

LOCAL CONTROL & ACCOUNTABILITY PLAN

(Summarized Version - goals, actions and metrics)

Torrance Unified School District
2017 - 2020

Goal 1: Ensure that all students have equitable access to and are successful within a rich variety of rigorous, and standards-aligned set of learning opportunities that promote college and career readiness and preparation for a productive future as citizens in global society.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
College and Career Indicator (CCI)	55%	55%	57%	59%
Graduation Rate	Very High (95%)	Maintain Very High (96%)	Maintain Very High (97%)	Maintain Very High (97%)
Local Indicator - Percent of students with sufficient materials	100% (Met)	100% (Met)	100% (Met)	100% (Met)
Healthy Fitness Zone (HFZ) for 5th grade	72.9% (2015-16)	75%	76%	77%

Additional outcomes for students in 2018-19

- The percent of unduplicated student performance will increase for Foster Youth from 5% to 10%, for EL's from 31% to 35%, and for SED students from 41.5% to 45% as measured by the CCI.
- The percent of all student subgroups performing in the range of "Low" and "Very Low" will increase by at least 3% as measured by the CCI. Including:
- The total number of unduplicated students successfully completing career pathway coursework will increase by 5%.

1.1 - Actions and Services: Ensure strong Instruction for all students by focusing on strengthening grade level and content area Professional Learning Communities (PLC's)					
Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
Professional Learning Communities (PLC's)	None	None	None	N/A	Weekly PLCs at all elementary, middle, and high school sites
Additional weekly elementary collaboration	500,000	500,000	500,000	Supplemental	6.4 FTE's to provide an additional hour of collaboration time for grades 1-5 (see Goal 1.6)

time					
Site collaboration time	(See Action 2.4)	(See Action 2.4)	(See Action 2.4)	Site Supplemental	Additional release time for site leadership and/or grade level/content area teams
4th PLC of the month	None	None	None	N/A	The 4th PLC of each month, either Tuesday for secondary schools, or Wednesday for elementary schools, will be allow for cross school collaboration, especially for teachers of electives, unique subject areas and special education teachers.

1.2 - Actions and Services: Support all students to ensure they will progress academically through each grade level.

Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
Student Achievement School Allocation	235,000	235,000	235,000	Base	Each site will develop their Single Plan for Student Achievement to specify how funding will be allocated to meet this Action.
Data Analysis Software	225,000	125,000	125,000	Supplemental	Utilize SchoolCity or similar program to assist staff with data analysis for all targeted and underperforming student groups.
School Site Council and Site Leadership	None	None	None	N/A	Site Leadership teams will utilize results of achievement data to support students academically

1.3 Actions and Services: Ensure all students have sufficient instructional materials by providing adequate quantities of texts and other materials

Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
Adoptions	(Secondary ELA - see below)	(History & Science - see below)	(History & Science - see below)	Base	Science, History and Health adoption pending Update Textbook Ordering Form on eTUSD as appropriate
Ongoing Textbook and adoption consumable costs	1,035,000	3,035,000	TBD	Base	Annual budget item attributed to Williams Law on student material compliance, as well as additional & replacement textbooks, and digital texts/resources such as STEMscopes.
Textbook Selection Committee	15,000	15,000	15,000	Base	Substitute release time

1.4 - Actions and Services: TUSD will ensure students are college and career ready through articulated counseling and supports in grades 6-12.

Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
--------------	-----------	-----------	-----------	----------------	------

College and Career Planning	TBD	TBD	TBD	College Readiness Grant	Implement Grant through 2019.
College Week	(See Action 2.4)	(See Action 2.4)	(See Action 2.4)	Site Supplemental	Week long emphasis on college going for all grade levels 9-12
iLEAD	(See Action 2.4)	(See Action 2.4)	(See Action 2.4)	Site Supplemental	Ensure strong participation 6-12
Naviance	40,000	40,000	40,000	Supplemental	Coordination of 6 year planning between middle and high school. Support parents/students in creating a 4 year plan for scheduling courses
Active Articulation	None	(See Action 2.4)	(See Action 2.4)	Site Supplemental	Articulation between middle and high schools utilizing Naviance data, and other programs such as Web/Link Crew.
College Coordinator	115,000	115,000	115,000	Supplemental	37% of funding 4 FTE (split funded with the base)
Credit Recovery & Correspondence Course Opportunities	73,000	73,000	73,000	Supplemental (summer) & Site Supplemental	Summer ADA collection for Orange County Dept. of Education (Pacific Coast HS) enrollment; Site-based on-line curriculum and teachers at TUSD high schools.
Increased High School Counselors	170,000	170,000	170,000	Supplemental	37% of funding 4 FTE (split funded with the base) Increase 9th grade enrollment in CTE courses by communicating with middle school counselors, teachers, parents and students about pathway options and the benefits of enrolling in and completing a pathway.
Increase Middle School Counselors	None	\$100,000	\$100,000	Supplemental	Additional counseling staff to ensure 5 days per week of availability at all 8 middle schools for the purpose of on-going college and career counseling and articulation.

1.5 - Actions and Services: TUSD will provide students with Linked Learning opportunities (connecting strong academics with real world experiences) by sustaining and enhancing current CTE programs to meet identified areas.

Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
Career Tech Coordinator	116,000	170,000	TBD	CTEIG	1.0 FTE
Develop pathways to postsecondary education and careers	90,943; 949,619; 20,000; 93,000; 60,000	90,943; 0; 24,000	90,943; 0; 0	Perkins; CTEIG; PLTW, Inc Grant, AMETLL, HSCBP	Funding will continue to be allocated to implement and improve CTE programs and provide teacher PD. Expansion, refinement and sustainment of all pathways. Provide coordinators 4 to 6 PD sessions on college and career readiness strategies for all students

					to be prepared for college and/or career.
Increase collaboration with business, industry, labor, postsecondary and community	0	0	0	None	Work-based learning opportunities for students (especially pathway and Capstone students)
So Cal ROC	800,000	800,000	800,000	Base	Extended day CTE opportunities for students
Creating opportunities for students to prepare for and enter into well-paid careers	0	0	0	None	South Bay Workforce Investment Board CTE Advisory Board
AB 288 book allocation	(See Action 1.3)	(See Action 1.3)	(See Action 1.3)	Base	Dual Enrollment Programs (fulfill high school graduation requirements while simultaneously gaining college or vocational credits toward a certificate, diploma, or a college degree)
Active Articulation	None	(See Action 2.4)	(See Action 2.4)	Site Supplemental	Articulation between middle and high schools to coordinate pathways, and to generate expansion of PLTW and CTE.

1.6 - Actions and Services: TUSD will continue to review district physical education and health programs to encourage all students to be healthy.

Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
Elementary PE Teachers	500,000	See Action 1.1	See Action 1.1	Supplemental	Provide consistent physical education instruction at all elementary sites
Health	4,500	7,500	4,500	Title 2	Provide required AB 329 PD (one day) for MS & HS health teachers. Provide 5th grade Human Growth, Development and Sexual Health PD for all 5th grade teachers

1.7 - Actions and Services: TUSD will successfully prepare all students for college and career by providing pathways to acceleration and open access.

Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
Pathway Development	0	0	0	NA	Science and mathematics pathway analysis (department chairs and after school meetings)
Middle School Acceleration	0	0	0	Base	Additional sections provided to high schools for middle school students to take high school classes
Transportation	38,000	38,000	38,000	Base	Transporting middle school students from high school to middle school

GATE Enrichment materials	0	0	0	N/A	Provide enrichment opportunities for GATE students
---------------------------	---	---	---	-----	--

1.8 - Actions and Services: TUSD will provide equitable access to arts education for all students in a sequential, articulated program that includes visual art, dance, music, theater, and media arts.

Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
Vocal and Instrumental Music, Theater Arts/Film, Visual Arts, Dance	0	1500.00	0	Title 2	Create a K-8 leadership team to complete a self-study of the current program including short and long-range goals for arts education in TUSD

Goal 2: All underperforming student groups will meet or exceed standards in a rigorous curriculum that includes English Language Arts and math, science social studies, and other disciplines such as career technical subjects and physical education

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELA Dashboard (K-8)	High	<i>High</i>	Maintain High	Maintain High
Math Dashboard (K-8)	High	<i>High</i>	Maintain High	Maintain High
ELA CAASPP (K-8)	63% (met/exceeded)	65%	67%	69%
Math CAASPP (K-8)	55% (met/exceeded)	59%	60%	61%
English Learner Progress	Medium	<i>High</i>	Maintain High	Maintain High
EL Reclassification	10.6% (2016-17)	12%	14%	15%
AP Exam Pass Rate	71% (2015-16)	72%	73%	74%
CSU/UC A-G Rate	55% (2015-16)	57%	59%	60%

EAP for ELA:	72% (2015-16);	74%;	76%;	78%;
EAP for Math	57% (2015-16)	59%	61%	63%

Additional outcomes for students in 2018-19

- District-level subgroup data for ELA & Math will increase from Orange to Yellow/Green according the CA Dashboard
 - TUSD: ELA** - SED, SWD, African American, and Homeless (Carr ES, Torrance ES, Yukon ES, and Hull MS)
 - TUSD: Math** - SED, SWD, African American, and Hispanic (Carr ES and Hull MS)
- Schools-level subgroup data for ELA & Math will increase from Red to Orange/Yellow, and from Orange to Yellow/Green according the CA Dashboard
- As we transition into the new EL assessment, there is a need to focus on EL achievement and provide successful supports for our EL's not making adequate progress.

2.1 - Actions and Services: Students in need of additional instruction will be provided with intervention within the school day at a time where core instruction is not occurring

Student Group(s): English learners; Redesignated fluent English proficient pupils; Low Income; Foster youth

Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
Response to Instruction/Intervention	None	None	None	N/A	Site determined "no new teaching time"
Elementary RTI collaboration time	None	\$350,000	\$350,000	Supplemental	As a pilot, elementary sites or grade levels requesting additional collaboration time to support "no new teaching time" may choose to receive additional collaboration time to plan appropriate RTI for K-5 students
School Improvement Team (SIT or SST)	(See Action 2.4)	(See Action 2.4)	(See Action 2.4)	Site Supplemental	Site determined collaboration time to ensure adequate time for SIT or SST meetings are occurring
Data Collection and analysis	0	0	0	None	SST led data collection (sig dis requirement) to provide guidance on RTI next steps

2.2 - Actions and Services: Continue to provide site specific intervention support and staffing to ensure success for students including during the school day, beyond the bell, and extended year opportunities for all students.

Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
4.0 FTE	455,000	465,000	475,000	Supplemental	Assistant Principals at all four comprehensive high schools to support RTI implementation and intervention.
Materials	50,000	65,000	60,000	Supplemental	OdysseyWare for secondary credit recovery

4.5 FTE	430,000	440,000	450,000	Supplemental	.5 FTE for all eight middle schools and Shery Continuation for PBIS, RTI, and EL intervention coordination
1.0 FTE	155,000	160,000	165,000	Supplemental	Elementary RTI Coordinator
Elementary RTI Specialists	935,000	950,000	965,000	Supplemental	Review, revise, and implement best practices for elementary support including PLC time
Tier 3 Elementary Reading Intervention	585,000	645,000	655,000	Title I	Tier 3 Reading and Literacy intervention for students with a significant reading gap, including providing 0.5 FTE for a literacy intervention specialist at each Title I elementary school, and 1.0 FTE central Reading Recovery Teacher Leader.
Tier 3 Middle School Intervention	145,000	150,000	155,000	Title I	Tier 3 Reading, literacy and math intervention for students with a significant achievement gap, including 0.5 FTE for site-based intervention support teaching sections at each of the three Title I middle schools.
Certificated and Classified Summer Hourly, Materials and Supplies	453,000	450,000	435,000	Supplemental	Jumpstart Summer School Program K-12
1.0 FTE	130,000	135,000	140,000	Supplemental	33% of 3 Elementary APs to work with large populations of identified Targeted students at the three largest elementary sites
Facilities Maintenance and Repair	1,250,000	1,250,000	1,250,000	Supplemental	Ensure facilities for beyond the bell and extended school year are in good repair and conducive to supporting all students.

2.3 - Actions and Services: TUSD will continue to support current EL and Redesignated Fluent English Proficient students and provide intervention support.

Student Group(s): English learners; Redesignated fluent English proficient pupils

Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
Provide Special Projects office, four ELD program specialists and staff	720,000	730,000	745,000	Supplemental	6.0 FTE
Language Testing for CELDT/ELPAC	100,000	125,000	125,000	Supplemental	Teacher substitutes and hourly, including training and CELDT initial and ELPAC annual testing.
Translations for IEP's and district forums	275,000	275,000	275,000	Base	Translation Department Hourly Staff, including CELDT/ELPAC testing, as well as IEP and Special Education required translations and contracted services.

EL Support Classes and Intervention	(See Action 2.4)	(See Action 2.4)	(See Action 2.4)	Site Supplemental	Provide intervention support classes to support students.
Newcomer Academy	80,000	90,000	90,000	Title III EI	Beyond the Bell summer support for new EL students

2.4 - Actions and Services: TUSD will provide additional staffing, professional development, materials and technology/licensing to all schools to support the current intervention model with an emphasis on ELA, reading , math, and technology focusing on English Learners and other underperforming subgroups specific to site determined supplemental needs.

Student Group(s): Low Income and Foster youth

Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
(site supplemental monies)	3,300,000	3,596,000	3,596,000	Supplemental	Funding for site planning in relation to their approved SPSA's.
RTI Tier 2 and 3 Implementation Supports	None	40,000	40,000	Supplemental	Additional district training, collaboration and resources, with priority given to schools with CA Dashboard performance indicators at the Orange/Red levels in ELA and/or math.

2.5 - Actions and Services: Provide supplemental assistance and materials including print and 21st century tools and technology.

Student Group(s): English learners; Redesignated fluent English proficient pupils; Low Income; Foster youth

Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
Site Licenses	110,000	70,000	70,000	Supplemental	Learning A-Z (RAZ-Kids), Proquest, Discovery (from Goal 2 in current LCAP), Learn360
Core Novel Sets	250,000	250,000	0.00	Supplemental	Continue to provide grade level appropriate novels for students in grades 6-12, to provide a rich variety of options to meet cultural and learning needs.
Supplemental Digital Database Licenses	(See Action 2.4)	(See Action 2.4)	(See Action 2.4)	Site Supplemental	Optional site digital learning supports (ST Math, Achieve 3000, Ten Marks, Smarty Ants, KidBiz, etc.) as determined by schools to provide extended reading, literacy and math practice.

Goal 3: Implement an effective, cohesive and sustainable professional development model that maximizes the conditions of learning for all students, while implementing California Standards, Next Generation Science Standards, ELD Standards and other performance standards for grades K-12 including the effective recruitment and development of teachers.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Fully Credentialed & teaching in field	100% (2016-17)	100%	100%	100%
Percent of teachers with ELD Authorization	100% (2016-17)	100%	100%	100%
Filling all Open Positions	92% (2016-17)	100%	100%	100%
Implementation of Standards Local Indicator	Met	Met	Met	Met
Percent of students taught by teachers who participate regularly in PLC's and Professional Development	100%	100%	100%	100%
Percent of teachers who participate in regular and on-going PLC's in implementing all standards, effective instruction, and student learning.	100%	100%	100%	100%

Additional outcomes for students in 2018-19

- Although all district-wide areas of accountability are in the high or very high performance (green or blue), seven schools and nine subgroups have areas in the

- “Low” (Orange) in ELA and/or Math CAASPP, indicating a need for additional targeted professional development and support in these content areas.
- The percent of teachers reporting the effectiveness of professional development on implementation of instruction will remain above 90%.

3.1 - Actions and Services: Continue to develop, strengthen and sustain our Professional Learning Communities (PLC).					
Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
Admin PD	25,000	20,000	15,000	Supplemental	Coaching PD, Global PD Subscription and Monthly admin PLC PD
Site Leadership Team PD	50,000	25,000	15,000	Supplemental	Differentiated PD and coaching support
Teacher and site admin salaries for X2 District-wide Professional Development days	1,204,000	1,204,000	1,204,000	Supplemental	Retain District-wide professional development with a focus on targeted student supports via PLC & RTI
PLC PD	(See Action 2.4)	(See Action 2.4)	(See Action 2.4)	Site Supplemental	Administrator and Leadership Team led PD on sites

3.2 - Actions and Services: Develop continued capacity in examining the district's four essential questions. • What do we want our students to learn? • How do we know if they know it? • What do we do if they don't? • What do we do if they do?					
Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
Monthly Admin PLC	No Additional Cost	No Additional Cost	No Additional Cost	No Cost	Principals will bring essential standards and CFAs to collaborate and coordinate improvement of the implementation of the 4 questions.
Weekly Professional Learning Communities	No Additional Cost	(See Action 1.1)	(See Action 1.1)	No Cost	Weekly PLCs will be held at every site with site determined professional development woven in as needed/requested
RTI PD	(See Action 2.4)	(See Action 2.4)	(See Action 2.4)	Site Supplemental	Principals, Site Leadership Teams and Site Intervention Teams will provide PD as needed to improve Tier 2 intervention practices

3.3 - Actions and Services: Continue to provide English Language Arts (ELA) professional development supporting differentiated learning and instruction.					
Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
Director of State and Federal Projects	180,000	185,000	190,000	Supplemental	Provide support for curriculum, as well as monitoring of all State & Federal programs.

Secondary ELA Resource Teachers	315,000	320,000	325,000	Supplemental	As we shift from common core implementation to differentiated instruction, funding shifts to supplemental to support EL and LI populations (2.33 FTE).
Reading and Literacy Instructional Strategy Development Teachers	275,000	280,000	285,000	Supplemental	2 FTE Resource Teachers to support reading instruction signature practices, and specific teaching strategies for all teachers.
Extended literacy support Teachers (for EL and Low-Income students)	257,000	147,000 113,000	TBD	Title I Title III	2 FTE Resource Teachers to support extended literacy and instructional strategies through ELA, History, Math, Science and other disciplines
Guided Reading Training	70,000	30,000	25,000	Supplemental	Required for all new teachers x 5 days, including summer and during the school year, as well as continuing professional development and coaching for specific teaching strategies as needed/requested.
Secondary PD (grades 6-12)	46,000	25,000	25,000	Supplemental	Required 4 days for all new teachers for 4P Unit Design Signature practice. Release time for Option X resource curation and development for teachers who opt-in. In summer and throughout the school year.
In-depth workshops on ELA Signature Practices (grades TK-5)	30,000	25,000	15,000	Supplemental	Optional literacy and writing strategies support for individual elementary teams and individual teachers, In summer and throughout the school year.

3.4 - Actions and Services: Continue to provide English Language Development professional development supporting integrated and designated modeling, framework continued exposure and differentiated support to sites

Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
Program Specialists	(See Action 2.3)	(See Action 2.3)	(See Action 2.3)	Supplemental	Provide ELD integrated and designated instructional practice training and support for all schools, during the summer and throughout the school year.
Integrated/Designated PD at all school sites	(See Action 2.4)	(See Action 2.4)	(See Action 2.4)	Site Supplemental	All teachers will participate in a site based PD.
ELD Framework integration training	(See Action 2.4)	(See Action 2.4)	(See Action 2.4)	Supplemental	Integrated PD will be woven throughout ELA/Literacy, History, Induction, Math and NGSS content area trainings

3.5 - Actions and Services: Provide training for History Social Studies teachers.

Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
--------------	-----------	-----------	-----------	----------------	------

Extended literacy support Teachers (for EL and Low-Income students)	N/A	(See Action 3.3)	(See Action 3.3)	(See Action 3.3)	2 FTE Resource Teachers to support extended literacy and instructional strategies through ELA, History, Math, Science and other disciplines
Framework Familiarization and alignment	50,000	25,000	25,000	Supplemental	Optional framework strategies and unit planning for secondary teachers in the summer and throughout the school year (provided by Secondary ELA Resource Teachers - Action 3.3)
Differentiated learning and instruction	(See Action 2.4)	(See Action 2.4)	(See Action 2.4)	Site Supplemental	Optional framework strategies and unit planning for elementary teachers in the summer and throughout the school year (provided by Extended Literacy Support Teachers - Action 3.3)

3.6 - Actions and Services: Continue to provide mathematics professional learning opportunities in mathematics that support differentiated learning and instruction.

Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
Director of Curriculum	175,000	180,000	185,000	Title II	Provide support for curriculum, as well as monitoring of all textbook and instructional material needs.
Elementary and Secondary Resource Teacher(s)	295,000	300,000	305,000	Supplemental	As we move from common core PD to differentiation based on student need, funding shifts to supplemental 2.17 FTE
Extended literacy support Teachers (for EL and Low-Income students)	N/A	(See Action 3.3)	(See Action 3.3)	(See Action 3.3)	2 FTE Resource Teachers to support extended literacy and instructional strategies through ELA, History, Math, Science and other disciplines
Elementary Signature Practice PD	30,000	25,000	25,000	Supplemental	Four days of CGI training for all new teachers with coaching for specific teaching strategies
Secondary Signature Practice PD	30,000	30,000	25,000	Supplemental	Four days of Math Content Standards and Math Practices training for all new teachers
In-depth workshops on CGI signature practice and CCSS mathematics	30,000	25,000	15,000	Supplemental	Optional CGI/CCSS support and lesson study for individual elementary and secondary teams
Phase 2 of WestEd Partnership	N/A	None	None	N/A	Expand WestEd/LMU instructional rounds as additional schools opt in.

3.7 - Actions and Services: Continue to provide science/NGSS PD supporting differentiated learning and instruction.					
Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
Resource Teachers	127,500 127,500	135,000 135,000	TBD	Title II & III	2 FTE to further develop NGSS implementation, and to support ELD Integrated instructional practices.
Extended literacy support Teachers (for EL and Low-Income students)	N/A	(See Action 3.3)	(See Action 3.3)	(See Action 3.3)	2 FTE Resource Teachers to support extended literacy and instructional strategies through ELA, History, Math, Science and other disciplines
Elementary Framework Rollout	91,000	30,000	25,000	Supplemental	Optional NGSS support for K-5 teachers.
Secondary Framework Rollout	91,000	25,000	25,000	Supplemental	Grade 8 X 4 days Grades 9-12 X 4 days Grade 6-7 new teacher X 4 days
In-depth workshops on science/NGSS Signature Practices	35,000	25,000	15,000	Supplemental	In summer and throughout the year.
Participate in SCALE (Stanford Center for Assessment, Learning, and Equity)	18,000	TBD	TBD	Supplemental	One day in summer, and three release days with subs during the school year.
New Earth and Space Science Course	N/A	7,200	7,200	Title II	Develop curriculum and course goals/scope to align with updated standards (2018-19) Implementation support and adjustments to align with the UC A-G rigor (2019-20)

3.8 - Actions and Services: Provide PD specific to supporting special education instruction to create equitable access to CA standards.					
Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
SPED training at all school sites	(See Action 2.4)	(See Action 2.4)	(See Action 2.4)	Site Supplemental	Training for Gen Ed Teachers and Admin
SPED Teacher Training on SEIS-2, 3P's and Behavioral Supports (NCI, PBIS)	25,000	0	0	Base/SPED	100 X 3 ½ days

Multi-genda Meetings	0	0	0	None	monthly
----------------------	---	---	---	------	---------

3.9 - Actions and Services: With the assistance from technology for learning specialists, TUSD will develop and coordinate the use of 21st century technology and tools in the classrooms. • Learning management system • Infrastructure setup • Expanded curriculum • Expanded use of technology.

Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
Technology Specialists	275,000	280,000	285,000	Base	2 FTE Resource Teachers
LMS	0	0	0	None	Moodle or PowerSchool Learning
Professional Development	(See Action 2.4)	(See Action 2.4)	(See Action 2.4)	Site Supplemental	Provide stipends and support to teachers and instructional assistants.
Mini TUSD CUE Conference	3,000	3,000	3,000	Base	For TUSD teachers, by TUSD teachers
Digital Resources	0	0	0	None	Choose and implement digital resources
Technology Plan	0	0	0	None	Revise and implement the technology plan.
Tech Devices	0	0	0	None	Increase the student access to technology in their classrooms

3.10 - Actions and Services: Provide services for Gifted and Talented Education (GATE) and advanced students

Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
Resource Teacher	117,000	122,000	127,000	Base	1 FTE Resource Teacher
Professional Development	30,000	30,000	30,000	Base	Differentiated Instruction/Lesson Study grades 3-8
Student testing	37,000	37,000	37,000	Base	Grades 3-5, including mailing, scoring and clerical
Workshops and teacher training	21,000	21,000	21,000	Base	Professional development and conferences
Materials and supplies	5,000	5,000	5,000	Base	Program materials and supplies, including mileage

GATE Parent Conference	15,000	15,000	15,000	Base	Workshops to support parents of GATE and advanced students
------------------------	--------	--------	--------	------	--

3.11 - Actions and Services: Provide PD specific to supporting special education paraeducators.

Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
2 day New Para Training	0	0	0	None	Workshops to support para-educators on their effectiveness with students
Pupil Free Day Conference	33,000	N/A	N/A	N/A	October Mini-conference, 2 day NCI for new/1 day refresher for prior trained Tier 2 paras
On-going PD	0	20,000	20,000	Base	Site and area based on-going training on multiple topics based on site and individual student need.

3.12 - Actions and Services: Provide classified Professional Development

Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
Nutritional Services	0	0	0	None	Nutritional Services Staff receive annual and ongoing professional development

3.13 - Actions and Services: Develop an on-going recruitment process to attract highly qualified teachers to TUSD

Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
Recruitment Fair costs	200	100	100	Base	Enhance existing relationships with local Universities including expanding participation in college connections and career fair participation
Expand hiring pool	No additional Cost	No additional Cost	No additional Cost	Base	Include Intern Candidates when possible
EdJoin Membership	3600	3600	3600	Base	Allows for broader recruitment
Interview Panels	3500	3500	3500	Base	Substitute costs to ensure strong interview panel availability

Hire SPED, Math and Science in March	N/A	None	None	N/A	Initiate the recruitment and hiring process in hard to fill credentialed areas such as Special Education, Math and Science, earlier than previous years.
--------------------------------------	-----	------	------	-----	--

3.14 - Actions and Services: Provide induction programs to develop and retain all teachers

Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
5.0 FTE's	620,000	625,000	650,000	Base	Induction Staff (Educator Effectiveness Block Grant covers 400,000 in expenditures in 17-18)
Program Specialists	No additional cost	No additional cost	No additional cost	Base	SPED Program Specialists will provide support for new Education Specialist Credential Induction (see action 3.15)
Other Certificated Staff	45,000	45,000	45,000	Base	Part time coaches, advisory board, presenters, and substitutes
Contracted Services	49,000	49,000	49,000	Base	Ed Specialist, Accreditation and Cluster dues
Torrance Teacher Institute	85,000	85,000	85,000	Base	Provide week-long support for all new teachers prior to the start of the school year
Induction program support	152,000	152,000	152,000	Base	Textbooks/print-shop resources, supplies, equipment, mileage and conferences

3.15 - Actions and Services: The district will maintain a staff of properly credentialed teachers, administrators and support staff.

Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
Certificated Staff	110,000,000	110,000,000	110,000,000	Base	Cost of district certificated staff including benefits.
Classified Staff	26,000,000	26,000,000	26,000,000	Base	Cost of district classified staff including benefits (not MOT)

Goal 4: Provide a school environment which establishes physical safety, cultivates emotional security, and facilitates responsible decision making where students feel connected and engaged in school.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Attendance Rate	96%	96%	Maintain 96% or higher	Maintain 96% or higher
Suspension Rate	1.9%	1.7%	Maintain or decrease from 1.7%	Maintain or decrease from 1.7%
Expulsion Rate	0.1%	0.1%	Maintain or decrease from 0.1%	Maintain or decrease from 0.1%
Chronic Absenteeism	0.5%	0.5%	Maintain or decrease from 0.5%	Maintain or decrease from 0.5%
Middle School Dropout	0.04%	0.04%	Maintain or decrease from 0.04%	Maintain or decrease from 0.04%
High School Dropout	0.18%	0.3%	Maintain or decrease from 0.3%	Maintain or decrease from 0.3%
School Climate - Local Indicator*	Met	Met - 76% (ES - 79%; MS - 79%; HS - 72%)	Met (Maintain or increase by 1%)	Met (Maintain or increase by 1%)
Percent of Schools with facilities in good repair	100%	100%	100%	100%

Additional outcomes for students in 2018-19

- Continue to implement a student engagement survey and establish base metrics (above listed percentages represent average percent of positive responses from student in Elementary, Middle and High School, based on a scale of 1-4 from a variety of survey questions regarding student campus life and safety).
- District-level subgroup data for suspension rate will improve from Red to Orange/Yellow and from Orange to Yellow/Green as reflected by CA Dashboard
 - TUSD: (Red) Homeless - (Orange) Foster Youth and Pacific Islander. (Adams ES, Wood ES, and Hull MS)
- School-level subgroup data for suspension rate will improve from Red to Orange/Yellow and from Orange to Yellow/Green as reflected by CA Dashboard

4.1 - Actions and Services: TUSD will provide direct social-emotional supports for students.					
Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
Additional Elementary Counselor Support	<i>None</i>	\$400,000	\$400,000	Supplemental	K-5 sites will receive one additional day of counseling services to support Tier 1 social-emotional classroom instruction
Middle School Counselors	<i>(See Action 3.15)</i>	<i>(See Action 3.15)</i>	<i>(See Action 3.15)</i>	Base	Continued social-emotional counseling for grades 6-8.
High School Counselors	<i>(See Action 3.15)</i>	<i>(See Action 3.15)</i>	<i>(See Action 3.15)</i>	Base	Continued social-emotional counseling for grades 9-12

4.2 - Actions and Services: To promote emotional security and engagement, TUSD will encourage a sense of belonging as students continue through elementary school and then enter the middle school and high school.					
Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
Matriculation Articulation	<i>(See Action 2.4)</i>	<i>(See Action 2.4)</i>	<i>(See Action 2.4)</i>	Site Supplemental	Host welcome night and visits for students and families (site funded)
Orientation	<i>(See Action 2.4)</i>	<i>(See Action 2.4)</i>	<i>(See Action 2.4)</i>	Site Supplemental	Sites host incoming 6th and 9th grade summer orientations
Special Education Transition	<i>No Cost</i>	<i>No Cost</i>	<i>No Cost</i>	N/A	TAP transition nights for special education students (and parents) transitioning from elementary to middle and middle to high
Back to School Kickoff	<i>(See Action 2.4)</i>	<i>(See Action 2.4)</i>	<i>(See Action 2.4)</i>	Site Supplemental	Host back to school Kickoff day (site funded)
Club Orientation	<i>(See Action 2.4)</i>	<i>(See Action 2.4)</i>	<i>(See Action 2.4)</i>	Site Supplemental	Provide orientation time for students to become familiar with and join clubs on campus (site funded)
Character Education	<i>(See Action 4.3)</i>	<i>(See Action 4.3)</i>	<i>(See Action 4.3)</i>	Site Supplemental	Provide character education and anti-bullying activities, programs, and assemblies for grades K-5.

4.3 - Actions and Services: Expand Multi-Tiered System of Support (MTSS) program					
Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
Director of student services and Family Welcome and Enrollment Center	80,000 80,000	82,500 82,500	85,000 85,000	Base Supplemental	1.0 FTE
Positive School Culture	<i>(See Action 2.4)</i>	<i>(See Action 2.4)</i>	<i>(See Action 2.4)</i>	Site Supplemental	Utilizing results of student surveys, provide on-going PD at sites, including character education, PBIS, and anti-bullying.

Behavior/classroom management training	(See Action 2.4)	(See Action 2.4)	(See Action 2.4)	Site Supplemental	Provide PD ensuring culturally responsive practices.
PBIS on-going Support	42,000	45,000	5,000	Supplemental	Optional LACOE training for school teams, as well as release time for collaboration and planning as needed (site specific). Schools will also receive SWIS licensing for monitoring behavior incidents.
PBIS Cohort 3	42,000	85,000	85,000	Supplemental	Continued LACOE trainings and SWIS licensing.
Secondary PD/PLC	0	0	0	N/A	Secondary Expansion of Behavioral Interventions including dean, AP, school psych and law enforcement
LACOE Workshops	41,000	500	500	Supplemental	Discipline, attendance, and student support trainings
Social-Emotional Intervention	0	0	0	N/A	Develop tiered levels of social-emotional intervention to be added to tiered levels of academic and behavioral supports to establish TUSD's MTSS

4.4 - Actions and Services: TUSD provides family and student support services for homeless, foster youth and low income students by evaluating and responding to their individual needs.

Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
Coordinator of Family and Community Engagement	140,000	145,000	150,000	Supplemental	Coordinator provides daily & ongoing technical assistance and consultation to FWEC, school sites and staff on Homeless and Foster student enrollment, rights/regulations, strategies and resources to ensure federal, state and district policies are being followed.
McKinney-Vento Assistance	10,000	10,000	10,000	Title 1	Coordinator facilitates access to district or community resources to meet student needs including access to transportation, educational materials, and behavioral health.
Additional support for McKinney-Vento and Foster Youth	10,000	5,000	5,000	Supplemental	Early intervention parent engagement 8th grade transition groups Parent Academy
Sub contract for Mental Health Intern Supervision	NA	18,000	18,000	Supplemental	Subcontract for supervision of additional mental health interns to provide general mental health services to students districtwide with a focus on homeless, foster and low income youth.
Behavioral Health Clinicians	326,000	343,000	360,000	Mental Health	Support for students, families & schools (Tier 1, 2 & 3)

4.5 - Actions and Services: The district will utilize alternative educational programs to increase student success, attendance and reduce dropouts.

Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
Shery	(See Goal 3.15)	(See Goal 3.15)	(See Goal 3.15)	Base	Staffing to provide alternative education programs.
DCDS	(See Goal 3.15)	(See Goal 3.15)	(See Goal 3.15)	Base	Staffing to provide alternative education programs.
Independent Study	(See Goal 3.15)	(See Goal 3.15)	(See Goal 3.15)	Base	Staffing to provide alternative education programs.
Home Hospital	(See Goal 3.15)	(See Goal 3.15)	(See Goal 3.15)	Base	Staffing to provide alternative education programs.

4.6- Actions and Services: TUSD will expand family and student support services by redefining the district's role in student support activities and evaluating and responding to the student needs. • Crisis intervention • Mental health Services • Medical health services • School counseling • Link families with social services

Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
Coordinator of psychologists and counseling	70,000 70,000	72,000 73,000	75,000 75,000	Mental Health and Supplemental	Oversee behavioral health clinicians and interns School Counselors K-8 School Psychologists Mental health services Oversee Crisis Response Team
Suicide Prevention	\$10,000	0	0	N/A	Develop district protocols and procedures in Suicide Risk Assessment and Intervention Train Mental Health support staff in Suicide Risk Assessment Procedures. Train K-12 staff, including coaches, in Suicide Prevention, warning signs, and risk factors. Develop parent/family component.
Threat Assessment	0	0	0	N/A	Develop district protocols and procedures in Threat Assessments. Train Mental Health support staff in THreat Assessment Procedures. Train K-12 staff, including coaches, in Threat Assessment procedures.
Crisis Intervention PD	\$15,000	0	0	N/A	3 X Trainer of trainers for PREPaRE curriculum in order to streamline and ensure TUSDE has a trained and effective Crisis Team.
On-Line Mental Health Referral System for Staff and Families	0	11,000	11,000	Supplemental	Subscription to AddictionPros, an on-line referral system that provides vetted mental health resources for families with a variety of health insurance coverages.
Building Bridges Mental Health Referral System	0	0	0	N/A	The Building Bridges Project has a referral system to help link students and families with community based agencies

Mental Health Interns	0	0	0	N/A	Masters of Social Work, Marriage and Family Therapy School Counselor, and School Psychology interns provide social-emotional support to students and school sites
-----------------------	---	---	---	-----	---

4.7 - Actions and Services: Provide a secure and safe environment through controlled access points, visible security guards, gates surveillance, PA system, etc.

Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
Security	N/A	N/A	N/A	Bond	Purchase, install, and maintain surveillance cameras
Campus Security	(See Action 3.15)	(See Action 3.15)	(See Action 3.15)	Base	School site security staff
Perimeter Fencing	\$0	\$0	\$0	Bond	Purchase a new phone system to ensure communication (Cost in Goal 5)

4.8 - Actions and Services: Continue to collaborate with the Torrance Police Department, Torrance Fire Department and Torrance city agencies on training modules for district employees on emergency/disaster preparation and community notification system.

Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
Trainings and Professional Development	0	0	0	N/A	Review and amend our School Safety Plans to ensure safety of all students and staff in case of emergency. Provide training for campus security personnel and other staff on threat assessment, and social media awareness.

4.9 - Actions and Services: The district will expand food services including nutritional guidance, beyond the bell services, and continued communication focused on our low income pupils.

Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
Nutrition	\$0	\$0	\$0	Base	Provide healthy options (salad bars and fresh fruit and vegetables at sites. Educate students about nutrition.
Free and Reduced Breakfast and school lunch programs	N/A	N/A	N/A	Federal Funding	provide additional options (breakfast) for Title 1 elementary and all middle and high school students and all K-12 sites for lunch
Beyond the Bell Food Services	\$0	\$0	\$0	Grant/Supplemental	The district will provide food services beyond the bell (i.e. After School Snack Program & Summer Jumpstart)
Healthy Ever After	0	0	0	N/A	In partnership with Torrance Memorial Medical Center, Nutritional Services assists elementary sites with program roll out.
Ensure quality of meals	0	0	0	N/A	Student taste testing of new products, vendor outreach for to seek better products
Summer Lunch Program	\$0	\$0	\$0	Federal Funding	TUSD will provide a summer lunch program for students.

4.10 - Actions and Services: Ensure facilities are in good repair and properly maintained as environments conducive to learning.

Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
--------------	-----------	-----------	-----------	----------------	------

Maintenance and Operations	6,700,000	6,700,000	6,700,000	Base	Ongoing operational costs for maintenance, operations and transportation.
Facilities Bond	TBD	TBD	TBD	Bond	Bond passed to improve facilities throughout TUSD.

Goal 5: Improve parent outreach across TUSD and all school sites to be inclusive of consistent communication especially for significant and underperforming subgroups, by providing further opportunities where parents can contribute and benefit.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Engagement Local Indicator	Met	<i>Met (see below) 12 parents = average school committee participation; 24 parents = average district-level committee participation; 590 parents = average district-level workshop attendance</i>	Met (increase participation by 2% in all categories)	Met (increase participation by 2% in all categories)

Additional outcomes for students in 2018-19

In order to expand and support parent outreach, TUSD is monitoring parent engagement district-wide in a variety of different activities such as district and school site committees or events. Data is being analyzed to assess whether participation is representative of our district population and whether parents are given a variety of opportunities to engage or participate districtwide. TUSD's Coordinator of Family and Community Engagement, has identified through individual parent feedback, targeted surveys and focus groups that homeless and foster parents have extenuating circumstances that often result in decreased participation and engagement.

Increase Parent use of translation and interpretation services:

Oral Translations from Language Assessment Center 2017-2018:

- 46 sites totaling 624 requests

Written translations from Language Assessment Center 2017-2018:

- 66 sites totaling 613 requests

5.1 - Actions and Services: Improve home to school communication with parents and continue to seek their input at all sites.					
Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
Phone System	1,500,000	100,000	100,000	Base	Improve and expand phone system
Communication Program	24,000	24,000	24,000	Base	Program links directly with Student Information System to provide email (general communication), phone calls (attendance) and texts (crisis and emergency) communication with parents and students.
Email System	0	0	0	Base	All employees have email access to facilitate better home to school communication.
Parent Education - site	220,000	220,000	220,000	Base	Student Information System, including Parent education and Parent Portal access.
Site to Parent Communication	(See Action 2.4)	(See Action 2.4)	(See Action 2.4)	Site Supplemental	Site specific activities will be determined by the Single Plan for Student Achievement.
Coordination of all School Websites	0	25,000	17,000	Base	Utilizing a single platform provides required ADA and WCAG compliance, uniformity and simplification for parent viewing

5.2 - Actions and Services: Continue to expand services at the Family Welcome and Enrollment Center (FWEC) to strengthen communication, support, services and education for families and parents including expedited enrollment process, assistance with neighboring school districts, and community services and programs.					
expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
Parent Outreach	0	0	0	N/A	FWEC Twitter (@tusdfwec), supplemental appointment time, translations for parents, TUSD South Bay Families Connected Website & events
FWEC Staffing	236,000 236,000	240,000 240,000	242,000 242,000	Base Supplemental	6.0 FTE
IEP Support for FWEC and incoming students	30,000	30,000	30,000	Supplemental	.2 FTE

TUSD South Bay Families Connected Website & events	0	30,000	30,000	Supplemental	Family Welcome and Enrollment Center (FWEC) staff promote and communicate involvement and engagement opportunities during enrollment such as and Parent Academy Workshops, translation services, PTA, district conferences) and community partner events or resources FWEC staff target outreach efforts for low income, foster, and homeless students and families.
Nutrition services parent communication	0	0	0	N/A	Communicate district wellness efforts including one page summaries, newsletters, application workshops and site communication (ie back to school night demos for elementary sites)
District Wellness Fair	12,000	4,000	4,000	Supplemental	A Saturday fair to provide families with resources and information

5.3 - Actions and Services: Provide guidance for individual sites to provide parent education opportunities that align with targeted population parent needs and Utilize the Partners in Education Framework, Linked to Learning opportunities (connecting families to teaching and learning goals) for parents including academic strategies, college and career, and wellness.

Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
Linked to Learning	(See Action 2.4)	(See Action 2.4)	(See Action 2.4)	Site Supplemental	Site specific activities will be determined by the Single Plan for Student Achievement and funded from the site Student Achievement funding.
Parent Engagement Training and Symposium	10,000	3,000	3,000	Supplemental	Parent engagement training for school site staff, teams and/or trainer of trainers
TAP Education	500	500	500	Base	District-wide and area-wide parent education for parents supporting students with special needs.
GATE Conference	(See Goal/Action 2.10)	(See Goal/Action 2.10)	(See Goal/Action 2.10)	Base	Parent conference to provide GATE students and parents with ideas for supporting gifted learners.

5.4 - Actions and Services: Provide multiple opportunities for parent leadership, input, and feedback on district and site advisory committees.

Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
LCAP Advisory	0	0	0	Base	Expand parent input beyond required areas to solicit a wide range of feedback.
DELMAC	0	0	0	N/A	Ensure site participation from a variety of language groups

Title 1 Advisory	0	0	0	N/A	Ensure all Title 1 schools represented
TAP Advisory	0	0	0	N/A	Initiate a special education parent advisory committee to assist Coordinators with TAP topics and issues
District Wellness Committee	0	0	0	Base	Director of Nutrition Services will recruit parent representatives for wellness input.

5.5 - Actions and Services: Continue to provide parent education for EL families including the development of resources to parents on ways to support their children at home.

Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
Department staff assistant	N/A	N/A	N/A	N/A	See goal 3.6
Staffing for Parent Education	N/A	N/A	N/A	N/A	Costs accounted for in Goal 3 Pupil Outcomes
District Translators for school and district documents, and events/activities	200,000	202,000	207,000	Supplemental	Translation staff for Japanese, Korean & Spanish languages (3.0 FTE)
Materials and Supplies	N/A	N/A	N/A	N/A	Costs accounted for in Goal 3 Pupil Outcomes
EL Parent Conference	10,000	10,000	10,000	Supplemental	Provide annual conference for parents of EL students.
Spanish parent night	10,000	10,000	10,000	Title III	Annual conference in Spanish for Spanish-speaking parents
Summer Slide Program	20,000	20,000	20,000	Title I	Support summer reading programs for LI, Homeless and foster students

5.6 - Actions and Services: Continue to provide parent education for LI and foster families.

Student Group(s): Low income pupils; Foster youth

Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
Title 1 Parent Advisory	0	0	0		See 5.3 above
Staffing for Parent Education	(See Action 2.4)	(See Action 2.4)	(See Action 2.4)	Site Supplemental	Costs accounted for in Goal 3 Pupil Outcomes

Parent Academy Workshops / Homeless & foster parent events	0	0	0	N/A	Develop and implement a series of workshops (parent academy) that will specifically target low income, homeless & foster parents including expanded access to online content for families that cannot attend on site events.
Materials and Supplies	(See Action 2.4)	(See Action 2.4)	(See Action 2.4)	Site Supplemental	Costs accounted for in Goal 3 Pupil Outcomes
Look into site engagement program (ie School Smarts)	(See Action 2.4)	(See Action 2.4)	(See Action 2.4)	Site Supplemental	Provide parent engagement through PTSA supported program

5.7 - Actions and Services: Implement a TUSD plan for parent outreach, including staffing, professional development, technology and materials and a system for monitoring progress and parent engagement, specifically for targeted and underperforming students

Student Group(s): Low income pupils; Foster youth

Expenditures	2017-2018	2018-2019	2019-2020	Funding Source	Note
Parent Outreach Plan	0	0	0	N/A	Parent Engagement efforts are being assessed in order to improve on current strategies. Input from stakeholder groups such as the districtwide community collaborative, PTA, parents of unduplicated student groups and district staff will inform the development of a rubric and self-monitoring system for schools and the district.
New website rollout. Comprehensive district calendar including updates, announcements with links to school websites easily accessible.	100,000	105,000	110,000	Supplemental	1.0 FTE
Expand The TUSD Community Collaborative and Partnerships	0	0	0	N/A	Newly formed collaborative focused on supporting targeted low income, foster, and homeless youth (includes representation from PTA, TEF, Business Partners, Chamber, City of Torrance, etc.)

