

# 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.

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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) Compton is located in Los Angeles County. TFSCS is comprised of two school sites serving TK-Kindergarten through 8th grade students with a total enrollment of approximately 690. The charter's student population is approximately 93% of unduplicated pupils (Low Income pupils, English Learners, Foster Youth, or Redesignated fluent English proficient). TFSCS serves students of the following subgroups; African American (56%), Latino (44%), economically disadvantaged (93%), and English Language Learners (30%).

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 academically, socially, 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 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

The California School Dashboard indicates the following progress in English Language Arts/Literacy:

- All students performance increased 12.3 points
- English Learner performance increased 12.3 points
- Socioeconomically disadvantaged student performance increased 4.3 points
- Hispanic student performance increased 5 points
- EL Reclassified student performance increased 10.4 points
- EL Only student performance increased significantly by 23.5 points

The California School Dashboard indicates the following progress in mathematics:

- All student performance increased 8.4 points
- English Learner performance increased 8.4 points
- EL Only student performance increased significantly by 20.7 points

The California School Dashboard indicates English Learner progress has increased significantly by 10.6 points.

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

- 3rd grade Cohort (2016)/4th grade Students in 2017-10.67% decrease in students at "Nearly Met " and a 3.33% decrease in students at "Not Met."

- 4th grade Cohort(2016)/5th grade Students in 2017-11.76% increase in students at "Exceeds " and a 4.65% increase in Students at "MET."

#### Black or African-American-ELA/Literacy

- 5th grade Cohort(2016)/6th grade Students in 2017-23.59% decrease in students at "Not Met."
- 6th grade Cohort (2016)/7th grade students in 2017-5% increase in students at "Exceeds, "19% increase in students at "Met," 2% decrease in students at "Nearly Met," and a 32% decrease in students at "Not Met."
- 7th grade Cohort(2016)/8th grade students in 2017-18.43% decrease in students at "Not Met."

#### Hispanic or Latino-ELA/Literacy

- 4th grade Cohort(2016)/5th grade students in 2017-3.14% increase in students at "Exceeds," 14.71% increase in students at "MET," 3.71% decrease in students at "Nearly Met," and a 15.14% decrease in students at "Not Met."
- 5th grade Cohort(2016)/6th grade students in 2017 maintained the percentage of students at "Exceeds," had a 15% increase in students at "Met" and a 28% decrease in students at "Not Met."
- 6th grade Cohort(2016)/7th grade students in 2017-8.57% increase in students at "Exceeds," and a 29.86% increase in students at "Met."

#### Economically Disadvantaged-ELA/Literacy

- 4th grade Cohort(2016)/5th grade students in 2017-2.67% increase in students at "Exceeds," 10.33% increase in students at "MET," 8% decrease in students at "Nearly Met," and a 4% decrease in students at "Not Met."
- 5th grade Cohort(2016)/6th grade students in 2017-28.33% decrease in students at "Not Met."
- 6th grade Cohort(2016)/7th grade students in 2017-2.79% increase in students at "Exceeds," 28.74% increase in students at "Met," 18.42% decrease in students at "Nearly Met," and a 12.95% decrease in students at "Nearly Met."
- 7th grade Cohort(2016)/8th grade students in 2017-15.8% decrease in students at "Not Met."

#### Black or African-American-Mathematics

- 5th grade Cohort(2016)/6th grade Students in 2017-1.71% increase in students at "Exceeds," 2.88% increase in students at "Met," and a 7.94% decrease in students at "Not Met,"

#### Hispanic or Latino-Mathematics

- 5th grade Cohort(2016)/6th grade students in 2017-13% decrease in students at "Not Met."
- 6th grade Cohort(2016)/7th grade students in 2017-1.29% increase in students at "Exceeds," 22.71% increase in students at "Met," 8.57% decrease in students at "Nearly Met," and a 4.43% decrease in students at "Not Met."

#### Economically Disadvantaged-Mathematics

- 5th grade Cohort(2016)/6th grade students in 2017-8.8% decrease in students at "Not Met."
- 6th grade Cohort(2016)/7th grade students in 2017-2.53% increase in students at "Exceeds," 10.63% increase in students at "Met," and a 16.05% decrease in students at "Not Met."

#### NWEA (MAP)-LOCAL ASSESSMENT

##### READING

##### ALL STUDENTS

- 25.29% of K-2nd grade students achieved the "High Average" or "High" performance levels as measured by the Spring NWEA (MAP) reading assessment.
- 38.43% of K-2nd grade students advanced 1 or more performance levels as measured by the Fall and Spring NWEA (MAP) reading Fall and Spring assessments.
- 26.04% of students achieved the "High Average" or "High" performance levels as measure by the Spring NWEA (MAP) reading assessment.

- 26.61% of 3rd-8th grade students advanced 1 or more performance levels as measured by the Fall and Spring NWEA (MAP) reading Fall and Spring assessments.

#### BLACK/AFRICAN-AMERICAN

- 33.33% of K-2nd grade Black/African-American students advanced 1 or more performance levels as measured by the Fall and Spring NWEA (MAP) language assessment.
- 27.61% of K-2nd grade Black/African-American students achieved the "High Average" or "High" performance levels as measure by the Spring NWEA (MAP) reading assessment.

#### HISPANIC/LATINO

- 29.09% of K-2nd grade Hispanic/Latino students advanced 1 or more performance levels as measured by the Fall and Spring NWEA (MAP) reading Fall and Spring assessments.

#### ENGLISH LEARNERS

- 31.25% of K-2nd grade English Learner students advanced 1 or more performance levels as measured by the Fall and Spring NWEA (MAP) language assessment.

#### LANGUAGE

#### ALL STUDENTS

- 25.29% of 2nd grade students achieved the "High Average" or "High" performance levels as measured by the Spring NWEA (MAP) language assessment.
- 25% of 2nd grade students advanced 1 or more performance levels as measured by the Fall and Spring NWEA (MAP) language assessment.

- 30.91% of 3rd-8th grade students achieved the "High Average" or "High" performance levels as measured by the Spring NWEA (MAP) language assessment.
- 26.51% of 3rd-8th grade students advanced 1 or more performance levels as measured by the Fall and Spring NWEA (MAP) language assessments.

#### BLACK/AFRICAN-AMERICAN

- 31.11% of 3rd-8th grade Black/African-American students advanced 1 or more performance levels as measured by the Fall and Spring NWEA (MAP) language assessment.
- 28.33% of 3rd-8th grade Black/African-American students achieved the "High Average" or "High" performance levels as measured by the Spring NWEA (MAP) language assessment.

#### HISPANIC/LATINO

- 26.89% of 3rd-8th grade Hispanic/Latino students advanced 1 or more performance levels as measured by the Fall and Spring NWEA (MAP) language assessment.
- 26.20% of 3rd-8th grade Hispanic/Latino students achieved the "High Average" or "High" performance levels as measured by the Spring NWEA (MAP) language assessment.

#### ENGLISH LEARNERS

- 27.47% of 3rd-8th grade English Learner students advanced 1 or more performance levels as measured by the Fall and Spring NWEA (MAP) language assessment.

#### MATHEMATICS

#### ALL STUDENTS

- 17.75% of K-2nd grade students achieved the "High Average" or "High" performance levels as measured by the Spring NWEA (MAP) mathematics assessment.
- 29.32% of K-2nd grade students advanced 1 or more performance level(s) as measured by the mathematics Fall and Spring assessments.
- 36.74% 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

- 37.01% of 3rd-8th grade Black/African-American students advanced 1 or more performance level(s) as measured by the mathematics Fall and Spring assessments.

#### HISPANIC/LATINO

- 39.18% of 3rd-8th grade Hispanic/Latino students advanced 1 or more performance level(s) as measured by the mathematics Fall and Spring assessments.

#### ENGLISH LEARNERS

- 40.86% of 3rd-8th grade English Learner students advanced 1 or more performance level(s) as measured by the mathematics Fall and Spring assessments.

#### SCHOOL CLIMATE

- The California School Dashboard indicates the suspension rate is very low at 0%.
- TFSCS' student attendance rate for 2017-2018 was 94.23% (9/5/2017- 5/01/2018).
- TFSCS' student expulsion rate for 2017-2018 was 0 %.
- 86% of TFSCS' parents surveyed indicate that they feel TFSCS provides a supportive learning environment for their child(ren).
- 95% of TFSCS' students surveyed report feeling safe at TFSCS and 94% report that they feel they are treated fairly by teachers.

TFSCS plans to build upon its 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 following areas of greatest need.

### **ACADEMIC**

The California School Dashboard-English Language Arts:

- All student performance was maintained however, the status is low (31.1 points below level 3)
- African-America student performance was maintained however, the status is low (37 points below level 3)

The California School Dashboard-Mathematics:

- All student performance declined (-4.1 points)
- Socioeconomically disadvantaged student performance declined (-5.9 points)
- African-American student performance decline (-5.1 points)

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

English Learners-English Language Arts/Literacy

- 3rd grade cohort (2016)/4th grade students in 2017-2.67% decrease in students at "Exceeds."



- 4th grade cohort (2016)/5th grade students in 2017-3.06% increase in students at "Not Met."

#### English Learners-Mathematics

- 3rd grade cohort (2016)/4th grade students in 2017-9% decrease in students at "Met" and a 7.33% increase in students at "Not Met."
- 4th grade cohort (2016)/5th grade students in 2017-14.94% increases in students at "Not Met."

#### Black or African-American-English Language Arts/Literacy

- 3rd grade cohort (2016)/4th grade students in 2017-10% increase in students at "Not Met."
- 4th grade cohort (2016)/5th grade students in 2017-13.29% increase in students at "Not Met."
- 5th grade cohort (2016)/6th grade students in 2017-2.18% decrease in students at "Exceeds."

#### Black or African American-Mathematics

- 3rd grade cohort (2016)/4th grade students in 2017-6% decrease in students at "Exceeds," a 22% decrease in students at "Met," and a 24% increase in students at "Not Met."
- 4th grade cohort (2016)/5th grade students 2017-20.9% increase in students at "Not Met."
- 7th grade cohort (2016)/8th grade students 2017-7.86% increase in students at "Not Met."

#### Hispanic or Latino-English Language Arts/Literacy

- 3rd grade cohort (2016)/4th grade students in 2017-10.22% decrease in students at "Exceeds" and a 2.67% increase in students at "Not Met."
- 6th grade cohort (2016)/7th grade students in 2017-15.57% increase in students at "Not Met."
- 7th grade cohort (2016)/8th grade students in 2017-15% decrease in students at "Exceeds."

#### Hispanic or Latino-Mathematics

- 3rd grade cohort (2016)/4th grade students in 2017-2.22% decrease in students at "Exceeds," 16.33% decrease in students at "Met," 2.33% increase in students at "Nearly Met," and a 13.89% increase in students at "Nearly Met."

- 4th grade cohort (2016)/5th grade students in 2017-8.29% decrease in students at "Met," .43% increase in students at "Nearly Met," and a 4.29% increase in students at "Not Met."
- 5th grade cohort (2016)/6th grade students in 2017-5% decrease in students at "Exceeds."
- 7th grade cohort (2016)/8th grade students in 2017-7.62% decrease in students at "Exceeds."

#### Economically Disadvantaged-English Language Arts/Literacy

- 3rd grade cohort (2016)/4th grade students in 2017-3.48% increase in students at "Not Met."

#### Economically Disadvantaged-Mathematics

- 3rd grade cohort (2016)/4th grade students in 2017-19.48% decrease in students at "Met" and a 17.43% increase in students at "Not Met."
- 4th grade cohort (2016)/5th grade students in 2017-4.33% decrease in students at "Met" and an 11% increase in students at "Not Met."
- 7th grade cohort (2016)/8th grade students in 2017-2.37% decrease in students at "Exceeds," a 1.49% decrease in students at "Met," and a 9.02% increase in students at "Not Met."

#### NWEA-LOCAL ASSESSMENT

##### LANGUAGE

##### ALL STUDENTS

- 36% of 2nd grade students performed at the "Low" achievement level as measured by the Spring NWEA (MAP) language assessment.

##### MATHEMATICS

##### ALL STUDENTS

- 45.16% of K-2nd grade students performed at the "Low" achievement level as measured by the Spring NWEA (MAP) mathematics assessment.
- 32.82% of 3rd-8th grade students performed at the "Low" achievement level as measured by the Spring NWEA (MAP) mathematics assessment.

## READING

### ALL STUDENTS

- 35.34% of K-2nd grade students performed at the "Low" achievement level as measured by the Spring NWEA (MAP) reading assessment.
- 34% of 3rd-8th grade students performed at the "Low" achievement level as measured by the Spring NWEA (MAP) reading assessment.

### ENGLISH LEARNERS

- 14.14% of 3rd-8th grade students performed at the "High" or "High Average" achievement levels as measured by the Spring NWEA (MAP) reading assessment.

## STAKEHOLDER INPUT

According to the Parent Climate Survey there is a need for more effective communication about student achievement. At 87% the EMO was not met. We have now enlisted the aid of a new communication service, School Messenger, to help us to reach out to all parents and improve communication.

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 levels on local and state assessments in mathematics. We will also be implementing the use of Standards Plus Intervention ELA workbooks for our students ,as well as Learning A-Z to improve our ELA outcomes school wide. TFSCS is hiring new

education leadership staff and English learner staff specific and a teacher-grade level specific at grades 2 and higher to work with individual grade levels.

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	\$6,305,413
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$3,866,745.00

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 funds expenditures not included in 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	\$6,806,354

# 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 21% of students advancing 1 or more performance level(s) as measured by the 2017/2018 language initial and end-of-year assessments.

**Baseline**  
 18% of students advanced 1 or more performance level(s) as measured by the 2016/2017 language initial and end-of-year assessments.

Actual

NWEA (MAP) ELA Assessments (Grades 3-8)  
 30.9% of students advanced 1 or more performance level(s) as measured by the language initial and end-of-year assessments.  
 The EMO was 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 22% of students advancing 1 or more performance level(s) as measured by the 2017/2018 reading initial and end-of-year assessments.

**Baseline**  
19% 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)

25% 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)

26.61% 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)

38.43% 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 15% of students advancing 1 or more achievement level(s) as measured by the 2017 and 2018 CAASPP results.

**Baseline**

43% 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 45% of students performing at the "Met" or "Exceeds" achievement level as measured by the 2018 CAASPP results. SHOULD THIS GOAL BE CHANGED TO REFLECT ACTUAL RESULTS BELOW?

**Baseline**

38% 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 "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)

25.29% 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><b>Baseline</b> 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><b>Metric/Indicator</b> 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)  26.04% 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><b>17-18</b> Baseline Year  <b>Baseline</b> 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><b>Metric/Indicator</b> 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><b>17-18</b> Propose to pursue 28% of students performing at the "Met" or "Exceeds" achievement level as measured by the 2018 language end-of-year assessment.</p> <p><b>Baseline</b> 25% of students performed at the "Met" or "Exceeds" achievement level as measured by the 2017 language end-of-year assessment.</p>	<p>NWEA (MAP) ELA (Grades 3-8)  30.91% of students performed at the "HIGH AVERAGE" or "HIGH" achievement level as measured by the language end-of-year assessment.  The EMO was met.</p>
<p><b>Metric/Indicator</b> 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)  22.29% 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 27% of students performing at the "Met" or "Exceeds" achievement level as measured by the 2018 reading end-of-year assessment.

**Baseline**

24% of students performed at the "Met" or "Exceeds" 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 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 consultant experts for ELA/ELD – 75 to 100 hours 4000-4999: Books And Supplies Supplemental and Concentration \$7,520

Estimated Actual  
Expenditures

Professional Development including consultant experts for ELA/ELD – 75 to 100 hours 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$14,288

**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**

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

**Actual  
Actions/Services**

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

**Budgeted  
Expenditures**

Stipend for teachers to develop pacing guide for ELA/ELD. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,013.00

**Estimated Actual  
Expenditures**

Stipend for teachers to develop pacing guide for ELA/ELD. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,100.00

**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 3

**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**

Purchase additional and replacement ELA/ELD resources. 4000-4999: Books And Supplies Supplemental and Concentration \$10,026.00

**Estimated Actual**

**Expenditures**

Study Island 4000-4999: Books And Supplies Supplemental and Concentration \$9,743

McGraw Hill Reading Wonders 4000-4999: Books And Supplies Base \$22,752

Technology 4000-4999: Books And Supplies Supplemental and Concentration \$200,000

**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 4**

**Planned  
Actions/Services**

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

**Actual  
Actions/Services**

Action Met. Teachers revised and updated pacing guides as needed in ELA/ELD.

**Budgeted  
Expenditures**

see above action 2

**Estimated Actual  
Expenditures**

see above action 2

**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**

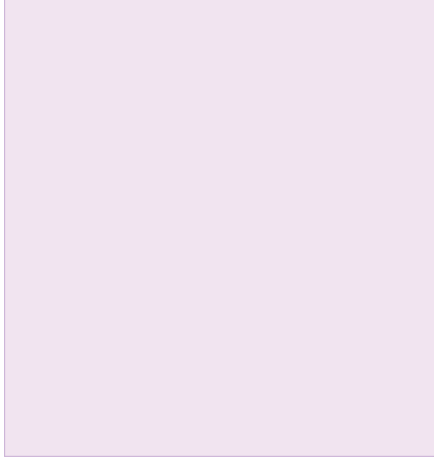
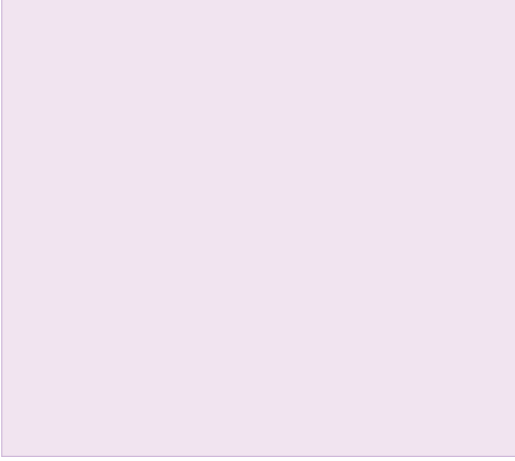
**For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:**

**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 \$10,026.00

**Estimated Actual  
Expenditures**

Northwestern Evaluation Association adaptive assessment. 4000-4999: Books And Supplies Supplemental and Concentration \$6,930

**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 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

**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.

**Budgeted Expenditures**

Purchase additional instructional resources 4000-4999: Books And Supplies Supplemental and Concentration \$10,026.00

**Estimated Actual Expenditures**

No Expense.

<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners Low Income</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>	
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**Action 8**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to provide opportunities for teachers to develop and share best practices through common planning meetings.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>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.</p>	<p>Cost of webinars, seminars, and workshops for teachers and administrators 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$6,015.60</p>	<p>Cost of webinars, seminars, and workshops for teachers and administrators 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p>



**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**

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

**Estimated Actual**

**Expenditures**

Stipends 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-no expense; Promoting Language Literacy and Learning-no expense; CAASPP Institute . LCAP Training-no expense; LCFF training-CA Content Library-no expense.

**Budgeted**

**Expenditures**

Cost of webinars, seminars, and workshops for teachers and administrators 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$6,015.60

**Estimated Actual**

**Expenditures**

Cost of webinars, seminars and workshops for teachers and administrators 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,298

**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  
1026.00

**Estimated Actual**

**Expenditures**

Supplemental materials n/a

**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 ELA Fall and Spring assessment results were used to measure students' academic growth during the 2017-2018 school year in the area of ELA.

35.43% of K-2nd grade students advanced one or more performance bands in reading. 25% of 2nd grade students advanced one or more performance bands in language. 26.61% of 3rd-8th grade students advance one or more performance bands in reading and 30.91% in language.

NWEA SPRING assessment results were used to measure the performance levels of students in the area of ELA. 26.04% of K-2nd grade students performed at the "High Average" or "High" performance levels in reading. 25.29% of 2nd grade students performed at "High Average" or "High" performance levels in language. 22.28% of 3rd-8th grade students performed at "High Average" or "High" in reading and 27.30% in language.

TFSCS administered Interim Assessment Blocks in English Language Arts for grades 3-8 to track growth of the Common Core Standards. The results of the interim blocks made it possible to pinpoint areas where the students have not mastered important standards. An example of this was the interim block on Language and Vocabulary usage. The 4th grade had an outcome of 16% above standard, 47% near standard and 37% below standard. Similarly, the 5th grade had an outcome of 28% above standard, 41% near standard, and 31% below standard. TFSCS continued to further refine pacing and lesson plan alignment with CCSS.

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 who helped us 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 43% to 38%. 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" achievement level 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 24% of students advancing 1 or more performance level(s) as measured by the 2017/2018 mathematics initial and end-of-year assessments.

**Baseline**  
 21% 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)  
 36.74% of students advanced 1 or more performance level(s) as measured by the mathematics initial and end-of-year assessments.  
 The EMO was met.

Expected

Actual

<p><b>Metric/Indicator</b> NWEA (MAP) Mathematics Assessments (Grades K-2)</p> <p>Students advancing 1 or more performance level(s) as measured by the mathematics initial and end of year assessments.</p> <p><b>17-18</b> Baseline Year</p> <p><b>Baseline</b> 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>NWEA (MAP) Mathematics (Grades K-2)</p> <p>29.32% of students advanced 1 or more performance level(s) as measured by the mathematics initial and end-of-year assessments.</p> <p>This data serves as the baseline for K-2nd grade.</p>
<p><b>Metric/Indicator</b> CAASPP (Grades 4-8)</p> <p>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.</p> <p><b>17-18</b> Propose to pursue 10% of students advancing 1 or more performance level(s) as measured by the 2017 and 2018 CAASPP results.</p> <p><b>Baseline</b> Enter 2016/2017</p> <p>32% of students advanced 1 or more achievement level(s) as measured by the 2016 and 2017 CAASPP results.</p>	<p>CAASPP (Grades 4-8)</p> <p>Results of the 2018 CAASPP are not available until the academic year following the assessment administration.</p>
<p><b>Metric/Indicator</b> 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><b>17-18</b> Propose to pursue 29% of students performing at the "Met" or "Exceeds" achievement level as measured by the 2018 CAASPP results.</p>	<p>CAASPP (Grades 3-8)</p> <p>Results of the 2018 CAASPP are not available until the academic year following the assessment administration.</p>



Expected

Actual

<p><b>Baseline</b> 21% of students performed at the "Met" or "Exceeds" achievement level as measured by the 2017 CAASPP results.</p> <p><b>Metric/Indicator</b> 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><b>17-18</b> Baseline Year</p> <p><b>Baseline</b> 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><b>Metric/Indicator</b> 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><b>17-18</b> Propose to pursue 19% of students performing at the "High" or "High Average" achievement levels as measured by the 2018 mathematics end-of-year assessment.</p> <p><b>Baseline</b> 16% of students performed at the "High" or "High Average" achievement level as measured by the mathematics end-of-year assessment.</p>	<p>NWEA (MAP) Mathematics (Grade K-2)</p> <p>17.75% 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>NWEA (MAP) Mathematics Assessments (Grades 3-8)</p> <p>20.06% 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 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	Budgeted Expenditures	Estimated Actual Expenditures
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<p>For teachers, supplemental instructors, and administrators provide ongoing professional development focused on CCSS in mathematics framework.</p> <p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p>	<p>Professional development on CCSS math standards and new math CA math framework. We had a consultant who helped us throughout the year with Math data and analysis of this data.</p>	<p>Professional development and CCSS math standards and new math CA math framework (may include the cost of a math specialist as well as release time employing substitute teachers).</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$7,519.50</p>	<p>SWUN Math, See Goal1 ,Action1 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$30,000</p>
<p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners Low Income</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>			
<p><b>Action 2</b></p>			
<p><b>Planned Actions/Services</b></p> <p>Revise and update as needed CCSS based grade level pacing guides in mathematics.</p>	<p><b>Actual Actions/Services</b></p> <p>See Goal 2; Action 2</p>	<p><b>Budgeted Expenditures</b></p> <p>Stipend for teachers to develop pacing guide for Math. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,013.00</p>	<p><b>Estimated Actual Expenditures</b></p> <p>Stipend for teachers to develop pacing guide for Math 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5100</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

[Empty box]

**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase additional and/or replacement core and supplemental materials aligned to CCSS math standards.	Purchased technology, math instructional resources From McGraw Hill as well as Smarter Balanced Test Prep workbooks grades k-6 from Houghton Mifflin.	Replacement or additional purchase of math instructional resources. 4000-4999: Books And Supplies Supplemental and Concentration \$10,026.00	McGraw Hill and Houghton Mifflin supplemental instructional resources. 4000-4999: Books And Supplies Supplemental and Concentration \$3,500
			Technology; See Goal 1; Action 3 4000-4999: Books And Supplies Supplemental and Concentration \$0

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

**Students to be Served**  
All

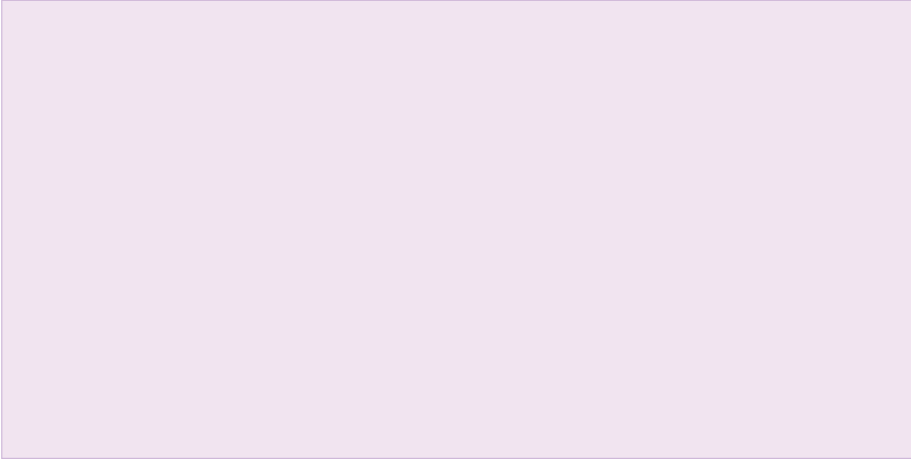
**Location(s)**  
All Schools

**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 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**  
Replacement or additional purchase of math manipulatives. 4000-4999: Books And Supplies Supplemental and Concentration \$10,026.00

**Estimated Actual Expenditures**  
N/A \$0

**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 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-No expense. 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 and CCSS math standards and new math CA math framework (may include the cost of a math specialist as well as release time employing substitute teachers). 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$7,519.50

**Estimated Actual  
Expenditures**

Professional development and CCSS math standards and new math CA math framework (may include the cost of a math specialist as well as release time employing substitute teachers). 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,400.00

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

**Students to be Served**  
All

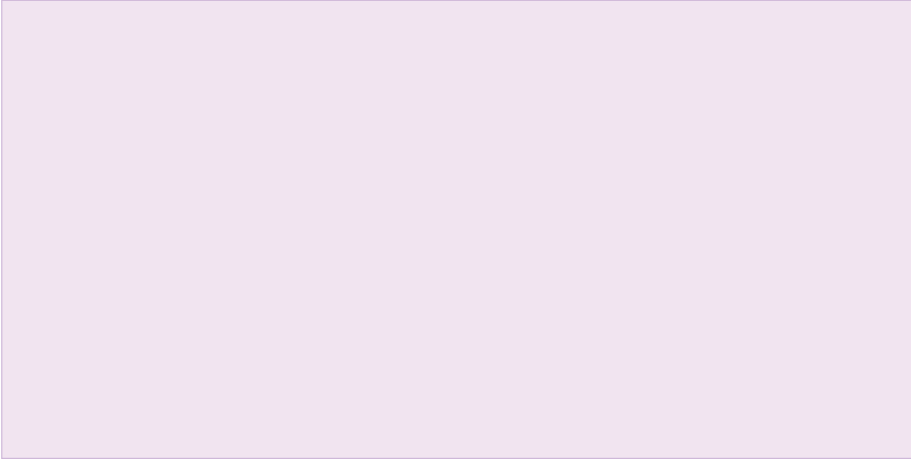
**Location(s)**  
All Schools

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

**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 administrators 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$6,015.60

**Estimated Actual Expenditures**

No expense. \$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

[Empty box for additional information]

## 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 a core math curriculum with McGraw Hill
- utilized Swun Math to supplement the core curriculum as a means of improving our students' math proficiency.
- purchased additional mathematics manipulatives to support California Common Core State Standards in math.
- 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 continued to review and revise grade level pacing plans for mathematics to align with the mathematics curriculum with a continued emphasis on the 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 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. 29.32% of K-2nd grade students and 36.74% 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. 17.75% of K-2nd grade students and 20.05% of 3rd-8th grade students performed at the "HIGH AVERAGE" or "HIGH" performance levels

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 24% 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 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**  
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

<p><b>Metric/Indicator</b> CEDLT/ELPAC, SOLOM, CASSPP, Teacher Evaluation</p> <p>Increase the percentage of ELs reclassified as RFEP.</p> <p><b>17-18</b> Propose to increase the percentage of ELs reclassified as RFEP to 22%.</p> <p><b>Baseline</b> 19% of ELs reclassified as RFEP</p> <p>Based upon 2016/2017 data.</p>
<p><b>Metric/Indicator</b></p>

Actual

<p>CEDLT/ELPAC, SOLOM, CASSPP, Teacher Evaluation</p> <p>13% of ELs were reclassified as RFEP.</p> <p>The EMO was not met.</p>
<p><b>Metric/Indicator</b></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
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.	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.

Budgeted Expenditures	Estimated Actual Expenditures
Stipend for Coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,026.00	Stipend for Coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,100

**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

**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**  
LEA-wide

**Locations**  
All Schools

**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

**Budgeted Expenditures**

Cost of replacement or new materials for ELD. 4000-4999: Books And Supplies Supplemental and Concentration \$10,026

**Estimated Actual Expenditures**

Cost of replacement or new materials for ELD. 4000-4999: Books And Supplies Supplemental and Concentration \$5,327.10

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**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  
**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.

Purchase new materials for ELD. 4000-4999: Books And Supplies Supplemental and Concentration \$10,026

Purchase supplemental Intervention Workbooks. 4000-4999: Books And Supplies Supplemental and Concentration \$12,091.54

#### 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 development 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 (40 hrs.+) by ELD Literacy specialist 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4,010.40

Estimated Actual  
 Expenditures

Professional development (40 hrs.+) by ELD Literacy specialist- 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0

#### Action 5

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
<p>Use multiple measures including the CELDT or state issued assessments to monitor and assess ELL students' progress.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>	<p>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.</p>	<p>Professional development (40 hrs.+) by ELD Literacy specialist 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4,010.40</p>	<p>Professional development (40 hrs.+) by ELD Literacy specialist, See Goal 1, Action 1 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$750.00</p>
<b>Action 6</b>			
<p><b>Planned</b></p> <p>Actions/Services</p> <p>Continue to inform parents of their children's English Language proficiency.</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>	<p><b>Actual</b></p> <p>Actions/Services</p> <p>Continued to inform parents of their child(ren)'s English Language proficiency during meetings and conferences throughout the school year.</p>	<p>N/A</p>	<p>Estimated Actual Expenditures</p> <p>N/A</p>

## 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 13% 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 22%.

According to the the California School Dashboard EL students have made progress in both Language Arts/Literacy and Mathematics:

Language Arts

- EL Only student performance increased significantly by 23.5 points.
- English Learner performance increased by 12.3 points.
- EL Reclassified student performance increased by 10.4 points.

Mathematics

- EL Only student performance increased significantly by 20.7 points.
- English Learner performance increased 8.4 points.

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, history-social science, health/physical education, and the visual and performing arts.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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.

Expected

Actual

<p><b>Metric/Indicator</b> History-Social Science</p> <p>All students receive science instruction as indicated by the master schedule and/or lesson plans.</p> <p><b>17-18</b> All students will receive history-social science instruction.</p> <p><b>Baseline</b> All students received history-social science instruction.</p>	<p>History-Social Science</p> <p>All students receive history-social science instruction as indicated by the master schedule and/or lesson plans.</p> <p>This EMO was met.</p>
<p><b>Metric/Indicator</b> California Science Test (CAST)</p> <p>Percentage increase of students advancing 1 or more performance level(s) as measured by the CAST</p> <p><b>17-18</b> CAST field test to be administered in Spring of 2018.</p> <p><b>Baseline</b> There is no baseline, as the CAST pilot test was administered in Spring of 2017.</p>	<p>CAST Science Test (CAST)</p> <p>CAST field test was administered in Spring of 2018.</p> <p>This EMO was met.</p>
<p><b>Metric/Indicator</b> FITNESSGRAM</p> <p>Increase or maintenance of the percentage of 5th and 7th grade students falling in the Healthy Fitness Zone (HFZ) for each of the six fitness areas tested.</p>	<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"> <li>1. Aerobic Capacity-63%</li> </ol> <p>The EMO was not met.</p> <ol style="list-style-type: none"> <li>2. Abdominal Strength and Endurance-66%</li> </ol> <p>The EMO was not met.</p> <ol style="list-style-type: none"> <li>3. Upper Body Strength and Endurance-84%</li> </ol> <p>The EMO was not met.</p> <ol style="list-style-type: none"> <li>4. Body Composition-50%</li> </ol> <p>The EMO was not met.</p> <ol style="list-style-type: none"> <li>5. Trunk Extensor Strength &amp; Flexibility-57%</li> </ol>

Expected

**17-18**

Propose to increase or maintain, from the baseline, the percentage of 5th and 7th grade students falling in the HFZ in the following categories:

1. Aerobic Capacity 70%
2. Abdominal Strength and Endurance >/= 90%
3. Upper Body Strength and Endurance >/= 90%
4. Body Composition 64%
5. Trunk Extensor Strength & Flexibility >/= 90%
6. Flexibility 81%

**Baseline**

Percentage of 5th & 7th grade students falling in the HFZ:

1. Aerobic Capacity-65%
2. Abdominal Strength and Endurance-95%
3. Upper Body Strength and Endurance-93%
4. Body Composition-61%
5. Trunk Extensor Strength & Flexibility-89%
6. Flexibility-78%

Based upon 2015-2016 performance levels. Outcomes of the 2016-2017 state assessments 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.

Actual

The EMO was not met.

6. Flexibility-81%

The EMO was met.

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.

## Expected

### 17-18

All students will receive 200 minutes every ten days.

#### Baseline

All students receive 200 minutes every ten 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 area.

### 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.

#### 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.

### 17-18

1 or more rehearsed musical, dramatic, or dance performance within the classroom, for their grade level, or before the school community.

#### Baseline

1 or more rehearsed musical, dramatic, or dance performance within the classroom, for their grade level, or before the school community.

#### 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.

### 17-18

2 or more projects that integrate content and skills from more than one subject area.

#### Baseline

2 or more projects that integrate content and skills from more than one subject area.

## 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.

## Actual

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

This EMO was met.

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.

This EMO was met.

Each student had the opportunity to complete 2 or more projects that integrate content and skills from more than one subject area.

This EMO was met.

## Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Employ staff to provide specialized instruction in music and/or performing arts as funding is available.	Continued to upgrade staff to provide specialized instruction in music and/or performing arts as funding is available.	Staff specialist for performing arts 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) \$25,065.00	Staff specialist for performing arts 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) \$25,000
<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>			
<b>Students to be Served</b> All			
<b>Location(s)</b> All Schools			
<b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b>			
<b>Students to be Served</b> English Learners Low Income			
<b>Scope of Services</b> LEA-wide			
<b>Locations</b> All Schools			

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

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

**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 to monitor and/or provide instruction of physical education and health.

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.

Stipend for Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,013.00

Stipend for Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,100

**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**

Teacher Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$50,130.00

**Estimated Actual  
Expenditures**

Teacher Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$50,000

in addition to the classroom teacher.

**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	Actual Actions/Services
Purchase Social Studies supplemental materials as needed	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	Estimated Actual Expenditures
Purchase Social Studies supplemental materials 4000-4999: Books And Supplies Supplemental and Concentration \$5,013.00	

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

**Students to be Served**  
All

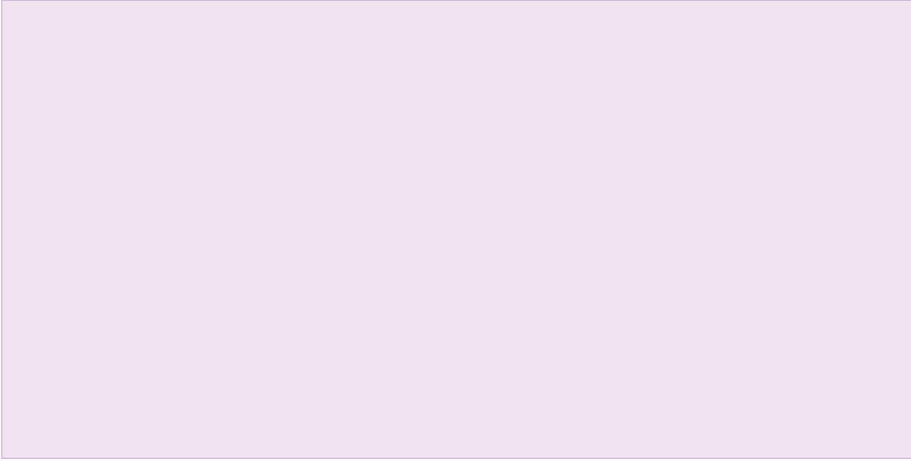
**Location(s)**  
All Schools

**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 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**

Purchase/replace libraries. 4000-4999: Books And Supplies Supplemental and Concentration \$5,013.00

**Estimated Actual Expenditures**

Purchase/replace libraries. 4000-4999: Books And Supplies Supplemental and Concentration \$2,000



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

**Students to be Served**  
All

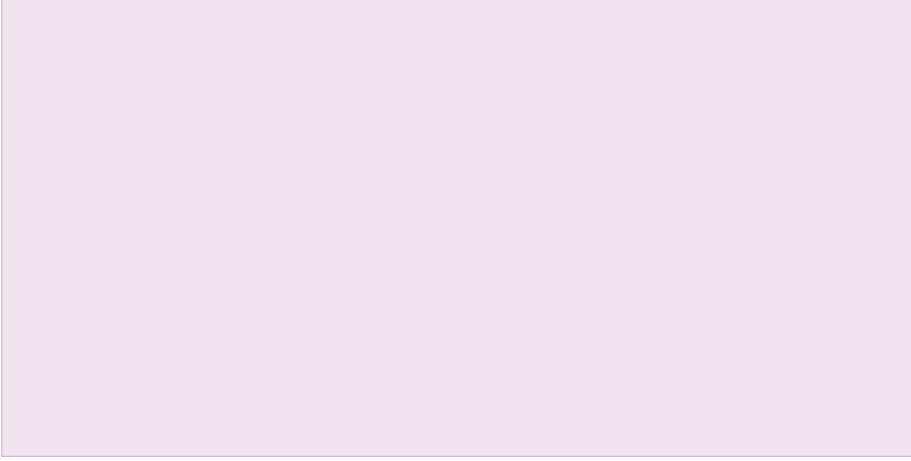
**Location(s)**  
All Schools

**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 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**  
Teacher Salaries 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$25,065.00

**Estimated Actual Expenditures**  
See Above. 1000-1999: Certificated Personnel Salaries 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 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. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$12,031.20

**Estimated Actual  
Expenditures**

Cost of field trips 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$8,605.75

**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 continued professional development with regard to Physical Education. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$1,503.90

**Estimated Actual  
Expenditures**

Provide continued professional development with regard to Physical Education. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$60

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

**Students to be Served**  
All

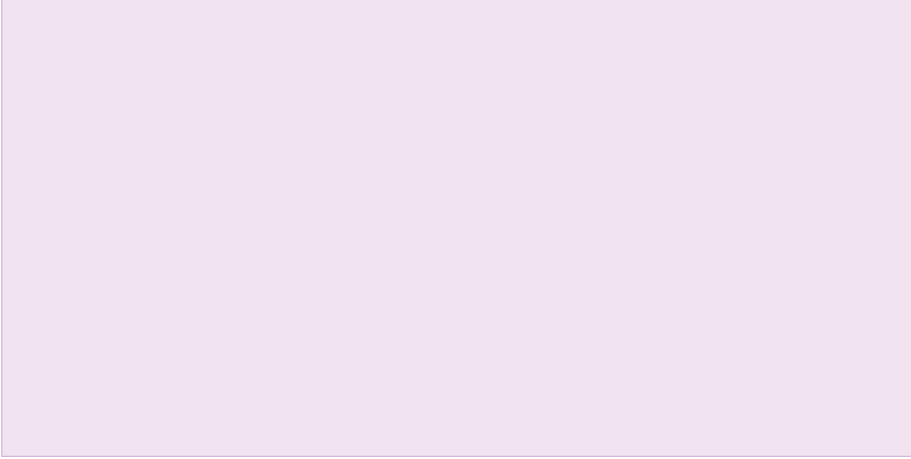
**Location(s)**  
All Schools

**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 9**

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

**Actual Actions/Services**  
Revised and updated, as needed, NGSS based grade level pacing guides.

**Budgeted Expenditures**  
Stipends for teachers to revise pacing guides for NGSS. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,013

**Estimated Actual Expenditures**  
Stipends for teachers to revise pacing guides for NGSS. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$5,100

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

**Students to be Served**  
All

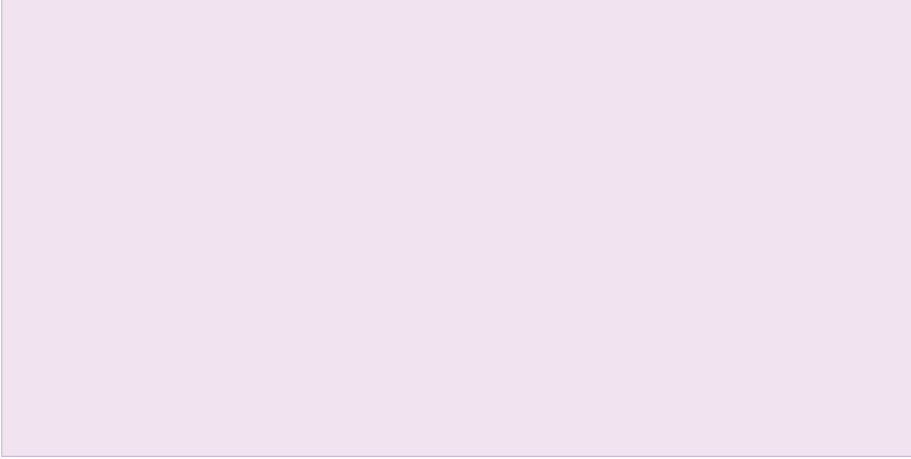
**Location(s)**  
All Schools

**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 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 \$15,572

**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 Standard 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 during the school year. TFSCS provided students on 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.

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

Results of the 2016-2017 fitnessgram showed that TFSCS students met only the flexibility 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 areas 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 during the 2016-2017 school year.

Actual

Credentiaing

100% of teachers are 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



Qualified teachers for subject area and/or grade levels were employed.

Salaries of credentialed teaching staff. 1000-1999: Certified Personnel Salaries Base \$601,560

Supplemental salaries of credentialed teaching staff. 1000-1999: Certified Personnel Salaries Supplemental and Concentration \$898,342

Salaries of credentialed teaching staff. 1000-1999: Certified Personnel Salaries Base \$898,342

Salaries of credentialed teaching staff. 1000-1999: Certified Personnel Salaries Base \$898,342

Benefits 3000-3999: Employee Benefits Base \$161,701.56

Benefits 3000-3999: Employee Benefits Base \$161,701.56

Benefits 3000-3999: Employee Benefits Supplemental and Concentration 161,701.56

Benefits 3000-3999: Employee Benefits Supplemental and Concentration 161,701.56

Continue to employ highly 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 of social worker, psychologist, resource specialist 1000-1999: Certified Personnel Salaries Special Education \$300,780

**Estimated Actual Expenditures**  
 Salaries of social worker, psychologist, resource specialist 1000-1999: Certified Personnel Salaries Special Education \$200,000

<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners Low Income</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>			Benefits of social worker, psychologist, resource specialist 3000-3999: Employee Benefits Special Education \$12,000
			Salaries for Behavior Specialist 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$11,400
			Benefits of Behavior Specialist 3000-3999: Employee Benefits Supplemental and Concentration \$1,595
<b>Action 3</b>			
<p><b>Planned Actions/Services</b></p> <p>Employ school psychologist as student needs require.</p>	<p><b>Actual Actions/Services</b></p> <p>Employed school psychologist as student needs required.</p>	<p><b>Budgeted Expenditures</b></p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration \$50,130</p>	<p><b>Estimated Actual Expenditures</b></p> <p>See Above. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$0</p>
			<p>See Above. 3000-3999: Employee Benefits Supplemental and Concentration \$0</p>

<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners Low Income</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>			5000-5999: Services And Other Operating Expenditures Special Education \$0
<b>Action 4</b>			
<p><b>Planned Actions/Services</b></p> <p>Continue to utilize special education teachers.</p>	<p><b>Actual Actions/Services</b></p> <p>Continued to utilize special education teachers.</p>	<p><b>Budgeted Expenditures</b></p> <p>Salaries special education teachers. 1000-1999: Certificated Personnel Salaries Special Education \$150,390</p>	<p><b>Estimated Actual Expenditures</b></p> <p>Salaries special education teachers. 1000-1999: Certificated Personnel Salaries Special Education \$200,000</p>
			<p><b>Benefits special education teachers. 1000-1999: Certificated Personnel Salaries Special Education \$36,000</b></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

[Empty box]

**Action 5**

**Planned Actions/Services**  
Continue to employ highly qualified supplemental teachers.

**Actual Actions/Services**  
Continued to employ qualified supplemental teachers.

Budgeted Expenditures	Estimated Actual Expenditures
Salaries for supplemental instructors. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$300,780	Salaries for supplemental instructors. 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$200,000
	Benefits for Supplemental Instructors 3000-3999: Employee Benefits Supplemental and Concentration \$15,000

<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners Low Income</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>			Salaries for supplemental instructors. 2000-2999: Classified Personnel Salaries Title I \$100,000
			Benefits for supplemental instructors. 3000-3999: Employee Benefits Title I \$12,000
<b>Action 6</b>			
<p>Continue to employ effective administrators.</p>	<p>Continued to employ effective administrators.</p>		Estimated Actual Expenditures
			Salaries for administrators. 1000-1999: Certificated Personnel Salaries Base \$300,000
			Benefits for administrators 3000-3999: Employee Benefits Base \$25,000

**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 development 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**

\$0

**Estimated Actual  
Expenditures**

\$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**

Fee for behavior specialist or consultant (30 to 40 hrs.) of professional development including observation and coaching in the classroom management.

**Actual  
Actions/Services**

Fee for behavior specialist or consultant (30 to 40 hrs.) of professional development including observation and coaching in the classroom management.

**Budgeted  
Expenditures**

2000-2999: Classified Personnel Salaries Supplemental and Concentration \$50,130

**Estimated Actual  
Expenditures**

2000-2999: Classified Personnel Salaries 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  
Foster Youth  
Low Income

**Scope of Services**  
Schoolwide

**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 hire highly qualified teachers and administrators.
- continued to hire supplemental teachers to support students' academic achievement through small group(s) instruction within the classroom.



- conducted faculty and staff 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 will be 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

**Metric/Indicator**

Annual Inspection

Annual inspection report indicating that all facilities are well maintained.

**17-18**

The annual inspection report will show that all facilities are well maintained.

**Baseline**

The annual inspection report show that all facilities are well maintained.

**Metric/Indicator**

Parent, Student, and Teacher Surveys

Survey results indicating that parents, students, and teachers agree or strongly that facilities are clean, safe, and in good repair.

Actual

Annual Inspection

The annual inspection report indicates that all facilities are well maintained.  
The EMO was met.

Parent, Student, and Teacher Surveys

80% of parents, students, and teacher report that they agree or strongly agree that facilities are clean, safe, and in good repair.  
The EMO was not met.

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**

86% 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

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

Budgeted  
Expenditures

Maintenance supplies and repairs. 4000-4999: Books And Supplies Supplemental and Concentration \$30,078

Estimated Actual  
Expenditures

Maintenance supplies and repairs. 5000-5999: Services And Other Operating Expenditures Base \$28,499

**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 \$200,520.00

**Estimated Actual**

**Expenditures**

Salaries for maintenance employees 2000-2999: Classified Personnel Salaries Base \$41,640

**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.

**Budgeted**

**Expenditures**

Salaries for Security 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$200,520.00

**Estimated Actual**

**Expenditures**

Salaries for Security 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$36,000

**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

## 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 80% "Strongly Agree" or "Agree" that the facilities are clean, safe, and in good repair, a 5% 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 redesign in the playground, presence of staff on campus, and consistent the 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 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:
- The school's climate is welcoming and positive.
  - The school communicates effectively about student achievement.
  - There are many varied opportunities for parent participation in school programs and activities.
  - There are adequate instructional resources for student learning.
  - There are numerous varied school activities that interest students.

Actual

- Parent Survey
- Parents agreeing or strongly agreeing that:
- The school's climate is welcoming and positive-88%. The EMO was met.
  - The school communicates effectively about student achievement-87%. The EMO was not met.
  - There are many varied opportunities for parent participation in school programs and activities-89%. The EMO was not met.
  - There are adequate instructional resources for student learning-84%. The EMO was not met.
  - There are numerous varied school activities that interest students-75%. The EMO was met.



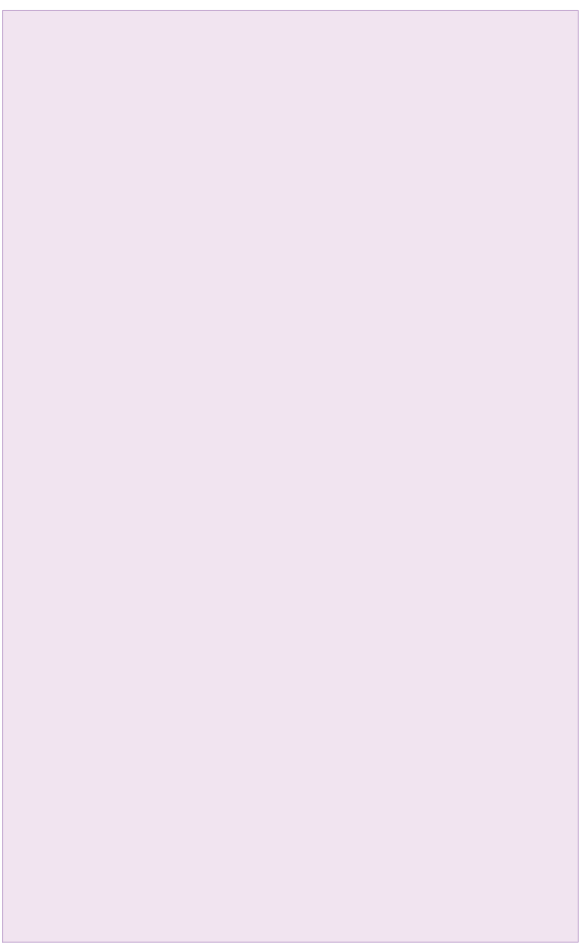
Expected

**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. >/= 86%
- b. The school communicates effectively about student achievement. >/= 90%
- c. There are many varied opportunities for parent participation in school programs and activities. >/= 90%
- d. There are adequate instructional resources for student learning. >/= 86%
- e. There are numerous varied school activities that interest students. >/= 65%

Actual



Expected

**Baseline**

Percentage of parents agreeing or strongly agreeing that:

- a. The school's climate is welcoming and positive.  
84% of parents strongly agree or agree
- b. The school communicates effectively about student achievement.  
94% of parents strongly agree or agree
- c. There are many varied opportunities for parent participation in school programs and activities.  
89% of parents strongly agree or agree
- d. There are adequate instructional resources for student learning.  
83% of parents strongly agree or agree
- e. There are numerous varied school activities that interest students.  
60% of parents strongly agree or agree

Based upon data from the 2016/2017 parent survey.

**Metric/Indicator**

Parent Meeting/Workshop Agendas and Sign-In Sheets  
Meeting/Workshop Agendas and Sign-In Sheets on file.

**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

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

Expected

Actual

<p><b>Metric/Indicator</b> Parent Meeting Evaluations</p> <p>Parents agreeing or strongly agreeing that parent meetings and/or workshops are effective in meeting their needs.</p> <p><b>17-18</b> Propose to pursue &gt;/= 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><b>Baseline</b> 91% 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>Parent Meeting Evaluations</p> <p>100% 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>The EMO was met.</p>
<p><b>Metric/Indicator</b> Parent/Teacher Conference Sign-In Sheets</p> <p>Parents attending one or more parent/ student/ teacher conference(s).</p> <p><b>17-18</b> Propose to pursue 89% of parents will attend one or more parent/ student/ teacher conference(s).</p> <p><b>Baseline</b> 88% 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>Parent/Teacher Conference Sign-In Sheets</p> <p>93% of parents attended one or more parent/student/teacher conference(s).</p> <p>The EMO was met.</p>
<p><b>Metric/Indicator</b> Parent Involvement</p> <p>The number of opportunities for parental involvement (i.e. volunteering) as indicated by events listed on the monthly calendar and/or parent notices</p> <p><b>17-18</b> Propose to pursue that &gt;/= 36 events involving parents will be held.</p>	<p>Parent Involvement</p> <p>TFSCS provided 84 opportunities for parental involvement (i.e. volunteering) during the 2017-2018 school year as indicated by events listed on the monthly calendar and/or parent notices.</p> <p>The EMO was met</p>

Expected

Actual

<p><b>Baseline</b> 36 events involving parents were held during the 2016-2017.</p>	
<p><b>Metric/Indicator</b> Parent/Student Compact</p> <p>Parents and students signing the Parent/Student Compact</p>	<p>Parent/Student Compact</p> <p>The rate of signed Parent/Student compacts was 100%.</p> <p>The EMO was met.</p>
<p><b>17-18</b> Propose to pursue 100% rate of signed Parent/ Student compacts.</p>	
<p><b>Baseline</b> 100% of Parent/Student Compacts have been signed.</p>	
<p><b>Metric/Indicator</b> Parent/Student Family Handbook</p> <p>TFSCS policies and procedures are in the Parent/Student Family Handbook.</p>	<p>Parent/Student Family Handbook</p> <p>The Parent/Student Family Handbook contains TFSCS' policies and procedures.</p> <p>The EMO was met.</p>
<p><b>17-18</b> Parent/Student Family Handbook will continue to contain TFSCS policies and procedures.</p>	
<p><b>Baseline</b> Parent/Student Family Handbook contains TFSCS policies and procedures.</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
Continue to provide the Handbook in English and Spanish.	Continued to provide the Handbook in English and Spanish.	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	Expenses related to production and duplication of handbooks and other times and resources used for communication(Bright Arrow Technologies) with families and conducting meetings. 5900:

**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 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.

And Operating Expenditures Supplemental and Concentration \$15,039

Communications Supplemental and Concentration \$3,295.92

**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 3**

**Planned Actions/Services**

Continue 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.

**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 personal 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

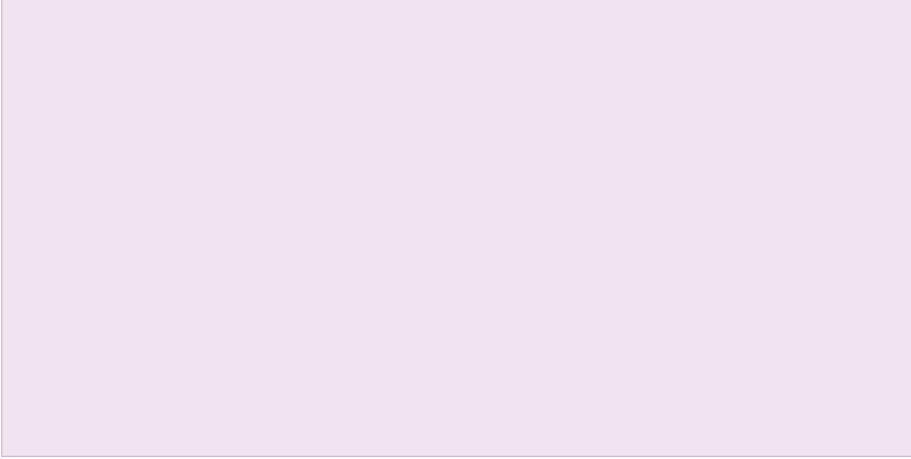
**Location(s)**  
All Schools

**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 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

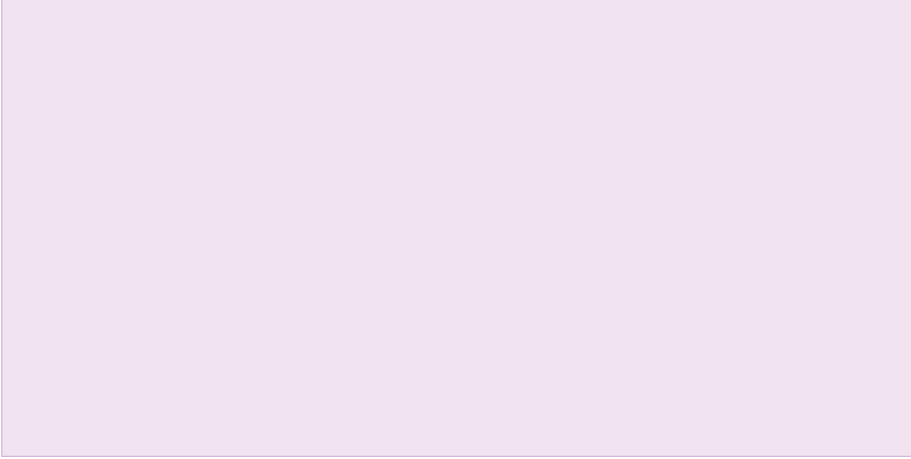
**Location(s)**  
All Schools

**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 English and Spanish, 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

## 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.

2018 Parent School Climate Survey results indicated that 75% of parents felt that TFSCS offered varied activities that interest students, A 15 point increase from the previous year. TFSCS attributes this increase to the implementation of a Saturday STEM program and the continuation of 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.

Parent meetings/workshops proved to be effective as 100% of parents rated the meetings/workshops as meeting their needs.

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 95% Attendance Rate  
**Baseline**  
 94%-Attendance Rate  
 Based on data from the 2016/2017 school year.

**Metric/Indicator**  
 Suspension Rate  
**17-18**  
 Propose to pursue a </= 5%  
 Suspension Rate

Actual

Attendance Rate  
 This EMO was nearly met.  
 The attendance rate for the 2017-2018 school year was 94.23%.

Suspension Rate  
 This EMO was met.  
 The suspension rate for the 2017-2018 school year was 0%.

Expected

Actual

<p><b>Baseline</b> 0%-Suspension Rate</p> <p>Based on data from the 2016/2017 school year.</p>	
<p><b>Metric/Indicator</b> Expulsion Rate</p> <p><b>17-18</b> Propose to pursue a &lt;/= 2% Expulsion Rate</p> <p><b>Baseline</b> 0%-Expulsion Rate</p> <p>Based on data from the 2016/2017 school year.</p>	<p><b>Expulsion Rate</b> This EMO was met.</p> <p>The expulsion rate for the 2017-2018 school year was 0%.</p>
<p><b>Metric/Indicator</b> Disciplinary Referrals</p> <p><b>17-18</b> Propose to pursue &lt;/= 5% of students are referred to the office for discipline</p> <p><b>Baseline</b> 5.75%-Disciplinary Referral Rate</p>	<p><b>Disciplinary Referrals</b> This EMO was met.</p> <p>2% of students were referred to the office for discipline.</p>
<p><b>Metric/Indicator</b> Teacher Survey</p> <p>Teachers strongly agreeing or agreeing that problems with discipline, bullying, and other disruptive behaviors are minimal or not a problem.</p> <p><b>17-18</b> Propose to pursue that &gt;/= 44% of teachers will strongly agree or agree that problems with discipline, bullying, and other disruptive behaviors are minimal or not problem.</p> <p><b>Baseline</b> 34% of teachers strongly agreed or agreed that problems with discipline, bullying, and other disruptive behaviors are minimal or not problem.</p> <p>Based upon data from 2016/2017 teacher surveys.</p>	<p><b>Teacher Survey</b> The Teacher Survey EMO reveals there are areas of opportunity and growth. 32% of teachers strongly agree or agree that problems with discipline, bullying, and other disruptive behaviors are minimal or not a problem.</p>



## Expected

### Metric/Indicator

Parent Survey

Parents strongly agreeing or agreeing to the following survey items:

The school...

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

### 17-18

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

The school...

- provides quality counseling/support to help my child(ren)'s social or emotional needs.  $\geq 72\%$
- treats my child with respect.  $\geq 90\%$
- enforces school rules for my child(ren) and all students.  $\geq 89\%$
- is a safe place for my child(ren) to learn and play.  $\geq 85\%$
- provides a supportive learning environment for my child.  $\geq 90\%$
- employs adults who care about my child.  $\geq 83\%$

## Actual

Parent Survey

Parents strongly agreeing or agreeing to the following survey items:

The school...

- provides quality counseling/support to help my child(ren)'s social or emotional needs. 75%
- This EMO was met.
- treats my child with respect. 87%
- This EMO was not met.
- enforces school rules for my child(ren) and all students. 86%
- This EMO was not met.
- is a safe place for my child(ren) to learn and play. 85%

This EMO was met.

- provides a supportive learning environment for my child. 86%

This EMO was not met.

- employs adults who care about my child. 85%

The EMO was met.

Expected

Actual

**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. 91%
- c. enforces school rules for my child(ren) and all students. 88%
- d. is a safe place for my child(ren) to learn and play. 83%
- e. provides a supportive learning environment for my child. 90%
- f. employs adults who care about my child. 81%

Based upon 2016/2017 parent survey results.

**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.

**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

TFSCS Teacher Evaluation System

The EMO was met.

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

Awards/Recognition Programs/Events

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

The EMO was met.

Expected

Actual

**Baseline**

12 Awards/Recognition Programs/Events

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

**Metric/Indicator**

Chronic Absenteeism Rate

17-18

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

**Baseline**

.43%-Chronic Absenteeism Rate

Based on data from the 2016/2017 school year.

Chronic Absenteeism Rate

The Chronic Absenteeism Rate EMO reveals there are areas of opportunity and growth The chronic absenteeism rate for the 2017-2018 was 3%.

**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

Require that parents sign the Tardy/Absence Policy which can be found in the handbook.

Actual  
Actions/Services

Required that parents sign the Tardy/Absence Policy which can be found in the handbook.

Budgeted  
Expenditures

n/a

Estimated Actual  
Expenditures

n/a

**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 2**

**Planned Actions/Services**  
Provide oral/ written notification to and/or personal conference with the parent(s) if the child is chronically tardy or absent.

**Actual Actions/Services**  
Provided oral/ written notification to and/or personal conference with the parent(s) if the child is chronically tardy or absent.

**Budgeted Expenditures**  
See above.

**Estimated Actual Expenditures**  
Postage for written communication to parents 5900: Communications Supplemental and Concentration \$788

**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 3**

**Planned Actions/Services**

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

**Actual Actions/Services**

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

**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

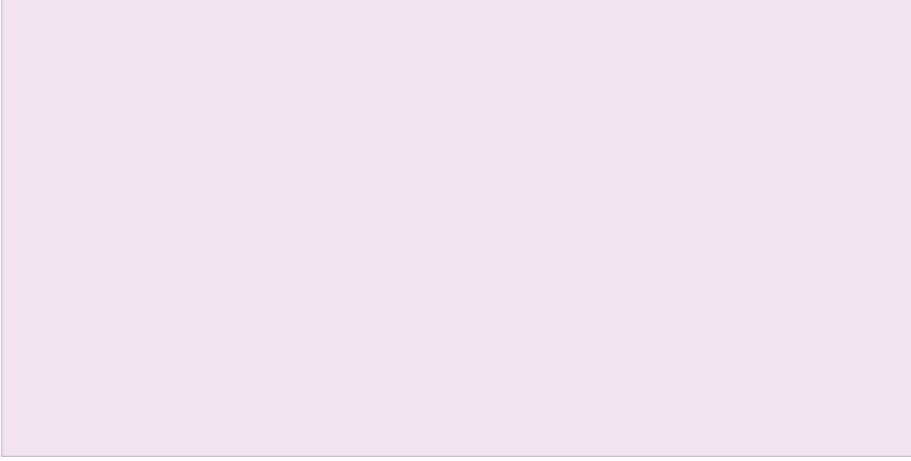
**Location(s)**  
All Schools

**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**  
Continue to provide intervention for students who are chronically tardy or absent.

**Actual Actions/Services**  
Continued to provide intervention for students who are chronically tardy or absent .

**Budgeted Expenditures**  
See above.

**Estimated Actual Expenditures**  
School Messenger/Innovative Solutions 5800:  
Professional/Consulting Services  
And Operating Expenditures  
Supplemental and Concentration  
\$1,000

**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 5

**Planned  
Actions/Services**

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

**Actual  
Actions/Services**

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

**Budgeted  
Expenditures**

See above.

**Estimated Actual  
Expenditures**

See above.

**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 implement a school wide attendance incentive program.

**Actual  
Actions/Services**

Continued to implement a school wide attendance incentive program. TFSCS now have a new system, School Messenger, that calls the absent students the day of their absence to improve attendance rates.

**Budgeted  
Expenditures**

See above.

**Estimated Actual  
Expenditures**

School Messenger/West Innovative Co. 5900: Communications Supplemental and Concentration \$1,375



**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:

- hired additional 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.
- continued to implement 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 practices.
- 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 school wide student attendance recognition program is effective as evidenced by TFSCS' 94.23% attendance rate taken from our records from 9/5/17- 5/1/18. Although there are opportunities for growth, there was an increase in attendance.

The EMO for Suspension and Expulsion did meet or exceed our goals for the percentage.

TFSCS' discipline office referral rate for 2017-2018 was 2% (9/5/17-5/1/18). We were able to meet our EMO with the help of supplemental Behavioral specialists that assisted throughout the year.

Teacher survey results indicated that 32% of teachers feel that problems with discipline, bullying, and other disruptive behaviors are minimal or not a problem. Although TFSCS' office referral rate was lower than the EMO, teachers perception that student discipline was an area which required growth. Therefore, communication between site administrators, counselors, parents and students are areas of focus. Due to this, we will be working harder in the coming school year to improve student/teacher communication. We will also plan on more in depth professional developments to address this subject for better understanding.

With regard to the Parent School Climate survey, we met the EMO in the following areas:provides quality counseling/support to help my child(ren)'s social or emotional needs, is a safe place for my child(ren) to learn and play, and employs adults who care about my child. We plan on working on the areas that we did not meet the EMO by increasing our knowledge and understanding in professional developments and workshops for these areas.

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.

# 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 Compton understands parent involvement with the school and encouragement of their child(ren) can make a pivotal difference in a student's success in school. Located in a vibrant cultural setting, Today's Fresh Start Charter School Compton is committed to expanding and enhancing its collaborative community partnerships in the annual development of the LCAP. This LCAP collaboration includes parents, teachers, students, and staff 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 legislation and policy.
2. Parents, teachers, students, and staff were asked to respond to surveys specifically designed to address state priorities outlined in the LCAP. Surveys served as a quantitative tool which provided data informing the goals, actions, and service 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
2. Review of the Single School Plan for Student Achievement
3. Parent/Student/Teacher/Staff Survey

## **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, teacher, and student 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.

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

LANGUAGE-ALL STUDENTS

- 36% of 2nd grade students performed at the "Low" achievement level as measured by the Spring NWEA (MAP) language assessment.

## READING-ALL STUDENTS

- 35.34% of K-2nd grade students performed at the "Low" achievement level as measured by the Spring NWEA (MAP) reading assessment.
- 34% of 3rd-8th grade students performed at the "Low" achievement level as measured by the Spring NWEA (MAP) reading assessment.

## READING-ENGLISHLEARNERS

- 14.14% of 3rd-8th grade students performed at the "High" or "High Average" achievement levels as measured by the Spring NWEA (MAP) reading assessment.

Analysis of data from 2017-2018 local English Language Arts assessments, California School Dashboard, and CAASPP indicate that increasing the level of student achievement, particularly in reading, by providing additional academic support is needed.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
NWEA (MAP) ELA (Grades 3-8)	18% of students advanced 1 or more performance level(s) as measured by the 2016/2017 language initial and end-of-year assessments.	Propose to pursue 21% 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 24% 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 27% 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	Baseline Year	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	25.03% of students advanced 1 or more performance level(s) as measured by the		

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
the language initial and 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.	19% 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 22% of students advancing 1 or more performance level(s) as measured by the 2017/2018 reading initial and end-of-year assessments.	Propose to pursue 25% of students advancing 1 or more performance level(s) as measured by the 2018/2019 reading initial and end-of-year assessments.	Propose to pursue 28% of students advancing 1 or more performance level(s) 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 38.15% of students advanced 1 or more performance level(s) as measured by the reading and end-of-year assessments.	Propose to pursue an increase of students advancing 1 or more 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 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.	43% of students advanced 1 or more achievement level(s) as measured by the 2016 and 2017 CAASPP results.	Propose to pursue 15% of students advancing 1 or more achievement level(s) as measured by the 2017 and 2018 CAASPP results.	Propose to pursue 15% of students advancing 1 or more achievement level(s) as measured by the 2018 and 2019 CAASPP results.	Propose to pursue 15% of students advancing 1 or more achievement 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>38% 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 45% 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 47% 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 49% 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>



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
NWEA (MAP) ELA (Grades 3-8) Students performing at the "High Average" or "High" achievement level as measured by the language end-of-year assessment.	25% of students performed at the "High Average" or "High" achievement level as measured by the 2017 language end-of-year assessment.	Propose to pursue 28% of students performing at the "High Average" or "High" achievement level as measured by the 2018 language end-of-year assessment.	Propose to pursue 31% of students performing at the "High Average" or "High" achievement level as measured by the 2019 language end-of-year assessment.	Propose to pursue 34% of students performing at the "High Average" or "High" achievement level as measured by the 2020 language end-of-year assessment.
NWEA (MAP) ELA (Grades 3-8) Students performing at the "High Average" or "High" achievement level as measured by the reading end-of-year assessment.	24% of students performed at the "High Average" or "High" achievement level as measured by the 2017 reading end-of-year assessment.	Propose to pursue 27% of students performing at the "High Average" or "High" achievement level as measured by the 2018 reading end-of-year assessment.	Propose to pursue 30% of students performing at the "High Average" or "High" achievement level as measured by the 2019 reading end-of-year assessment.	Propose to pursue 33% of students performing at the "High Average" or "High" achievement level as measured by the 2020 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)

[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  
Low Income

**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

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	\$7,519.50	\$7,520	\$7,520
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Professional Development including consultant experts for ELA/ELD – 75 to 100 hours	5800: Professional/Consulting Services And Operating Expenditures Professional Development including consultant experts for ELA/ELD- 75 to 100 hours	5000-5999: Services And Other Operating Expenditures Professional Development including consultant experts for ELA/ELD- 75 to 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)

[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:

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

2017-18 Actions/Services

Revise and update as needed CCSS based grade level pacing guides in ELA/ELD.	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 CCSS based grade level pacing guides 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	\$5,013.00	\$5,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Stipend for teachers to develop pacing guide for ELA/ELD.	1000-1999: Certificated Personnel Salaries Stipend for teachers to revise pacing guide for ELA/ELD	1000-1999: Certificated Personnel Salaries Stipend for teachers to continue to revise pacing guide for ELA/ELD

**Action 3**

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

English Learners Low Income	LEA-wide	All Schools
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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)

[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  
Low Income

**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

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

2018-19 Actions/Services

Purchase additional and /or replacement core and supplemental materials aligned to CCSS ELA/ELD

2019-20 Actions/Services

Purchase additional and /or replacement core and supplemental materials aligned to CCSS ELA/ELD

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,026.00	\$40,000	\$40,000
Source	Supplemental and Concentration	Base	Base
Budget Reference	4000-4999: Books And Supplies Purchase additional and replacement ELA/ELD resources.	4000-4999: Books And Supplies Purchase supplemental and replacement ELA/ELD resources. - Core Program	4000-4999: Books And Supplies Purchase supplemental and replacement ELA/ELD resources. - Core Program
Amount		\$30,000	\$30,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies Purchase supplemental and replacement ELA/ELD resources. - Supplemental	4000-4999: Books And Supplies Purchase supplemental and replacement ELA/ELD resources. - Supplemental
Amount		\$100,000	\$100,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies Purchase supplemental technology	4000-4999: Books And Supplies Purchase supplemental technology

**Action 5**

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

OR

English Learners Low Income	LEA-wide	All Schools
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**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)

[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  
Low Income

**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

Modified 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

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	\$10,026.00	\$10,000	\$10,000
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)

[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  
Low Income

**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

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,026.00	\$0	\$0
Source	Supplemental and Concentration	Base	Base
Budget Reference	4000-4999: Books And Supplies Purchase additional instructional resources	4000-4999: Books And Supplies Purchase additional instructional resources	4000-4999: Books And Supplies Purchase additional instructional resources

**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)

[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:

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Low Income	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
Modified Action	Unchanged 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 practices through common planning meetings.	Continue to provide opportunities for teachers to develop and share best practices through common planning meetings.	Continue to provide opportunities for teachers to develop and share best practices through common planning meetings.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$6,015.00	\$0	\$0
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 9**

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (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)

English Learners  
Low Income

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Amount \$2,506.50

Source Supplemental and Concentration

Budget Reference 1000-1999: Certificated Personnel Salaries Stipends for teachers

2018-19

5000

Supplemental and Concentration

1000-1999: Certificated Personnel Salaries Stipends for teachers

2019-20

5000

Supplemental and Concentration

1000-1999: Certificated Personnel Salaries Stipends 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)

[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  
Low Income

**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

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$6,015.60	\$10,000	\$10,000
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)

[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:

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

2017-18 Actions/Services

Purchase supplemental materials to support CCSS aligned writing program.	2018-19 Actions/Services	2019-20 Actions/Services
Purchase supplemental materials to support CCSS aligned writing program.	Purchase supplemental materials to support CCSS aligned writing program	Purchase supplemental materials to support CCSS aligned writing program

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1026.00	\$20,000	\$20,000
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)

Modified 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.

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

- 45.16% of K-2nd grade students performed at the "Low" achievement level as measured by the Spring NWEA (MAP) mathematics assessment.
- 32.82% 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 indicate that increasing the level of student performing at the top two achievement levels by providing additional academic support is identified needed.

## 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.	21% of students advanced 1 or more performance level(s) as measured by the initial and end of year assessments.	Propose to pursue 24% 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 27% 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 30% 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 28.57% 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) Students advancing 1 or more achievement level(s) as measured by the CAASPP results from the current and	Enter 2016/2017 32% of students advanced 1 or more achievement level(s) as measured by the 2016 and 2017 CAASPP results.	Propose to pursue 10% of students advancing 1 or more performance level(s) as measured by the 2017 and 2018 CAASPP results.	Propose to pursue 10% of students advancing 1 or more performance level(s) as measured by the 2018 and 2019 CAASPP results.	Propose to pursue 10% 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>previous year. 3rd grade assessment results will serve as each student's baseline.</p> <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>21% 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 29% 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 34% 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 39% of students performing at the "Met" or "Exceeds" achievement level as measured by the 2020 CAASPP results.</p>
<p>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>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 levels as measured by the 2019 mathematics end-of-year assessment.</p>	<p>Propose to pursue an increase of students performing at the "High Average" or "High" achievement levels as measured by the 2020 mathematics end-of-year assessment.</p>
<p>NWEA (MAP) Mathematics Assessments (Grades 3-8)</p>	<p>16% of students performed at the "High Average" or "High" achievement level as measured by the</p>	<p>Propose to pursue 19% of students performing at the "High Average" or "High" achievement levels as measured by</p>	<p>Propose to pursue 22% of students performing at the "High Average" or "High" achievement levels as measured by</p>	<p>Propose to pursue 25% of students performing at the "High Average" or "High" achievement levels as measured by</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students performing at the "High Average" or "High" achievement levels as measured by the mathematics end-of-year assessment.	mathematics end-of-year assessment.	the 2018 mathematics end-of-year assessment.	the 2019 mathematics end-of-year assessment.	the 2020 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:
<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)
All [Add Students to be Served selection here]
<b>Location(s):</b> (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:
<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)
English Learners Low Income [Add Students to be Served selection here]
<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))
LEA-wide [Add Scope of Services selection here]
<b>Location(s):</b> (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	\$7,519.50	\$10,000	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional development and new CCSS math standards and new math CA math framework (may include the cost of a math specialist as well as release time employing substitute teachers).	5000-5999: Services And Other Operating Expenditures Professional development and new CCSS math standards and new math CA math framework (may include the cost of a math specialist as well as release time employing substitute teachers).	5000-5999: Services And Other Operating Expenditures Professional development and new CCSS math standards and new math CA math framework (may include the cost of a math specialist as well as release time employing substitute teachers).

**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  
Low Income

**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

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

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	\$5,013.00	0	0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Stipend for teachers to develop pacing guide for Math.	1000-1999: Certificated Personnel Salaries Stipend for teachers to develop pacing guide for Math.	1000-1999: Certificated Personnel Salaries Stipend for teachers to develop pacing guide for Math.

**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  
Low Income

**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

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

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

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

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$10,026.00	\$10,000	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Replacement or additional purchase of math instructional resources.	4000-4999: Books And Supplies Replacement or additional purchase of math instructional resources.	4000-4999: Books And Supplies Replacement or additional purchase of math instructional resources.

**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  
Low Income

LEA-wide

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

2018-19 Actions/Services

2019-20 Actions/Services

Purchase additional and/or replacement math manipulatives as needed.

Purchase additional and/or replacement math manipulatives as needed.

Purchase additional and/or replacement math manipulatives as needed.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,026.00	\$10,000	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Replacement or additional purchase of math manipulatives.	4000-4999: Books And Supplies Replacement or additional purchase of math manipulatives.	4000-4999: Books And Supplies Replacement or additional purchase of math 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)

#### 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  
Low Income

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

Modified Action	Modified Action	Unchanged 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.	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.	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	\$7,519.50	\$5,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional development and CCSS math standards and new math CA math framework (may include the cost of a math specialist as well as release time employing substitute teachers).	5000-5999: Services And Other Operating Expenditures Professional development and CCSS math standards and new math CA math framework (may include the cost of a math specialist as well as release time employing substitute teachers).	5000-5999: Services And Other Operating Expenditures Professional development and CCSS math standards and new math CA math framework (may include the cost of a math specialist as well as release time employing substitute 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, Schoolwide, or Limited to 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 Low Income	LEA-wide	All Schools
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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

Modified Action	Modified Action	Unchanged Action
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2017-18 Actions/Services

2018-19 Actions/Services

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 need.

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

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$6,015.60	\$5,000	\$5,000
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

# 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 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
ELPAC Percentage increase of ELs advancing 1 or more performance level(s)	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. Spring administration of fully operational ELPAC		Propose to increase the percentage of ELs advancing 1 or more performance level(s) as measured by the 2019 and 2020 ELPAC summative assessment

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CEDLT/ELPAC, SOLOM, CASSPP, Teacher Evaluation	19% of ELs reclassified as RFEF	Propose to increase the percentage of ELs reclassified as RFEF to 22%.	Propose to increase the percentage of ELs reclassified as RFEF to 25%	Propose to increase the percentage of ELs reclassified as RFEF to 28%
Increase the percentage of ELs reclassified as RFEF.	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))

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

Modified Action

2017-18 Actions/Services

Continue to assign ELL teacher coordinator/ specialist for the ELD

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

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.

program to support classroom teachers with instructional strategies focused on English Learners in their classroom.

program to support classroom teachers with instructional strategies focused on English Learners in their classroom.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,026.00	60,000	60,000
Source	Supplemental and Concentration	Title III	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries Stipend for Coordinator	1000-1999: Certificated Personnel Salaries ELL Coordinator	1000-1999: Certificated Personnel Salaries ELL Coordinator
Amount		\$8,000	\$8,000
Source		Title III	Title III
Budget Reference		3000-3999: Employee Benefits ELL Coordinator	3000-3999: Employee Benefits ELL 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) **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



Modified Action	Modified Action	Unchanged Action
2017-18 Actions/Services Continue to evaluate the efficacy of CCSS aligned ELD materials.	2018-19 Actions/Services Continue to evaluate the efficacy of CCSS aligned ELD materials.	2019-20 Actions/Services Continue to evaluate the efficacy of CCSS aligned ELD materials.
<b>Budgeted Expenditures</b>		
Year	2017-18	2018-19
Amount	\$10,026	\$10,000
Source	Supplemental and Concentration	Supplemental and Concentration
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 supplemental 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]

**OR**

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

[Add Location(s) selection here]

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

2017-18 Actions/Services Select from New, Modified, or Unchanged for 2017-18	2018-19 Actions/Services Select from New, Modified, or Unchanged for 2018-19	2019-20 Actions/Services 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

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

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

Purchase additional ELD materials aligned with ELA/ELD CCSS 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 new materials for ELD.	4000-4999: Books And Supplies Purchase new materials for ELD.	4000-4999: Books And Supplies Purchase 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	\$4,010.40	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional development (40 hrs.+) by ELD Literacy specialist	5000-5999: Services And Other Operating Expenditures Professional development (40 hrs.+) by ELD Literacy specialist	5000-5999: Services And Other Operating Expenditures Professional development (40 hrs.+) by ELD Literacy specialist

**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

Modified Action

2017-18 Actions/Services

Use multiple measures including the CELDT or state issued assessments to monitor and assess ELL students' progress.

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

Modified Action

2018-19 Actions/Services

Use multiple measures including the English Language Proficiency Assessment California (ELPAC), formerly CELDT or state issued assessments to monitor and assess ELL students' progress.

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

Unchanged Action

2019-20 Actions/Services

Use multiple measures including the English Language Proficiency Assessment California (ELPAC), formerly CELDT or state issued assessments to monitor and assess ELL students' progress..

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$4,010.40	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional development (40 hrs.+) by ELD Literacy specialist	5000-5999: Services And Other Operating Expenditures Professional development (40 hrs.+) by ELD Literacy specialists	5000-5999: Services And Other Operating Expenditures Professional development (40 hrs.+) by ELD Literacy specialists

**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)

LEA-wide

**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 Amount	2017-18	2018-19	2019-20
		\$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, history-social science, health/physical education, and the visual and performing arts.

### State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 2: State Standards (Conditions of Learning)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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.

Data from the 2015-2016 FITNESSGRAM reveal that improvement in aerobic capacity, body composition, and flexibility are identified needs for grades 5 and 7.

### Expected Annual Measurable Outcomes

Metrics/Indicators

2017-18

2018-19

2019-20

Science Instruction  
All students receive science instruction as

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
<p>indicated by the master schedule and/or lesson plans.</p> <p>History-Social Science Instruction</p> <p>All students receive science instruction as indicated by the master schedule and/or lesson plans.</p>	<p>All students received history-social science instruction.</p>	<p>All students will receive history-social science instruction.</p>	<p>All students will receive history-social science instruction.</p>	<p>All students will receive history-social science instruction.</p>
<p>California Science Test (CAST)</p> <p>Percentage increase of students advancing 1 or more performance level(s) as measured by the CAST</p>	<p>There is no baseline, as the CAST pilot test was administered in Spring of 2017.</p>	<p>CAST field test to be administered in Spring of 2018.</p>	<p>CAST Baseline Year.</p>	<p>Propose to pursue an increase of students advancing 1 or more performance level(s) as measured by the 2019 and 2020 CAST results.</p>
<p>FITNESSGRAM</p> <p>Increase or maintenance of the percentage of 5th and 7th grade students falling in the Healthy Fitness Zone (HFZ) for each of the six fitness areas tested.</p>	<p>Percentage of 5th &amp; 7th grade students falling in the HFZ:</p> <ol style="list-style-type: none"> <li>1. Aerobic Capacity-65%</li> <li>2. Abdominal Strength and Endurance-95%</li> <li>3. Upper Body Strength and Endurance-93%</li> </ol>	<p>Propose to increase or maintain, from the baseline, the percentage of 5th and 7th grade students falling in the HFZ in the following categories:</p> <ol style="list-style-type: none"> <li>1. Aerobic Capacity 70%</li> <li>2. Abdominal Strength and Endurance &gt;/= 90%</li> </ol>	<p>Propose to increase or maintain, from the baseline, the percentage of 5th and 7th grade students falling in the HFZ in the following categories:</p> <ol style="list-style-type: none"> <li>1. Aerobic Capacity 75%</li> <li>2. Abdominal Strength and Endurance &gt;/= 90%</li> </ol>	<p>Propose to increase or maintain, from the baseline, the percentage of 5th and 7th grade students falling in the HFZ in the following categories:</p> <ol style="list-style-type: none"> <li>1. Aerobic Capacity 80%</li> <li>2. Abdominal Strength and Endurance &gt;/= 90%</li> </ol>

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>4. Body Composition- 61%</p> <p>5. Trunk Extensor Strength &amp; Flexibility- 89%</p> <p>6. Flexibility-78%</p> <p>Based upon 2015-2016 performance levels. Outcomes of the 2016-2017 state assessments are not available until the academic year following the assessment administration.</p>	<p>3. Upper Body Strength and Endurance &gt;/= 90%</p> <p>4. Body Composition 64%</p> <p>5. Trunk Extensor Strength &amp; Flexibility &gt;/= 90%</p> <p>6. Flexibility 81%</p>	<p>3. Upper Body Strength and Endurance &gt;/= 90%</p> <p>4. Body Composition 67%</p> <p>5. Trunk Extensor Strength &amp; Flexibility &gt;/= 90%</p> <p>6. Flexibility 84%</p>	<p>3. Upper Body Strength and Endurance &gt;/= 90%</p> <p>4. Body Composition 70%</p> <p>5. Trunk Extensor Strength &amp; Flexibility &gt;/= 90%</p> <p>6. Flexibility 87%</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>All students receive 200 minutes every ten days.</p>	<p>All students will receive 200 minutes every ten days.</p>	<p>All students will receive 200 minutes every ten days.</p>	<p>All students will receive 200 minutes every ten days.</p>
<p>All students will have the opportunity to complete 2 or more projects integrating the performing arts with at</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
least 1 other subject areas.				
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)

[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)

#### 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	LEA-wide	All Schools
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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
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Employ staff to provide specialized instruction in music and/or performing arts as funding is available.

Employ staff to provide specialized instruction in music and/or performing arts as funding is available.

Employ staff to provide specialized instruction in music and/or performing arts as funding is available.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$25,065.00	\$25,065.00	\$25,065.00
Source	After School Education and Safety (ASES)	After School Education and Safety (ASES)	After School Education and Safety (ASES)
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)

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

2018-19 Actions/Services  
Continue to implement physical education and health performance standards and assessments for 5th and 7th grades as required by the state.

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.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5013.00	\$5,000	\$5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental
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**  
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]

**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:

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

**Actions/Services**

<p>Select from New, Modified, or Unchanged for 2017-18</p>	<p>Select from New, Modified, or Unchanged for 2018-19</p>	<p>Select from New, Modified, or Unchanged for 2019-20</p>
Modified Action	Modified Action	Unchanged Action

<p>2017-18 Actions/Services</p>	<p>2018-19 Actions/Services</p>	<p>2019-20 Actions/Services</p>
Designated credentialed teachers monitor and/or instruction of physical education and health.	Designated credentialed teachers monitor and/or instruction of physical education and health.	Designated credentialed teachers monitor and/or instruction of physical education and health.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$50,130.00	\$50,130.00	\$50,130.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Salaries	1000-1999: Certificated Personnel Salaries Teacher Salaries	1000-1999: Certificated Personnel Salaries Teacher Salaries

**Action 4**

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

<p><b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)</p>	<p><b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p>
[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)

English Learners  
Low Income

**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

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

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

Modified Action

Modified Action

Modified Action

2017-18 Actions/Services

Purchase Social Studies supplemental materials as needed

2018-19 Actions/Services

Purchase newly approved Social Studies Curriculum "Impact" from McGraw Hill

2019-20 Actions/Services

Purchase Social Studies supplemental materials as needed

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,013.00	\$10,026.00	\$5,013.00
Source	Supplemental and Concentration	Base	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Purchase Social Studies supplemental materials	4000-4999: Books And Supplies Purchase Social Studies "Impact"	4000-4999: Books And Supplies Purchase 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)

[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	\$5,013.00	\$5,013.00	\$5,013.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Purchase/replace libraries.	4000-4999: Books And Supplies Purchase/replace libraries.	4000-4999: Books And Supplies Purchase/replace libraries.

**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 produce and schedule musical, theatre, dance and art to exhibit students' talents.

2018-19 Actions/Services  
Continue to produce and schedule musical, theatre, dance and art to exhibit students' talents.

2019-20 Actions/Services  
Continue to produce and schedule musical, theatre, dance and art to exhibit students' talents.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$25,065.00	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Salaries	1000-1999: Certificated Personnel Salaries Teacher Salaries	1000-1999: Certificated Personnel Salaries Teacher Salaries

**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

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	\$12,031.20	\$12,031.00	\$12,031.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Cost of field trips.	5000-5999: Services And Other Operating Expenditures Cost of field trips.	5000-5999: Services And Other 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:

**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

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

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

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$1,503.90	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Provide continued professional development with regard to Physical Education.	5000-5999: Services And Other Operating Expenditures Provide continued professional development with regard to Physical Education.	4000-4999: Books And Supplies Provide continued professional development with regard to Physical Education.

**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)

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

Revise and update as needed NGSS based grade level pacing guides .

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

Modified Action

2018-19 Actions/Services

Revise and update as needed NGSS based grade level pacing guides .

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

Unchanged Action

2019-20 Actions/Services

Revise and update as needed NGSS based grade level pacing guides .

**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	1000-1999: Certificated Personnel Salaries Stipends for teachers to revise pacing guides for NGSS.	1000-1999: Certificated Personnel Salaries Stipends for teachers to revise pacing guides for NGSS	1000-1999: Certificated Personnel Salaries Stipends 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 \$20,000 \$20,000

Source Supplemental and Concentration

Supplemental and Concentration

Supplemental and Concentration

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 areas 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 during the 2016-2017 school year.	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)

[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  
Low Income

**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

Modified Action

2017-18 Actions/Services

Continue to employ highly qualified teachers for subject area and/or grade levels.

2018-19 Actions/Services

Continue to employ qualified teachers for subject area and/or grade levels.

2019-20 Actions/Services

Continue to employ qualified teachers for subject area and/or grade levels.

**Budgeted Expenditures**

Year 2017-18

Amount \$601,560

Source Supplemental and Concentration

Budget Reference 1000-1999: Certificated Personnel Salaries  
Salaries of credentialed teaching staff.

Year 2018-19

Amount \$700,000

Source Supplemental and Concentration

Budget Reference 1000-1999: Certificated Personnel Salaries  
Salaries of credentialed teaching staff.

Year 2019-20

Amount \$700,000

Source Supplemental and Concentration

Budget Reference 1000-1999: Certificated Personnel Salaries  
Salaries of credentialed teaching staff.

Amount	\$126,000	\$126,000	\$126,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$700,000	\$700,000	\$700,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$126,000	\$126,000	\$126,000
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

## 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  
Low Income

### 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

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

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$300,780	\$300,780	\$300,780
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Salaries of social worker, psychologist, resource specialist	1000-1999: Certificated Personnel Salaries Salaries of social worker, psychologist, resource specialist	1000-1999: Certificated Personnel Salaries Salaries of social worker, psychologist, resource specialist
Amount		\$54,141	
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		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)

[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)

**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

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

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
Amount	\$50,130	\$0	\$0
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		See Above Action	See Above Action
Source		\$0	\$0
Budget Reference		Supplemental and Concentration	Supplemental and Concentration
		3000-3999: Employee Benefits	3000-3999: Employee Benefits
		See Above Action	See Above Action

**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)

English Learners  
Low Income

**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

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 utilize special education teachers.

Continue to utilize special education teachers.

Continue to utilize special education teachers.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$150,390	\$200,000	\$200,000
Source	Special Education	Special Education	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries Salaries special education teachers.	1000-1999: Certificated Personnel Salaries Salaries special education teachers.	1000-1999: Certificated Personnel Salaries Salaries special education teachers.
Amount		\$30,000	\$30,000
Source		Special Education	Special Education
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

**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 Schools  
[Add Location(s) selection here]

All  
[Add Students to be Served selection here]

OR

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

<p><b>Students to be Served:</b> (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><b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p> <p>LEA-wide [Add Scope of Services selection here]</p>	<p><b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>All Schools [Add Location(s) selection here]</p>
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**Actions/Services**

<p>Select from New, Modified, or Unchanged for 2017-18</p> <p>Unchanged Action</p>	<p>Select from New, Modified, or Unchanged for 2018-19</p> <p>Unchanged Action</p>	<p>Select from New, Modified, or Unchanged for 2019-20</p> <p>Unchanged Action</p>
--	--	--

<p>2017-18 Actions/Services</p> <p>Continue to employ highly qualified supplemental teachers.</p>	<p>2018-19 Actions/Services</p> <p>Continue to employ qualified supplemental teachers.</p>	<p>2019-20 Actions/Services</p> <p>Continue to employ qualified supplemental teachers.</p>
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$300,780	\$500,000	\$500,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Salaries for supplemental instructors.	2000-2999: Classified Personnel Salaries Salaries for supplemental instructors.	2000-2999: Classified Personnel Salaries Salaries for supplemental instructors.

Amount	\$60,000	\$60,000
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:

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (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:

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (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 employ effective administrators.	Continue to employ effective administrators.	Continue to employ effective administrators.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$90,234	\$300,000	\$300,000
Source	Supplemental and Concentration	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Salaries for administrators.	1000-1999: Certificated Personnel Salaries Salaries for administrators.	1000-1999: Certificated Personnel Salaries Salaries for administrators.
Amount		\$36,000	\$36,000
Source		Base	Base
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

### 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	0.00	\$0	\$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 Foster Youth Low Income [Add Students to be Served selection here]	Schoolwide [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

Modified Action	Modified Action	Unchanged Action
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2017-18 Actions/Services

Fee for behavior specialist or consultant (30 to 40 hrs.) of professional development including observation and coaching in the classroom management.

2018-19 Actions/Services

Fee for behavior specialist or consultant (30 to 40 hrs.) of professional development including observation and coaching in the classroom management.

2019-20 Actions/Services

Fee for behavior specialist or consultant (30 to 40 hrs.) of professional development including observation and coaching in the classroom management.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$50,130	\$0	\$0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries See above.	2000-2999: Classified Personnel Salaries See above
Amount		\$0	\$0
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits See above.	3000-3999: Employee Benefits 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 6

All school facilities will be 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	Baseline		
Annual inspection report showing that all facilities are well maintained.	The annual inspection report will show that all facilities are well maintained.	The annual inspection report will show that all facilities are well maintained.	The annual inspection report will show that all facilities are well maintained.
Parent, Student, and Teacher Surveys	86% 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

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.	strongly agree that facilities are clean,	strongly agree that facilities are clean,
Parent, Student, and Teacher Surveys	86% of parents, students, and teacher report that they agree or strongly agree that facilities are clean, safe, and in good repair.		>/= 90% of parents, students, and teacher report that they agree or strongly agree that facilities are safe	>/= 90% of parents, students, and teacher report that they agree or strongly agree that facilities are safe
Survey results indicating that parents, students, and teachers agree or strongly that facilities are clean, safe, and in good repair.	86% of parents, students, and teacher report that they agree or strongly agree that facilities are clean, safe, and in good repair.		>/= 90% of parents, students, and teacher report that they agree or strongly agree that facilities are in good repair.	>/= 90% of parents, students, and teacher report that they agree or strongly agree that facilities are in good repair.
Parent, Student, and Teacher Surveys	86% of parents, students, and teacher report that they agree or strongly agree that facilities are clean, safe, and in good repair.		>/= 90% of parents, students, and teacher report that they agree or strongly agree that facilities are in good repair.	>/= 90% of parents, students, and teacher report that they agree or strongly agree that facilities are in good repair.
Survey results indicating that parents, students, and teachers agree or strongly that facilities are clean, safe, and in good repair.	86% of parents, students, and teacher report that they agree or strongly agree that facilities are clean, safe, and in good repair.		>/= 90% of parents, students, and teacher report that they agree or strongly agree that facilities are in good repair.	>/= 90% of parents, students, and teacher report that they agree or strongly agree that facilities are 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)

[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  
Low Income

**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

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 \$30,078 \$40,000 \$40,000

Source Supplemental and Concentration Base Base

Budget Reference 4000-4999: Books And Supplies Maintenance supplies and repairs. 4000-4999: Books And Supplies Maintenance supplies 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)

[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  
Low Income

**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  
Unchanged Action

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

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	\$200,520.00	\$100,000	\$100,000
Source	Supplemental and Concentration	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Salaries for maintenance employees	5800: Professional/Consulting Services And Operating Expenditures Contracted service for maintenance.	5800: Professional/Consulting Services And Operating Expenditures Contracted service for maintenance.

**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  
Low Income

**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 employ security staff to monitor facilities as funding permits.

2018-19 Actions/Services

Continue to employ security staff to monitor facilities as funding permits.

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 \$200,520 \$100,000 \$200,000

Source Supplemental and Concentration

Supplemental and Concentration

Supplemental and Concentration

Budget Reference 5000-5999: Services And Other Operating Expenditures Salaries for Security

5000-5999: Services And Other Operating Expenditures Salaries for Security

5000-5999: Services And Other 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 5: Pupil Engagement (Engagement)  
                          Priority 6: School Climate (Engagement)

Local Priorities:

### Identified Need:

TFSCS Compton understands that parent participation and encouragement make a pivotal difference in a student's success in school. Today's Fresh Start Charter School-Compton 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  
Parents agreeing or strongly agreeing that:  
a. The school's climate is welcoming and positive.

Percentage of parents agreeing or strongly agreeing that:  
a. The school's climate is welcoming and positive.

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:

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>84% of parents strongly agree or agree</p> <p>b. The school communicates effectively about student achievement.</p> <p>94% of parents strongly agree or agree</p> <p>c. There are many varied opportunities for parent participation in school programs and activities.</p> <p>89% of parents strongly agree or agree</p> <p>d. There are adequate instructional resources for student learning.</p> <p>83% of parents strongly agree or agree</p> <p>e. There are numerous varied school activities that interest students.</p> <p>60% of parents strongly agree or agree</p> <p>Based upon data from the 2016/2017 parent survey.</p>	<p>a. The school's climate is welcoming and positive. &gt;/= 86%</p> <p>b. The school communicates effectively about student achievement. &gt;/= 90%</p> <p>c. There are many varied opportunities for parent participation in school programs and activities. &gt;/= 90%</p> <p>d. There are adequate instructional resources for student learning. &gt;/= 86%</p> <p>e. There are numerous varied school activities that interest students. &gt;/= 65%</p>	<p>a. The school's climate is welcoming and positive. &gt;/= 88%</p> <p>b. The school communicates effectively about student achievement. &gt;/= 90%</p> <p>c. There are many varied opportunities for parent participation in school programs and activities. &gt;/= 90%</p> <p>d. There are adequate instructional resources for student learning. &gt;/= 88%</p> <p>e. There are numerous varied school activities that interest students. &gt;/= 70%</p>	<p>a. The school's climate is welcoming and positive. &gt;/= 90%</p> <p>b. The school communicates effectively about student achievement. &gt;/= 90%</p> <p>c. There are many varied opportunities for parent participation in school programs and activities. &gt;/= 90%</p> <p>d. There are adequate instructional resources for student learning. &gt;/= 90%</p> <p>e. There are numerous varied school activities that interest students. &gt;/= 75%</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Meeting/Workshop Agendas and Sign-In Sheets	All 2016-2017 parent meeting/workshop agendas and sign-in sheets are on file.	All 2017-2018 parent meeting/workshop agendas and sign-in sheets will be on file.	All 2018-2019 parent meeting/workshop agendas and sign-in sheets will be on file.	All 2019-2020 parent meeting/workshop agendas and sign-in sheets will be file.
Meeting/Workshop Agendas and Sign-In Sheets on file.				
Parent Meeting Evaluations	91% 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.	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.	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.	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.
Parents agreeing or strongly agreeing that parent meetings and/or workshops are effective in meeting their needs.				
Parent/Teacher Conference Sign-In Sheets	88% of parents attended one or more parent/student/teacher conference(s). Based upon data from 2016/2017 parent/teacher/ student conference sign-in sheets.	Propose to pursue 89% of parents will attend one or more parent/ student/ teacher conference(s).	Propose to pursue >/= 90% of parents will attend one or more parent/ student/ teacher conference(s).	Propose to pursue >/= 90% of parents will attend one or more parent/ student/ teacher conference(s).
Parents attending one or more parent/ student/ teacher conference(s).				
Parent Involvement	36 events involving parents were held during the 2016-2017.	Propose to pursue that >/= 36 events involving parents will be held.	Propose to pursue that >/= 36 events involving parents will be held.	Propose to pursue that >/= 36 events involving parents will be held.
The number of opportunities for				

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
parental involvement (i.e. volunteering) as indicated by events listed on the monthly calendar and/or parent notices				
Parent/Student Compact Parents and students signing 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)

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 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	\$15,039	\$5,000	\$5,000
Source	Supplemental and Concentration	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)

**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

**Budgeted Expenditures**

Continue to use the parent/student/school compact.

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

**Action 3**

Year 2017-18

Budget Reference  
See above.

2018-19

See above.

2019-20

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)

[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  
Low Income

**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

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 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.

Continue 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.

Continue 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**

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)

[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  
Low Income

**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

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

2018-19 Actions/Services

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

2019-20 Actions/Services

Conduct personal 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)

[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  
Low Income

**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

Unchanged Action

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

Unchanged Action

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

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

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)

[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  
Low Income

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
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)

[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  
 Low Income

**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	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)

[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  
Low Income

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

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.

**Action 9**

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (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:

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Low Income	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
Continue to provide parent surveys in English and Spanish, as well as workshops to assist in the completion process.	Continue to provide parent surveys in English and Spanish, as well as workshops to assist in the completion process.	Continue to provide parent surveys in English and Spanish, 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	94%-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% Suspension Rate	Propose to pursue a </= 5% Suspension Rate	Propose to pursue a </= 5% Suspension Rate



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.	Propose to pursue a </= 2% Expulsion Rate	Propose to pursue a </= 2% Expulsion Rate	Propose to pursue a </= 2% Expulsion Rate
Disciplinary Referrals	5.75%-Disciplinary Referral Rate	Propose to pursue </= 5% of students are referred to the office for discipline	Propose to pursue </= 5% of students are referred to the office for discipline	Propose to pursue </= 5% of students are referred to the office for discipline
Teacher Survey	34% of teachers strongly agreed or agreed with discipline, bullying, and other disruptive behaviors are minimal or not problem. Based upon data from 2016/2017 teacher surveys.	Propose to pursue that >/= 44% 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 >/= 59% 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 >/= 79% of teachers will strongly agree or agree that problems with discipline, bullying, and other disruptive behaviors are minimal or not problem.
Parent Survey	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	Propose to pursue the following percentages of parents will strongly agreed or agreed to the listed survey items: The school... a. provides quality counseling/support to help my child(ren)'s	Propose to pursue the following percentages of parents will strongly agreed or agreed to the listed survey items: The school... a. provides quality counseling/support to help my child(ren)'s	Propose to pursue the following percentages of parents will strongly agreed or agreed to the listed survey items: The school... a. provides quality counseling/support to help my child(ren)'s

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>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>help my child(ren)'s social or emotional needs. 66%</p> <p>b. treats my child with respect. 91%</p> <p>c. enforces school rules for my child(ren) and all students. 88%</p> <p>d. is a safe place for my child(ren) to learn and play. 83%</p> <p>e. provides a supportive learning environment for my child. 90%</p> <p>f. employs adults who care about my child. 81%</p> <p>Based upon 2016/2017 parent survey results.</p>	<p>social or emotional needs. &gt;/= 72%</p> <p>b. treats my child with respect. &gt;/= 90%</p> <p>c. reinforces school rules for my child(ren) and all students. &gt;/= 89%</p> <p>d. is a safe place for my child(ren) to learn and play. &gt;/= 85%</p> <p>e. provides a supportive learning environment for my child. &gt;/= 90%</p> <p>f. employs adults who care about my child. &gt;/= 83%</p>	<p>social or emotional needs. &gt;/= 78%</p> <p>b. treats my child with respect. &gt;/= 90%</p> <p>c. reinforces school rules for my child(ren) and all students. &gt;/= 90%</p> <p>d. is a safe place for my child(ren) to learn and play. &gt;/= 87%</p> <p>e. provides a supportive learning environment for my child. &gt;/= 90%</p> <p>f. employs adults who care about my child. &gt;/= 85%</p>	<p>social or emotional needs. &gt;/= 84%</p> <p>b. treats my child with respect. &gt;/= 90%</p> <p>c. reinforces school rules for my child(ren) and all students. &gt;/= 90%</p> <p>d. is a safe place for my child(ren) to learn and play. &gt;/= 90%</p> <p>e. provides a supportive learning environment for my child. &gt;/= 90%</p> <p>f. employs adults who care about my child. &gt;/= 88%</p>
<p>TFSCS Teacher Evaluation System 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 &gt;/= 90% of teachers will score a 2 or higher on a 3 point rubric evaluating teachers' classroom management.</p>	<p>Propose to pursue that &gt;/= 90% of teachers will score a 2 or higher on a 3 point rubric evaluating teachers' classroom management.</p>	<p>Propose to pursue that &gt;/= 90% of teachers will score a 2 or higher on a 3 point rubric evaluating teachers' classroom management.</p>
<p>Awards/Recognition Programs/Events</p>	<p>12 Awards/Recognition Programs/Events</p>	<p>Propose to pursue maintenance of holding</p>	<p>Propose to pursue maintenance of holding</p>	<p>Propose to pursue maintenance of holding</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The number of Awards/ Recognition programs, and/or events.	Based upon the number of awards/ recognition programs, and or events held during the 2016/2017 school year.	12 awards/ recognition programs, and/or events	12 awards/ recognition programs, and/or events	12 awards/ recognition programs, and/or events
Chronic Absenteeism Rate	.43%-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)

[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  
Low Income

#### 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

Modified 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 that parents sign the Tardy/Absence Policy which can be found in the handbook.

2018-19 Actions/Services

Require that parents sign the Tardy/Absence Policy which can be found in the handbook.

2019-20 Actions/Services

Require that parents sign the Tardy/Absence Policy which can be found in the handbook.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Budget Reference	No Expense	No Expense	No Expense

### 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

Modified 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

Provide oral/ written notification to and/or personal conference with the parent(s) if the child is chronically tardy or absent.

Provide oral/ written notification to and/or personal conference with the parent(s) if the child is chronically tardy or absent.

Provide oral/ written notification to 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		\$1,000	\$1,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	See above.	5000-5999: Services And Other Operating Expenditures Postage for communication to families.	5000-5999: Services And Other Operating Expenditures Postage for communication to families.

### 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  
Low Income

#### 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

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

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 [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

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 Continue to provide intervention for students who are chronically tardy or absent.	2018-19 Actions/Services Continue to provide intervention for students who are chronically tardy or absent.	2019-20 Actions/Services Continue to provide intervention for students who are chronically tardy or absent.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Budget Reference	See above.	See above.	See above.

**Action 5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (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:	
<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (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]
	<b>Location(s):</b> (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 provide professional development for all staff in behavior/classroom management strategies.

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

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.

### 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	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)

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

\$1,807,967

Percentage to Increase or Improve Services

36.17%

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-Compton 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).

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 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.

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$1,528,412

Percentage to Increase or Improve Services

25.17%

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-Compton 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 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.