hispanic/Latino students achieved the "High Average" or "High" performance levels as measured by the Spring NWEA (MAP) mathematics assessment.

ENGLISH LEARNERS

- 39.56% of K-2nd grade English learner students s advanced 1 or more performance levels as measured by the Fall and Spring NWEA (MAP) mathematics assessments.

SCHOOL CLIMATE

The California School Dashboard indicates the suspension rate is very low, 0%.

- TFSCS' student attendance rate for 2017-2018 was 95.28%.
- 84% of TFSCS' parents surveyed indicate that they feel TFSCS provides a supportive learning environment for their child(ren).
- 91% of TFSCS' students surveyed report that they are happy to be at TFSCS, 93% report that they feel they are treated fairly by teachers, and 94% feel that the teachers at TFSCS care about them.

TFSCS plans to build upon it's academic success through continued sharing of effective instructional practices among teachers. TFSCS will continue to provide professional development for and coaching of teachers to elevate teachers' instructional practice. TFSCS plans to maintain the supportive school climate by continuing to emphasize the importance of a positive and nurturing academic school culture.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Based on a review of The California School Dashboard, LCAP goals, local assessments, and stakeholder input, TFSCS has identified the areas of greatest need.

ACADEMIC

The California School Dashboard-English Language Arts:

- All student performance declined (-8.8 points).
- English Learner student performance declined (-14.2 POINTS).
- Socioeconomically disadvantaged students performance declined (-10 POINTS).
- African-American student performance declined (-8.7 POINTS).
- Hispanic student performance declined (-10.5 POINTS).
- EL Reclassified Only student performance declined significantly (-42.2 POINTS).
- English only student performance declined (-9 POINTS).

The California School Dashboard-Mathematics:

- All student performance declined significantly (-8.7 POINTS).
- English Learner student performance declined significantly (-19 POINTS).
- Socioeconomically disadvantaged student performance declined (-9.4 POINTS).
- African-American student performance declined (-4 POINTS).
- Hispanic student performance declined (-15 POINTS).
- EL Reclassified Only student performance declined significantly (-55.5 POINTS).
- EL Only student performance declined (-5.9 POINTS).
- English Only student performance declined (-4 POINTS).

Comparisons from the CAASPP 2015-2016 and 2016-2017 (2017-2018 data not available) shows need within the following sub-groups:

English Learners-Mathematics

- 3rd grade cohort (2016)/4th grade students in 2017-2.29% decrease in students at "Exceeds" and a 15.71% decrease in students at "Met".
- 4th grade cohort (2016)/5th grade students in 2017-maintained percentage of students at "Exceeds" and a 2.65% decrease in students at "Met".

Black or African-American-English Language Arts/Literacy

- 3rd grade cohort (2016)/4th grade students in 2017-7.59% decrease in students at "Exceeds", and a 6.16% increase in students at "Not Met".
- 4th grade cohort (2016)/5th grade students in 2017-4% decrease in students at "Exceeds".
- 5th grade cohort (2016)/6th grade students in 2017-23% decrease in students at "Exceeds" and an 8.27% increase in students at "Not Met".

Black or African American-Mathematics

- 4th grade cohort (2016)/5th grade students in 2017-4% decrease in students at "Exceeds" and a 23% increase in students at "Not Met".

Hispanic or Latino-Mathematics

- 3rd grade cohort (2016)/4th grade students in 2017-20.38% decrease in students at "Met".
- 4th grade cohort (2016)/5th grade students in 2017-8.57% decrease in students at "Met".

- 5th grade cohort (2016)/6th grade students in 2017-3.86% decrease in students at "Exceeds", 24.57% decrease in students at "Met", 12.14% increase in students at "Nearly Met", and a 3.71% decrease in students at "Not Met".

Economically Disadvantaged-English Language Arts/Literacy

- 5th grade cohort (2016)/6th grade students in 2017-15.97% decrease in students at "Exceeds" and a 6.21% increase in students at "Not Met".

Economically Disadvantaged-Mathematics

- 3rd grade cohort (2016)/4th grade students in 2017-13.6% decrease in students at "Met".
- 4th grade cohort (2016)/5th grade students in 2017-2.92% decrease in students at "Exceeds", 2.83% decrease in students at "Met", and a 5.5% increase in students at "Not Met".
- 5th grade cohort (2016)/6th grade students in 2017-6.94% decrease in students at "Met" and a 4.42% increase in students at "Not Met".

NWEA-LOCAL ASSESSMENT

LANGUAGE

ALL STUDENTS

- 33.33% of 3rd-8th grade students performed at the "Low" achievement level as measured by the Spring NWEA (MAP) language assessment.

BLACK/AFRICAN-AMERICAN

- 6.45% of 2nd grade Black/African-American students performed at the "High" or "High Average" achievement levels as measured by the Spring NWEA (MAP) language assessment.

MATHEMATICS

ALL Students

- 33.79% of K-2nd grade students performed at "Low" achievement level as measured by the Spring NWEA (MAP) mathematics assessment.
- 39.62% of 3rd-8th grade students performed at the "Low" achievement level as measured by the Spring NWEA (MAP) mathematics assessment.

READING

ALL STUDENTS

- 37.91% of 3rd-8th grade students performed at the "Low" achievement level as measured by the Spring NWEA (MAP) reading assessment.

TFSCS' focus on this need will be evidenced by professional development and instructional coaching for teachers in the area of mathematics. TFSCS implemented Swun Math as a supplement

to the curriculum will be implemented as a means of increasing the percentage of students performing at the top two achievement levels on local and state assessments, particularly in grades 3-8.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

The LCFF Evaluation Rubric state indicators show there is no student group performing two or more performance levels below the "all student" performance. Our "all student" performance, although maintained, was "low."

TFSCS' focus on this need will be evidenced by professional development and instructional coaching for teachers in the area of mathematics and the needs of English language learners.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

As of the 2018-2019 school year, we will have in place Learning A-Z and Standards Plus Intervention books for our English Learners as well as all other students. We will also have extra services on our campus with our new partnership in Social Work to assist our students . In addition, our Behavior Intervention team is being refined to include a Social Worker to address other issues that might arise which may effect academic outcomes. TFSCS holds August Bridge Enrichment before the beginning of the school year to help students recall their prior year studies to help them from being behind.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$4,121,491
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$1,998,887.70

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General fund expenditures not included in the LCAP include all Federal expenditures such as Title Funding, Nutrition, and Special Education. Other expenditures not included in LCAP include facility and core instructional expenses.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$6,390,576

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Propose to pursue increased student achievement in English Language Arts.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator
NWEA (MAP) ELA Assessments
(Grades 3-8)

Students advancing 1 or more performance level(s) as measured by the language initial and end-of-year assessments.

17-18

Propose to pursue 25% of students advancing 1 or more performance level(s) as measured by the 2017/2018 language initial and end-of-year assessments.

Baseline

22% of students advanced 1 or more performance level(s) as measured by the initial and end-of-year assessments.

Actual

NWEA (MAP) ELA Assessments
(Grades 3-8)

21.06% of students advanced 1 or more performance level(s) as measured by the language initial and end-of-year assessments.

The EMO was not met.

Expected

Metric/Indicator
NWEA (MAP) ELA
(Grade 2)

Students advancing 1 or more performance level(s) as measured by the language initial and end-of-year assessments.

17-18
Baseline Year

Baseline
2017-2018 will be the first year of administering the NWEA assessment to grades K-2. Data from this school year will serve as the baseline for the 2018-2019 school year.

Metric/Indicator
NWEA (MAP) ELA
(Grades 3-8)

Students advancing 1 or more performance level(s) as measured by the reading initial and end-of-year assessments.

17-18

Propose to pursue 20% of students with advancing 1 or more performance levels as measured by the 2018/2019 reading initial and end-of-year assessments.

Baseline
17% of students advanced 1 or more performance level(s) as measured by the 2016/2017 reading initial and end-of-year assessments.

Metric/Indicator
NWEA (MAP) ELA
(Grades K-2)

Students advancing 1 or more performance level(s) as measured by the reading initial and end-of-year assessments.

17-18
Baseline Year

Baseline
2017-2018 will be the first year of administering the NWEA assessment to grades K-2. Data from this school year will serve as the baseline for the 2018-2019 school year.

Actual

NWEA (MAP) ELA
(Grade 2)

30.88% of students advanced 1 or more performance level(s) as measured by the language initial and end-of-year assessments.

This data serves as the baseline for 2nd grade.

NWEA (MAP) ELA Assessments
(Grades 3-8)

29.73% of students advanced 1 or more performance level(s) as measured by the reading initial and end-of-year assessments.

The EMO was met.

NWEA (MAP) ELA
(Grade K-2)

40.10% of students advanced 1 or more performance level(s) as measured by the reading initial and end-of-year assessments.

This data serves as the baseline for K-2nd grade.

Expected

Metric/Indicator
CAASPP
(Grades 4-8)

Students advancing 1 or more achievement level(s) as measured by the CAASPP results from the current and previous year. 3rd grade assessment results will serve as each student's baseline.

17-18

Propose to pursue 20% of students advancing 1 or more performance level(s) as measured by the 2017 and 2018 CAASPP results.

Baseline

37% of students advanced 1 or more achievement level(s) as measured by the 2016 and 2017 CAASPP results.

Metric/Indicator
CAASPP
(Grades 3-8)

Students performing at the "Met" or "Exceeds" achievement level as measured by the CAASPP results from the current and previous year.

17-18

Propose to pursue 33% of students performing at the "Met" or "Exceeds" achievement level as measured by the 2018 CAASPP results.

Baseline

35% of students performed at the "Met" or "Exceeds" achievement level as measured by the 2017 CAASPP results.

Metric/Indicator
NWEA (MAP) ELA
(Grade 2)

Students performing at the Students performing at the "HIGH AVERAGE" or "HIGH" achievement level as measured by the language end-of-year assessment.

17-18

Baseline Year

Actual

CAASPP
(Grades 4-8)

Results of the 2018 CAASPP are not available until the academic year following the assessment administration.

CAASPP
(Grades 3-8)

Results of the 2018 CAASPP are not available until the academic year following the assessment administration.

NWEA (MAP) ELA
(Grade 2)

33.82% of students performed at the "HIGH AVERAGE" or "HIGH" achievement level as measured by the language end-of-year assessment.

This data serves as the baseline for 2nd grade.

Expected

Actual

<p>Baseline 2017-2018 will be the first year of administering the NWEA assessment to grades K-2. Data from this school year will serve as the baseline for the 2018-2019 school year.</p>	
<p>Metric/Indicator NWEA (MAP) ELA (Grades K-2) Students performing at the "HIGH AVERAGE" or "HIGH" achievement level as measured by the reading end-of-year assessment.</p>	<p>NWEA (MAP) ELA (Grades K-2) 26.54% of students performed at the "HIGH AVERAGE" or "HIGH" achievement level as measured by the reading end-of-year assessment. This data serves as the baseline for K-2nd grade.</p>
<p>17-18 Baseline Year Baseline 2017-2018 will be the first year of administering the NWEA assessment to grades K-2. Data from this school year will serve as the baseline for the 2018-2019 school year.</p>	
<p>Metric/Indicator NWEA (MAP) ELA (Grades 3-8) Students performing at the Students performing at the "High Average" or "High" achievement level as measured by the language end-of-year assessment.</p> <p>17-18 Propose to pursue 27% of students performing at the "High Average" or "High" achievement level as measured by the 2018 language end-of-year assessment.</p> <p>Baseline 24% of students performed at the "High Average" or "High" achievement level as measured by the 2017 language end-of-year assessment.</p>	<p>NWEA (MAP) ELA (Grades 3-8) 22.60% of students performed at the "High Average" or "High" achievement level as measured by the language end-of-year assessment. The EMO was not met.</p>
<p>Metric/Indicator NWEA (MAP) ELA (Grades 3-8) Students performing at the Students performing at the "High Average" or "High" achievement level as measured by the reading end-of-year assessment.</p>	<p>NWEA (MAP) ELA (Grades 3-8) 20.44% of students performed at the "High Average" or "High" achievement level as measured by the reading end-of-year assessment. The EMO was not met.</p>

Expected

Actual

17-18

Propose to pursue 25% of students performing at the "High Average" or "High" achievement level as measured by the 2018 reading end-of-year assessment.

Baseline

22% of students performed at the "High Average" or "High" achievement level as measured by the 2017 reading end-of-year assessment.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned
Actions/Services

For teachers, supplemental instructors and administrators, provide ongoing professional development focused on common core framework in ELA/ELD.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

Location(s)
All Schools

Actual
Actions/Services

Action Met. Teachers were provided on-going professional development on Common Core framework and ELA/ELD. TFSCS also had the help of a consultant throughout the school year to help us keep track of data in ELA/ELD and Math.

Budgeted
Expenditures

Professional development including experts for ELA/ELD75 – 100 hours 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$7519.50

Estimated Actual
Expenditures

Professional development including experts for ELA/ELD 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$14,000

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Revise and update as needed CCSS based grade level pacing guides in ELA/ELD.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

Location(s)
All Schools

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

Location(s)
All Schools

Action Met. Teacher stipends are paid in June of each year. Stipends will be paid in June 2018 for fiscal year 2017-18

Stipend for teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,506.5

Stipend for teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,600.00

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
 English Learners
 Low Income

Scope of Services
 LEA-wide

Locations
 All Schools

Action 4

Planned Actions/Services

Purchase additional and/or replacement ELA/ELD resources.
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
 All

Location(s)
 All Schools

Actual Actions/Services

Action Met. Technology, McGraw Hill Reading Wonders and Study Island was purchased.

Budgeted Expenditures	Estimated Actual Expenditures
Purchase/replace core/supplemental resources 4000-4999: Books And Supplies Supplemental and Concentration \$20,052	Study Island 4000-4999: Books And Supplies Supplemental and Concentration \$ 9,700
	McGraw Hill Reading Wonders 4000-4999: Books And Supplies Base \$22,000
	Technology 4000-4999: Books And Supplies Supplemental and Concentration \$115,000

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners
Low Income

Scope of Services

LEA-wide

Locations

All Schools

Action 5

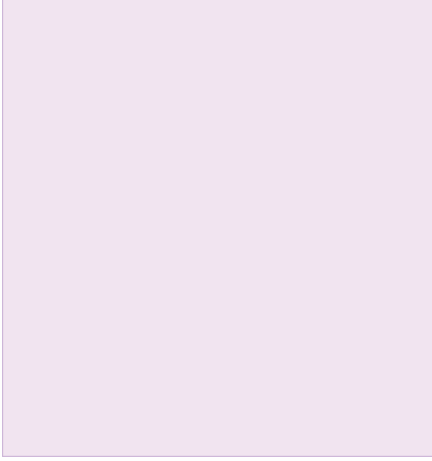
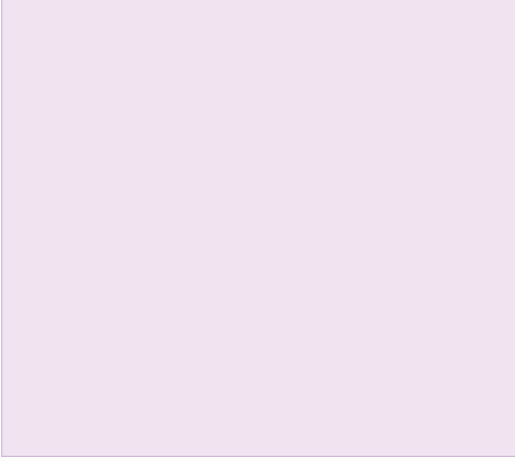
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All

Location(s)

All Schools



For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners
Low Income

Scope of Services

LEA-wide

Locations

All Schools

Action 6

Planned

Actions/Services

Renew and/or purchase licenses for K-8 adaptive assessments for ELA.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All

Location(s)

All Schools

Actual

Actions/Services

Action Met. Northwestern Evaluation Association was purchased.

Budgeted

Expenditures

Purchase adaptive assessments 4000-4999: Books And Supplies Supplemental and Concentration \$20,052

Estimated Actual

Expenditures

Purchase adaptive assessments 4000-4999: Books And Supplies Supplemental and Concentration \$5,731.00

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
English Learners
Low Income

Scope of Services
LEA-wide

Locations
All Schools

Actual Actions/Services

There were many conferences, workshops, and webinars that our teachers attended this school year. Enabling them to share that knowledge with their colleagues at professional development and in smaller groups at common planning to help enhance their future teaching practices. One such recent webinar was "The shift in Discipline-The Paradigm Shift." Many of the conferences, workshops, and webinars that were attended were free of charge which was an added benefit.

Planned Actions/Services

Continue to use and incorporate adaptive assessments in ELA to identify students in need of additional reading support.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

Location(s)
All Schools

Estimated Actual Expenditures

0

Budgeted Expenditures

0

Action 7

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners
Low Income

Scope of Services

LEA-wide

Locations

All Schools

Action 8

Planned

Actions/Services

Continue to provide opportunities for teachers to develop and share best practices through common planning meetings.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All

Location(s)

All Schools

Actual
Actions/Services

Action Met. Continued to provide opportunities for teachers to develop and share best practices through common planning meetings. TFSCS staff participated in professional development, attended conferences, and webinars and reported out to staff pertinent information which increased TFSCS' bank of knowledge.

Budgeted
Expenditures

0

Estimated Actual
Expenditures

0

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners
Low Income

Scope of Services

LEA-wide

Locations

All Schools

Action 9

Planned

Actions/Services

Continue to review and revise rubrics used by administrators and teachers in evaluating, monitoring and tracking instruction and classroom management.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All

Location(s)

All Schools

Actual

Actions/Services

Action Met. Reviewed and revised rubrics used by administrators and teachers in evaluating, monitoring and tracking instruction, and classroom management throughout the school year.

Budgeted

Expenditures

Stipend for teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,506.50

Estimated Actual

Expenditures

Stipend for teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$2,600.00

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners
Low Income

Scope of Services

LEA-wide

Locations

All Schools

Action 10

Planned

Actions/Services

Teachers and administrators attend webinars, conferences and workshops focused on ELA/ELD CCSS and/or other identified needs.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All

Location(s)

All Schools

Actual

Actions/Services

Read Write Now; Engage in Deep Learning; Planning for Effective Use of Interim Assessments; Skills for Early Learning Success and Scribblers to Story Writers; CAASPP Post Test Workshop expense; Promoting Language Literacy and Learning-no expense; CAASPP Institute . LCAP Training; LCFF training-CA Content Library

Budgeted

Expenditures

Cost of webinars, seminars, and workshops for teachers and administrators. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,506.50

Estimated Actual

Expenditures

Cost of webinars, seminars, and workshops for teachers and administrators. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,500

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners
Low Income

Scope of Services

LEA-wide

Locations

All Schools

Action 11

Planned

Actions/Services

Purchase supplemental materials to support CCSS aligned writing program.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All

Location(s)

All Schools

Actual

Actions/Services

The utilization of Writing by Design purchased at the end of the 2016-2017 school year, supported students in the different areas of writing to refine their craft. Although we employed other supplemental materials, they were obtained at no cost.

Budgeted

Expenditures

Supplemental materials 4000-4999: Books And Supplies
Supplemental and Concentration
\$1,002.60

Estimated Actual

Expenditures

Supplemental materials 4000-4999: Books And Supplies
Supplemental and Concentration
\$0

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners
Low Income

Scope of Services

LEA-wide

Locations

All Schools

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

In order to achieve this goal for the 2017-2018 school year, TFSCS:

- continued to implement McGraw Hill as the core curriculum in English Language Arts. TFSCS provided professional development delivered by McGraw Hill consultants for the teachers and staff.
- purchased replacement ELA/ELD companion workshop books from McGraw Hill to continue to address students' needs.
- revisited and revised grade level pacing plans for all subject areas with a continued emphasis on the California Common Core and Next Generation Science Standards.
- staff attended conferences and webinars to increase professional knowledge and shared strategies with colleagues to enhance their craft.
- purchased NWEA assessments for grades K-8 in the core subject areas. Study Island was purchased in grades 2-8 and used as a diagnostic tool to improve student outcomes in English language arts.
- continued to review and revise rubrics as needed to track and monitor students' academic achievement and accommodate changing needs.
- utilized Writing by Design for grades K-8 as a means of improving students' writing performance.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

During the 2017-2018 school year, TFSCS administered NWEA MAP language (grades 2-8) and reading (grades K-8) assessments. NWEA Reading assessments measure three areas: literary, informational text, and vocabulary acquisition/use. NWEA assesses language through the lenses of writing (plan, organize, develop, revise, research), language (understand, revise, edit for grammar, usage) and language (understand, edit for mechanics).

NWEA ELA Fall and Spring assessment results were used to measure students' academic growth during the 2017-2018 school year in the area of ELA. 40.10% of K-2 students and 29.73% of 3rd-8th grade students advanced one or more performance bands in reading. Students at-risk for reading difficulties were referred to our reading specialist where they met weekly for half an hour. These students also received additional support through small group instruction and/or after school tutoring.

There is a need to increase the number of students performing at the "High Average" or "High" achievement achievement levels in language and reading as measured by the NWEA (MAP) assessments.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is a monetary difference in Goal 1, Action One due to the help of a consultant throughout the year. The consultant assisted with the focus on our data with comparisons and expert analysis. This cost encompassed Math as well as ELA/ELD.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Changes to the baseline percentage of students performing at "Met" or "Exceeds" for 2017 CAASPP ELA assessment has been changed from 38% to 33%. Initial reporting of data was internally calculated prior to official release of CAASPP results. Changes can be found in the LCAP Update as well as the 2018-2021 LCAP.

Changes to the language of all expected outcomes relating to the NWEA (MAP) assessment have been changed to mirror the language of the NWEA (MAP) performance levels. Changes can be found in the LCAP Update as well as the 2018-2021 LCAP.

Changes have been made to the NWEA (MAP) ELA (Grades K-2) expected outcomes for students advancing 1 or more performance level(s) as measured by the language initial and end-of-year assessments and students performing at the "High Average" or "High" performance levels as measured by the language end-of-year assessment. NWEA (MAP) does not provide a language assessment for Kindergarten and 1st grade. The changes can be found in the LCAP Update as well as the 2018-2021 LCAP.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Propose to pursue increased student achievement in mathematics.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator
 NWEA (MAP) Mathematics (Grades 3-8)

Students advancing 1 or more performance level(s) as measured by the mathematics initial and end-of-year assessments.

17-18
 Propose to pursue 25% of students advancing 1 or more performance level(s) as measured by the 2017/2018 mathematics initial and end-of-year assessments.

Baseline
 22% of students advanced 1 or more performance level(s) as measured by the initial and end of year assessments.

Actual

NWEA (MAP) Mathematics (Grades 3-8)

17.73% of students advanced 1 or more performance level(s) as measured by the mathematics initial and end-of-year assessments.

The EMO was not met.

Expected

Metric/Indicator

NWEA (MAP) Mathematics Assessments (Grades K-2)

Students advancing 1 or more performance level(s) as measured by the mathematics initial and end of year assessments.

17-18

Baseline Year

Baseline

2017-2018 will be the first year of administering the NWEA assessment to grades K-2. Data from this school year will serve as the baseline for the 2018-2019 school year.

Metric/Indicator

CAASPP (Grades 4-8)

Students advancing 1 or more achievement level(s) as measured by the CAASPP results from the current and previous year. 3rd grade assessment results will serve as each student's baseline.

17-18

Propose to pursue that 15% of students will advance 1 or more performance level(s) as measured by the 2017 and 2018 CAASPP results.

Baseline

29% of students advanced 1 or more achievement level(s) as measured by the 2016 and 2017 CAASPP results.

Metric/Indicator

CAASPP (Grades 3-8)

Students performing at the "Met" or "Exceeds" achievement level as measured by the CAASPP results from the current and previous year.

17-18

Propose to pursue 21% of students performing at the "Met" or "Exceeds" achievement level as measured by the 2018 CAASPP results.

Baseline

20% of students performed at the "Met" or "Exceeds" achievement level as measured by the 2017 CAASPP results.

Actual

NWEA (MAP) Mathematics (Grades K-2)

39.14% of students advanced 1 or more performance level(s) as measured by the mathematics initial and end-of-year assessments.

This data serves as the baseline for K-2nd grade.

CAASPP (Grades 4-8)

Results of the 2018 CAASPP are not available until the academic year following the assessment administration.

CAASPP (Grades 3-8)

Results of the 2018 CAASPP are not available until the academic year following the assessment administration.

Expected

<p>Metric/Indicator NWEA (MAP) Mathematics Assessments (Grades K-2)</p> <p>Students performing at the "High Average" or "High" achievement levels as measured by the mathematics end-of-year assessment.</p> <p>17-18 Baseline Year</p> <p>Baseline 2017-2018 will be the first year of administering the NWEA assessment to grades K-2. Data from this school year will serve as the baseline for the 2018-2019 school year.</p>
--

Actual

<p>NWEA (MAP) ELA (Grade K-2)</p> <p>18.62% of students performed at the "High Average" or "High" achievement level as measured by the mathematics end-of-year assessment.</p> <p>This data serves as the baseline for K-2nd grade.</p>
<p>Metric/Indicator NWEA (MAP) Mathematics Assessments (Grades 3-8)</p> <p>Students performing at the "High Average" or "High" achievement levels as measured by the mathematics end-of-year assessment.</p> <p>17-18 Propose to pursue 19% of students performing at the "High Average" or "High" achievement levels as measured by the 2018 mathematics end-of-year assessment.</p> <p>Baseline 16% of students performed at the "High Average" or "High" achievement level as measured by the mathematics end-of-year assessment.</p>

<p>NWEA (MAP) Mathematics Assessments (Grades 3-8)</p> <p>17.40% of students performed at the "High Average" or "High" achievement level as measured by the mathematics end-of-year assessment.</p> <p>The EMO was not met.</p>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
For teachers, supplemental instructors, and administrators provide ongoing professional	Professional development on CCSS math standards and new math CA math framework. We had	Professional Development in CCSS math standards and new CA math framework 4000-4999:	SWJUN Math 5000-5999: Services And Other Operating

<p>development focused on CCSS in mathematics framework. For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>a consultant who helped us throughout the year with Math data and analysis of this data.</p>	<p>Books And Supplies Supplemental and Concentration \$3,007.80</p>	<p>Expenditures Supplemental and Concentration \$30,000</p> <p>Consultant 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$30,000</p>
Action 2			
<p>Revise and update as needed CCSS based grade level pacing guides in mathematics.</p>	<p>CCSS based grade level pacing guides in mathematics were revised and updated.</p>	<p>Stipend for teachers develop math pacing guides 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,509.10</p>	<p>See Goal 1 Action 2 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0</p>
<p>Planned Actions/Services</p>	<p>Actual Actions/Services</p>	<p>Budgeted Expenditures</p>	<p>Estimated Actual Expenditures</p>

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

Location(s)
All Schools

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
English Learners
Low Income

Scope of Services
LEA-wide

Locations
All Schools

Action 3

**Planned
Actions/Services**

Purchase additional and/or replacement core and supplemental materials aligned to CCSS math standards.

**Actual
Actions/Services**

Purchased technology, math instructional resources From McGraw Hill as well as Smarter Balanced Test Prep workbooks grades k-6 from Houghton Mifflin.

**Budgeted
Expenditures**

Purchase core/supplementary math resources including manipulatives 4000-4999: Books And Supplies Supplemental and Concentration \$25,065

**Estimated Actual
Expenditures**

Purchase core/supplementary math resources including manipulatives 4000-4999: Books And Supplies Supplemental and Concentration \$120,000

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

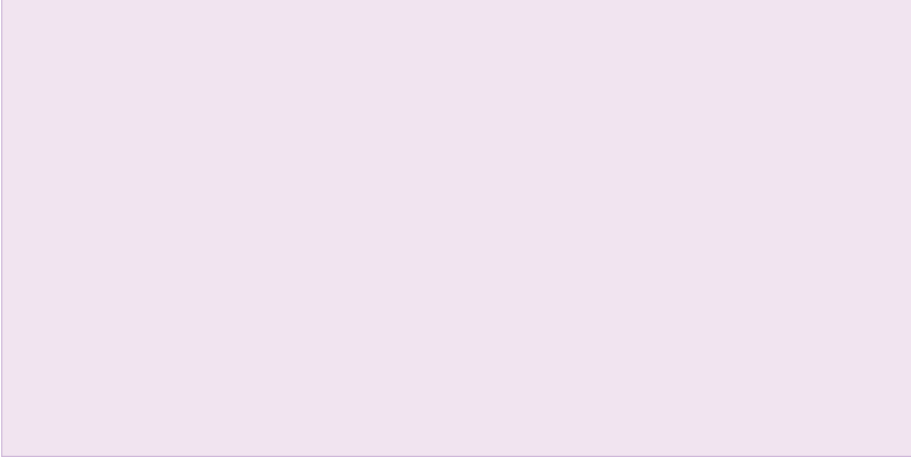
Location(s)
All Schools

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
English Learners
Low Income

Scope of Services
LEA-wide

Locations
All Schools



Action 4

Planned Actions/Services
Purchase additional and/or replacement math manipulatives as needed.

Actual Actions/Services
There were no purchases of additional and/or replacement math manipulatives this school year.

Budgeted Expenditures
Purchase core/supplementary math resources including manipulatives 4000-4999: Books And Supplies Supplemental and Concentration \$10,026

Estimated Actual Expenditures
Purchase core/supplementary math resources including manipulatives 4000-4999: Books And Supplies Supplemental and Concentration 0

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

Location(s)
All Schools

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
English Learners
Low Income

Scope of Services
LEA-wide

Locations
All Schools

Action 5

**Planned
Actions/Services**

Provide professional development for classroom and intervention teachers focused on instructional strategies for students in need of additional support in mathematics.

**Actual
Actions/Services**

See Goal 2-Action 1; Preschool Learning Foundations in Mathematics; Number Sense. There were substitute teachers hired from Teachers on Reserve so that teachers could attend conferences and professional development. 2/7-1 sub, 2/9- 2 subs, 3/1- 4 subs, 4/19- 1 sub

**Budgeted
Expenditures**

Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$3,007.80

**Estimated Actual
Expenditures**

Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$3,000

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

Location(s)
All Schools

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
English Learners
Low Income

Scope of Services
LEA-wide

Locations
All Schools

[Empty box]

Action 6

Planned Actions/Services

Continue to provide opportunities for teachers and administrators to attend webinars, conferences and workshops focused on mathematics CCSS and/or other identified needs.

Actual Actions/Services

The teachers at TFSCS attended many workshops, conferences, and webinars throughout the course of the school year. See Goal 1, Action 8. ELA workshops such as CAASPP Institute, also involved Math.

Budgeted Expenditures

Cost of webinars, seminars, and workshops for teachers and administrator. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$2,506.50

Estimated Actual Expenditures

Cost of webinars, seminars, and workshops for teachers and administrator. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$0

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

Location(s)
All Schools

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
English Learners
Low Income

Scope of Services
LEA-wide

Locations
All Schools

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

In order to achieve this goal for the 2016-2017 school year, TFSCS:

- purchased a core math curriculum from McGraw Hill.
- implemented Swun Math to supplement the core curriculum as a means of improving students' math proficiency.
- purchased Study Island to assist students at, above and below grade level math standards for grades 2 - 8.
- staff attended conferences and webinars to increase professional knowledge and attain new strategies to enhance their craft.
- staff shared information and strategies learned from conferences/webinars with other staff members at TFSCS professional development meetings.

- staff reviewed and revised grade level pacing plans for mathematics to align with the newly adopted mathematics curriculum with a continued emphasis on the California Common Core State Standards.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

During the 2017-2018 school year, TFSCS administered the NWEA MAP mathematics assessment to K- 8th grades. NWEA measures Operations and Algebraic Thinking, Numbers and Operations, Measurement and Data and Geometry.

During the 2017-2018 school year, TFSCS administered NWEA MAP mathematics assessments to K-8th grades. NWEA Fall and Spring mathematics assessment results were used to measure students' academic growth during the 2017-2018 school year. 39.14% of K-2nd grade students and 17.73% of 3rd-8th grade students advanced one or more performance bands.

NWEA SPRING mathematics assessment results were used to measure the performance levels of students. 18.62% of K-2nd grade students and 17.40% of 3rd-8th grade students performed at the "HIGH AVERAGE" or "HIGH" performance levels.

There is a need to increase the number of students performing at the "Met" or "Exceeds" achievement levels in mathematics.

The purchase and utilization of the McGraw Hill math curriculum and Study Island supported students in the area of mathematics. In addition, TFSCS implemented Swun Math as a supplement to the curriculum as a means of increasing the percentage of students performing at the "Met" or "Exceed" achievement levels on local and state assessments.

New laptops provided an additional resource for students to access the McGraw Hill curriculum online and engage in different mathematics websites.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is a difference in Goal 2, Action 1 due to consultant fees shown in Goal 1 Action 1. These consultant fees also included Mathematics. The difference in estimated and actual cost also included the supplemental program purchased-Swun Math.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Changes to the baseline percentage of students performing at "Met" or "Exceeds" for 2017 CAASPP MA assessment has been changed from 23% to 21%. Initial reporting of data was internally calculated prior to official release of CAASPP results. Changes can be found in the LCAP Update as well as the 2018-2021 LCAP.

Changes to the language of all expected outcomes relating to the NWEA (MAP) assessment have been changed to mirror the language of the NWEA (MAP) performance levels. Changes can be found in the LCAP Update as well as the 2018-2021 LCAP.



Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Propose to pursue English language learners' progress towards English proficiency as measured by the English Learner Progress Indicator (ELPI).

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator
CEDLT/ELPAC

Percentage increase of ELs advancing 1 or more performance level(s)

17-18

Fall administration of CEDLT initial assessment and ELPAC field test.

Spring administration of fully operational ELPAC.

Baseline

Baseline to be established during the 2018-2019 school year based upon results of the 2018 and 2019 fully operational ELPAC summative assessments.

Actual

ELPAC

The ELPAC was administered.

ELPAC Spring results are not available until the academic year following the administration of the assessment.

Baseline to be determined upon receipt of results.

Expected

Actual

<p>Metric/Indicator CEDLT/ELPAC, SOLOM, CASSPP, Teacher Evaluation</p> <p>Increase the percentage of ELs reclassified as RFEF.</p> <p>17-18 Propose to increase, from the baseline, the percentage of ELs reclassified as RFEF to 13% of ELs reclassified as RFEF.</p> <p>Baseline 10% of ELs reclassified as RFEF</p> <p>Based upon 2016/2017 data.</p> <p>Metric/Indicator</p>	
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<p>CEDLT/ELPAC, SOLOM, CASSPP, Teacher Evaluation</p> <p>8.39% of ELs were reclassified as RFEF.</p> <p>The EMO was not met.</p>	
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Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services
<p>Continue to assign ELL teacher coordinator/specialist for the ELD program to support classroom teachers with instructional strategies focused on English Learners in their classroom.</p>	<p>Continued to assign ELL teacher coordinator/specialist for the ELD program to support classroom teachers with instructional strategies focused on English Learners in their classroom.</p>

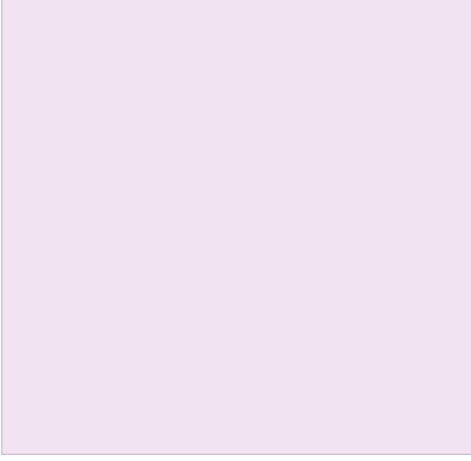
Budgeted Expenditures	Estimated Actual Expenditures
<p>Stipend for coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,000</p>	<p>Stipend for coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,000</p>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
English Learners

Scope of Services
Schoolwide

Locations
All Schools



Action 2

**Planned
Actions/Services**

Continue to evaluate the efficacy of CCSS aligned ELD materials.
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
English Learners

Scope of Services
Schoolwide

Locations
All Schools

Action 3

**Planned
Actions/Services**

**Actual
Actions/Services**

Continued to evaluate the efficacy of CCSS aligned ELD materials. TFSCS purchased Learning A-Z and additional products to improve our ELD mastery

**Actual
Actions/Services**

**Budgeted
Expenditures**

Cost of replacement or new materials for ELD. 4000-4999: Books And Supplies Supplemental and Concentration \$3,000

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Cost of replacement or new materials for ELD. 4000-4999: Books And Supplies Supplemental and Concentration \$2,818.37

**Estimated Actual
Expenditures**

Purchase additional ELD materials aligned with ELA/ELD CCSS as needed.

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
English Learners

Scope of Services
LEA-wide
Schoolwide

Locations
All Schools

Purchased additional ELD materials aligned with ELA/ELD CCSS as needed. TFSCS purchased Standards Plus intervention workbooks in ELA and Math to improve our students' productivity and mastery. - Imagine Learning

Cost of replacement or new materials for ELD. 4000-4999: Books And Supplies Supplemental and Concentration \$3,000

Cost of replacement or new materials for ELD. Base \$28,000

Action 4

Planned
Actions/Services

Provide professional development for teachers in effective instructional strategies for ELL's.

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
English Learners

Scope of Services
LEA-wide

Locations
All Schools

Actual
Actions/Services

Provided professional development for teachers in effective instructional strategies for ELL's. Many of the Professional developments in this area were provided by our staff that are part of our ELL team. They were able to disseminate important information to our staff that they obtained at workshops and/or conferences.

Budgeted
Expenditures

Professional development for teachers 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$3,007.80

Estimated Actual
Expenditures

Professional development for teachers 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Use multiple measures including the CELDT or state issued assessment to monitor and assess ELL students' progress. For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: Students to be Served English Learners Scope of Services LEA-wide Locations All Schools	In addition to professional development and webinars (that TFSCS was fortunate to have at no cost which benefited the school), TFSCS also had a consultant that aided in formulating the data of our ELL students so that we could pinpoint and better help those students to succeed. Part of this cost was also included in Goal 1, Action 1.	0	0

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to inform parents of their children's English Language proficiency. For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: Students to be Served English Learners Scope of Services LEA-wide Locations All Schools	Continued to inform parents of their child(ren)'s English Language proficiency during meetings and conferences throughout the school year.	0	0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

In order to achieve this goal for the 2017-2018 school year, TFSCS:

- utilized workbooks from McGraw Hill which focus on and are aligned to the State Board of Education Language Arts/English Language Development Framework.
- conducted professional development sessions emphasizing effective instructional strategies for English language learners(ELL) and instructional settings to allow for small group instruction.
- TFSCS staff members attended conferences and reported out to staff pertinent information, increasing TFSCS' bank of knowledge.
- monitored ELL students' progress through assessments which include, SOLOM, CELDT, ELPAC, and local assessments.
- utilized Imagine Learning to support ELL students' progress toward English language proficiency.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

During the 2017-2018 school year, TFSCS continued to utilize the companion workbooks from McGraw Hill to assist ELL students. Although this was in place, with only 8.39% students reclassifying during the school year, TFSCS did not meet the EMO at this time. There are additional students who have met all reclassification criteria with the exception of the ELPAC. Once ELPAC results are available, TFSCS has the possibility of increasing the percentage to 19.58%.

Ongoing professional development was offered to teachers as a means of strengthening their skills and abilities to assist the EL students. One such professional development focused on ELPAC and the new guidelines. In addition, TFSCS continued to utilize Imagine Learning to further support the EL students.

Instruction was monitored by TFSCS' EL teacher specialist to support classroom teachers in the implementation of instructional strategies that support EL students. EL teacher specialists also provided feedback to classroom teachers different strategies to enhance their teaching abilities for the EL students.

Online programs such as Imagine Learning served to provide TFSCS' EL students additional support and a means for teachers to monitor EL students' academic progress.

Title III meetings were held throughout the school year during which parents of EL students were informed of their child(ren)'s progress and provided strategies to assist their child(ren) at home.

ELL students' academic progress was monitored throughout the year through local assessments.

TFSCS will continue to refine professional development, implementation of EL support programs, and data analysis to increase the rate of EL reclassification.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

TFSCS was fortunate in having the ability to offer our teachers webinars and professional development for our ELL students at no cost that benefited our school. We also had the help of a consultant who was able to formulate and analyze our data to help us better focus on helping our ELL students.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Due to the results of reclassification, and not meeting the measurable outcomes, we have purchased a new program for the coming school year, Learning A-Z. This will enable our teachers to address learning gaps that our students may encounter in English Language Arts/Literacy. We have also purchased a new intervention workbook in Math and ELA/ELD to utilize for small groups. These changes can be found in LCAP goal 3, action 2.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

All students are provided with a comprehensive and broad course of study that includes standards aligned content in science, social studies, history, health, Physical Education, and the arts.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator
 Science Instruction
 All students receive science instruction as indicated by the master schedule and/or lesson plans.

17-18
 All students will receive science instruction.

Baseline
 All students received science instruction.

Actual

Science Instruction
 All student receive science instruction as indicated by the master schedule and/or lesson plans.
 This EMO was met.

History-Social Science
 All students receive History-Social Science instruction as indicated by the master schedule and/or lesson plans.
 This EMO was met.

Metric/Indicator
 History-Social Science
 All students receive History-Social Science instruction as indicated by the master schedule and/or lesson plans.

17-18
 All students will receive history-social science instruction.

Expected

Actual

<p>Baseline All students received history-social science instruction.</p>	
<p>Metric/Indicator California Science Test (CAST)</p> <p>Percentage increase of students advancing 1 or more performance level(s) as measured by the CAST</p> <p>17-18 CAST field test to be administered in Spring of 2018.</p> <p>Baseline There is no baseline, as the CAST pilot test was administered in Spring of 2017.</p>	<p>California Science Test (CAST)</p> <p>CAST field test was administered in Spring of 2018.</p> <p>This EMO was met.</p>
<p>Metric/Indicator FITNESSGRAM</p> <p>Increase or maintenance of the percentage of 5th and 7th grade students falling within the Healthy Fitness Zone (HFZ) for each of the six fitness areas tested.</p> <p>17-18 Propose to increase or maintain, from the baseline, the percentage of 5th and 7th grade student falling in the HFZ in the following categories:</p> <ol style="list-style-type: none"> 1. Aerobic Capacity 37% 2. Abdominal Strength and Endurance >/= 90% 3. Upper Body Strength and Endurance >/= 90% 4. Body Composition 53% 5. Trunk Extensor Strength & Flexibility 70% 6. Flexibility 73% 	<p>The percentage of 5th and 7th grade students falling in the HFZ (Healthy Fitness Zone) based on the 2016-2017 FITNESSGRAM are as follows:</p> <ol style="list-style-type: none"> 1. Aerobic Capacity-73% <p>The EMO was met.</p> <ol style="list-style-type: none"> 2. Abdominal Strength and Endurance-62% <p>The EMO was not met.</p> <ol style="list-style-type: none"> 3. Upper Body Strength and Endurance-65% <p>The EMO was not met.</p> <ol style="list-style-type: none"> 4. Body Composition-47% <p>The EMO was not met.</p> <ol style="list-style-type: none"> 5. Trunk Extensor Strength & Flexibility-65% <p>The EMO was not met.</p> <ol style="list-style-type: none"> 6. Flexibility-71% <p>The EMO was not met.</p>

Expected

Actual

Baseline

Percentage of 5th grade students falling in the HFZ:

- 1. Aerobic Capacity-27.5%
- 2. Abdominal Strength and Endurance-88.2%
- 3. Upper Body Strength & Endurance-86.3%
- 4. Body Composition-51.0%
- 5. Trunk Extension Strength & Flexibility-62.7%
- 6. Flexibility-68.6%

Based upon 2015-2016 performance levels. Outcomes of the 2016-2017 FITNESSGRAM are not available until the academic year following the assessment administration.

Metric/Indicator

Physical Education Instruction

All students receive physical education instruction that equals or exceeds the required minutes as indicated by the master schedule and/or lesson plans.

17-18

200 minutes per every 10 days

Baseline

200 minutes per every 10 days

Metric/Indicator

All students will have the opportunity to complete 2 or more projects integrating the performing arts with at least 1 other subject areas.

17-18

2 or more projects integrating the performing arts with at least 1 other subject areas.

Baseline

2 or more projects integrating the performing arts with at least 1 other subject areas.

Physical Education Instruction

All students receive physical education instruction that equals or exceeds the required minutes as indicated by the master schedule and/or lesson plans.

This EMO was met.

All students had the opportunity to complete 2 or more projects integrating the performing arts with at least 1 other subject areas.

This EMO was met.

Expected

Actual

<p>Metric/Indicator All students will have the opportunity to participate in 1 or more rehearsed musical, dramatic, or dance performance within the classroom, for their grade level, or before the school community.</p> <p>17-18 1 or more rehearsed musical, dramatic, or dance performance within the classroom, for their grade level, or before the school community.</p> <p>Baseline 1 or more rehearsed musical, dramatic, or dance performance within the classroom, for their grade level, or before the school community.</p>	<p>All students had the opportunity to participate in 1 or more rehearsed musical, dramatic, or dance performance within the classroom, for their grade level, or before the school community.</p> <p>This EMO was met.</p>
<p>Metric/Indicator Each student will have the opportunity to complete 2 or more projects that integrate content and skills from more than one subject area.</p> <p>17-18 2 or more projects that integrate content and skills from more than one subject area.</p> <p>Baseline 2 or more projects that integrate content and skills from more than one subject area.</p>	<p>Each student had the opportunity to complete 2 or more projects that integrate content and skills from more than one subject area.</p> <p>This EMO was met.</p>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Employ staff to provide specialized instruction in performing arts.</p>	<p>Continued to upgrade staff to provide specialized instruction in music and/or performing arts as funding is available.</p>	<p>Staff specialist for performing arts. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$25,065</p>	<p>Staff specialist for specialized instruction in performing arts. 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) \$25,000</p>

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

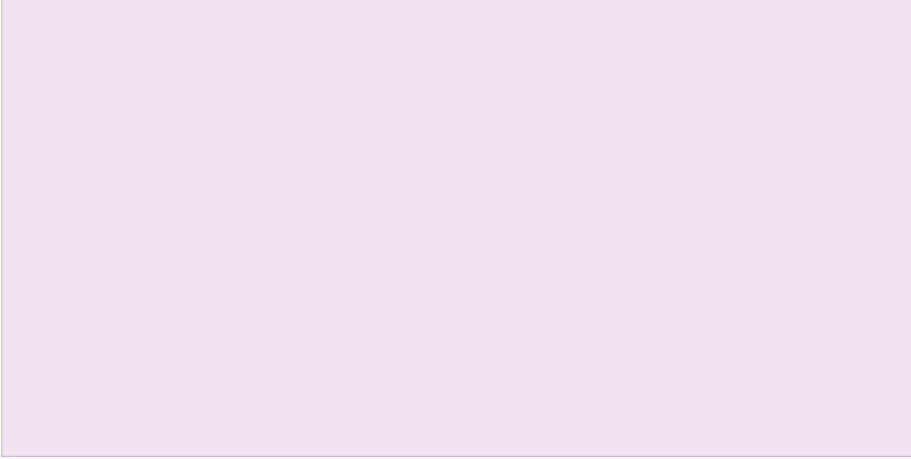
Location(s)
All Schools

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
English Learners
Low Income

Scope of Services
LEA-wide

Locations
All Schools



Action 2

Planned Actions/Services

Continue to implement physical education and health performance standards and assessments for 5th and 7th grades as required by the state.

Actual Actions/Services

Continued to implement physical education and health performance standards and assessments for 5th and 7th grades as required by the state. Additional sports equipment was purchased to promote better performance for all students.

Budgeted Expenditures

Stipend for teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,007.80

Estimated Actual Expenditures

Sports Equipment 4000-4999: Books And Supplies Base \$3,000

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

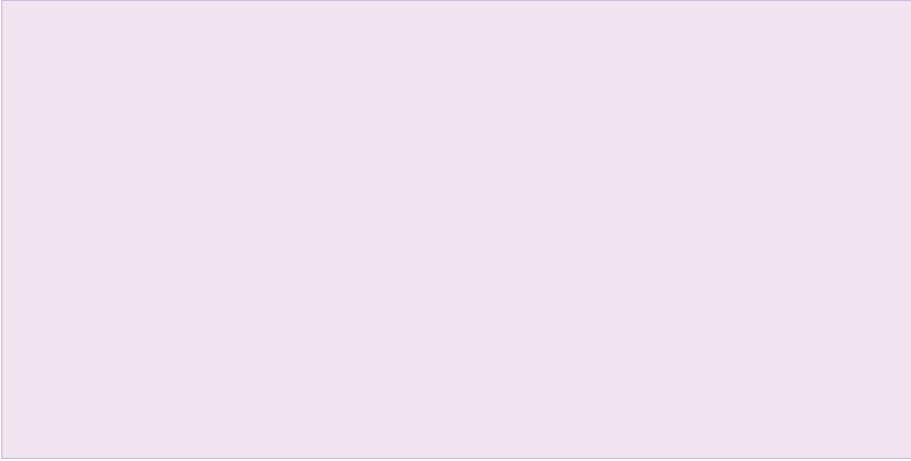
Location(s)
All Schools

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
English Learners
Low Income

Scope of Services
LEA-wide

Locations
All Schools



Action 3

Planned Actions/Services
Designated credentialled teachers monitor and/or provide instruction of physical education and health.

Actual Actions/Services
Designated credentialled teachers to monitor and/or provide instruction of physical education and health. This year we hired a PE instructor to teach the students

Budgeted Expenditures	Estimated Actual Expenditures
0	Teacher Salaries 1000-1999: Certified Personnel Salaries Base \$25,000

For Actions/Services not included as contributing to Improved Services Requirement:

Students to be Served
All

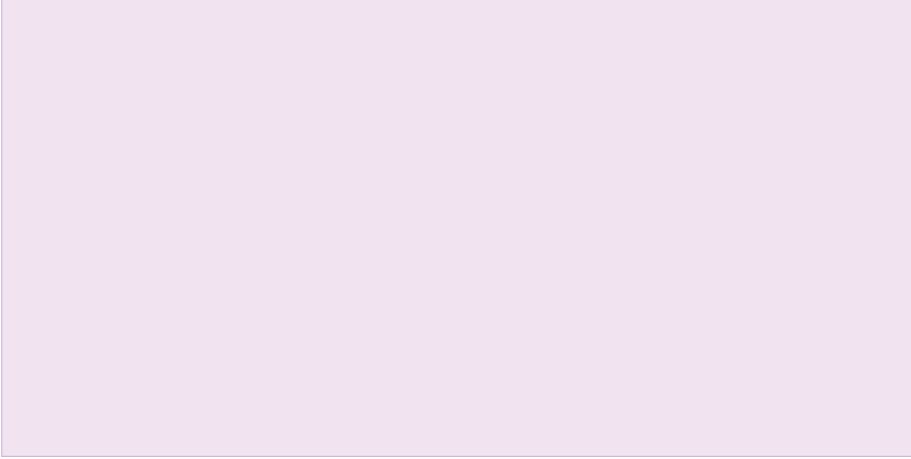
Location(s)
All Schools

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
English Learners
Low Income

Scope of Services
LEA-wide

Locations
All Schools



Action 4

Planned Actions/Services
Purchase Social Studies supplemental materials as needed.

Actual Actions/Services
Social Studies materials were not purchased this school year. Now that the State Standards have been adopted, we will be purchasing the new Social Studies curriculum from McGraw Hill entitled, "IMPACT."

Budgeted Expenditures
Social Studies supplemental materials 4000-4999: Books And Supplies Supplemental and Concentration \$5,013

Estimated Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

Location(s)
All Schools

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
English Learners
Low Income

Scope of Services
LEA-wide

Locations
All Schools

Action 5

**Planned
Actions/Services**

Continue to update and catalog electronic libraries of plays, musicals and performances.

**Actual
Actions/Services**

Continued to update and catalog electronic libraries of plays, musicals, and performances.

**Budgeted
Expenditures**

Libraries and plays 4000-4999:
Books And Supplies
Supplemental and Concentration
\$2,005.20

**Estimated Actual
Expenditures**

Libraries and plays 4000-4999:
Books And Supplies
Supplemental and Concentration
\$2,100.00

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

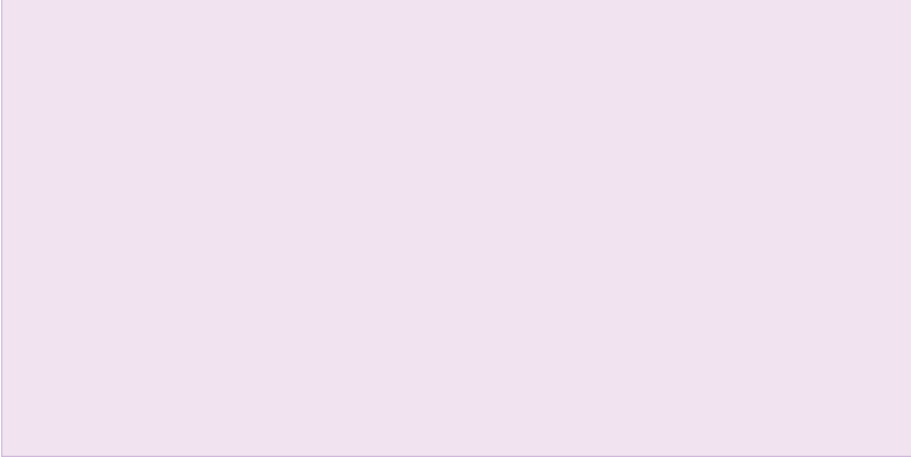
Location(s)
All Schools

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
English Learners
Low Income

Scope of Services
LEA-wide

Locations
All Schools



Action 6

Planned Actions/Services
Continue to produce and schedule musical, theatre, dance, and art to exhibit students' talents.

Actual Actions/Services
Continued to produce and schedule musical, theatre, dance, and art to exhibit students' talents.

Budgeted Expenditures	Estimated Actual Expenditures
0	See above. 0

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

Location(s)
All Schools

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
English Learners
Low Income

Scope of Services
LEA-wide

Locations
All Schools

Action 7

**Planned
Actions/Services**

Continue to take students on field trips that relate to classroom studies and college bound goals and careers.

**Actual
Actions/Services**

Continued to take students on field trips that relate to classroom studies and college bound goals and careers. An example of this is our trip to the State Capitol in Sacramento. In addition, TFSCS was very fortunate, receiving many grants from different museums and places of interest that related to their studies.

**Budgeted
Expenditures**

Cost of field trips 5800:
Professional/Consulting Services
And Operating Expenditures
Supplemental and Concentration
\$10,026

**Estimated Actual
Expenditures**

Cost of field trips 5800:
Professional/Consulting Services
And Operating Expenditures
Supplemental and Concentration
\$0

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

Location(s)
All Schools

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
English Learners
Low Income

Scope of Services
LEA-wide

Locations
All Schools

Action 8

**Planned
Actions/Services**

Continue to provide professional development for teachers, administrators and supplemental staff in Physical Education California standards expected learning outcomes for grades TK-8.

**Actual
Actions/Services**

Continued to provide professional development for teachers, administrators, and supplemental staff in Physical Education California Standards expected learning outcomes for grades TK-8.

**Budgeted
Expenditures**

Provide Professional Development related to physical education 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$1,503.90

**Estimated Actual
Expenditures**

Provide Professional Development related to physical education 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$0

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

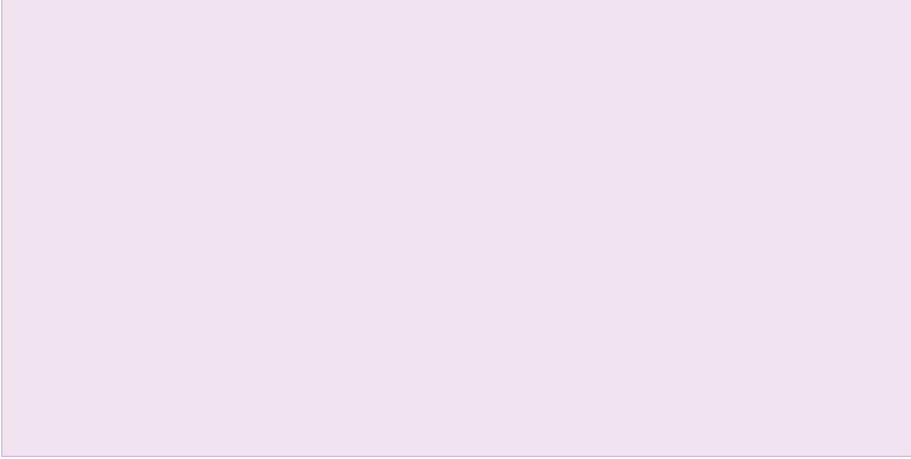
Location(s)
All Schools

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
English Learners
Low Income

Scope of Services
LEA-wide

Locations
All Schools



Action 9

Planned Actions/Services
Revise and update as needed NGSS based grade level pacing guides.

Actual Actions/Services
Revised and updated NGSS based grade level pacing guides.

Budgeted Expenditures
Stipend for teachers to revise pacing guides for NGSS. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,503.90

Estimated Actual Expenditures
Stipend for teachers to revise pacing guide for NGSS. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,600.00

For Actions/Services not included as contributing to Improved Services Requirement:

Students to be Served
All

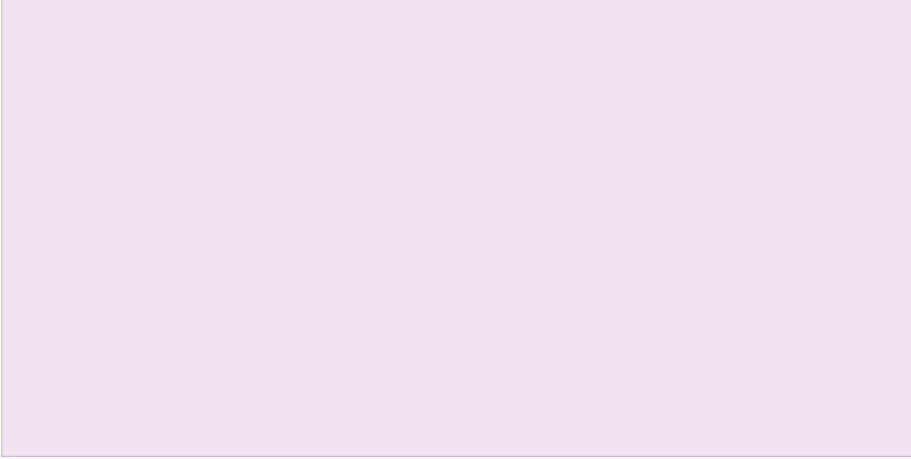
Location(s)
All Schools

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
English Learners
Low Income

Scope of Services
LEA-wide

Locations
All Schools



Action 10

Planned Actions/Services
Purchase core and supplemental materials for NGSS as needed.

Actual Actions/Services
Purchased core and supplemental materials for NGSS as needed.

Budgeted Expenditures
Purchase science instructional resources 4000-4999: Books And Supplies Supplemental and Concentration \$10,026

Estimated Actual Expenditures
Purchase science instructional resources 4000-4999: Books And Supplies Supplemental and Concentration \$0

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

Location(s)
All Schools

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
English Learners
Low Income

Scope of Services
LEA-wide

Locations
All Schools

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

In order to achieve this goal for the 2017-2018 school year, TFSCS:

- employed staff members who provided instruction in physical education and the music and performing arts.
- purchased new equipment to support physical education instruction with a continued focus on the Physical Education Model Content Standards for California Public Schools.
- purchased McGraw Hill's history-social studies curriculum to support instruction aligned with the History-Social Science Content Standards for California Public Schools..

- students attended field trips as a means of making subject matters more relevant awareness and to broaden the students' educational experience.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

TFSCS employed a Theater Arts teacher who provided students with music, oration, and drama instruction(and) who facilitated programs for students' to demonstrate their talents to parents through school programs.

Results of the 2016-2017 fitnessgram showed that TFSCS students met only the aerobic capacity EMO. With this in mind, a Physical Education instructor was hired this school year to help improve our students' fitnessgram outcomes. Data from the 2018 fitnessgram is not available until the following school year.

TFSCS purchased McGraw Hill Social Studies' on-line program for one year to supplement our curriculum.It is our intention to purchase the new "Impact" Social Studies Curriculum. In addition, TFSCS purchased NGSS-Inspire Science to improve and maintain a current Science curriculum. Inspire Science is a newly approved Science curriculum that is on line as well as hard copy for the students. It has helped them move forward in their awareness of the new standards in Science that have been approved by the State.

The students at TFSCS were taken on Field trips to the Getty, The Autry , and The Music Center, .In addition, TFSCS provided students' field trips as a means of making subject matter more relevant awareness and to broaden student's educational experience. As an example, TFSCS' 7th and 8th grade students participated at the A Martin Luther King Jr. Day of Service Forum at the Proud Bird Event Center and also participated at the Cesar Chavez Day of Remembrance at California State University Los Angeles. At these events students heard from prominent leaders speak on pressing environment and air quality issues.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was a difference in the monetary amount that was estimated and the actual expense for the NGSS Inspire Science books and the Social Studies books from McGraw Hill, as well as the cost of school trips. We did not purchase the Social Studies Book this past school year since we were waiting for the State to approve the new state standards. Now that this has been accomplished we will be purchasing the new Social Studies curriculum from McGraw Hill entitled, "IMPACT." TFSCS was very fortunate to have the cost of several of the student field trips covered by grants awarded to the school. In addition, TFSCS' teachers and staff conducted Professional Development sessions on Health during the course of the school year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Based upon the outcome of the HFZ (Healthy Fitness Zone) scores from 2016-2017, TFSCS has employed a Physical Education Instructor. Now that the Standards for Social Studies have been approved by the State, we will be purchasing the new "Impact" Social Studies curriculum from McGraw Hill. This can be noted in goal 4 action 4 of the 2018-2019 LCAP.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

All classrooms are staffed by highly effective and qualified credentialed teachers for subject area and or grade levels.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator
Credentiaing

All teachers are fully credentialed.

17-18

Propose to pursue 100% of teachers will be fully credentialed.

Baseline

100% of teachers were fully credentialed.

Actual

Credentiaing

100% of teachers are fully credentialed.

The EMO was met.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Highly effective and qualified teachers for subject and/or grade levels were employed.

Salaries of credentialed teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$701,820

Salaries of credentialed teachers 1000-1999: Certificated Personnel Salaries Base \$350,000

Salaries of credentialed teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$350,000

Salaries of credentialed teachers 3000-3999: Employee Benefits Supplemental and Concentration \$42,000

Continue to employ highly effective and qualified teachers for subject area and/or grade levels.
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served
 All
Location(s)
 All Schools
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served
 English Learners
 Low Income
Scope of Services
 LEA-wide
Locations
 All Schools

Action 2

Planned Actions/Services
 Attendance committee may consist of intervention attendance staff, teachers and others who all become involved in improving attendance.

Actual Actions/Services
 Attendance committee consisted of intervention attendance staff, teachers, and others who all became involved in improving attendance.

Budgeted Expenditures
 Salaries for social worker, psychologist, resources specialist. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$100,260

Estimated Actual Expenditures
 Salaries for social worker, psychologist, resources specialist. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$200,000

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

Location(s)
All Schools

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
English Learners
Low Income

Scope of Services
LEA-wide

Locations
All Schools

Action 3

**Planned
Actions/Services**

Employ school psychologist as student needs require.

**Actual
Actions/Services**

Employed school psychologist as student needs required.

**Budgeted
Expenditures**

See above

**Estimated Actual
Expenditures**

See above

Benefits 3000-3999: Employee Benefits Supplemental and Concentration \$24,000

For Actions/Services not included as contributing to Improved Services Requirement:

Students to be Served
All

Location(s)
All Schools

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
English Learners
Low Income

Scope of Services
LEA-wide

Locations
All Schools

[Empty box]

Action 4

Planned Actions/Services
Continue to utilize special education teachers.

Actual Actions/Services
TFSCS utilized special education teachers.

Budgeted Expenditures
SpEd Teacher salary 1000-1999: Certificated Personnel Salaries Special Education \$50,130

Estimated Actual Expenditures
SpEd staff 1000-1999: Certificated Personnel Salaries Special Education \$100,000

SpEd staff 2000-2999: Classified Personnel Salaries Special Education \$30,000

<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>			<p>Sped Staff Benefits 3000-3999: Employee Benefits Special Education \$12,000</p>
			<p>Sped Technology 4000-4999: Books And Supplies Special Education \$40,000</p>
			<p>Sped Consultant 5000-5999: Services And Other Operating Expenditures Special Education \$40,000</p>
<p>Action 5</p>			
<p>Planned Actions/Services</p> <p>Continue to employ highly qualified supplemental teachers.</p>	<p>Actual Actions/Services</p> <p>Continued to employ qualified supplemental teachers (includes technology staff).</p>	<p>Budgeted Expenditures</p> <p>Salaries supplemental teachers 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$200,520</p>	<p>Estimated Actual Expenditures</p> <p>Salaries supplemental teachers 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$170,000</p> <p>Benefits supplemental teachers 3000-3999: Employee Benefits Supplemental and Concentration \$20,400</p>

For Actions/Services not included as contributing to Improved Services Requirement:

Students to be Served
All

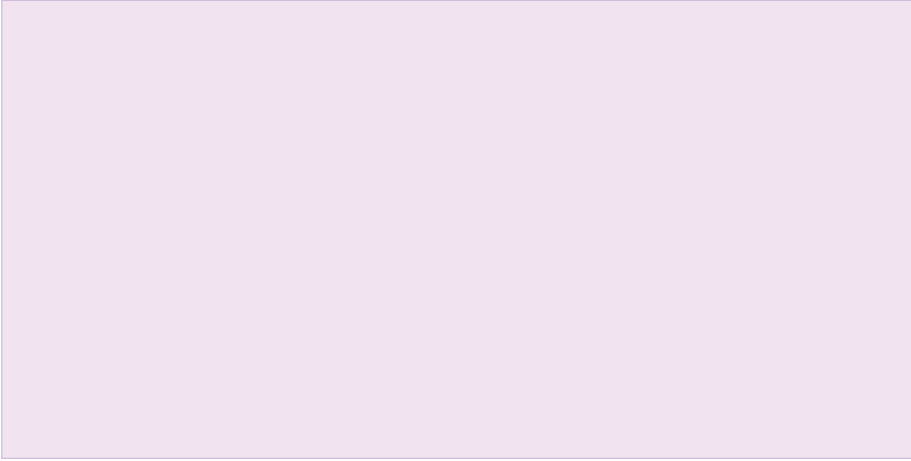
Location(s)
All Schools

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
English Learners
Low Income

Scope of Services
LEA-wide

Locations
All Schools



Action 6

Planned Actions/Services
Continue to employ effective administrators.

Actual Actions/Services
Continued to employ effective administrators.

Budgeted Expenditures
Salaries for administrators 1000-1999: Certificated Personnel Salaries Base \$80,208

Estimated Actual Expenditures
Salaries for administrators 1000-1999: Certificated Personnel Salaries Base \$80,000

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

Location(s)
All Schools

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
English Learners
Low Income

Scope of Services
LEA-wide

Locations
All Schools

Action 7

**Planned
Actions/Services**

Continue to provide for all teachers, administrators, intervention and supplemental staff professional developments and webinars on the Every Student Succeeds Act (ESSA) as needed.

**Actual
Actions/Services**

Continued to provide for all teachers, administrators, intervention, and supplemental staff, professional development and webinars on the Every Student Succeeds Act (ESSA) as needed.

**Budgeted
Expenditures**

Base 0

**Estimated Actual
Expenditures**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

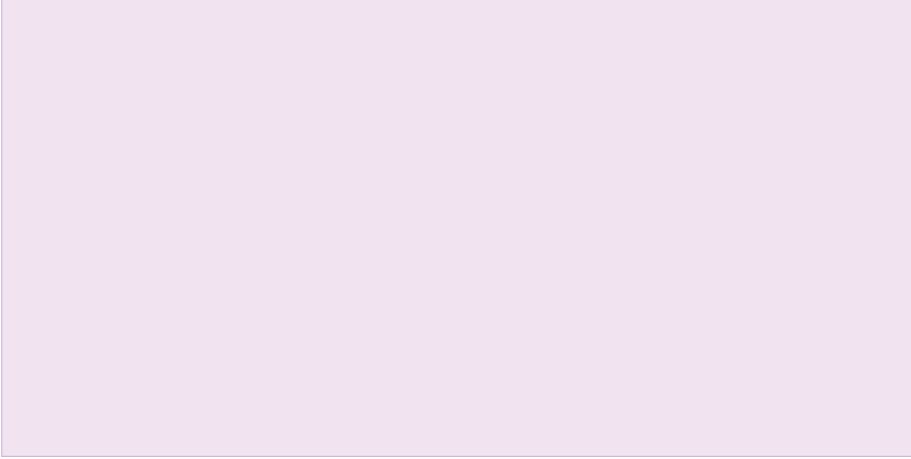
Location(s)
All Schools

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
English Learners
Low Income

Scope of Services
LEA-wide

Locations
All Schools



Action 8

Planned Actions/Services
Fee/salary for behavior specialist or consultant to provide professional development including observation and coaching in the area of behavior/classroom management.

Actual Actions/Services
Behavior specialist and consultants were hired to provide professional development including observation and coaching in the area of behavior/classroom management.

Budgeted Expenditures
Behavior Specialist and Consultants 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$50,130

Estimated Actual Expenditures
See above.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

Location(s)
All Schools

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
English Learners
Low Income

Scope of Services
LEA-wide

Locations
All Schools

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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

In order to achieve this goal for the 2017-2018 school year TFSCS:

- continued to hire highly qualified teachers and administrators
- continued to hire supplemental teachers to support students' academic achievement working with students in small groups within the classroom.
- conducted faculty and staff (attended) professional development meetings, throughout the year, that addressed the Every Student Succeeds Act.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

TFSCS recruitment of candidates is effective, allowing for the hiring of highly qualified, certificated teachers, as well as support staff for small group instruction to support students' academic growth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is no material difference between budgeted expenditures and actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to this goal, expected outcomes, metrics, or indicators.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 6

All school facilities are well maintained in a manner that assures that the learning environment is clean, safe, and functional.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

<p>Metric/Indicator Annual Inspection</p> <p>Annual inspection report indicating that all facilities are well maintained.</p> <p>17-18 Propose to pursue that results of annual inspection will indicate that all facilities are well maintained.</p> <p>Baseline Results of annual inspection indicate that all facilities are well maintained.</p> <p>Metric/Indicator Parent, Student, and Teacher Surveys</p> <p>Survey results indicating that parents, students, and teachers agree or strongly that facilities are clean, safe, and in good repair.</p>	
--	--

Actual

<p>Annual Inspection</p> <p>The annual inspection report was not made available.</p> <p>The EMO was not met.</p>	<p>Parent, Student, and Teacher Surveys</p> <p>81% of parents, students, and teacher report that they agree or strongly agree that facilities are clean, safe, and in good repair.</p> <p>The EMO was not met.</p>
--	--

Expected

Actual

17-18

>/= 90% of parents, students, and teacher report that they agree or strongly agree that facilities are clean, safe, and in good repair.

Baseline

93% of parents, students, and teacher report that they agree or strongly agree that facilities are clean, safe, and in good repair.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned
Actions/Services

Routine maintenance and major repairs are scheduled and completed in a timely manner.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All

Location(s)

All Schools

Actual

Actions/Services

Maintenance and major repairs were scheduled and completed in a timely manner.

Budgeted
Expenditures

Budget for maintenance and repairs 5800:
Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$35,091

Estimated Actual
Expenditures

Budget for maintenance and repairs 5000-5999: Services And Other Operating Expenditures Base \$12,000

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners
Low Income

Scope of Services

LEA-wide

Locations

All Schools

Action 2

Planned

Actions/Services

Continue to employ custodian services to keep facilities in good repair and to monitor general conditions.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All

Location(s)

All Schools

Actual

Actions/Services

Continue to employ custodian services to keep facilities in good repair and to monitor general conditions.

Budgeted

Expenditures

Salaries for maintenance employees 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$60,156

Estimated Actual

Expenditures

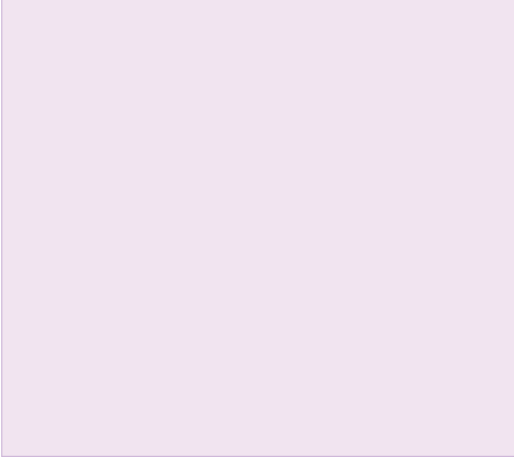
Salaries for maintenance employees 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$60,000

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
 English Learners
 Low Income

Scope of Services
 LEA-wide

Locations
 All Schools



Action 3

Planned Actions/Services
 Continue to employ security staff to monitor facilities as funding permits.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
 All

Location(s)
 All Schools

Actual Actions/Services
 Continue to employ security staff to monitor facilities as funding permits.

<p>Budgeted Expenditures Salaries for security. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$60,156</p>	<p>Estimated Actual Expenditures Expense for security. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$25,000</p>
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For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

- English Learners
- Low Income

Scope of Services

LEA-wide

Locations

All Schools

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

In order to achieve this goal for the 2017-2018 school year, TFSCS:

- continued to employ custodian services to keep facilities in good repair and monitor general conditions.
- continue to maintain facilities and address needed repairs in a timely manner.
- continued to employ a security guard to monitor the facilities on a daily basis.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

During the 2017-2018 school year, TFSCS' continued utilization of a custodian company. This company was shown not to be as effective as our previous custodial staff. Parent, student, and teacher school climate survey results indicate that 81% "Strongly Agree" or "Agree" that the facilities are clean, safe, and in good repair, a 12% decrease from the previous year. While there was a decrease, a great majority of parents "Strongly Agree" or "Agree" that the facilities are clean, safe, and in good repair. TFSCS attributes this high percentage to a larger presence of staff on campus and the consistent presence of our security guard. TFSCS has security on the premise on a daily basis to make sure that the campus is secure and safe for our students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

During the 2017-2018 school year, TFSCS selected a different custodial company. This change accounts for the difference in the budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The Parent School Climate Survey will be revised. The terms "clean, safe and in good repair" will be separated into separate survey items to elicit a more concise response with regard to this criteria. This change can be found in the LCAP, Goal 6, Expected Measurable Outcomes.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 7

The school environment, programs and activities encourage the participation of all families in all aspects of the school.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator
Parent Survey

- Parents agreeing or strongly agreeing that:
- a. The school's climate is welcoming and positive.
 - b. The school communicates effectively about student achievement.
 - c. There are many varied opportunities for parent participation in school programs and activities.
 - d. There are adequate instructional resources for student learning.
 - e. There are numerous varied school activities that interest students.

Actual

Parent Survey

Parents agreeing or strongly agreeing that:

- a. The school's climate is welcoming and positive. 84%

The EMO was not met.

- b. The school communicates effectively about student achievement. 8%

The EMO was not met.

- c. There are many varied opportunities for parent participation in school programs and activities. 75%

The EMO was not met.

- d. There are adequate instructional resources for student learning. 81%

Expected

17-18

Propose to pursue an increase or maintain, from the baseline, the percentage of parents that agree or strongly agree that:

- a. The school's climate is welcoming and positive. $\geq 90\%$
- b. The school communicates effectively about student achievement. $\geq 90\%$
- c. There are many varied opportunities for parent participation in school programs and activities. $\geq 90\%$
- d. There are adequate instructional resources for student learning. $\geq 90\%$
- e. There are numerous varied school activities that interest students. $\geq 69\%$

Actual

The EMO was not met.

- e. There are numerous varied school activities that interest students. 56%

The EMO was not met.

Expected

Baseline

Percentage of parents agreeing or strongly agreeing that:

- a. The school's climate is welcoming and positive.
95% of parents strongly agree or agree
- b. The school communicates effectively about student achievement.
95% of parents strongly agree or agree
- c. There are many varied opportunities for parent participation in school programs and activities.
93% of parents strongly agree or agree
- d. There are adequate instructional resources for student learning.
89% of parents strongly agree or agree
- e. There are numerous varied school activities that interest students.
64% of parents strongly agree or agree

Based upon data from 2016/2017 parent survey.

Metric/Indicator

Parent Meeting/Workshop Agendas and Sign-In Sheets

Parent Meeting/Workshop Agendas and Sign-In Sheets.

17-18

All 2017-2018 parent meeting/workshop agendas and sign-in sheets will be on file.

Baseline

All 2016-2017 parent meeting/workshop agendas and sign-in sheets are on file.

Actual

Parent Meeting/Workshop Agendas and Sign-In Sheets

Sign-in sheets on file.

Expected

Metric/Indicator
Parent Meeting Evaluations

Parents agreeing or strongly agreeing that parent meetings and/or workshops are effective in meeting their needs.

17-18
Propose to pursue $\geq 90\%$ of parents agree or strongly agree that parent meetings and/or workshops are effective in meeting their needs as measured by the 2017/2018 parent meeting evaluations.

Baseline
96% of parents agreed or strongly agreed that parent meetings and/or workshops are effective in meeting their needs.

Based upon 2016/2017 parent meeting evaluations.

Metric/Indicator
Parent/Teacher Conference Sign-In Sheets

Parents parent/student/teacher conference(s) attendance.

17-18
Propose to pursue 82% of parents will attend one or more parent/ student/ teacher conference(s).

Baseline
79% of parents attended one or more parent/student/teacher conference(s).

Based upon data from 2016/2017 parent/ teacher/ student conference sign-in sheets.

Metric/Indicator
Parent Involvement

Parental involvement (i.e. volunteering) opportunities as indicated by events listed on the monthly calendar and/or parent notices.

17-18
Propose to pursue that ≥ 36 events involving parents will be held.

Baseline
36 events involving parents were held during the 2016/2017 school year.

Actual

Parent Meeting Evaluations

The EMO was not met.

Parent/Teacher Conference Sign-In Sheets

The EMO was not met.

Parent Involvement

TFSCS provided 84 opportunities for parental involvement (i.e. volunteering) as indicated by events listed on the monthly calendar and/or parent notices.

The EMO was met.

Expected

Metric/Indicator
Parent/Student Compact
Parents and students who have signed the Parent/Student Compact.

17-18
Propose to pursue 100% rate of Signed Parent/ Student compacts.

Baseline
100% of Parent/Student Compacts have been signed.

Metric/Indicator
Parent/Student Family Handbook
TFSCS policies and procedures in the Parent/Student Family Handbook.

17-18
Parent/Student Family Handbook will continue to contain TFSCS policies and procedures.

Baseline
Parent/Student Family Handbook contains TFSCS policies and procedures.

Actual

Parent/Student Compact
The rate of signed Parent/Student compacts was 100%.
The EMO was met.

Parent/Student Family Handbook
The Parent/Student Family Handbook contains TFSCS' policies and procedures.
The EMO was met.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services
Continue to provide the Handbook in English and Spanish.	Continued to provide the Handbook in English and Spanish.

Budgeted Expenditures	Estimated Actual Expenditures
Expenses related to production and duplication of handbooks and other times and resources used for communication with families and conducting meetings. 5800: Professional/Consulting Services And Operating Expenditures Base \$3,509.10	Expenses related to production and duplication of handbooks and other times and resources used for communication with families and conducting meetings. 5800: Professional/Consulting Services And Operating Expenditures Base \$2,647.17

For Actions/Services not included as contributing to Improved Services Requirement:

Students to be Served
All

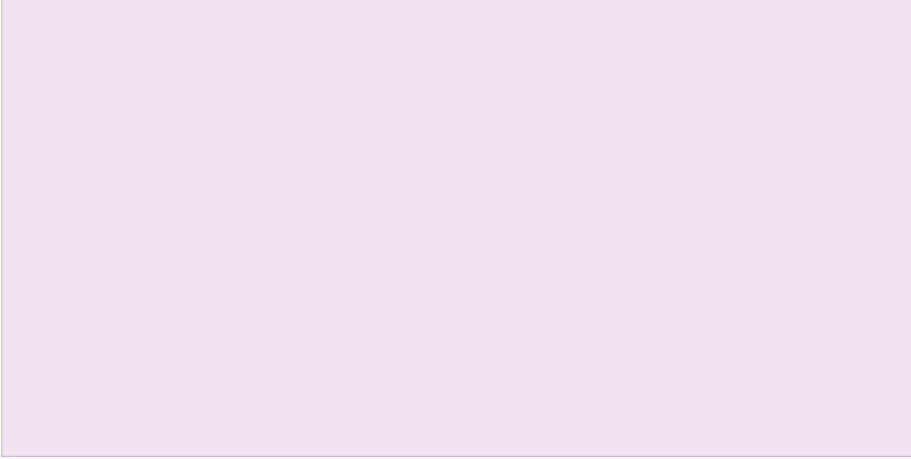
Location(s)
All Schools

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
English Learners
Low Income

Scope of Services
LEA-wide

Locations
All Schools



Action 2

Planned Actions/Services
Continue to use the parent/student/school compact.

Actual Actions/Services
Continued to use the parent/student/school compact.

Budgeted Expenditures
See above.

Estimated Actual Expenditures
See above.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

Location(s)
All Schools

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
English Learners
Low Income

Scope of Services
LEA-wide

Locations
All Schools

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Action 3

Planned Actions/Services

Continue to provide regular meetings and workshops providing information about the school, the curriculum, school achievement, i.e. book fairs, family math night, family literacy night, awards assemblies, and performing arts events.

Actual Actions/Services

Continued to provide regular meetings and workshops providing information about the school, the curriculum, and school achievement, i.e. book fairs, family math night, family literacy night, awards assemblies, and performing arts events.

Budgeted Expenditures
See above.

Estimated Actual Expenditures
See above

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

Location(s)
All Schools

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
English Learners
Low Income

Scope of Services
LEA-wide

Locations
All Schools

Action 4

**Planned
Actions/Services**

Conduct parent and student conferences at least 3 times yearly.

**Actual
Actions/Services**

Conducted personal parent and student conferences at least 3 times yearly.

**Budgeted
Expenditures**

See above.

**Estimated Actual
Expenditures**

See above.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

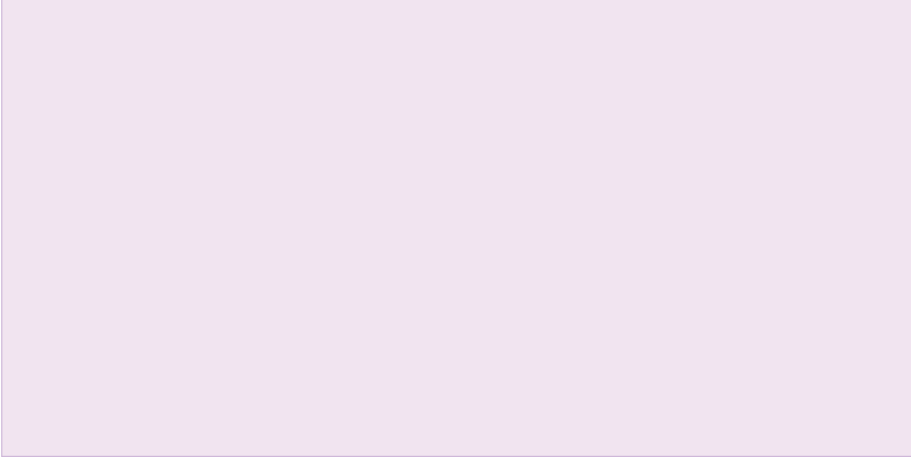
Location(s)
All Schools

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
English Learners
Low Income

Scope of Services
LEA-wide

Locations
All Schools



Action 5

Planned Actions/Services
Provide opportunities for parents to voluntarily volunteer and provide support to their children and for the school community.

Actual Actions/Services
Provided opportunities for parents to voluntarily volunteer and provide support to their children and for the school community.

Budgeted Expenditures
See above.

Estimated Actual Expenditures
See above.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

Location(s)
All Schools

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
English Learners
Low Income

Scope of Services
LEA-wide

Locations
All Schools

Action 6

**Planned
Actions/Services**

Continue to notify parents of students' progress and benchmark reports on a regular basis.

**Actual
Actions/Services**

Continued to notify parents of students' progress and benchmark reports on a regular basis.

**Budgeted
Expenditures**

See above.

**Estimated Actual
Expenditures**

See above.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

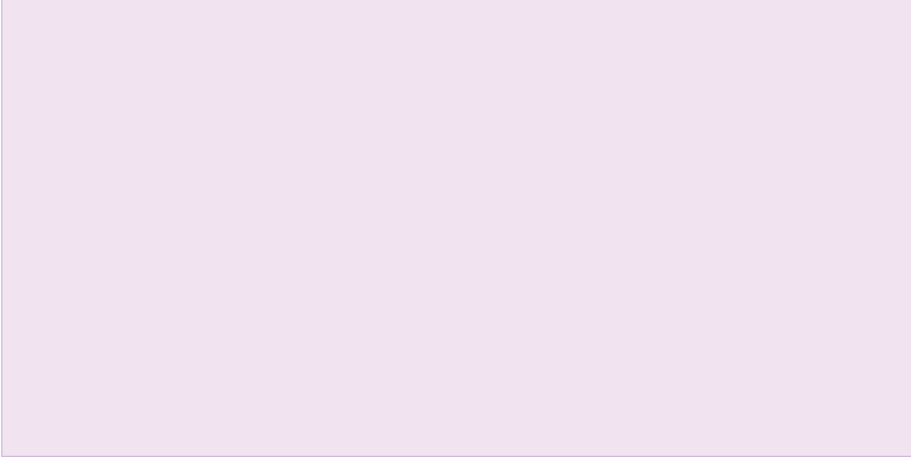
Location(s)
All Schools

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
English Learners
Low Income

Scope of Services
LEA-wide

Locations
All Schools



Action 7

Planned Actions/Services
Continue to conduct surveys and evaluations of programs and activities involving parents.

Actual Actions/Services
Continued to conduct surveys and evaluations of programs and activities involving parents.

Budgeted Expenditures
See above.

Estimated Actual Expenditures
See above.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

Location(s)
All Schools

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
English Learners
Low Income

Scope of Services
LEA-wide

Locations
All Schools

Action 8

**Planned
Actions/Services**

Evaluate the efficacy of surveys and evaluations and modify as needed.

**Actual
Actions/Services**

Evaluated the efficacy of surveys and evaluations and modify as needed.

**Budgeted
Expenditures**

See above.

**Estimated Actual
Expenditures**

See above.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

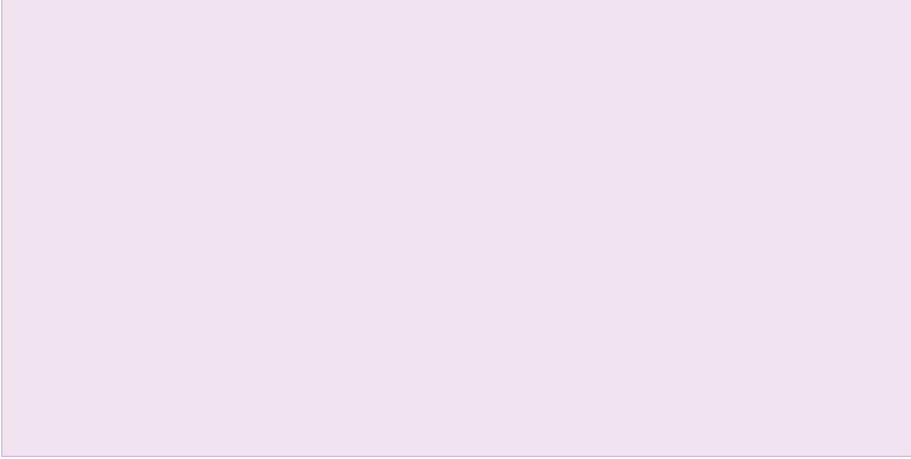
Location(s)
All Schools

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
English Learners
Low Income

Scope of Services
LEA-wide

Locations
All Schools



Action 9

Planned Actions/Services
Continue to provide parent surveys in both Spanish and English as well as workshops to assist in the completion process.

Actual Actions/Services
Continued to provide parent surveys in English and Spanish, as well as workshops to assist in the completion process.

Budgeted Expenditures
See above.

Estimated Actual Expenditures
See above.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

Location(s)
All Schools

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
English Learners
Low Income

Scope of Services
LEA-wide

Locations
All Schools

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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

In order to achieve this goal for the 2017-2018 school year, TFSCS:

- provided to all parents the school handbook (available in English and Spanish).
- offered the school climate Parent survey as a hard copy, as well as online for easy accessibility.
- provided opportunities for parents to provide feedback regarding TFSCS during parent meetings, as well the yearly school climate parent survey.
- provided the school compact to parents and students to sign .

- provided opportunities throughout the school year for parents to volunteer and participate in their child(ren)'s education as field trip volunteers, classroom help to the teacher, career day participants.
- informed parents of their child(ren)'s academic progress through benchmark/progress reports and parent/teacher conferences during the course of the school year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

During the 2017-2018 school year, paper and on-line the school climate Parent Surveys were offered to ensure parent participation as per our LCAP goals.

TFSCS implemented a Saturday STEM program and the continued cheer-leading and music clubs. The students were also encouraged to participate in varied sports opportunities throughout the year such as basketball, soccer, and volleyball.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Costs associated with this goal were less than expected.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to this goal, metrics or actions and services.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 8

Students are engaged in rigorous learning in a positive, calm, caring and respectful learning environment.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator
Attendance Rate

17-18
Propose to pursue a \geq 95% Attendance Rate

Baseline
95%-Attendance Rate

Based on data from the 2016/2017 school year.

Actual

Attendance Rate

The attendance rate for the 2017-2018 school year was 95.28%.

The EMO was met.

Expected

Actual

<p>Metric/Indicator Suspension Rate 17-18 Propose to pursue a \leq 5% Suspension Rate</p> <p>Baseline 0%-Suspension Rate Based on data from the 2016/2017 school year.</p>	<p>Suspension Rate The suspension rate for the 2017-2018 school year was .2%. The EMO was met.</p>
<p>Metric/Indicator Expulsion Rate 17-18 Propose to pursue a \leq 2% Expulsion Rate</p> <p>Baseline 0%-Expulsion Rate Based on data from the 2016/2017 school year.</p>	<p>Expulsion Rate The expulsion rate for the 2017-2018 school year was .19%. The EMO was met.</p>
<p>Metric/Indicator Disciplinary Referrals 17-18 Propose to pursue \leq 5% of students referred to the office for discipline</p> <p>Baseline 2.2%-Disciplinary Referral Rate</p>	<p>Disciplinary Referrals Data was not provided. The EMO was not met.</p>
<p>Metric/Indicator Teacher Survey Teachers strongly agreeing or agreeing that problems with discipline, bullying, and other disruptive behaviors are minimal or not a problem.</p>	<p>Teacher Survey 26% of teachers strongly agree or agree that problems with discipline, bullying, and other disruptive behaviors are minimal or not a problem. The EMO was not met.</p>

Expected

17-18

Propose to pursue that 72% of teachers will strongly agree or agree that problems with discipline, bullying, and other disruptive behaviors are minimal or not problem.

Baseline

66% of teachers strongly agreed or agreed that problems with discipline, bullying, and other disruptive behaviors are minimal or not problem.

Based upon data from 2016/2017 teacher surveys.

Actual

Metric/Indicator

Parent Survey

Parents strongly agreeing or agreeing to the following survey items:

The school...

- a. provides quality counseling/support to help my child(ren)'s social or emotional needs.
- b. treats my child with respect.
- c. enforces school rules for my child(ren) and all students.
- d. is a safe place for my child(ren) to learn and play.
- e. provides a supportive learning environment for my child.
- f. employs adults who care about my child.

Parent Survey

Parents strongly agreeing or agreeing to the following survey items:

The school...

- a. provides quality counseling/support to help my child(ren)'s social or emotional needs. 57%
- The EMO was not met.
- b. treats my child with respect. 87%
- The EMO was not met.
- c. enforces school rules for my child(ren) and all students. 79%
- The EMO was not met.
- d. is a safe place for my child(ren) to learn and play. 85%
- The EMO was not met.
- e. provides a supportive learning environment for my child. 84%
- The EMO was not met.
- f. employs adults who care about my child. 77%
- The EMO was not met.

Expected

17-18

Propose to pursue the following percentages of parents who will strongly agree or agree to the listed survey items:

The school...

- a. provides quality counseling/support to help my child(ren)'s social or emotional needs. 70%
- b. treats my child with respect. >/= 90%
- c. reinforces school rules for my child(ren) and all students. >/= 90%
- d. is a safe place for my child(ren) to learn and play. >/= 90%
- e. provides a supportive learning environment for my child. >/= 90%
- f. employs adults who care about my child. 86%

Baseline

The following percentages indicate the percentage of parents that strongly agreed or agreed to the following survey items:

The school...

- a. provides quality counseling/support to help my child(ren)'s social or emotional needs. 66%
- b. treats my child with respect. 89%
- c. enforces school rules for my child(ren) and all students. 91%
- d. is a safe place for my child(ren) to learn and play. 95%
- e. provides a supportive learning environment for my child. 95%
- f. employs adults who care about my child. 84%

Based upon 2016/2017 parent survey results.

Actual

Expected

Actual

Metric/Indicator
TFSCS Teacher Evaluation System

Teachers scoring a 2 or higher on a 3 point rubric evaluating teachers' classroom management.

17-18
Propose to pursue that >/= 90% of teachers will score a 2 or higher on a 3 point rubric evaluating teachers' classroom management.

Baseline
100% of teachers scored a 2 or higher on a 3 point rubric evaluating teachers' classroom management during the 2016/2017 school year.

TFSCS Teacher Evaluation System

100% of teachers scored a 2 or higher on a 3-point rubric evaluating teachers' classroom management.

The EMO was met.

Metric/Indicator
Awards/Recognition Programs/Events

The number of Awards/ Recognition programs, and/or events.

17-18
Propose to pursue maintenance of holding 12 awards/ recognition programs, and/or events

Baseline
12 Awards/Recognition Programs/Events

Based upon the number of awards/ recognition programs, and or events held during the 2016/2017 school year.

Awards/Recognition Programs/Events

12 awards/recognition programs and/or events were held during the 2017-2018 school year.

The EMO was met.

Metric/Indicator
Chronic Absenteeism Rate

17-18
Propose to pursue a </= 1% Chronic Absenteeism Rate

Baseline
0%-Chronic Absenteeism Rate

Based on data from the 2016/2017 school year.

Chronic Absenteeism Rate

The chronic absenteeism rate for the 2017-2018 was 1.4%.

The EMO was not met.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Require that parents sign the Tardy/Absence Policy which can be found in the handbook. For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	Required that parents sign the Tardy/Absence Policy which can be found in the handbook		No expense
Students to be Served All			
Location(s) All Schools			

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide oral, written, and/or personal conference with the parent(s) if the child is chronically tardy or absent. For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	Maintained procedures to provide oral, written, and/or personal conference notice to parents of chronically absent and/or tardy students.		Postage for written communication. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$1,000
Students to be Served All		0	
Location(s) All Schools			

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners
Low Income

Scope of Services

LEA-wide

Locations

All Schools

Action 3

Planned

Actions/Services

Require a personal mandatory conference with the Attendance Committee as per the Parent/Student Family Handbook.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All

Location(s)

All Schools

Actual

Actions/Services

Maintained requirement for a personal mandatory conference with the Attendance Committee as per the Parent/Student Family Handbook.

Budgeted Expenditures

See above. 0

Estimated Actual Expenditures

See above.

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
 English Learners
 Low Income

Scope of Services
 LEA-wide

Locations
 All Schools

Action 4

Planned Actions/Services
 Continue to provide intervention for students who are chronically tardy or absent.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
 All

Location(s)
 All Schools

Actual Actions/Services
 Maintained procedures to provide intervention for situations in which a student is chronically tardy or absent.

Budgeted Expenditures
 See above. 0

Estimated Actual Expenditures
 School Messenger/Innovative Solutions 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,000

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners
Low Income

Scope of Services

LEA-wide

Locations

All Schools

Action 5

Planned

Actions/Services

Continue to provide professional development for all staff in behavior/classroom management strategies.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All

Location(s)

All Schools

Actual

Actions/Services

Continue to provide professional development for all staff in behavior/classroom management strategies.

Budgeted Expenditures

See above.

Estimated Actual Expenditures

See above.

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners
Low Income

Scope of Services

LEA-wide

Locations

All Schools

Action 6

**Planned
Actions/Services**

Continue to implement a school wide attendance incentive program.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All

Location(s)

All Schools

**Actual
Actions/Services**

School wide incentive program was implemented.

**Budgeted
Expenditures**

See above.

**Estimated Actual
Expenditures**

See above.

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners
Low Income

Scope of Services

LEA-wide

Locations

All Schools

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

In order to achieve this goal for the 2017-2018 school year, TFSCS:

- continued to employ behavioral specialists to assist in helping and intervening with regard to behaviors that created tardiness or undue absences throughout the school year.
- mailed home letters to parents of tardy and absent students.
- purchased an automated phone system that calls parents if their child is absent daily.
- implemented incentive programs to promote school attendance and positive student behavior.
- provided staff professional development meetings addressing strategies to promote positive student behavior and enhance teachers' classroom management practice.
- afforded students hearing/vision exams as a means of identifying any hearing/vision issues and mitigating the effect of those issues.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The 95.28% attendance rate is attributed to a program which incorporates recognition for perfect attendance and a school wide incentive plan. In addition, parents of students with concerning absenteeism or tardies were met with to discuss the problem and implement strategies to resolve the issue. TFSCS also employed a new automated system that calls parents to inform them that their son or daughter was absent. Results reveal that 66% of teachers feel that discipline and

bullying is not a problem and 66% of parents feels that TFSCS provides quality counseling or other ways to help their child with social or emotional needs. TFSCS will continue to refine professional development on both topics to provide more in-depth training for teachers and staff.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was an increase in cost for postage to parents. In the past TFSCS personnel contacted by parent by phone, this past school year we took a more proactive approach with the purchase of an automated system.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Changes were made to the goal, expected outcomes, metrics, or services. We will continue to be proactive with regard to absent students and continue to utilize the automated system , as well as phone calls to go the parents of absent students. We are hopeful that this will improve our rate of students attending so that we will reach our EMO in the future.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 9

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

[Empty response box]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Empty response box]

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

[Empty response box]

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 10

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

[Empty response box]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Empty response box]

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

[Empty response box]

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

TFSCS Inglewood understands parent involvement with the school and encouragement to their child can make a pivotal difference in a student's success in school. Located in a vibrant cultural setting, Today's Fresh Start Charter School Inglewood is committed to expanding and enhancing its collaborative community partnerships in the annual development of the LCAP. This LCAP collaboration is one with parents, staff, and students gathered through multiple avenues.

1. School LCAP committee consisting of teachers, staff, administrators and consultants was formed to prepare surveys, review current procedures and services, analyze state and local data, and review and summarize new legislation and policies.
2. Parents, teachers, students, and staff were asked to respond to surveys specifically designed to address state priorities as outlined in the LCAP. Surveys served as a quantitative tool which provided data informing the goals, actions, and services of the LCAP.

Parent Survey topics included, but were not limited to:

- a. School Climate
- b. School Safety
- c. School Educational Program
- d. Teacher Quality

Teachers and Staff Survey topics included, but were not limited to:

- a. School Resources
- b. Learning Environment
- c. Student Achievement
- d. Professional Development.

Students Survey topics included, but were not limited to:

- a. School Resources

b. School Climate

3. All stakeholders were provided an opportunity to not only ask questions regarding the LCAP surveys, but were encouraged to discuss topics and concerns with other stakeholders.

The LCAP stakeholder surveys will continue to be conducted annually and results incorporated into the development and update of the annual LCAP.

4. Meetings for all parents/guardians were conducted regularly during which parents were given opportunities to provide input and feedback about current and proposed school programs and goals.

1. LCAP Committee (perhaps incorporate with WASC committee)
2. Review of the Single School Plan for Student Achievement
3. Parent/Student/Teacher/Staff Surveys

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Consultations with stakeholders provided necessary data to inform the LCAP for the upcoming year. The parent, student, teacher, and staff surveys were designed to provide TFSCS with quantitative data to inform LCAP goals, actions, and services. Survey results combined with parent meetings revealed areas of strength which will be reinforced and areas of concern which have been addressed in the LCAP for the upcoming year.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 1

Propose to pursue increased student achievement in English Language Arts.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Results of the 2018 CAASPP are not available until the academic year following the assessment administration.

Data from the 2017 California Assessment of Student Performance and Progress show the percentage of students who performed at "Met" or "Exceeded" achievement levels was 35%, a 2% increase from 2016.

2016-2017 local English Language Arts assessments, California School Dashboard, and CAASPP results show there is no student group performing two or more performance levels below the "all student" performance.

Results from the 2018 NWEA (MAP) Spring ELA assessments indicate the following:

LANGUAGE

ALL STUDENTS

- 33.33% of 3rd-8th grade students performed at the "Low" achievement level as measured by the Spring NWEA (MAP) language assessment.

BLACK/AFRICAN-AMERICAN

- 6.45% of 2nd grade Black/African-American students performed at the "High" or "High Average" achievement levels as measured by the Spring NWEA (MAP) language assessments.

READING-ALL STUDENTS

- 37.91% of 3rd-8th grade students performed at the "Low" achievement level as measured by the Spring NWEA (MAP) reading assessment.

Analysis of data from local English Language Arts assessments, California School Dashboard, and CAASPP results indicate that increasing the level of student achievement by providing additional academic support is an identified need.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
NWEA (MAP) ELA Assessments (Grades 3-8)	22% of students advanced 1 or more performance level(s) as measured by the initial and end-of-year assessments.	Propose to pursue 25% of students advancing 1 or more performance level(s) as measured by the 2017/2018 language initial and end-of-year assessments.	Propose to pursue 28% of students advancing 1 or more performance level(s) as measured by the 2018/2019 language initial and end-of-year assessments.	Propose to pursue 31% of students advancing 1 or more performance level(s) as measured by the 2019/2020 language initial and end-of-year assessments.
Students advancing 1 or more performance level(s) as measured by the language initial and end-of-year assessments.	2017-2018 will be the first year of administering the NWEA assessment to grades K-2. Data from this school year will serve as	37.93% of students advanced 1 or more performance level(s) as measured by the	Propose to pursue an increase of students advancing 1 or more performance level(s) as measured by the 2018/2019 language	Propose to pursue an increase of students advancing 1 or more performance level(s) as measured by the 2019/2020 language
NWEA (MAP) ELA (Grade 2)	Students advancing 1 or more performance level(s) as measured by the language initial and			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
end-of-year assessments.	the baseline for the 2018-2019 school year.	language initial and end-of-year assessments.	initial and end-of-year assessments.	initial and end-of-year assessments.
NWEA (MAP) ELA (Grades 3-8) Students advancing 1 or more performance level(s) as measured by the reading initial and end-of-year assessments.	17% of students advanced 1 or more performance level(s) as measured by the 2016/2017 reading initial and end-of-year assessments.	Propose to pursue 20% of students with advancing 1 or more performance levels as measured by the 2018/2019 reading initial and end-of-year assessments.	Propose to pursue 23% of students advancing 1 or more reading performance levels as measured by the 2018/2019 reading initial and end-of-year assessments.	Propose to pursue 26% or more of students advancing 1 or more achievement levels as measured by the 2019/2020 reading initial and end-of-year assessments.
NWEA (MAP) ELA (Grades K-2) Students advancing 1 or more performance level(s) as measured by the reading initial and end-of-year assessments.	2017-2018 will be the first year of administering the NWEA assessment to grades K-2. Data from this school year will serve as the baseline for the 2018-2019 school year.	Baseline Year 44.76% of students advanced 1 or more performance level(s) as measured by the reading initial and end-of-year assessments.	Propose to pursue an increase of students advancing 1 or more reading performance levels as measured by the 2018/2019 reading initial and end-of-year assessments.	Propose to pursue an increase of students advancing 1 or more reading performance levels as measured by the 2019/2020 reading initial and end-of-year assessments.
CAASPP (Grades 4-8) Students advancing 1 or more achievement level(s) as measured by the CAASPP results from the current and previous year. 3rd grade assessment results will serve as each student's baseline.	37% of students advanced 1 or more achievement level(s) as measured by the 2016 and 2017 CAASPP results.	Propose to pursue 20% of students advancing 1 or more performance level(s) as measured by the 2017 and 2018 CAASPP results.	Propose to pursue 20% of students advancing 1 or more performance level(s) as measured by the 2018 and 2019 CAASPP results.	Propose to pursue 20% of students advancing 1 or more performance level(s) as measured by the 2019 and 2020 CAASPP results.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>CAASPP (Grades 3-8)</p> <p>Students performing at the "Met" or "Exceeds" achievement level as measured by the CAASPP results from the current and previous year.</p>	<p>33% of students performed at the "Met" or "Exceeds" achievement level as measured by the 2017 CAASPP results.</p>	<p>SHOULD THE EMO BE CHANGED TO REFLECT THE ACTUAL % OF STUDENTS AT MET AND EXCEEDS??</p> <p>Propose to pursue 38% of students performing at the "Met" or "Exceeds" achievement level as measured by the 2018 CAASPP results.</p>	<p>SHOULD THE EMO BE CHANGED TO REFLECT THE ACTUAL % OF STUDENTS AT MET AND EXCEEDS??</p> <p>Propose to pursue 41% of students performing at the "Met" or "Exceeds" achievement level as measured by the 2019 CAASPP results.</p>	<p>SHOULD THE EMO BE CHANGED TO REFLECT THE ACTUAL % OF STUDENTS AT MET AND EXCEEDS??</p> <p>Propose to pursue 44% of students performing at the "Met" or "Exceeds" achievement level as measured by the 2020 CAASPP results.</p>
<p>NWEA (MAP) ELA (Grade 2)</p> <p>Students performing at the "High Average" or "High" achievement level as measured by the language end-of-year assessment.</p>	<p>2017-2018 will be the first year of administering the NWEA assessment to grades K-2. Data from this school year will serve as the baseline for the 2018-2019 school year.</p>	<p>Baseline Year</p>	<p>Propose to pursue an increase of students performing at the "High Average" or "High" achievement level as measured by the 2018/2019 language end-of-year assessment.</p>	<p>Propose to pursue an increase of students performing at the "High Average" or "High" achievement level as measured by the 2019/2020 language end-of-year assessment.</p>
<p>NWEA (MAP) ELA (Grades K-2)</p> <p>Students performing at the "High Average" or "High" achievement level as measured by the reading end-of-year assessment.</p>	<p>2017-2018 will be the first year of administering the NWEA assessment to grades K-2. Data from this school year will serve as the baseline for the 2018-2019 school year.</p>	<p>Baseline Year</p>	<p>Propose to pursue an increase of students performing at the "High Average" or "High" achievement level as measured by the 2018/2019 reading end-of-year assessment.</p>	<p>Propose to pursue an increase of students performing at the "High Average" or "High" achievement level as measured by the 2019/2020 reading end-of-year assessment.</p>
<p>NWEA (MAP) ELA (Grades 3-8)</p>	<p>24% of students performed at the "High Average" or "High"</p>	<p>Propose to pursue 27% of students performing at the "High Average" or</p>	<p>Propose to pursue a 30% of students performing at the "High</p>	<p>Propose to pursue 33% of students performing at the "High Average" or</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students performing at the "High Average" or "High" achievement level as measured by the language end-of-year assessment.	achievement level as measured by the 2017 language end-of-year assessment.	"High" achievement level as measured by the 2018 language end-of-year assessment.	"Average" or "High" achievement level as measured by the 2019 language end-of-year assessment.	"High" achievement level as measured by the 2020 language end-of-year assessment.
NWEA (MAP) ELA (Grades 3-8)	22% of students performed at the "High Average" or "High" achievement level as measured by the 2017 reading end-of-year assessment.	Propose to pursue 25% of students performing at the "High Average" or "High" achievement level as measured by the 2018 reading end-of-year assessment.	Propose to pursue 28% of students performing at the "High Average" or "High" achievement level as measured by the 2019 reading end-of-year assessment.	Propose to pursue 31% of students performing at the "High Average" or "High" achievement level as measured by the 2020 reading end-of-year assessment.
Students performing at the "High Average" or "High" achievement level as measured by the reading end-of-year assessment.				

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

For teachers, supplemental instructors and administrators, provide ongoing professional development focused on common core framework in ELA/ELD.

2018-19 Actions/Services

For teachers, supplemental instructors and administrators, provide ongoing professional development focused on common core framework in ELA/ELD.

2019-20 Actions/Services

For teachers, supplemental instructors and administrators, provide ongoing professional development focused on common core framework in ELA/ELD.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7519.50	\$7519.50	\$7519.50
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Professional development including experts for ELA/ELD75 – 100 hours	1000-1999: Certificated Personnel Salaries Professional development including experts for ELA/ELD75 – 100 hours	1000-1999: Certificated Personnel Salaries Professional development including experts for ELA/ELD75 – 100 hours

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Revise and update as needed CCSS based grade level pacing guides in ELA/ELD.	Revise and update as needed grade level pacing guides for CCSS in ELA/ELD.	Revise and update as needed CCSS based grade level pacing guides in ELA/ELD.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,506.5	\$2,506.5	\$2,506.5
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Stipend for teachers	1000-1999: Certificated Personnel Salaries Stipend for teachers	1000-1999: Certificated Personnel Salaries Stipend for teachers

Action 3

All	All Schools
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

English Learners Low Income [Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]
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Actions/Services

Budgeted Expenditures

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Purchase additional and/or replacement ELA/ELD resources.

2018-19 Actions/Services

Purchase additional and/or replacement supplemental ELA/ELD resources.

2019-20 Actions/Services

Purchase additional and/or replacement supplemental ELA/ELD resources.

Budgeted Expenditures

Year 2017-18

Amount \$20,052

2019-20

\$20,052

Source Supplemental and Concentration

Supplemental and Concentration

Supplemental and Concentration

Budget Reference 4000-4999: Books And Supplies Purchase/replace core/supplemental resources

4000-4999: Books And Supplies Purchase/replace core/supplemental resources

4000-4999: Books And Supplies Purchase/replace core/supplemental resources

Action 5

All
[Add Students to be Served selection here]

All Schools
[Add Location(s) selection here]

OR

English Learners
Low Income
[Add Students to be Served selection here]

LEA-wide
[Add Scope of Services selection here]

All Schools
[Add Location(s) selection here]

Actions/Services

Budgeted Expenditures

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All
[Add Students to be Served selection here]

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Low Income
[Add Students to be Served selection here]

LEA-wide
[Add Scope of Services selection here]

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

Unchanged Action

2017-18 Actions/Services

Renew and/or purchase licenses for K-8 adaptive assessments for ELA.

2018-19 Actions/Services

Renew and/or purchase licenses for K-8 adaptive assessments for ELA.

2019-20 Actions/Services

Renew and/or purchase licenses for K-8 adaptive assessments for ELA.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,052	\$20,052	\$20,052
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Purchase adaptive assessments	4000-4999: Books And Supplies Purchase adaptive assessments	4000-4999: Books And Supplies Purchase adaptive assessments

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All
[Add Students to be Served selection here]

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Low Income
[Add Students to be Served selection here]

LEA-wide
[Add Scope of Services selection here]

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to use and incorporate adaptive assessments in ELA to identify students in need of additional reading support.

Continue to use adaptive assessments in ELA to identify students in need of additional reading support.

Continue to use adaptive assessments in ELA to identify students in need of additional reading support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0		

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All
[Add Students to be Served selection here]

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Low Income
[Add Students to be Served selection here]

LEA-wide
[Add Scope of Services selection here]

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to provide opportunities for teachers to develop and share best

Continue to provide opportunities for teachers to develop and share best

Continue to provide opportunities for teachers to develop and share best

practices through common planning meetings.

practices through common planning meetings.

practices through common planning meetings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
 (Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All
 [Add Students to be Served selection here]

All Schools
 [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)

English Learners
 Low Income
 [Add Students to be Served selection here]

Scope of Services:
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
 [Add Scope of Services selection here]

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
 [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to review and revise rubrics used by administrators and teachers in evaluating, monitoring and tracking instruction and classroom management.

Continue to review and revise rubrics used by administrators and teachers in evaluating, monitoring and tracking instruction and classroom management.

Continue to review and revise rubrics used by administrators and teachers in evaluating, monitoring and tracking instruction and classroom management.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,506.50	\$2,506.50	\$2,506.50
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Stipend for teachers	1000-1999: Certificated Personnel Salaries Stipend for teachers	1000-1999: Certificated Personnel Salaries Stipend for teachers

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Teachers and administrators attend webinars, conferences and workshops

2018-19 Actions/Services

Teachers and administrators attend webinars, conferences and workshops

2019-20 Actions/Services

Teachers and administrators attend webinars, conferences and workshops

focused on ELA/ELD CCSS and/or other identified needs.

focused on ELA/ELD CCSS and/or other identified needs.

focused on ELA/ELD CCSS and/or other identified needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,506.50	\$2,506.50	\$2,506.50
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Cost of webinars, seminars, and workshops for teachers and administrators.	5000-5999: Services And Other Operating Expenditures Cost of webinars, seminars, and workshops for teachers and administrators.	5000-5999: Services And Other Operating Expenditures Cost of webinars, seminars, and workshops for teachers and administrators.

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All
[Add Students to be Served selection here]

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Low Income
[Add Students to be Served selection here]

LEA-wide
[Add Scope of Services selection here]

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

Unchanged Action

2017-18 Actions/Services

Purchase supplemental materials to support CCSS aligned writing program.

2018-19 Actions/Services

Purchase supplemental materials to support CCSS aligned writing program.

2019-20 Actions/Services

Purchase supplemental materials to support CCSS aligned writing program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,002.60	\$1,002.60	\$1,002.60
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Supplemental materials	4000-4999: Books And Supplies Supplemental materials	4000-4999: Books And Supplies Supplemental materials

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Propose to pursue increased student achievement in mathematics.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Results of the 2018 CAASPP are not available until the academic year following the assessment administration.

Data from the 2016-2017 California Assessment of Student Performance and Progress show the percentage of students who performed at "Met" or "Exceeded" performance levels was 20%, a 4% decrease from 2015-2016.

2016-2017 local mathematics assessments, California School Dashboard, and CAASPP results show there is no student group performing two or more performance levels below the "all student" performance.

Results from the 2018 NWEA (MAP) Spring mathematics assessment indicate the following:

ALL STUDENTS

- 33.79% of K-2nd grade students performed at "Low" achievement level as measured by the Spring NWEA (MAP) mathematics assessment.
- 39.62% of 3rd-8th grade students performed at the "Low" achievement level as measured by the Spring NWEA (MAP) mathematics assessment.

Analysis of data from local mathematics assessments, California School Dashboard, and CAASPP results indicate that increasing the level of student achievement by providing additional academic support is an identified need.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
NWEA (MAP) Mathematics (Grades 3-8) Students advancing 1 or more performance level(s) as measured by the mathematics initial and end-of-year assessments.	22% of students advanced 1 or more performance level(s) as measured by the initial and end of year assessments.	Propose to pursue 25% of students advancing 1 or more performance level(s) as measured by the 2017/2018 mathematics initial and end-of-year assessments.	Propose to pursue 28% of students advancing 1 or more performance level(s) as measured by the 2018/2019 mathematics initial and end-of-year assessments.	Propose to pursue 31% of students advancing 1 or more performance level(s) as measured by the 2019/2020 mathematics initial and end-of-year assessments.
NWEA (MAP) Mathematics Assessments (Grades K-2) Students advancing 1 or more performance level(s) as measured by the mathematics initial and end-of-year assessments.	2017-2018 will be the first year of administering the NWEA assessment to grades K-2. Data from this school year will serve as the baseline for the 2018-2019 school year.	Baseline Year 38.96% of students advanced 1 or more performance level(s) as measured by the mathematics initial and end-of-year assessments.	Propose to pursue an increase of students advancing 1 or more performance level(s) as measured by the 2018/2019 mathematics initial and end-of-year assessments.	Propose to pursue an increase of students advancing 1 or more performance level(s) as measured by the 2019/2020 mathematics initial and end-of-year assessments.
CAASPP (Grades 4-8)	29% of students advanced 1 or more	Propose to pursue that 15% of students will	Propose to pursue that 15% of students will	Propose to pursue that 15% of students will

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Students advancing 1 or more achievement level(s) as measured by the 2016 and 2017 CAASPP results.</p> <p>Students performing at the "Met" or "Exceeds" achievement level as measured by the CAASPP results from the current and previous year. 3rd grade assessment results will serve as each student's baseline.</p>	<p>21% of students performed at the "Met" or "Exceeds" achievement level as measured by the 2017 CAASPP results.</p>	<p>Propose to pursue 23% of students performing at the "Met" or "Exceeds" achievement level as measured by the 2018 CAASPP results.</p>	<p>Propose to pursue 26% of students performing at the "Met" or "Exceeds" achievement level as measured by the 2019 CAASPP results.</p>	<p>Propose to pursue 29% of students performing at the "Met" or "Exceeds" achievement level as measured by the 2020 CAASPP results.</p>
<p>CAASPP (Grades 3-8)</p> <p>Students performing at the "High Average" or "High" achievement levels as measured by the mathematics end-of-year assessment.</p>	<p>2017-2018 will be the first year of administering the NWEA assessment to grades K-2. Data from this school year will serve as the baseline for the 2018-2019 school year.</p>	<p>Propose to pursue a percentage increase of students performing at the "High Average" or "High" achievement levels as measured by the 2019 mathematics end-of-year assessment.</p>	<p>Propose to pursue a percentage increase of students performing at the "High Average" or "High" achievement levels as measured by the 2020 mathematics end-of-year assessment.</p>	<p>Propose to pursue a percentage increase of students performing at the "High Average" or "High" achievement levels as measured by the 2020 mathematics end-of-year assessment.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
NWEA (MAP) Mathematics Assessments (Grades 3-8)	16% of students performed at the "High Average" or "High" achievement level as measured by the mathematics end-of-year assessment.	Propose to pursue 19% of students performing at the "High Average" or "High" achievement levels as measured by the 2018 mathematics end-of-year assessment.	Propose to pursue 22% of students performing at the "High Average" or "High" achievement levels as measured by the 2019 mathematics end-of-year assessment.	Propose to pursue 25% of students performing at the "High Average" or "High" achievement levels as measured by the 2020 mathematics end-of-year assessment.
Students performing at the "High Average" or "High" achievement levels as measured by the mathematics end-of-year assessment.				

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
For teachers, supplemental instructors, and administrators provide ongoing professional development focused on CCSS in mathematics framework.	For teachers, supplemental instructors, and administrators provide ongoing professional development focused on CCSS in mathematics framework.	For teachers, supplemental instructors, and administrators provide ongoing professional development focused on CCSS in mathematics framework.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,007.80	\$3,007.80	\$3,007.80
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Professional Development in CCSS math standards and new CA math framework	4000-4999: Books And Supplies Professional Development in CCSS math standards and new CA math framework	4000-4999: Books And Supplies Professional Development in CCSS math standards and new CA math framework

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All [Add Students to be Served selection here]	All Schools [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
--	--	---

English Learners
Low Income
[Add Students to be Served selection here]

LEA-wide
[Add Scope of Services selection here]

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Revise and update as needed CCSS based grade level pacing guides in mathematics.

Revise and update as needed CCSS based grade level pacing guides in mathematics.

Revise and update as needed CCSS based grade level pacing guides in mathematics.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,509.10	\$3,509.10	\$3,509.10
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Stipend for teachers develop math pacing guides	1000-1999: Certificated Personnel Salaries Stipend for teachers develop math pacing guides	1000-1999: Certificated Personnel Salaries Stipend for teachers develop math pacing guides

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All
[Add Students to be Served selection here]

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services
Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Purchase additional and/or replacement core and supplemental materials aligned to CCSS math standards.

2018-19 Actions/Services

Purchase additional and/or replacement core and supplemental materials aligned to CCSS math standards.

2019-20 Actions/Services

Purchase additional and/or replacement core and supplemental materials aligned to CCSS math standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,065	\$25,065	\$25,065
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Purchase core/supplementary math resources including manipulatives	4000-4999: Books And Supplies Purchase core/supplementary math resources including manipulatives	4000-4999: Books And Supplies Purchase core/supplementary math resources including manipulatives

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Purchase additional and/or replacement math manipulatives as needed.

2018-19 Actions/Services

Purchase additional and/or replacement math manipulatives as needed.

2019-20 Actions/Services

Purchase additional and/or replacement math manipulatives as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,026	\$10,026	\$10,026
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Purchase core/supplementary math resources including manipulatives	4000-4999: Books And Supplies Purchase core/supplementary math resources including manipulatives	4000-4999: Books And Supplies Purchase core/supplementary math resources including manipulatives

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Provide professional development for classroom and intervention teachers focused on instructional strategies for students in need of additional support in mathematics.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Provide professional development for classroom and intervention teachers focused on instructional strategies for students in need of additional support in mathematics.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Provide professional development for classroom and intervention teachers focused on instructional strategies for students in need of additional support in mathematics.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,007.80	\$3,007.80	\$3,007.80
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional development for teachers	5800: Professional/Consulting Services And Operating Expenditures Professional development for classroom and intervention teachers	5800: Professional/Consulting Services And Operating Expenditures Professional development for classroom and intervention teachers

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All
[Add Students to be Served selection here]

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue to provide opportunities for teachers and administrators to attend webinars, conferences and workshops focused on mathematics CCSS and/or other identified needs.

2018-19 Actions/Services

Continue to provide opportunities for teachers and administrators to attend webinars, conferences and workshops focused on mathematics CCSS and/or other identified needs.

2019-20 Actions/Services

Continue to provide opportunities for teachers and administrators to attend webinars, conferences and workshops focused on mathematics CCSS and/or other identified needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,506.50	\$2,506.50	\$2,506.50
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Cost of webinars, seminars, and workshops for teachers and administrator.	5800: Professional/Consulting Services And Operating Expenditures Cost of webinars, seminars, and workshops for teachers and administrator.	5800: Professional/Consulting Services And Operating Expenditures Cost of webinars, seminars, and workshops for teachers and administrator.

Goals, Actions, & Services

Strategic Planning Details and Accountability
 Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 3

Propose to pursue English language learners' progress towards English proficiency as measured by the English Learner Progress Indicator (ELPI).

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Identified Need:

Analysis of the California School Dashboard and local data, ELs' progress toward English proficiency is an area of identified need.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CEDLT/ELPAC	Baseline to be established during the 2018-2019 school year based upon results of the 2018 and 2019 fully operational ELPAC summative assessments.	Fall administration of CEDLT initial assessment and ELPAC field test.		Propose to increase the percentage of ELs advancing 1 or more performance level(s) as measured by the 2019 and 2020 ELPAC summative assessment.
Percentage increase of ELs advancing 1 or more performance level(s)		Spring administration of fully operational ELPAC.		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CEDLT/ELPAC, SOLOM, CASSPP, Teacher Evaluation	10% of ELs reclassified as RFEP	Propose to increase, from the baseline, the percentage of ELs reclassified as RFEP. 13% of ELs reclassified as RFEP.	Propose to increase, from the baseline, the percentage of ELs reclassified as RFEP to 16% of ELs reclassified as RFEP.	Propose to increase, from the baseline, the percentage of ELs reclassified as RFEP. 19% of ELs reclassified as RFEP.
Increase the percentage of ELs reclassified as RFEP.	Based upon 2016/2017 data.			

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
 (Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Continue to assign ELL teacher coordinator/specialist for the ELD program

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Continue to assign ELL teacher coordinator/specialist for the ELD program

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Continue to assign ELL teacher coordinator/specialist for the ELD program

to support classroom teachers with instructional strategies focused on English Learners in their classroom.

to support classroom teachers with instructional strategies focused on English Learners in their classroom.

to support classroom teachers with instructional strategies focused on English Learners in their classroom.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,002.60	\$1,002.60
Source	Supplemental and Concentration	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Stipend for coordinator	1000-1999: Certificated Personnel Salaries Stipend for coordinator	1000-1999: Certificated Personnel Salaries Stipend for coordinator

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
 (Select from All, Students with Disabilities, or Specific Student Groups)
 [Add Students to be Served selection here]

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
 [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)
 English Learners

Scope of Services:
 (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
 Schoolwide

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
 All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to evaluate the efficacy of CCSS aligned ELD materials.	Continue to evaluate the efficacy of CCSS aligned ELD materials.	Continue to evaluate the efficacy of CCSS aligned ELD materials.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,007.80	\$3,007.80
Source	Supplemental and Concentration	Base	Base
Budget Reference	4000-4999: Books And Supplies Cost of replacement or new materials for ELD.	4000-4999: Books And Supplies Cost of replacement or new materials for ELD.	4000-4999: Books And Supplies Cost of replacement or new materials for ELD.

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Purchase additional ELD materials aligned with ELA/ELD CCSS as needed.

2018-19 Actions/Services

Purchase additional ELD materials aligned with ELA/ELD CCSS as needed.

2019-20 Actions/Services

Purchase additional ELD materials aligned with ELA/ELD CCSS as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,007.80	\$3,007.80
Source	Supplemental and Concentration	Base	Base
Budget Reference	4000-4999: Books And Supplies Cost of replacement or new materials for ELD.	4000-4999: Books And Supplies Cost of replacement or new materials for ELD.	4000-4999: Books And Supplies Cost of replacement or new materials for ELD.

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

LEA-wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide professional development for teachers in effective instructional strategies for ELL's.

Provide professional development for teachers in effective instructional strategies for ELL's.

Provide professional development for teachers in effective instructional strategies for ELL's.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,007.80	\$3,007.80	\$3,007.80
Source	Supplemental and Concentration	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional development for teachers	5800: Professional/Consulting Services And Operating Expenditures Professional development for teachers	5800: Professional/Consulting Services And Operating Expenditures Professional development for teachers

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Use multiple measures including the CELDT or state issued assessment to monitor and assess ELL students' progress.

2018-19 Actions/Services

Use multiple measures including the ELPAC or state issued assessment to monitor and assess ELL students' progress.

2019-20 Actions/Services

Use multiple measures including the ELPAC or state issued assessment to monitor and assess ELL students' progress.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue to inform parents of their children's English Language proficiency.

2018-19 Actions/Services

Continue to inform parents of their children's English Language proficiency.

2019-20 Actions/Services

Continue to inform parents of their children's English Language proficiency.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 4

All students are provided with a comprehensive and broad course of study that includes standards aligned content in science, social studies, history, health, Physical Education, and the arts.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Identified Need:

The school has generally integrated science, social studies, health, and the visual and performing arts with English Language Arts and Mathematics instruction.

There is a need to implement more standards aligned instruction and assessments that determine students' mastery of skills and concepts related to the sciences, social studies, P.E., health, and the performing arts.

Data from the 2015-2016 FITNESSGRAM reveal that improvement in aerobic capacity, body composition, and trunk extension strength and flexibility are identified needs for grades 5 and 7.

Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Science Instruction
All students receive science instruction as indicated by the master

All students received science instruction.

All students will receive science instruction.

All students will receive science instruction.

All students will receive science instruction.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
schedule and/or lesson plans.				
History-Social Science All students receive science instruction as indicated by the master schedule and/or lesson plans.	All students received history-social science instruction.	All students will receive history-social science instruction.	All students will receive history-social science instruction.	All students will receive history-social science instruction.
California Science Test (CAST) Percentage increase of students advancing 1 or more performance level(s) as measured by the CAST	There is no baseline, as the CAST pilot test was administered in Spring of 2017.	CAST field test to be administered in Spring of 2018.	CAST Baseline Year.	Propose to pursue an increase of students advancing 1 or more level(s) as measured by the 2019 and 2020 CAST results.
FITNESSGRAM Increase or maintenance of the percentage of 5th and 7th grade students falling within the Healthy Fitness Zone (HFZ) for each of the six fitness areas tested.	Percentage of 5th grade students falling in the HFZ: 1. Aerobic Capacity- 27.5% 2. Abdominal Strength and Endurance-88.2% 3. Upper Body Strength & Endurance-86.3% 4. Body Composition- 51.0%	Propose to increase or maintain, from the baseline, the percentage of 5th and 7th grade student falling in the HFZ in the following categories: 1. Aerobic Capacity 37% 2. Abdominal Strength and Endurance >/= 90%	Propose to increase or maintain, from the baseline, the percentage of 5th and 7th grade student falling in the HFZ in the following categories: 1. Aerobic Capacity 47% 2. Abdominal Strength and Endurance >/= 90%	Propose to increase or maintain, from the baseline, the percentage of 5th and 7th grade student falling in the HFZ in the following categories: 1. Aerobic Capacity 57% 2. Abdominal Strength and Endurance >/= 90%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Physical Education Instruction</p> <p>All students receive physical education instruction that equals or exceeds the required minutes as indicated by the master schedule and/or lesson plans.</p>	<p>5. Trunk Extension Strength & Flexibility- 62.7%</p> <p>6. Flexibility-68.6%</p> <p>Based upon 2015-2016 performance levels. Outcomes of the 2016-2017 FITNESSGRAM are not available until the academic year following the assessment administration.</p>	<p>3. Upper Body Strength and Endurance >/= 90%</p> <p>4. Body Composition 53%</p> <p>5. Trunk Extensor Strength & Flexibility 70%</p> <p>6. Flexibility 73%</p>	<p>3. Upper Body Strength and Endurance >/= 90%</p> <p>4. Body Composition 56%</p> <p>5. Trunk Extensor Strength & Flexibility 75%</p> <p>6. Flexibility 78%</p>	<p>3. Upper Body Strength and Endurance >/= 90%</p> <p>4. Body Composition 59%</p> <p>5. Trunk Extensor Strength & Flexibility 80%</p> <p>6. Flexibility 83%</p>
<p>Physical Education Instruction</p> <p>All students receive physical education instruction that equals or exceeds the required minutes as indicated by the master schedule and/or lesson plans.</p>	<p>200 minutes per every 10 days</p>	<p>200 minutes per every 10 days</p>	<p>200 minutes per every 10 days</p>	<p>200 minutes per every 10 days</p>
<p>All students will have the opportunity to complete 2 or more projects integrating the performing arts with at least 1 other subject areas.</p>	<p>2 or more projects integrating the performing arts with at least 1 other subject areas.</p>	<p>2 or more projects integrating the performing arts with at least 1 other subject areas.</p>	<p>2 or more projects integrating the performing arts with at least 1 other subject areas.</p>	<p>2 or more projects integrating the performing arts with at least 1 other subject areas.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
All students will have the opportunity to participate in 1 or more rehearsed musical, dramatic, or dance performance within the classroom, for their grade level, or before the school community.	1 or more rehearsed musical, dramatic, or dance performance within the classroom, for their grade level, or before the school community.	1 or more rehearsed musical, dramatic, or dance performance within the classroom, for their grade level, or before the school community.	1 or more rehearsed musical, dramatic, or dance performance within the classroom, for their grade level, or before the school community.	1 or more rehearsed musical, dramatic, or dance performance within the classroom, for their grade level, or before the school community.
Each student will have the opportunity to complete 2 or more projects that integrate content and skills from more than one subject area.	2 or more projects that integrate content and skills from more than one subject area.	2 or more projects that integrate content and skills from more than one subject area.	2 or more projects that integrate content and skills from more than one subject area.	2 or more projects that integrate content and skills from more than one subject area.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Low Income
[Add Students to be Served selection here]

LEA-wide
[Add Scope of Services selection here]

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Employ staff to provide specialized instruction in performing arts.

Employ staff to provide specialized instruction in performing arts.

Employ staff to provide specialized instruction in performing arts.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,065	\$25,065	\$25,065
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Staff specialist for performing arts.	2000-2999: Classified Personnel Salaries Staff specialist for performing arts.	2000-2999: Classified Personnel Salaries Staff specialist for performing arts.

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All
[Add Students to be Served selection here]

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Low Income
[Add Students to be Served selection here]

LEA-wide
[Add Scope of Services selection here]

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to implement physical education and health performance standards and assessments for 5th and 7th grades as required by the state.

Continue to implement physical education and health performance standards and assessments for 5th and 7th grades as required by the state.

Continue to implement physical education and health performance standards and assessments for 5th and 7th grades as required by the state.

Budgeted Expenditures

Year 2017-18
Amount \$3,007.80
Source Supplemental and Concentration
Budget Reference 1000-1999: Certificated Personnel Salaries Stipend for teachers

2018-19
\$3,007.80
Supplemental and Concentration
1000-1999: Certificated Personnel Salaries Stipend for teachers

2019-20
\$3,007.80
Supplemental and Concentration
1000-1999: Certificated Personnel Salaries Stipend for teachers

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All
[Add Students to be Served selection here]

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Designated credentialled teachers monitor and/or provide instruction of physical education and health.

2018-19 Actions/Services

Designated credentialled teachers monitor and/or provide instruction of physical education and health.

2019-20 Actions/Services

Designated credentialled teachers monitor and/or provide instruction of physical education and health.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	\$50,000	\$50,000
Source		Base	Base
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Purchase Social Studies supplemental materials as needed.

2018-19 Actions/Services

Purchase Social Studies supplemental materials as needed.

2019-20 Actions/Services

Purchase Social Studies supplemental materials as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,013	\$5,013	\$5,013
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Social Studies supplemental materials	4000-4999: Books And Supplies Social Studies supplemental materials	4000-4999: Books And Supplies Social Studies supplemental materials

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
 Low Income
 [Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
 [Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
 [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue to update and catalog electronic libraries of plays, musicals and performances.

2018-19 Actions/Services

Continue to update and catalog electronic libraries of plays, musicals and performances.

2019-20 Actions/Services

Continue to update and catalog electronic libraries of plays, musicals and performances.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,005.20	\$2,005.20	\$2,005.20
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Libraries and plays	4000-4999: Books And Supplies Libraries and plays	4000-4999: Books And Supplies Libraries and plays

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
 [Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
 [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) **Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Low Income [Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]
--	--	---

Actions/Services

Select from New, Modified, or Unchanged for 2017-18 Select from New, Modified, or Unchanged for 2018-19 Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Unchanged Action	Unchanged Action
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to produce and schedule musical, theatre, dance, and art to exhibit students' talents.	Continue to produce and schedule musical, theatre, dance, and art to exhibit students' talents.	Continue to produce and schedule musical, theatre, dance, and art to exhibit students' talents.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) **Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All [Add Students to be Served selection here]	All Schools [Add Location(s) selection here]
---	---

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue to take students on field trips that relate to classroom studies and college bound goals and careers.

2018-19 Actions/Services

Continue to take students on field trips that relate to classroom studies and college bound goals and careers.

2019-20 Actions/Services

Continue to take students on field trips that relate to classroom studies and college bound goals and careers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,026	\$10,026	\$10,026
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Cost of field trips	5800: Professional/Consulting Services And Operating Expenditures Cost of field trips	5800: Professional/Consulting Services And Operating Expenditures Cost of field trips

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p> <p>English Learners Low Income [Add Students to be Served selection here]</p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p> <p>LEA-wide [Add Scope of Services selection here]</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>All Schools [Add Location(s) selection here]</p>
--	---	---

Actions/Services

<p>Select from New, Modified, or Unchanged for 2017-18</p> <p>Modified Action</p>	<p>Select from New, Modified, or Unchanged for 2018-19</p> <p>Modified Action</p>	<p>Select from New, Modified, or Unchanged for 2019-20</p> <p>Unchanged Action</p>
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<p>2017-18 Actions/Services</p> <p>Continue to provide professional development for teachers, administrators and supplemental staff in Physical Education California standards expected learning outcomes for grades TK-8.</p>	<p>2018-19 Actions/Services</p> <p>Continue to provide professional development for teachers, administrators and supplemental staff in Physical Education California standards expected learning outcomes for grades TK-8.</p>	<p>2019-20 Actions/Services</p> <p>Continue to provide professional development for teachers, administrators and supplemental staff in Physical Education California standards expected learning outcomes for grades TK-8.</p>
--	--	--

Budgeted Expenditures

<p>Year</p> <p>Amount</p> <p>Source</p> <p>Budget Reference</p>	<p>2017-18</p> <p>\$1,503.90</p> <p>Supplemental and Concentration</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>Provide Professional Development related to physical education</p>	<p>2018-19</p> <p>\$1,503.90</p> <p>Supplemental and Concentration</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>Provide Professional Development related to physical education</p>	<p>2019-20</p> <p>\$1,503.90</p> <p>Supplemental and Concentration</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>Provide Professional Development related to physical education</p>
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Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All
[Add Students to be Served selection here]

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Revise and update as needed NGSS based grade level pacing guides.

Revise and update as needed NGSS based grade level pacing guides.

Revise and update as needed NGSS based grade level pacing guides.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,503.90	\$1,503.90	\$1,503.90
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Stipend for teachers to revise pacing guides for NGSS.	1000-1999: Certificated Personnel Salaries Stipend for teachers to revise pacing guides for NGSS.	1000-1999: Certificated Personnel Salaries Stipend for teachers to revise pacing guides for NGSS.

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Purchase core and supplemental materials for NGSS as needed.

2018-19 Actions/Services

Purchase core and supplemental materials for NGSS as needed.

2019-20 Actions/Services

Purchase core and supplemental materials for NGSS as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,026	\$10,026	\$10,026
Source	Supplemental and Concentration	Base	Base
Budget Reference	4000-4999: Books And Supplies Purchase science instructional resources	4000-4999: Books And Supplies Purchase science instructional resources	4000-4999: Books And Supplies Purchase science instructional resources

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 5

All classrooms are staffed by highly effective and qualified credentialed teachers for subject area and or grade levels.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Identified Need:

Education Code section 44258.9, requires that teachers be appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Credentialing All teachers are fully credentialed.	100% of teachers were fully credentialed.	Propose to pursue 100% of teachers will be fully credentialed.	Propose to pursue 100% of teachers will be fully credentialed.	Propose to pursue 100% of teachers will be fully credentialed.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue to employ highly effective and qualified teachers for subject area and or grade levels.

2018-19 Actions/Services

Continue to employ highly effective and qualified classroom and supplemental (coach) teachers for subject area and or grade levels.

2019-20 Actions/Services

Continue to employ highly effective and qualified teachers for subject area and or grade levels.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$701,820	\$701,820	\$701,820
Source	Supplemental and Concentration	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Salaries of credentialed teachers	1000-1999: Certificated Personnel Salaries Salaries of credentialed teachers	1000-1999: Certificated Personnel Salaries Salaries of credentialed teachers

Amount	\$200,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$24,000
Source	Supplemental and Concentration

Amount	\$200,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$24,000
Source	Supplemental and Concentration

Amount	\$200,000
Source	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	\$24,000
Source	Supplemental and Concentration

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Attendance committee may consist of intervention attendance staff, teachers and

2018-19 Actions/Services

Attendance committee may consist of intervention attendance staff, teachers and

2019-20 Actions/Services

Attendance committee may consist of intervention attendance staff, teachers and

others who all become involved in improving attendance.

others who all become involved in improving attendance.

others who all become involved in improving attendance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$100,260	\$100,260	\$100,260
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Salaries for social worker, psychologist, resources specialist.	1000-1999: Certificated Personnel Salaries Salaries for social worker, psychologist, resources specialist.	1000-1999: Certificated Personnel Salaries Salaries for social worker, psychologist, resources specialist.
Amount	\$12,031	\$12,031	\$12,031
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Employ school psychologist as student needs require.

Employ school psychologist as student needs require.

Employ school psychologist as student needs require.

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Budget Reference See above

See above

See above

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

LEA-wide

All Schools

Low Income

[Add Scope of Services selection here]

[Add Location(s) selection here]

[Add Students to be Served selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue to utilize special education teachers.

2018-19 Actions/Services

Continue to utilize special education teachers.

2019-20 Actions/Services

Continue to utilize special education teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$50,130	\$50,130	\$50,130
Source	Special Education	Special Education	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries SpEd Teacher salary	1000-1999: Certificated Personnel Salaries SpEd Teacher salary	1000-1999: Certificated Personnel Salaries SpEd Teacher salary

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

LEA-wide

All Schools

Low Income

[Add Scope of Services selection here]

[Add Location(s) selection here]

[Add Students to be Served selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Continue to employ highly qualified supplemental teachers.

2018-19 Actions/Services

Continue to employ qualified supplemental teachers.

2019-20 Actions/Services

Continue to employ qualified supplemental teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$200,520	\$200,520	\$200,520
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Salaries supplemental teachers	2000-2999: Classified Personnel Salaries Salaries supplemental teachers	2000-2999: Classified Personnel Salaries Salaries supplemental teachers
Amount		\$24,062	\$24,062
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue to employ effective administrators.

2018-19 Actions/Services

Continue to employ effective administrators.

2019-20 Actions/Services

Continue to employ effective administrators.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$80,208	\$80,208	\$80,208
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries for administrators	1000-1999: Certificated Personnel Salaries for administrators	1000-1999: Certificated Personnel Salaries for administrators

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue to provide for all teachers, administrators, intervention and supplemental staff professional developments and webinars on the Every Student Succeeds Act (ESSA) as needed.

2018-19 Actions/Services

Continue to provide for all teachers, administrators, intervention and supplemental staff professional developments and webinars on the Every Student Succeeds Act (ESSA) as needed.

2019-20 Actions/Services

Continue to provide for all teachers, administrators, intervention and supplemental staff professional developments and webinars on the Every Student Succeeds Act (ESSA) as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	Base	Base	Base

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Fee/salary for behavior specialist or consultant to provide professional development including observation and coaching in the area of behavior/classroom management.	Fee/salary for behavior specialist or consultant to provide professional development including observation and coaching in the area of behavior/classroom management.	Fee/salary for behavior specialist or consultant to provide professional development including observation and coaching in the area of behavior/classroom management.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$50,130	\$200,000	\$200,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		\$24,000	\$24,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 6

All school facilities are well maintained in a manner that assures that the learning environment is clean, safe, and functional.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Education code 17002(d) requires facilities are maintained in good repair-that it is clean, safe, and functional.

Expected Annual Measurable Outcomes

Metrics/Indicators	2017-18	2018-19	2019-20
Annual Inspection	Results of annual inspection indicate that all facilities are well maintained.	Propose to pursue that results of annual inspection will indicate that all facilities are well maintained.	Propose to pursue that results of annual inspection will indicate that all facilities are well maintained.
Annual inspection report indicating that all facilities are well maintained.	Propose to pursue that results of annual inspection will indicate that all facilities are well maintained.	Propose to pursue that results of annual inspection will indicate that all facilities are well maintained.	Propose to pursue that results of annual inspection will indicate that all facilities are well maintained.
Parent, Student, and Teacher Surveys	>/= 90% of parents, students, and teacher report that they agree or strongly agree that	>/= 90% of parents, students, and teacher report that they agree or strongly agree that	>/= 90% of parents, students, and teacher report that they agree or strongly agree that

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Survey results indicating that parents, students, and teachers agree or strongly that facilities are clean, safe, and in good repair.	facilities are clean, safe, and in good repair.	facilities are clean, safe, and in good repair.	facilities are clean, safe, and in good repair.	facilities are clean, safe, and in good repair.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Routine maintenance and major repairs are scheduled and completed in a timely manner.

2018-19 Actions/Services

Routine maintenance and major repairs are scheduled and completed in a timely manner.

2019-20 Actions/Services

Routine maintenance and major repairs are scheduled and completed in a timely manner.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,091	\$35,091	\$35,091
Source	Supplemental and Concentration	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Budget for maintenance and repairs	5800: Professional/Consulting Services And Operating Expenditures Budget for maintenance and repairs	5800: Professional/Consulting Services And Operating Expenditures Budget for maintenance and repairs

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All		All Schools
[Add Students to be Served selection here]		[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners	LEA-wide	All Schools
Low Income	[Add Scope of Services selection here]	[Add Location(s) selection here]
[Add Students to be Served selection here]		

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services Continue to employ custodian services to keep facilities in good repair and to monitor general conditions.	2018-19 Actions/Services Continue to employ custodian services to keep facilities in good repair and to monitor general conditions.	2019-20 Actions/Services Continue to employ custodian services to keep facilities in good repair and to monitor general conditions.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$60,156	\$60,156	\$60,156
Source	Supplemental and Concentration	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Salaries for maintenance employees	2000-2999: Classified Personnel Salaries Salaries for maintenance employees	2000-2999: Classified Personnel Salaries Salaries for maintenance employees

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Continue to employ security staff to monitor facilities as funding permits.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Continue to employ security staff to monitor facilities as funding permits.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Continue to employ security staff to monitor facilities as funding permits.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$60,156	\$60,156	\$60,156
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Salaries for security.	5800: Professional/Consulting Services And Operating Expenditures Salaries for security.	5800: Professional/Consulting Services And Operating Expenditures Salaries for security.

Goals, Actions, & Services

Strategic Planning Details and Accountability
 Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 7

The school environment, programs and activities encourage the participation of all families in all aspects of the school.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

TFSCS Inglewood understands that parent participation and encouragement make a pivotal difference in a student's success in school. Today's Fresh Start Charter School Inglewood is committed to expanding and enhancing its collaborative parent and community partnerships.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Survey	Percentage of parents agreeing or strongly agreeing that:	Propose to pursue an increase or maintain, from the baseline, the percentage of parents that agree or strongly agree that:	Propose to pursue an increase or maintain, from the baseline, the percentage of parents that agree or strongly agree that:	Propose to pursue an increase or maintain, from the baseline, the percentage of parents that agree or strongly agree that:
Parents agreeing or strongly agreeing that:	a. The school's climate is welcoming and positive.			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>b. The school communicates effectively about student achievement.</p> <p>c. There are many varied opportunities for parent participation in school programs and activities.</p> <p>d. There are adequate instructional resources for student learning.</p> <p>e. There are numerous varied school activities that interest students.</p>	<p>95% of parents strongly agree or agree</p> <p>b. The school communicates effectively about student achievement.</p> <p>95% of parents strongly agree or agree</p> <p>c. There are many varied opportunities for parent participation in school programs and activities.</p> <p>93% of parents strongly agree or agree</p> <p>d. There are adequate instructional resources for student learning.</p> <p>89% of parents strongly agree or agree</p> <p>e. There are numerous varied school activities that interest students.</p> <p>64% of parents strongly agree or agree</p> <p>Based upon data from 2016/2017 parent survey.</p>	<p>a. The school's climate is welcoming and positive. >/= 90%</p> <p>b. The school communicates effectively about student achievement. >/= 90%</p> <p>c. There are many varied opportunities for parent participation in school programs and activities. >/= 90%</p> <p>d. There are adequate instructional resources for student learning. >/= 90%</p> <p>e. There are numerous varied school activities that interest students. >/= 69%</p>	<p>a. The school's climate is welcoming and positive. >/= 90%</p> <p>b. The school communicates effectively about student achievement. >/= 90%</p> <p>c. There are many varied opportunities for parent participation in school programs and activities. >/= 90%</p> <p>d. There are adequate instructional resources for student learning. >/= 90%</p> <p>e. There are numerous varied school activities that interest students. >/= 73%</p>	<p>a. The school's climate is welcoming and positive. >/= 90%</p> <p>b. The school communicates effectively about student achievement. >/= 90%</p> <p>c. There are many varied opportunities for parent participation in school programs and activities. >/= 90%</p> <p>d. There are adequate instructional resources for student learning. >/= 90%</p> <p>e. There are numerous varied school activities that interest students. >/= 78%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Parent Meeting/Workshop Agendas and Sign-In Sheets</p> <p>Parent Meeting/Workshop Agendas and Sign-In Sheets.</p>	<p>All 2016-2017 parent meeting/workshop agendas and sign-in sheets are on file.</p>	<p>All 2017-2018 parent meeting/workshop agendas and sign-in sheets will be on file.</p>	<p>All 2018-2019 parent meeting/workshop agendas and sign-in sheets will be on file.</p>	<p>All 2019-2020 parent meeting/workshop agendas and sign-in sheets will be on file.</p>
<p>Parent Meeting Evaluations</p> <p>Parents agreeing or strongly agreeing that parent meetings and/or workshops are effective in meeting their needs.</p>	<p>96% of parents agreed or strongly agreed that parent meetings and/or workshops are effective in meeting their needs.</p> <p>Based upon 2016/2017 parent meeting evaluations.</p>	<p>Propose to pursue >/= 90% of parents agree or strongly agree that parent meetings and/or workshops are effective in meeting their needs as measured by the 2017/2018 parent meeting evaluations.</p>	<p>Propose to pursue >/= 90% of parents agree or strongly agree that parent meetings and/or workshops are effective in meeting their needs as measured by the 2018/2019 parent meeting evaluations.</p>	<p>Propose to pursue >/= 90% of parents agree or strongly agree that parent meetings and/or workshops are effective in meeting their needs as measured by the 2019/2020 parent meeting evaluations.</p>
<p>Parent/Teacher Conference Sign-In Sheets</p> <p>Parents parent/student/teacher conference(s) attendance.</p>	<p>79% of parents attended one or more parent/student/teacher conference(s).</p> <p>Based upon data from 2016/2017 parent/teacher/ student conference sign-in sheets.</p>	<p>Propose to pursue 82% of parents will attend one or more parent/ student/ teacher conference(s).</p>	<p>Propose to pursue 85% of parents will attend one or more parent/ student/ teacher conference(s).</p>	<p>Propose to pursue 88% of parents will attend one or more parent/ student/ teacher conference(s).</p>
<p>Parent Involvement</p>	<p>36 events involving parents were held</p>	<p>Propose to pursue that >/= 36 events involving parents will be held.</p>	<p>Propose to pursue that >/= 36 events involving parents will be held.</p>	<p>Propose to pursue that >/= 36 events involving parents will be held.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parental involvement (i.e. volunteering) opportunities as indicated by events listed on the monthly calendar and/or parent notices.	during the 2016/2017 school year.			
Parent/Student Compact Parents and students who have signed the Parent/Student Compact.	100% of Parent/Student Compacts have been signed.	Propose to pursue 100% rate of Signed Parent/ Student compacts.	Propose to pursue 100% rate of Signed Parent/ Student compacts.	Propose to pursue 100% rate of Signed Parent/ Student compacts.
Parent/Student Family Handbook TFSCS policies and procedures in the Parent/Student Family Handbook.	Parent/Student Family Handbook contains TFSCS policies and procedures.	Parent/Student Family Handbook will continue to contain TFSCS policies and procedures.	Parent/Student Family Handbook will continue to contain TFSCS policies and procedures.	Parent/Student Family Handbook will continue to contain TFSCS policies and procedures.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All
[Add Students to be Served selection here]

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue to provide the Handbook in English and Spanish.

2018-19 Actions/Services

Continue to provide the Handbook in English and Spanish.

2019-20 Actions/Services

Continue to provide the Handbook in English and Spanish.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,509.10	\$3,509.10	\$3,509.10
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Expenses related to production and duplication of handbooks and other times and resources used for communication with families and conducting meetings.	5800: Professional/Consulting Services And Operating Expenditures Expenses related to production and duplication of handbooks and other times and resources used for communication with families and conducting meetings.	5800: Professional/Consulting Services And Operating Expenditures Expenses related to production and duplication of handbooks and other times and resources used for communication with families and conducting meetings.

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue to use the parent/student/school compact.

2018-19 Actions/Services

Continue to use the parent/student/school compact.

2019-20 Actions/Services

Continue to use the parent/student/school compact.

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Budget Reference

See above.

See above

See above

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All
[Add Students to be Served selection here]

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)
English Learners
Low Income
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
LEA-wide
[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18
Unchanged Action

Select from New, Modified, or Unchanged for 2018-19
Unchanged Action

Select from New, Modified, or Unchanged for 2019-20
Unchanged Action

2017-18 Actions/Services
Continue to provide regular meetings and workshops providing information about the school, the curriculum, school achievement, i.e. book fairs, family math night, family literacy night, awards assemblies, and performing arts events.

2018-19 Actions/Services
Continue to provide regular meetings and workshops providing information about the school, the curriculum, school achievement, i.e. book fairs, family math night, family literacy night, awards assemblies, and performing arts events.

2019-20 Actions/Services
Continue to provide regular meetings and workshops providing information about the school, the curriculum, school achievement, i.e. book fairs, family math night, family literacy night, awards assemblies, and performing arts events.

Budgeted Expenditures

Year 2017-18
Budget Reference See above.

2018-19
See above.

2019-20
See above.

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All
[Add Students to be Served selection here]

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)
English Learners
Low Income
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
LEA-wide
[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18
Unchanged Action

Select from New, Modified, or Unchanged for 2018-19
Unchanged Action

Select from New, Modified, or Unchanged for 2019-20
Unchanged Action

2017-18 Actions/Services
Conduct parent and student conferences at least 3 times yearly.

2018-19 Actions/Services
Conduct parent and student conferences at least 3 times yearly.

2019-20 Actions/Services
Conduct parent and student conferences at least 3 times yearly.

Budgeted Expenditures

Year 2017-18
Budget Reference See above.

2018-19
See above.

2019-20
See above.

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)
All
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All Schools
[Add Location(s) selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide opportunities for parents to voluntarily volunteer and provide support to their children and for the school community.

2018-19 Actions/Services

Provide opportunities for parents to voluntarily volunteer and provide support to their children and for the school community.

2019-20 Actions/Services

Provide opportunities for parents to voluntarily volunteer and provide support to their children and for the school community.

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Budget

Reference See above.

See above.

See above.

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to notify parents of students' progress and benchmark reports on a regular basis.

Continue to notify parents of students' progress and benchmark reports on a regular basis.

Continue to notify parents of students' progress and benchmark reports on a regular basis.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	See above.	See above.	See above.

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Low Income [Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to conduct surveys and evaluations of programs and activities involving parents.	Continue to conduct surveys and evaluations of programs and activities involving parents.	Continue to conduct surveys and evaluations of programs and activities involving parents.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	See above.	See above.	See above.

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All [Add Students to be Served selection here]	All Schools [Add Location(s) selection here]
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OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Low Income
[Add Students to be Served selection here]

LEA-wide
[Add Scope of Services selection here]

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Evaluate the efficacy of surveys and evaluations and modify as needed.

Evaluate the efficacy of surveys and evaluations and modify as needed.

Evaluate the efficacy of surveys and evaluations and modify as needed.

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Budget Reference
See above.

See above.

See above.

See above.

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All
[Add Students to be Served selection here]

All Schools
[Add Location(s) selection here]

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Low Income
[Add Students to be Served selection here]

LEA-wide
[Add Scope of Services selection here]

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue to provide parent surveys in both Spanish and English as well as workshops to assist in the completion process.

2018-19 Actions/Services

Continue to provide parent surveys in both Spanish and English as well as workshops to assist in the completion process.

2019-20 Actions/Services

Continue to provide parent surveys in both Spanish and English as well as workshops to assist in the completion process.

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Budget Reference

See above.

See above.

See above.

Goals, Actions, & Services

Strategic Planning Details and Accountability
 Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 8

Students are engaged in rigorous learning in a positive, calm, caring and respectful learning environment.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

To grow academically, each student must attend school regularly and participate in learning activities. The school must provide a rigorous, exciting instructional program designed to meet its student's needs. Out-of-school suspensions and expulsions also disrupt student learning. Suspensions and expulsions are the result of disruptive behaviors and interpersonal conflict.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Rate	95%-Attendance Rate Based on data from the 2016/2017 school year.	Propose to pursue a >/= 95% Attendance Rate	Propose to pursue a >/= 95% Attendance Rate	Propose to pursue a >/= 95% Attendance Rate
Suspension Rate	0%-Suspension Rate	Propose to pursue a </= 5%	Propose to pursue a </= 5%	Propose to pursue a </= 5%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Expulsion Rate	Based on data from the 2016/2017 school year. 0%-Expulsion Rate Based on data from the 2016/2017 school year.	Suspension Rate Propose to pursue a </= 2% Expulsion Rate	Suspension Rate Propose to pursue a </= 2% Expulsion Rate	Suspension Rate Propose to pursue a </= 2% Expulsion Rate
Disciplinary Referrals	2.2%-Disciplinary Referral Rate	Propose to pursue </= 5% of students referred to the office for discipline	Propose to pursue </= 5% of students referred to the office for discipline	Propose to pursue </= 5% of students referred to the office for discipline
Teacher Survey Teachers strongly agreeing or agreeing that problems with discipline, bullying, and other disruptive behaviors are minimal or not a problem.	66% of teachers strongly agreed or agreed that problems with discipline, bullying, and other disruptive behaviors are minimal or not problem. Based upon data from 2016/2017 teacher surveys.	Propose to pursue that 72% of teachers will strongly agree or agree that problems with discipline, bullying, and other disruptive behaviors are minimal or not problem.	Propose to pursue that 78% of teachers will strongly agree or agree that problems with discipline, bullying, and other disruptive behaviors are minimal or not problem.	Propose to pursue that 84% of teachers will strongly agree or agree that problems with discipline, bullying, and other disruptive behaviors are minimal or not problem.
Parent Survey Parents strongly agreeing or agreeing to the following survey items: The school...	The following percentages indicate the percentage of parents that strongly agreed or agreed to the following survey items: The school....	Propose to pursue the following percentages of parents who will strongly agree or agree to the listed survey items: The school...	Propose to pursue the following percentages of parents who will strongly agree or agree to the listed survey items: The school...	Propose to pursue the following percentages of parents who will strongly agree or agree to the listed survey items: The school... a. provides quality counseling/support to

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>a. provides quality counseling/support to help my child(ren)'s social or emotional needs.</p> <p>b. treats my child with respect.</p> <p>c. enforces school rules for my child(ren) and all students.</p> <p>d. is a safe place for my child(ren) to learn and play.</p> <p>e. provides a supportive learning environment for my child.</p> <p>f. employs adults who care about my child.</p>	<p>a. provides quality counseling/support to help my child(ren)'s social or emotional needs. 66%</p> <p>b. treats my child with respect. 89%</p> <p>c. enforces school rules for my child(ren) and all students. 91%</p> <p>d. is a safe place for my child(ren) to learn and play. 95%</p> <p>e. provides a supportive learning environment for my child. 95%</p> <p>f. employs adults who care about my child. 84%</p> <p>Based upon 2016/2017 parent survey results.</p>	<p>help my child(ren)'s social or emotional needs. 70%</p> <p>b. treats my child with respect. >/= 90%</p> <p>c. reinforces school rules for my child(ren) and all students. >/= 90%</p> <p>d. is a safe place for my child(ren) to learn and play. >/= 90%</p> <p>e. provides a supportive learning environment for my child. >/= 90%</p> <p>f. employs adults who care about my child. 86%</p>	<p>help my child(ren)'s social or emotional needs. 74%</p> <p>b. treats my child with respect. >/= 90%</p> <p>c. reinforces school rules for my child(ren) and all students. >/= 90%</p> <p>d. is a safe place for my child(ren) to learn and play. >/= 90%</p> <p>e. provides a supportive learning environment for my child. >/= 90%</p> <p>f. employs adults who care about my child. 88%</p>	<p>help my child(ren)'s social or emotional needs. 78%</p> <p>b. treats my child with respect. >/= 90%</p> <p>c. reinforces school rules for my child(ren) and all students. >/= 90%</p> <p>d. is a safe place for my child(ren) to learn and play. >/= 90%</p> <p>e. provides a supportive learning environment for my child. >/= 90%</p> <p>f. employs adults who care about my child. >/= 90%</p>
<p>TFSCS Teacher Evaluation System</p> <p>Teachers scoring a 2 or higher on a 3 point rubric evaluating teachers' classroom management.</p>	<p>100% of teachers scored a 2 or higher on a 3 point rubric evaluating teachers' classroom management during the 2016/2017 school year.</p>	<p>Propose to pursue that >/= 90% of teachers will score a 2 or higher on a 3 point rubric evaluating teachers' classroom management.</p>	<p>Propose to pursue that >/= 90% of teachers will score a 2 or higher on a 3 point rubric evaluating teachers' classroom management.</p>	<p>Propose to pursue that >/= 90% of teachers will score a 2 or higher on a 3 point rubric evaluating teachers' classroom management.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Awards/Recognition Programs/Events The number of Awards/Recognition programs, and/or events.	12 Awards/Recognition Programs/Events Based upon the number of awards/ recognition programs, and or events held during the 2016/2017 school year.	Propose to pursue maintenance of holding 12 awards/ recognition programs, and/or events	Propose to pursue maintenance of holding 12 awards/ recognition programs, and/or events	Propose to pursue maintenance of holding 12 awards/ recognition programs, and/or events
Chronic Absenteeism Rate	0%-Chronic Absenteeism Rate Based on data from the 2016/2017 school year.	Propose to pursue a </= 1% Chronic Absenteeism Rate	Propose to pursue a </= 1% Chronic Absenteeism Rate	Propose to pursue a </= 1% Chronic Absenteeism Rate

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Require that parents sign the Tardy/Absence Policy which can be found in the handbook.

Require that parents sign the Tardy/Absence Policy which can be found in the handbook.

Require that parents sign the Tardy/Absence Policy which can be found in the handbook.

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Budget Reference

See above.

See above.

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

LEA-wide

All Schools

Low Income

[Add Scope of Services selection here]

[Add Location(s) selection here]

[Add Students to be Served selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action
2017-18 Actions/Services Provide oral, written, and/or personal conference with the parent(s) if the child is chronically tardy or absent.	2018-19 Actions/Services Provide oral, written, and/or personal conference with the parent(s) if the child is chronically tardy or absent.
2017-18 Actions/Services Provide oral, written, and/or personal conference with the parent(s) if the child is chronically tardy or absent.	2019-20 Actions/Services Provide oral, written, and/or personal conference with the parent(s) if the child is chronically tardy or absent.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	\$1,500	\$1,500
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Electronic notification system	5800: Professional/Consulting Services And Operating Expenditures Electronic notification system

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All [Add Students to be Served selection here]	All Schools [Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Low Income [Add Students to be Served selection here]	LEA-wide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Require a personal mandatory conference with the Attendance Committee as per the Parent/Student Family Handbook.

2018-19 Actions/Services

Require a personal mandatory conference with the Attendance Committee as per the Parent/Student Family Handbook.

2019-20 Actions/Services

Require a personal mandatory conference with the Attendance Committee as per the Parent/Student Family Handbook.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Budget Reference		See above	See above

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Continue to provide intervention for students who are chronically tardy or absent.

Continue to provide intervention for students who are chronically tardy or absent.

Continue to provide intervention for students who are chronically tardy or absent.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Budget Reference		See above	See above

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All
[Add Students to be Served selection here]

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

English Learners
Low Income
[Add Students to be Served selection here]

LEA-wide
[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue to provide professional development for all staff in behavior/classroom management strategies.

2018-19 Actions/Services

Continue to provide professional development for all staff in behavior/classroom management strategies.

2019-20 Actions/Services

Continue to provide professional development for all staff in behavior/classroom management strategies.

Budgeted Expenditures

Year 2017-18

2018-19

2019-20

Budget Reference See above.

See above.

See above.

See above.

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

[Add Students to be Served selection here]

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners

Low Income [Add Students to be Served selection here]

LEA-wide

[Add Scope of Services selection here]

All Schools

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to implement a school wide attendance incentive program.	Continue to implement a school wide attendance incentive program.	Continue to implement a school wide attendance incentive program.
Budgeted Expenditures		
Year	2017-18	2018-19
Budget Reference	See above	See above.
		2019-20
		See above.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 9

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

OR

Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 10

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$1,255,515

Percentage to Increase or Improve Services

33.68%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Due to the high percentage of low income and ELLs, the LEA uses the supplemental and concentration grant to fund school-wide activities that are geared toward improving the academic achievement of all students.

Goal 5: Action 2 Attendance committee consisting of intervention attendance staff, teachers, and who work collaboratively to improve attendance.

Goal 5: Action 3 Employed school psychologist as student needs required.

Goal 5: Action 5 Continued to employ qualified supplemental teachers.

Goal 5: Action 8 Behavior specialist or consultant (30 to 40 hrs.) of professional development including observation and coaching in the classroom management

In addition, these funds are also used to provide supplemental services to identified subgroups such as English Learners and low achieving students. Other actions and services being implemented with the supplemental and concentration grant funds allocated include the implementation of various intervention programs tailored to low performing students, English Learners and students with disability.

It is the aim of TFSCS-Inglewood to increase the percentage of students having met and exceeded state standards on the CAASPP and other CCSS assessments by providing supplemental services for our low income, foster youth, and English Learner students. The unduplicated pupils receive extended learning time through after school tutoring and Saturday school (as scheduling permits).

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$1,135,825

Percentage to Increase or Improve Services

23.75%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Due to the high percentage of low income ELs, the LEA used the supplemental and concentration grant funds to school-wide activities to improve the academic achievement of all students. A percentage of the supplemental and concentration grant was allocated to programs identified in their Single Plan for Student Achievement and aligned to the LCAP goals and the eight State priorities. The services provided in LEA-Wide manner included professional development for all staff involved in the education of all students including Low Income and English Learners.

In addition, these funds are also used to provide targeted services to the identified subgroups such as English Learners and low achieving students. At the school site level the resources were used to provide school wide services for all students in addition to targeted services provided to the identified subgroups. Other actions and services being implemented with the supplemental and concentration grant funds allocated include the implementation of various intervention programs tailored to low performing students, English Learners and students with disability. Other sites used S/C funds to hire coaches and supplemental staff to improve the overall instructional program.

It is the aim of TFSCS Inglewood to increase the percentage of students having met and exceeded state standards on the CAASPP and other CCSS assessments by providing additional services for our low income, foster youth and English Learner students. The unduplicated pupils receive extended learning time through after school tutoring and Saturday school (as scheduling permits). Students will also receive individualized instruction facilitated through teachers and technology based programming. Small group instruction will be conducted by the teacher and/or supplemental staff member. Intervention staff and behavior coaches provide pupils additional support. Monthly parent involvement and increased technology also play a significant role in serving our unduplicated students that is above and beyond the actions/services for all other students.