

15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

Metrics that are N/A to the Trinidad Union School District and sub groups not in the district are as follows;

- TUSD currently has 0 English Learners attending our single district school,
- Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)
- Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)
- API (which is not being utilized in 2014-15), a-g completion rate (high schools only), AP percentage passing (high schools only) and EAP percentage prepared (high schools only). (Priority 4)
- High School Graduation and High School Dropout rates (Priority 5)

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Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>Parents A Community Forum was held on October 3, 2013 seeking input on seven areas of concern related to Conditions of Learning, Pupil Outcomes and Engagement. Those areas were: Nutrition and Fitness, Character Development, Community Engagement, Instruction, Facilities, Enrichment Programs, and Technology. Parents, students, district employees, and community members were encouraged to attend. Participants had the opportunity to comment on the condition of existing school programs as well as make suggestions for future developments. Their comments were collected on posters centered upon the seven selected areas. Informational meetings were held for the School Board, School Site Council (SSC), Parent Teacher Organization (PTO), and both certificated and classified. Surveys of parents were conducted by the School Site Council on four occasions: September 3, 2013, October 1, 2013, March 5, 2014, and April 17, 2014. Using an on-line survey method encouraged high survey participation by parents. Data was tallied, graphed and analyzed prior to the drafting of this document.</p> <p>Community The Community Forum included community stakeholders and their input. Due to the small size of this single school district, the LCFF/LCAP development was shouldered by existing organizations (Board of Trustees, School Site Council, Parent Teacher Organization and Trinidad Teachers Association) rather than establishing a separate committee for this purpose. Participants of the above organization were provided opportunities to ask questions, receive clarification, and provide input on the plan. Participants of the above organization were provided opportunities to ask questions, receive clarification, and provide input on the plan. Initial drafts were considered at Open Sessions of the Board and School Site Council and were posted on the website for comment.</p> <p>Staff Informational meetings were held for certificated staff members and a</p>	<p>Input gathered from District stakeholders as indicated under “Involvement Process” resulted in the following local priorities being identified (clustered according to state priorities):</p> <p>Conditions of Learning</p> <p>CL1) Access to the core curriculum and current adopted materials (including Common Core) CL2) Enrichment provided through project-based learning and challenging curriculum CL3) Enhanced health and wellness CL4) Access to computers, wireless technology, and electronic resources CL5) Grades K-3 class size reduction CL6) Provide professional development opportunities for both classified and certificated staff CL7) Safe and well-maintained facilities</p> <p>Pupil Outcomes</p> <p>PO1) Support for English Language Arts development PO2) Reading intervention program in primary grades PO3) Student preparation for high school and college through accelerated math challenges PO4) Integration of arts and technology with academics</p>

District-wide meeting for classified employees prior to finalization of the LCAP draft. Presentations regarding LCFF and LCAP occurred at these meetings and input to the plan was encouraged and documented. Meetings with local bargaining units were scheduled and members were consulted regarding the content of this document.

Public Hearing and Governing Board Authorization

A public hearing was held on April 17, 2014 and an LCAP blog page was made available on the District website where concerns and comments could be tabulated and considered. A second public hearing was held on May 8, 2014, and the Draft document was posted on the District website together with an input form for stakeholders to use on-line. Changes to the LCAP suggested by stakeholders were reviewed and incorporated at Board of Trustee public meetings. On June 12, 2014 the LCAP was presented to the Governing Board at a public hearing along with the presentation of the 2014-15 budget. The Board conducted a final public hearing on June 19, 2014 for final approval of both the LCAP and the 2014-15 budget, at which time the Board approved the final draft of the Local Control Accountability Plan and the District adopted budget. The Final Board-approved Local Control Accountability Plan is now posted on the District website

PO5) Improved academic outcomes for target groups

Engagement

- E1) Reduce rate of out-of-district transfers for middle school students
- E2) Create a welcoming environment for all families and celebrate diverse cultures
- E3) Communicate regularly, explicitly, and use numerous methods for delivery
- E4) Improve attendance rate and reduce tardy rate
- E5) Involve parents in their child’s education and support them with training and volunteer opportunities
- E6) Provide engaging extra-curricular activities
- E7) Provide conflict mediation and anti-bullying education

Existing	Assessments and	State Priorities
LEA Plan	Stakeholder Data Regarding 8 LCAP State Priorities	Priority 1 – Basic Goals: 1, 2, 4
Title 1 School – Wide Plan and Single Plan for Student Achievement	California Standards Test -CST CAASPP- SBAC	Priority 2 – Implementation of Standards Goals: 1, 3, 4, 5, 6
District Technology Plan	Smarter Balanced Assessment Consortium - SBAC	Priority 3 - -Parent Involvement Goals: 4, 7
Master Schedules	California English Language	Priority 4 – Pupil Achievement

	Teacher Lesson Plans	Teacher Collaboration Professional Development	Goals: 4, 5, 6
	School Safety Plan	School Accountability Report Cards - SARC	Priority 5 – Pupil Engagement Goals: 1, 7
	Title I Services Plan	Resource and Title I Assessments	Priority 6 – School Climate Goals: 2, 7
	SELPA Plan	Facilities Inspection Tool -	Priority 7 – Course Access Goals: 3
		CA Physical Fitness Test	Priority 8 – Other Pupil Outcomes Goals: 5, 6
		Parent/Teacher/Student Surveys	
<p>Annual Update: On Tuesday, September 16th 2014 the District hosted a Community Forum and Family Bar-B-Que. Our previous LCAP goals were transferred on to posters and displayed around our Multi-purpose room. Each goal was labeled with columns, progress towards goal was one heading ,goal met was another, and needed improvement toward goal was another. Parents, community members, students, and staff walked around with markers adding comments to each poster adding individual feedback and observations from personal observations over the past year’s educational experience. This was a heavily attended community event with rich conversation corresponding to the direction the District was heading in relation to the LCAP and the stated community/district goals.</p>	<p>Annual Update: The Board of trustees took the data from the Community Forum and transferred the remarks onto a spreadsheet carefully collecting the data and presenting back to the community through these primary source documents and summaries. The data has been shared numerous times at separate venues including; several School Site Council meetings and sub-committee meetings, School Board meetings, Staff Collaborations. On Monday, April 27th 2015 these results were once again shared at a Community Forum/Round Table discussion with the TUSD Board of Trustees, Staff, PTO, Trinidad School Education Foundation and community. Once again the community gave valued feedback which was recorded and added to the annual LCAP update for the Trinidad Union School District. The posters that were displayed at our Community Forum/Round Table discussion with the TUSD Board of Trustees for open comment have been displayed once again in our Multi-Purpose room for on-going community feedback through the draft process.</p>		

	<p>The Trinidad School Site Council approved the district LCAP at their meeting held on 6/10/15 certifying that the Trinidad Union School District LCAP meets Title I requirements for our Schoolwide plan and Single Plan for Student Achievement.</p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

<p>GOAL:</p>	<p>Goal #1 Instruction Trinidad Union School District will support student academic achievement through; focused ELA/Math CCSS professional development opportunities, class size reduction, providing CCSS aligned curriculum, resources and teaching strategies, and working with students and parents to improve overall attendance and chronic absentee/ tardy rates.</p>	<p>Related State and/or Local Priorities: 1x 2x 3__ 4x 5x 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify <u>CL1,CL5,CL,6,PO1,PO2,PO3</u></p>
<p>Identified Need:</p>	<p>Instructional strategies need to be more closely aligned to CCSS, 90% of Math Instructional Strategies are currently aligned to CCSS and 80% of English/Language Arts Instructional Strategies are currently aligned with CCSS. Current Chronic absenteeism rate is at 3% and needs to be lower.</p>	
<p>Goal Applies to:</p>	<p>Schools: Trinidad Elementary Applicable Pupil Subgroups: All</p>	
<p>LCAP Year 1: 2015-16</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p style="text-align: center;"><u>Metric</u></p> <ul style="list-style-type: none"> -Personnel records -Coursework units and/or participation data -Audit of teacher units of study - Instructional materials - chronic tardiness/ absenteeism will be tracked using CALPADS, principals' logs and District student information programs. 	<p style="text-align: center;"><u>Outcome</u></p> <ul style="list-style-type: none"> -All Core subject Teachers will have the designation of being highly qualified -Certificated Professional Development will be available at in-service trainings and staff collaborations throughout the year - % of Instructional strategies that are aligned to CCSS will increase at least 2% each year until 100% of the curriculum is aligned to CCSS -All students will have sufficient instructional materials - Annually we will increase attendance by .05% (currently at 93.16%) and reduce % of chronic absenteeism by .25%(currently at 3%) and maintain a 0% dropout rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Teacher Professional Development:</p> <p>Certificated teachers will be offered professional development opportunities on ELA/Math Common Core State Standards.</p>	<p>District – Wide/School -Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>(cost - \$500). LCFF Base Grant</p>
<p>Class size:</p> <p>Students in grades K-8 will be offered instruction in classrooms with a reduced student to staff ratio per LCFF.</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>OB 1100- \$439,413 OB 2105- \$94,230 OB 3000- \$73,363 OB 3400- \$117,371</p>
<p>Alignment:</p> <p>Students will be offered ELA/Math instruction that is aligned to the Common Core State Standards through CCSS aligned textbooks and curriculum.</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>OB 4310- \$4,725</p>
<p>Chronic Absenteeism: - Students identified to be chronically absent will have several intervention opportunities to include: meetings with the principal and with parents, School Board Hearings, SARB Letter/Hearing. Proactive opportunity measures will include Attendance awards for positive attendance improvements, both individual and by groupings such as class.</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>Chronic Absenteeism: (cost \$500)LCFF Base Grant</p>

<p>GOAL:</p>	<p>Goal #1 Instruction Trinidad Union School District will support student academic achievement through; focused ELA/Math CCSS professional development opportunities, class size reduction, providing CCSS aligned curriculum, resources and teaching strategies, and working with students and parents to improve overall attendance and chronic absentee/ tardy rates.</p>		<p>Related State and/or Local Priorities: 1x 2x 3__ 4x 5x 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify <u>CL1,CL5,CL,6,PO1,PO2,PO3</u></p>
<p>Identified Need:</p>	<p>Instructional strategies need to be more closely aligned to CCSS, 90% of Math Instructional Strategies are currently aligned to CCSS and 80% of English/Language Arts Instructional Strategies are currently aligned with CCSS. Current Chronic absenteeism rate is at 3% and needs to be lower.</p>		
<p>Goal Applies to:</p>	<p>Schools: Trinidad Elementary Applicable Pupil Subgroups: All</p>		
<p>LCAP Year 2: 2016-17</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p style="text-align: center;"><u>Metric</u></p> <ul style="list-style-type: none"> -Personnel records -Coursework units and/or participation data -Audit of teacher units of study - Instructional materials - chronic absenteeism and middle school drop out rate will be tracked using CALPADS, principals' logs and District student 	<p style="text-align: center;"><u>Outcome</u></p> <ul style="list-style-type: none"> -All Core subject Teachers will have the designation of being highly qualified -Certificated Professional Development will be available at in-service trainings and staff collaborations throughout the year - % of Instructional strategies that are aligned to CCSS will increase at least 2% each year until 100% of the curriculum is aligned to CCSS --All students will have sufficient instructional materials 	

	information programs.	- Annually we will increase attendance by .05% and reduce % of chronic absenteeism by .25% and maintain a 0% dropout rate	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Teacher Professional Development:</p> <p>Certificated teachers will be offered professional development opportunities on ELA/Math Common Core State Standards.</p>	District – Wide/School -Wide	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	(cost - \$500). LCFF Base Grant
<p>Class size:</p> <p>Students in grades K-8 will be offered instruction in classrooms with a reduced student to staff ratio per LCFF.</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	OB 1100-\$439,413 OB 2105-\$94,230 OB 3000-\$73,363 OB 3400-\$117,371
<p>Alignment:</p> <p>Students will be offered ELA/Math instruction that is aligned to the Common Core State Standards through CCSS aligned textbooks and curriculum.</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	OB 4310-\$4,725
<p>Chronic Absenteeism: - Students identified to be chronically absent will have several intervention opportunities to include: meetings with the principal and with parents, School Board Hearings, SARB Letter/Hearing. Proactive opportunity measures will include Attendance awards for positive attendance improvements, both individual and by groupings such as class.</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	Chronic Absenteeism: (cost \$500)LCFF Base Grant

<p>GOAL:</p>	<p>Goal #1 Instruction Trinidad Union School District will support student academic achievement through; focused ELA/Math CCSS professional development opportunities, class size reduction, providing CCSS aligned curriculum, resources and teaching strategies, and working with students and parents to improve overall attendance and chronic absentee/ tardy rates.</p>		<p>Related State and/or Local Priorities: 1x 2x 3__ 4x 5x 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify <u>CL1,CL5,CL,6,PO1,PO2,PO3</u></p>
<p>Identified Need:</p>	<p>Instructional strategies need to be more closely aligned to CCSS, 90% of Math Instructional Strategies are currently aligned to CCSS and 80% of English/Language Arts Instructional Strategies are currently aligned with CCSS. Current Chronic absenteeism rate is at 3% and needs to be lower.</p>		
<p>Goal Applies to:</p>	<p>Schools: Trinidad Elementary Applicable Pupil Subgroups: All</p>		
<p>LCAP Year 3: 2017-18</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p style="text-align: center;"><u>Metric</u></p> <ul style="list-style-type: none"> -Personnel records -Coursework units and/or participation data -Audit of teacher units of study - Instructional materials - chronic absenteeism and middle school drop out rate will be tracked using CALPADS, principals' logs and District student 	<p style="text-align: center;"><u>Outcome</u></p> <ul style="list-style-type: none"> -All Core subject Teachers will have the designation of being highly qualified -Certificated Professional Development will be available at in-service trainings and staff collaborations throughout the year - % of Instructional strategies that are aligned to CCSS will increase at least 2% each year until 100% of the curriculum is aligned to CCSS --All students will have sufficient instructional materials 	

	information programs.	- Annually we will increase attendance by .05% and reduce % of chronic absenteeism by .25% and maintain a 0% dropout rate	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Teacher Professional Development:</p> <p>Certificated teachers will be offered professional development opportunities on ELA/Math Common Core State Standards.</p>	District – Wide/School -Wide	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	(cost - \$500). LCFF Base Grant
<p>Class size:</p> <p>Students in grades K-8 will be offered instruction in classrooms with a reduced student to staff ratio per LCFF.</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	OB 1100-\$439,413 OB 2105-\$94,230 OB 3000-\$73,363 OB 3400-\$117,371
<p>Alignment:</p> <p>Students will be offered ELA/Math instruction that is aligned to the Common Core State Standards through CCSS aligned textbooks and curriculum.</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	OB 4310-\$4,725
<p>Chronic Absenteeism: - Students identified to be chronically absent will have several intervention opportunities to include: meetings with the principal and with parents, School Board Hearings, SARB Letter/Hearing. Proactive opportunity measures will include Attendance awards for positive attendance improvements, both individual and by groupings such as class.</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	Chronic Absenteeism: (cost \$500)LCFF Base Grant

GOAL:	Goal #2 Facilities Trinidad Union School District will provide safe clean facilities and learning environments for all students, staff and community members.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: Specify <u>CL7</u>	
Identified Need:	Deferred Maintenance, Facilities updates and improvements are on-going and needed for our aging campus.		
Goal Applies to:	Schools: Trinidad Elementary		
	Applicable Pupil Subgroups: All		
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<u>Metric</u> FACILITIES INSPECTION TOOL RCEA energy audit	<u>Outcome</u> Per F.I.T. metric , Maintain facilities in good repair Determine efficient energy use options and upgrades for District energy consumption	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
- repair and upgrades will be facilitated for playground structures, and grass fields at designated site	District – Wide/School -Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Def. Mtnce. \$ 4,000

<p>- Specific classrooms will be painted per F.I.T. needs assessment.</p>	<p>District – Wide/School -Wide</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>Def. Mtnce. \$ 3,500</p>
<p>- Efficient energy consumption appliances and upgrades will be made from outcome of RCEA energy audit recommendations</p>	<p>District – Wide/School -Wide</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>(Prop 39) \$ 25,663</p>
<p>GOAL:</p>	<p>Goal #2 Facilities Trinidad Union School District will provide safe clean facilities and learning environments for all students, staff and community members.</p>		<p>Related State and/or Local Priorities: 1 <u>X</u> 2 3__ 4 5 6 <u>X</u> 7__ 8__ COE only: 9__ 10__ Local: Specify <u>CL7</u></p>
<p>Identified Need:</p>	<p>Deferred Maintenance, Facilities updates and improvements are on-going and needed for our aging campus.</p>		
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Trinidad Elementary ----- Applicable Pupil Subgroups: All</p>	
<p>LCAP Year 2: 2016-17</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p><u>Metric</u> FACILITIES INSPECTION TOOL RCEA energy audit</p>	<p><u>Outcome</u> Per F.I.T. metric , Maintain facilities in good repair Determine efficient energy use options and upgrades for District energy consumption</p>	
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

- repair and upgrades will be facilitated for playground structures, and grass fields at designated site	District – Wide/School -Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Def. Mtnce. \$ 4,000
- Specific classrooms will be painted per F.I.T. needs assessment.	District – Wide/School -Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Def. Mtnce. \$ 3,500
- Efficient energy consumption appliances and upgrades will be made from outcome of RCEA energy audit recommendations	District – Wide/School -Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	(Prop 39) \$ 25,663

GOAL:	Goal #2 Facilities Trinidad Union School District will provide safe clean facilities and learning environments for all students, staff and community members.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: Specify <u>CL7</u>
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Identified Need:	Deferred Maintenance, Facilities updates and improvements are on-going and needed for our aging campus.
Goal Applies to:	Schools: Trinidad Elementary Applicable Pupil Subgroups: All

LCAP Year 3: 2017-18		
Expected Annual Measurable Outcomes:	<p style="text-align: center;">Metric</p> FACILITIES INSPECTION TOOL RCEA energy audit	<p style="text-align: center;">Outcome</p> Per F.I.T. metric , Maintain facilities in good repair Determine efficient energy use options and upgrades for District energy consumption

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
- repair and upgrades will be facilitated for playground structures, and grass fields at designated site	District – Wide/School -Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Def. Mtnce. \$ 4,000
- Specific classrooms will be painted per F.I.T. needs assessment.	District – Wide/School -Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Def. Mtnce. \$ 3,500
- Efficient energy consumption appliances and upgrades will be made from outcome of RCEA energy audit recommendations	District – Wide/School -Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	(Prop 39) \$ 25,663

GOAL:	Goal #3			
	Enrichment programs/Course of Study			
The Trinidad Union School District will ensure all students have access to a broad course of study which includes instruction aligned to CCSS, Arts, Music and Drama, Gardening, P.E., Marine Science, Spanish instruction and access to field trip opportunities.		Related State and/or Local Priorities: 1_ 2X 3__ 4__ 5__ 6__ 7X 8__ COE only: 9__ 10__ Local: Specify <u>CL2,CL3, ,PO4,E1,E4,E6</u>		
Identified Need:	A broad course of study which includes CCSS aligned curriculum and instruction, along with enrichment opportunities is needed to meet all learners academic achievement goals.			
Goal Applies to:	Schools:	Trinidad Elementary		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	<u>Metric</u>	<u>Outcome</u>		
	(Metric: Teacher lesson plans and records).	All Students, including those with disabilities, have access to a broad course of academic study that includes CCSS aligned curriculum and instruction.		
	(Metric: Course and activity offerings).	Students have access to enrichment, project-based learning and health and wellness activities.		
	(Metric: Teacher lesson plans and records).	Students receive the minimum number of physical education minutes outlined in Board Policy.		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>100% of classes will continue instruction using the District's new Spanish language Scope and Sequence.</p>	<p>District – Wide/School -Wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>TSEF (Foundation) \$ 1,000</p>
<p>All grade levels will continue to receive arts, nutrition, fitness and science enrichment programs aligned with goals determined by teacher and parent surveys.</p>	<p>District – Wide/School -Wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>RS 0000 OB 4310- \$ 5,000</p>
<p>Physical education equipment for all grades will continue to be purchased per teacher and student surveys.</p>	<p>District – Wide/School -Wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Base Grant \$ 1,000</p>

<p>GOAL:</p>	<p>Goal #3 Enrichment programs/Course of Study The Trinidad Union School District will ensure all students have access to a broad course of study which includes instruction aligned to CCSS, Arts, Music and Drama, Gardening, P.E., Marine Science, Spanish instruction and access to field trip opportunities.</p>	<p>Related State and/or Local Priorities: 1_ 2X 3__ 4__ 5__ 6__ 7X 8__ COE only: 9__ 10__ Local: Specify <u>CL2,CL3, PO4,E1,E4,E6</u></p>
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Identified Need: A broad course of study which includes CCSS aligned curriculum and instruction, along with enrichment opportunities is needed to meet all learners academic achievement goals.

Goal Applies to: Schools: Trinidad Elementary
Applicable Pupil Subgroups: All

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p align="center">Metric</p> <p>(Metric: Teacher lesson plans and records).</p>	<p align="center">Outcome</p> <p>All students, including those with disabilities, have access to a broad course of academic study that includes CCSS aligned</p>
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	<p>(Metric: Course and activity offerings).</p> <p>(Metric: Teacher lesson plans and records).</p>	<p>curriculum and instruction.</p> <p>Students have access to enrichment, project-based learning and health and wellness activities.</p> <p>Students receive the minimum number of physical education minutes outlined in Board Policy.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
100% of classes will continue instruction using the District's new Spanish language Scope and Sequence.	District – Wide/School -Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	TSEF (Foundation) \$ 1,000
All grade levels will continue to receive arts, nutrition, fitness and science enrichment programs aligned with goals determined by teacher and parent surveys.	District – Wide/School -Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	RS 0000 OB 4310- \$ 5,000
Physical education equipment for all grades will continue to be purchased per teacher and student surveys.	District – Wide/School -Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Base Grant \$ 1,000

GOAL:	Goal #3	Related State and/or Local Priorities: 1_ 2 <u>X</u> 3__ 4__ 5__ 6__ 7 <u>X</u> 8__ COE only: 9__ 10__
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	Enrichment programs/Course of Study	
	The Trinidad Union School District will ensure all students have access to a broad course of study which includes instruction aligned to CCSS, Arts, Music and Drama, Gardening, P.E., Marine Science, Spanish instruction and access to field trip opportunities.	Local: Specify <u>CL2,CL3, ,PO4,E1,E4,E6</u>

Identified Need: A broad course of study which includes CCSS aligned curriculum and instruction, along with enrichment opportunities is needed to meet all learners academic achievement goals.

Goal Applies to: Schools: Trinidad Elementary
 Applicable Pupil Subgroups: All

LCAP Year 3: 2017-18

	<u>Metric</u>	<u>Outcome</u>
Expected Annual Measurable Outcomes:	(Metric: Teacher lesson plans and records).	All students, including those with disabilities, have access to a broad course of academic study that includes CCSS aligned curriculum and instruction. Students have access to enrichment, project-based learning and health and wellness activities. Students receive the minimum number of physical education minutes outlined in Board Policy.
	(Metric: Course and activity offerings).	
	(Metric: Teacher lesson plans and records).	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
100% of classes will continue instruction using the District's new Spanish language Scope and Sequence.	District – Wide/School -Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	TSEF (Foundation) \$ 1,000

<p>All grade levels will continue to receive arts, nutrition, fitness and science enrichment programs aligned with goals determined by teacher and parent surveys.</p>	<p>District – Wide/School -Wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>RS 0000 OB 4310- \$ 5,000</p>
<p>Physical education equipment for all grades will continue to be purchased per teacher and student surveys.</p>	<p>District – Wide/School -Wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Base Grant \$ 1,000</p>

<p>GOAL:</p>	<p>Goal #4 Technology The Trinidad Union School District will provide current technology to support student achievement, implementation of Common Core State Standards, and the Smarter Balanced online assessments with embedded Instructional technology.</p>	<p>Related State and/or Local Priorities: 1x 2x 3x 4_ 5_ 6_ 7_ 8_ COE only: 9_ 10_ Local: Specify <u>CL4,PO4</u></p>
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<p>Identified Need:</p>	<p>Technology updates and improvements are needed for continued CCSS and State wide assessments technical support.</p>
<p>Goal Applies to:</p>	<p>Schools: Trinidad Elementary ----- Applicable Pupil Subgroups: All</p>

LCAP Year 1: 2015-16

<p>Expected Annual Measurable Outcomes:</p>	<p align="center">Metric</p> <p>Metric: Bandwidth needs assessment Metric: Student to computer ratio Metric: K-8 Technology Scope and sequence</p>	<p align="center">Outcome</p> <p>Current bandwidth is adequate to support student achievement, CCSS content, parent access, and SBAC testing environment Increased access to electronic resources Students achieve a high level of technology readiness</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District will continue to assess wireless network bandwidth needs yearly to support student achievement with robust technology requirements of CCSS adoptions, SBAC and classroom needs.	District – Wide/School -Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	RS 0000 OB 5800 \$ 2,475
District will continue to purchase technology hardware, software, and licensing to support CCSS and SBAC.	District – Wide/School -Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	OB 4445 OB 4310 \$ 5,600
District will continue to support technology readiness skills of students through Technology Classes and associated staffing.		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	LCFF Supl/Conc \$14,188.88

GOAL:	Goal #4	Related State and/or Local Priorities: 1x 2x 3x 4_ 5_ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify <u>CL4,PO4</u>
	Technology The Trinidad Union School District will provide current technology to support student achievement, implementation of Common Core State Standards, and the Smarter Balanced online assessments with embedded Instructional technology.	

Identified Need:	Technology updates and improvements are needed for continued CCSS and State wide assessments technical support.
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Goal Applies to:	Schools: Trinidad Elementary Applicable Pupil Subgroups: All
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<p align="center">Metric</p> <p>Metric: Bandwidth needs assessment</p> <p>Metric: Student to computer ratio</p> <p>Metric: K-8 Technology Scope and sequence</p>	<p align="center">Outcome</p> <p>Current bandwidth is adequate to support student achievement, CCSS content, parent access, and SBAC testing environment</p> <p>Increased access to electronic resources</p> <p>Students achieve a high level of technology readiness</p>		
<p align="center">Actions/Services</p>		<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>District will continue to assess wireless network bandwidth needs yearly to support student achievement with robust technology requirements of CCSS adoptions, SBAC and classroom needs.</p>		<p>District – Wide/School -Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>RS 0000</p> <p>OB 5800</p> <p>\$ 2,475</p>
<p>District will continue to purchase technology hardware, software, and licensing to support CCSS and SBAC.</p>		<p>District – Wide/School -Wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>OB 4445</p> <p>OB 4310</p> <p>\$ 5,600</p>
<p>District will continue to support technology readiness skills of students through Technology Classes and associated staffing.</p>			<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF</p> <p>Supl/Conc</p> <p>\$14,188.88</p>
<p>GOAL:</p>	<p>Goal #4</p> <p>Technology</p> <p>The Trinidad Union School District will provide current technology to support student achievement, implementation of Common Core State Standards, and the Smarter Balanced online assessments with embedded Instructional technology.</p>		<p>Related State and/or Local Priorities:</p> <p>1x 2x 3x 4_ 5_ 6__ 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local: Specify <u>CL4,PO4</u></p>	
<p>Identified Need:</p>		<p>Technology updates and improvements are needed for continued CCSS and State wide assessments technical support.</p>		

Goal Applies to:		Schools: Trinidad Elementary	Applicable Pupil Subgroups: All	
LCAP Year 3: 2017-18				
Expected Annual Measurable Outcomes:	Metric		Outcome	
	Metric: Bandwidth needs assessment		Current bandwidth is adequate to support student achievement, CCSS content, parent access, and SBAC testing environment	
	Metric: Student to computer ratio		Increased access to electronic resources	
Metric: K-8 Technology Scope and sequence		Students achieve a high level of technology readiness		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
District will continue to assess wireless network bandwidth needs yearly to support student achievement with robust technology requirements of CCSS adoptions, SBAC and classroom needs.		District – Wide/School -Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	RS 0000 OB 5800 \$ 2,475
District will continue to purchase technology hardware, software, and licensing to support CCSS and SBAC.		District – Wide/School -Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	OB 4445 OB 4310 \$ 5,600
District will continue to support technology readiness skills of students through Technology Classes and associated staffing.			<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Supl/Conc \$14,188.88

GOAL:	Goal #5		
	Special Education		
	In order to ensure academic achievement for students with IEPs and 504 plans the Trinidad Union School District will provide specialized academic support through appropriate Staff to Student ratios.	Related State and/or Local Priorities: 1_ 2x 3__ 4x 5x 6__ 7__ 8x COE only: 9__ 10__ Local: Specify <u>CL2,PO1,PO2,PO3,PO5</u>	
Identified Need:	The Trinidad Union School District Resource Program needs to maintain a low student to staff ratio in order to ensure academic achievement for students with IEPs and 504 plans.		
Goal Applies to:	Schools: Trinidad Elementary		
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Metric. Metric: API data, SBAC scores, Federal AYP report, Consolidated application data	Outcome CAASPP academic achievement scores will increase for students with IEPs and 504 plans. We will establish a baseline through Spring 2015 testing data and increase by .05% annually for those individuals not currently at proficiency levels	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Certificated staffing will be maintained providing a low student to teacher ratio for Resource and 504 students.	District – Wide/School -Wide	__ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient <u>X</u> Other Subgroups:(Specify) <u>SWD</u>	RS 3310 RS 6500 RS 3010 \$ 44,072.60

<p>Classified staffing to serve Resource and 504 students will be maintained.</p>	<p>District – Wide/School -Wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other</p> <p>Subgroups: (Specify) _____ SWD _____</p>	<p>Title I Funds RS 3010 \$ 14,223.54</p>
<p>GOAL:</p>	<p>Goal #5 Special Education</p> <p>In order to ensure academic achievement for students with IEPs and 504 plans the Trinidad Union School District will provide specialized academic support through appropriate Staff to Student ratios.</p>	<p>Related State and/or Local Priorities:</p> <p>1_ 2x 3__ 4x 5x 6__ 7__ 8x</p> <p>COE only: 9__ 10__</p> <p>Local: Specify CL2,PO1,PO2,PO3,PO5</p>	
<p>Identified Need:</p>	<p>The Trinidad Union School District Resource Program needs to maintain a low student to staff ratio in order to ensure academic achievement for students with IEPs and 504 plans.</p>		
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Trinidad Elementary</p> <p>-----</p> <p>Applicable Pupil Subgroups: All</p>	
<p>LCAP Year 2: 2016-17</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Metric. Metric: API data, SBAC scores, Federal AYP report</p>	<p>CAASPP academic achievement scores will increase for students with IEPs and 504 plans. We will establish a baseline through Spring 2015 testing data and increase by .05% annually for those individuals not currently at proficiency levels</p>	
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Certificated staffing will be maintained providing a low student to teacher ratio for Resource and 504 students.</p>	<p>District – Wide/School -Wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other</p>	<p>RS 3310 RS 6500 RS 3010 \$ 44,072.60</p>

		Subgroups:(Specify) <u>SWD</u>	
Classified staffing to serve Resource and 504 students will be maintained.	District – Wide/School -Wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>SWD</u>	Title I Funds RS 3010 \$ 14,223.54
GOAL:	Goal #5 Special Education In order to ensure academic achievement for students with IEPs and 504 plans the Trinidad Union School District will provide specialized academic support through appropriate Staff to Student ratios.	Related State and/or Local Priorities: 1_ 2x 3__ 4x 5x 6__ 7__ 8x COE only: 9__ 10__ Local: Specify <u>CL2,PO1,PO2,PO3,PO5</u>	
Identified Need:	The Trinidad Union School District Resource Program needs to maintain a low student to staff ratio in order to ensure academic achievement for students with IEPs and 504 plans.		
Goal Applies to:	Schools: Trinidad Elementary		
	Applicable Pupil Subgroups: All		
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	<u>Metric.</u> Metric: API data, SBAC scores, Federal AYP report	<u>Outcome</u> CAASPP academic achievement scores will increase for students with IEPs and 504 plans. We will establish a baseline through Spring 2015 testing data and increase by .05% annually for those individuals not currently at proficiency levels	
	Actions/Services	Scope of	Pupils to be served within identified scope of
			Budgeted

	Service	service	Expenditures
Certificated staffing will be maintained providing a low student to teacher ratio for Resource and 504 students.	District – Wide/School -Wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____ SWD	RS 3310 RS 6500 RS 3010 \$ 44,072.60
Classified staffing to serve Resource and 504 students will be maintained.	District – Wide/School -Wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) _____ SWD	Title I Funds RS 3010 \$ 14,223.54
GOAL:	Goal #6 School-Wide Title I Support Services To ensure academic achievement for all student groups the Trinidad Union School District will provide increased academic support through School –Wide Title I services.	Related State and/or Local Priorities: 1_ 2x 3__ 4x 5x 6__ 7__ 8x COE only: 9__ 10__ Local: Specify <u>CL2,PO1,PO2,PO3,PO5</u>	
Identified Need:	The Trinidad Union School District has over 40% socio-economically disadvantaged students who are eligible for and need academic support through a School-Wide Title I services model.		
Goal Applies to:	Schools: Trinidad Elementary		
	Applicable Pupil Subgroups: All		
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	Metric Metric: API data, SBAC scores, federal AYP, Consolidated Application data.	CAASPP academic achievement scores will increase for unduplicated counts of student groups. We will establish a baseline through Spring 2015 testing data and increase by .05%	

		annually for those individuals not currently at proficiency levels		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Certificated staffing will be maintained to provide lower student to teacher ratio for Title I services delivery and providing school-wide services to all students.		District – Wide/School -Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Title I RS 3010 \$21,563
Classified staffing to serve School-Wide Title I students will be maintained to provide increased support staff to student ratios		District – Wide/School -Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Title I Funds \$ 14,223.54
GOAL:	Goal #6			Related State and/or Local Priorities: 1_ 2x 3__ 4x 5x 6__ 7__ 8x COE only: 9__ 10__ Local: Specify <u>CL2,PO1,PO2,PO3,PO5</u>
	School-Wide Title I Support Services	To ensure academic achievement for all student groups the Trinidad Union School District will provide increased academic support through School –Wide Title I services.		
Identified Need:	The Trinidad Union School District has over 40% socio-economically disadvantaged students who are eligible for and need academic support through a School-Wide Title I services model.			
Goal Applies to:	Schools:	Trinidad Elementary		
	Applicable Pupil Subgroups:	All		
LCAP Year 2: 2016-17				
Expected Annual Measurable	Metric Metric: API data, SBAC scores, federal AYP, Consolidated Application data.	CAASPP academic achievement scores will increase for unduplicated counts of student groups. We will establish a baseline through Spring 2015 testing data and increase by .05%		

Outcomes:		annually for those individuals not currently at proficiency levels		
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Certificated staffing will be maintained to provide lower student to teacher ratio for Title I services delivery and providing school-wide services to all students.		District – Wide/School -Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Title I RS 3010 \$21,563
Classified staffing to serve School-Wide Title I students will be maintained to provide increased support staff to student ratios		District – Wide/School -Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Title I Funds \$ 14,223.54
GOAL:	Goal #6	Related State and/or Local Priorities:		
	School-Wide Title I Support Services	1_ 2x 3__ 4x 5x 6__ 7__ 8x COE only: 9__ 10__		
	To ensure academic achievement for all student groups the Trinidad Union School District will provide increased academic support through School –Wide Title I services.	Local: Specify <u>CL2,PO1,PO2,PO3,PO5</u>		
Identified Need:	The Trinidad Union School District has over 40% socio-economically disadvantaged students who are eligible for and need academic support through a School-Wide Title I services model.			
Goal Applies to:	Schools:	Trinidad Elementary		
	Applicable Pupil Subgroups:	All		
LCAP Year 3: 2017-18				
Expected Annual Measurable	Metric Metric: API data, SBAC scores, federal AYP, Consolidated Application data.	CAASPP academic achievement scores will increase for unduplicated counts of student groups. We will establish a baseline through Spring 2015 testing data and increase by .05%		

Outcomes:		annually for those individuals not currently at proficiency levels	
Actions/Services		Scope of Service	Pupils to be served within identified scope of service
Certificated staffing will be maintained to provide lower student to teacher ratio for Title I services delivery and providing school-wide services to all students.		District – Wide/School -Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
Classified staffing to serve School-Wide Title I students will be maintained to provide increased support staff to student ratios		District – Wide/School -Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
GOAL:	Goal #7	Related State and/or Local Priorities:	
	School Climate	1_ 2_ 3x 4_ 5x 6x 7__ 8x	
	Families will feel Trinidad Union School District provides a welcoming atmosphere where parents and students are engaged in the educational process.	COE only: 9__ 10__	
		Local: Specify <u>CL3,E2,E3.E5,E7</u>	
Identified Need:	District stakeholders need increased communication regarding district events utilizing a variety of methods and modalities.		
Goal Applies to:	Schools: Trinidad Elementary	-----	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable	Metric: Staff and parent surveys, sign-in sheets at stakeholder	Outcome District stakeholders, including families with SWD, experience	

<p>Outcomes:</p>	<p>decision making events</p> <p>Metric: Discipline referral data, Suspension/Expulsion data, anti-bullying program records.</p> <p>Metric: California Healthy Kids Survey</p> <p>Metric: Rate of prof. dev. participation re: supervision of students by classified staff.</p>	<p>increased communication utilizing a variety of methods. A baseline will be established in year 1 and an increase of .25% in years 2 and 3.</p> <p>Maintain zero expulsions and less than 10% suspensions</p> <p>Develop a baseline Year 1 and an increase in student feelings of engagement.</p> <p>Classified professional development opportunities offered on the supervision of students</p>	
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Administration will continue utilizing increased communication modalities in order to maintain parent involvement opportunities examples include; Blackboard Connect automated phone calls, semi-monthly newsletter ,weekly information of school events posted on marquee, Facebook page, and website</p>	<p>District – Wide/School -Wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Base Grant \$ 1,500</p>
<p>Instructional materials for anti-bullying program will be purchased. All classes will receive instruction in this program.</p>	<p>District – Wide/School -Wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Base Grant \$ 500 & Internet resources</p>
<p>District will continue to use the Character Counts materials and provide monthly presentations with character message assembly</p>	<p>District – Wide/School -Wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Base Grant \$500</p>

<p>All classified staff will receive prof. dev. re; student supervision and support</p>	<p>District – Wide/School -Wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Base Grant \$ 0 Provided by Dist/HCOE/JPA</p>
<p>The district will increase Certificated Staffing in order to accomplish the District goals of anti-bullying, peer mediation, and restorative justice education</p>	<p>District – Wide/School -Wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Base Grant \$ 5346</p>

<p>GOAL:</p>	<p>Goal #7 School Climate Families will feel Trinidad Union School District provides a welcoming atmosphere where parents and students are engaged in the educational process.</p>	<p>Related State and/or Local Priorities: 1_ 2_ 3x 4_ 5x 6x 7__ 8x COE only: 9__ 10__ Local: Specify <u>CL3,E2,E3,E5,E7</u></p>
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<p>Identified Need:</p>	<p>District stakeholders need increased communication regarding district events utilizing a variety of methods and modalities.</p>
<p>Goal Applies to:</p>	<p>Schools: Trinidad Elementary Applicable Pupil Subgroups: All</p>

<p>LCAP Year 2: 2016-17</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Metric: Staff and parent surveys, sign-in sheets at stakeholder decision making events Metric: Discipline referral data, Suspension/Expulsion data, anti-bullying program records.</p>	<p>Outcome District stakeholders, including families with SWD experience increased communication utilizing a variety of methods. A baseline will be established in year 1 and an increase of .25% in years 2 and 3. Maintain zero expulsions and less than 10% suspensions</p>

	<p>Metric: California Healthy Kids Survey</p> <p>Metric: Rate of prof. dev. participation re: supervision of students by classified staff.</p>	<p>Develop a baseline Year 1 and an increase in student feelings of engagement.</p> <p>Classified professional development opportunities offered on the supervision of students</p>	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Administration will continue utilizing increased communication modalities in order to maintain parent involvement opportunities examples include; Blackboard Connect automated phone calls, semi-monthly newsletter ,weekly information of school events posted on marquee, Facebook page, and website</p>	<p>District – Wide/School -Wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Base Grant \$ 1,500</p>
<p>Instructional materials for anti-bullying program will be purchased. All classes will receive instruction in this program.</p>	<p>District – Wide/School -Wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Base Grant \$ 500 & Internet resources</p>
<p>District will continue to use the Character Counts materials and provide monthly presentations with character message assembly</p>	<p>District – Wide/School -Wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Base Grant \$500</p>
<p>All classified staff will receive prof. dev. re; student supervision and support</p>	<p>District – Wide/School -Wide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Base Grant \$ 0 Provided by Dist/HCOE/JPA</p>

<p>The district will increase Certificated Staffing in order to accomplish the District goals of anti-bullying, peer mediation, and restorative justice education</p>	<p>District – Wide/School -Wide</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____</p>	<p>LCFF Base Grant \$ 5346</p>
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<p>GOAL:</p>	<p>Goal #7 School Climate Families will feel Trinidad Union School District provides a welcoming atmosphere where parents and students are engaged in the educational process.</p>	<p>Related State and/or Local Priorities: 1_ 2_ 3x 4_ 5x 6x 7__ 8x COE only: 9__ 10__ Local: Specify <u>CL3,E2,E3,E5,E7</u></p>
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<p>Identified Need:</p>	<p>District stakeholders need increased communication regarding district events utilizing a variety of methods and modalities.</p>
<p>Goal Applies to:</p>	<p>Schools: Trinidad Elementary ----- Applicable Pupil Subgroups: All</p>

<p>LCAP Year 3: 2017-18</p>		
<p>Expected Annual Measurable Outcomes:</p>		<p><u>Outcome</u></p>
	<p>Metric: Staff and parent surveys, sign-in sheets at stakeholder decision making events</p>	<p>District stakeholders, including families with SWD experience increased communication utilizing a variety of methods. A baseline will be established in year 1 and an increase of .25% in years 2 and 3.</p>
	<p>Metric: Discipline referral data, Suspension/Expulsion data, anti-bullying program records.</p>	<p>Maintain zero expulsions and less than 10% suspensions</p>
	<p>Metric: California Healthy Kids Survey</p>	<p>Develop a baseline Year 1 and an increase in student feelings of engagement.</p>
	<p>Metric: Rate of prof. dev. participation re: supervision of students by classified staff.</p>	<p>Classified professional development opportunities offered on the supervision of students</p>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Administration will continue utilizing increased communication modalities in order to maintain parent involvement opportunities examples include; Blackboard Connect automated phone calls, semi-monthly newsletter ,weekly information of school events posted on marquee, Facebook page, and website	District – Wide/School -Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Base Grant \$ 1,500
Instructional materials for anti-bullying program will be purchased. All classes will receive instruction in this program.	District – Wide/School -Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Base Grant \$ 500 & Internet resources
District will continue to use the Character Counts materials and provide monthly presentations with character message assembly	District – Wide/School -Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Base Grant \$500
All classified staff will receive prof. dev. re; student supervision and support	District – Wide/School -Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Base Grant \$ 0 Provided by Dist/HCOE/JPA
The district will increase Certificated Staffing in order to accomplish the District goals of anti-bullying, peer mediation, and restorative justice education	District – Wide/School -Wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCFF Base Grant \$ 5346

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	<p>Goal #1 District will support student achievement by providing focused ELA/Math CCSS professional development.</p> <p>District will reduce class size in grades K-3.</p> <p>District will provide CCSS aligned ELA/Math curriculum and resources to students.</p> <p>District will provide certificated algebra instruction.</p> <p>District will work with students and parents to improve overall attendance and chronic absentee or tardy rates.</p> <p>Students identified to be chronically absent will have several interventions to include: meetings with the principal and with parents, School Board Hearing, SARB Letter/Hearing. Proactive measures will include Attendance awards for positive attendance improvements, both individual and by groupings such as class awards or grade level attendance awards</p>			<p>Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5 <u>X</u> 6__ 7__ 8__ COE only: 9__ 10__</p> <p>Local : Specify <u>CL1, CL5, CL6, PO1, PO2, PO3</u></p>
	<p>Local District Priorities CL1, CL5, CL6, PO1, PO2, PO3</p>			
Goal Applies to:	Schools:	Trinidad School		
	Applicable Pupil Subgroups:	All Students		
Expected Annual Measurable Outcomes:	<p style="text-align: center;">Metric</p> <p>Coursework units and/or participation</p> <p>Audit of teacher units of study</p> <p>Purchase of Instructional materials</p>	<p style="text-align: center;">Outcome</p> <p>Teacher Professional Development: 100% of certificated teachers will receive professional development on ELA/Math Common Core State Standards.</p> <p>Alignment: 100% of students will receive ELA/Math instruction that is aligned to the Common Core State Standards</p>	<p style="text-align: center;">Actual Annual Measurable Outcomes:</p> <p>Our entire staff attended and participated in an on-site professional development day which included Common Core State Standards pedagogy and instructional methods as one of the mandatory breakout sessions. This is evidenced by sign-in sheets.</p> <p>At weekly staff collaboration meetings the Trinidad School Staff utilized CCSS adopted Math curriculum purchased by the district to engage in PLC work groups. With the CCSS curriculum purchased best practices and the utilization of technology interface has been a staff development topic.</p> <p>All of our classes are receiving instruction that is aligned to the CCSS as evidenced by the text book adoptions and purchases.</p>	

	<p>Grades K-3 require reduced class size for effective instruction</p> <p>Attendance rate is currently high at 95%. Chronic absenteeism is limited primarily to chronic tardiness (Metric: School attendance and tardy rates).</p>	<p>through CCSS aligned textbooks and curriculum.</p> <p>Algebra: Students in Grade 8 will receive Instruction from certificated teacher.</p> <p>Class size: 100% of student in grades K-3 will receive instruction in classrooms with a reduced student to teacher ratio per LCFF.</p> <p>Attendance: School attendance rate will be maintained at 95% or improved. The number of students with chronic absentee rates will be reduced by 10% Through the use of several interventions to include: meetings with the principal and with parents, School Board Hearing, SARB Letter/Hearing.</p> <p>Proactive measures will include Attendance awards for positive attendance improvements, both individual and by groupings such as class awards or grade level attendance awards</p>		<p>We hired a certificated teacher to perform Algebra instruction with our 8th grade students.</p> <p>All of our K-3 classes are at the required threshold for ADA needed to meet this requirement. As evidenced by attendance records.</p> <p>Our attendance rate is currently <u>93.16%</u> We had a year filled with prolonged illnesses that seemed to cycle through individual classes during the school year.</p> <p>Utilizing direct communication with families and the Administration who were experiencing chronic absenteeism through mainly tardy rates was an effective strategy in getting this sub group of students to school on time. School Board Hearings were not deemed necessary with these individual cases this year but may be utilized in the future along with the SARB Hearings if needed</p> <p>At our monthly character education assemblies attendance awards were given out to individuals with perfect attendance(no tardies) as well as whole class awards who achieved the highest attendance rates per given month</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Teacher Professional Development: 100% of certificated teachers will receive professional development on ELA/Math Common Core State Standards.</p>	<p>Professional Development: Certificated staff will receive CCSS professional development (cost - \$500). CCSS Impl 500 Fund \$ LCFF Base Grant \$ _ _____ LCFF Supl/Conc \$ _ _____</p>	<p>Our entire staff attended and participated in an on-site professional development day which included Common Core State Standards pedagogy and instructional methods as one of the mandatory breakout sessions. This is evidenced by sign-in sheets. At weekly staff collaboration meetings the Trinidad School Staff utilized CCSS adopted Math curriculum purchased by the district to engage in PLC work groups. With the CCSS curriculum purchased best practices and the utilization of technology interface has been a staff development topic.</p>	<p>\$4505.00</p>
<p>Class size: 100% of student in grades K-3 will receive instruction in classrooms with a reduced student to teacher ratio per LCFF.</p>	<p>Class size: K-3 classrooms will have a reduced student to teacher ratio per LCFF (cost - \$0)</p>	<p>All of our classrooms have achieved a reduced student to teacher ratio per LCFF. We have a Teacher and an Instructional Aide in each classroom as well as lower class sizes.</p>	
<p>Alignment: 100% of students will receive ELA/Math instruction that is aligned to the Common Core State Standards through CCSS aligned textbooks and curriculum.</p>	<p>Alignment (Math): District will adopt CCSS aligned math textbooks (cost - \$4,725). CCSS Impl Fund \$ 4,725 LCFF Base Grant \$ _</p>	<p>All of our students received ELA/Math instruction that is aligned to the Common Core State Standards through CCSS aligned textbooks and curriculum.</p>	<p>\$24,920</p>

Algebra: Certificated teacher will provide algebra instruction to students in Grade 8.		LCFF Supl/Conc \$ <u> </u>	We hired a Certificated Algebra instructor to provide algebra instruction to students in Grade 8.		\$4,500
Algebra: Students in Grade 8 will receive Instruction from certificated teacher. LCFF Base Grant \$ 4,500.00 LCFF Supl/Conc \$ <u> </u>					
Scope of service:	District Wide		Scope of service:	District Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Metrics and Outcomes were revised for 15-16, 16-17, and-17-18			

Original GOAL from prior year LCAP:	Goal #2 District will prioritize safety and school maintenance at all school sites in accordance with Facilities Inspection Tool (FIT) and Humboldt County Office of Education Risk Manager assessment. District will prioritize improvements and upgrades to classrooms and student and staff bathrooms.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
	Local District Priorities CL7	
Goal Applies to:	Schools: Trinidad School, All locations on campus Applicable Pupil Subgroups: All Students	

Expected Annual Measurable Outcomes:	<p>Metric F.I.T. guidelines</p> <p>Deferred maintenance record of facilities improvements.</p>	<p>Outcome</p> <p>Specific classrooms will be painted per F.I.T. needs assessment.</p>	Actual Annual Measurable Outcomes:	<p>Specific classrooms were painted per F.I.T. needs assessment.</p>
	<p>Deferred maintenance record of facilities improvements</p>	<p>Per F.I.T. metric , repair and upgrade will be facilitated for playground structures, blacktop playgrounds, and grass fields at designated sites</p> <p>An energy audit will be performed for more efficient use of energy resources and corresponding funding.</p>		<p>Per F.I.T. metric , repair and upgrade were facilitated for playground structures, blacktop playgrounds, and grass fields at designated sites</p> <p>An energy audit was performed for more efficient use of energy resources and corresponding funding.</p>

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Per F.I.T. metric , repair and upgrade will be facilitated for playground structures, blacktop playgrounds, and grass fields at designated sites	Repair/upgrade kindergarten bathrooms LCFF Base Grant \$ _ LCFF Supl/Conc\$ _ Def. Mtnce. \$ 4,000	Repairs and upgrades were facilitated for playground structures, blacktop playgrounds, and grass fields at designated sites.	\$4,000
Specific classrooms, bathrooms and school facilities will be upgraded and repaired per F.I.T. needs assessment.	Paint classrooms 1- 6, 9 CCSS Impl Fund \$ _____ LCFF Base Grant \$ _ LCFF	Specific classrooms, bathrooms and school facilities were upgraded and repaired per F.I.T. needs assessment.	

<p>An energy audit will be performed for more efficient use of energy resources and corresponding funding.</p>	<p>Supl/Conc \$ Def. Mtnce. \$ 3,500</p> <p>Campus wide energy audit CCSS Impl Fund \$ LCFF Base Grant \$ LCFF Supl/Conc \$ Other (Prop 39) \$ 25,663</p>	<p>An energy audit was performed for more efficient use of energy resources.</p>	<p>\$7135</p> <p>Campus wide energy audit CCSS Impl Fund \$ LCFF Base Grant \$ LCFF Supl/Conc \$ Other (Prop 39) \$ 5,000</p>
<p>Scope of service:</p>	<p>District Wide</p>	<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of</p>		<p>Metrics and Outcomes were revised for 15-16, 16-17, and-17-18</p>	

reviewing past progress and/or changes to goals?	
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Original GOAL from prior year LCAP:	<p>Goal #3 District will provide a broad course of study that includes all subject areas applicable to K-8 students.</p> <p>District will provide and expand programs such as: Artist-in-Residence, music, Spanish, gardening, fitness and marine science.</p> <p>Physical education equipment will be upgraded to support high fitness level in all grades.</p> <p style="text-align: right;">Local District Priorities CL2, CL3, PO4, E1, E4, E6</p>	Related State and/or Local Priorities: 1__ 2_X 3__ 4__ 5__ 6__ 7_X 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Trinidad School	Applicable Pupil Subgroups: All Students
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Expected Annual Measurable Outcomes:	<p style="text-align: center;">Metric</p> Teacher lesson plans and records Course and activity offering Teacher lesson plans and records	<p style="text-align: center;">Outcome</p> 100% of classes will begin instruction using the District's new Spanish language Scope and Sequence. All grade levels will receive arts, nutrition, fitness and science enrichment programs aligned with goals determined by teacher and parent surveys. Physical education equipment for grades 4-8 will be purchased per teacher and student surveys.	Actual Annual Measurable Outcomes:	100% of classes have begun instruction using the District's new Spanish language Scope and Sequence. All grade levels are receiving arts, nutrition, fitness and science enrichment programs aligned with goals determined by teacher and parent surveys. Physical education equipment for grades 4-8 will was purchased per teacher and student surveys
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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
100% of classes will begin instruction using the District's new Spanish language Scope and Sequence.	A Spanish language Scope and Sequence will be implemented in all classes K-8 (cost - \$0). CCSS Impl Fund \$ LCFF Base Grant \$ LCFF Supl/Conc \$_ Foundation \$1000	All classes have begun instruction using the District's new Spanish language Scope and Sequence.	\$0 using a free program www.Duolingo
All grade levels will receive arts, nutrition, fitness and science enrichment programs aligned with goals determined by teacher and parent surveys.	Physical and earth science materials purchased at all grade levels (cost - \$5,000). CCSS Impl Fund \$ LCFF Base Grant \$_ LCFF Supl/Conc \$ Inst. Mat. Fund \$ 5,000	All grade levels are receiving arts, nutrition, fitness and science enrichment programs aligned with goals determined by teacher and parent surveys.	Inst. Materials fund 4310 \$ 5,000

Physical education equipment for all grades will be purchased per teacher and student surveys.		Physical education equipment will be inventoried and a plan for purchasing new equipment will be put in place (cost - \$1,000). CCSS Impl Fund \$ _____ LCFF Base Grant \$ 1,000 LCFF Supl/Conc \$ _____ Other \$ _____	Physical education equipment for all grades was purchased per teacher and student surveys.	LCFF Base Grant \$ 1,000
Scope of service:	District Wide	Scope of service:	District Wide	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Metrics and Outcomes were revised for 15-16, 16-17, and-17-18
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Original GOAL from prior year LCAP:	Goal #4 The District will invest in current technology to support student achievement, implementation of Common Core State Standards, and the upcoming Smarter Balanced online assessments	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__
	Local District Priorities CL4, PO4	Local : Specify _____
Goal Applies to:	Schools: Trinidad School Applicable Pupil Subgroups: All Students	

Expected Annual Measurable Outcomes:	Metric Upgrade bandwidth	Outcome District will upgrade wireless network bandwidth to 10 mps to support student achievement with robust technology requirements of CCSS adoptions, SBAC and classroom needs.	Actual Annual Measurable Outcomes:	District has upgraded wireless network bandwidth to 10 mps to support student achievement with robust technology requirements of CCSS adoptions, SBAC and classroom needs.
	Student to computer ratio K-8 Technology Scope and sequence	District will retire and replace all student technology stations more than four years old.		District is still in the process of retiring and replacing all student technology stations more than four years old. This will be a Multi-year on-going replacement strategy.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
District will upgrade wireless network bandwidth to support student achievement with robust technology requirements of CCSS adoptions, SBAC and classroom needs.	District will upgrade wireless network bandwidth to minimum of 10 mps to support student achievement with technology requirements of CCSS adoptions, SBAC and classroom needs (\$2,475). CCSS Impl Fund \$ _____ LCFF \$ 2,475 Other \$ _____	District upgraded wireless network bandwidth to 10mps to support student achievement with robust technology requirements of CCSS adoptions, SBAC and classroom needs.	LCFF Base grant \$ 2,475

<p>District will purchase technology hardware, software, and licensing to support CCSS and SBAC.</p>	<p>District will replace 8 oldest desktop computers in lab, including software and licensing to support CCSS and SBAC (\$5,600). CCSS Impl Fund \$_____ LCFF Base Grant \$ 5,600 LCFF Supl/Conc \$_ Other \$_____</p>	<p>District purchased technology hardware, software, and licensing to support CCSS and SBAC.</p> <p>We are in the process of replacing computers on an on-going rotational basis.</p>	<p>LCFF Base Grant \$ 5,600</p>
<p>Scope of service:</p>	<p>District Wide</p>	<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Metrics and Outcomes were revised for 15-16, 16-17, and-17-18	

Original GOAL from prior year LCAP:	Goal #5 District will provide increased academic support for students with IEPs and 504 plans.		Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5_X 6__ 7__ 8_X COE only: 9__ 10__ Local District Priorities CL2, PO1, PO2, PO3, PO5 Local : Specify _____	
Goal Applies to:	Schools: Trinidad School Applicable Pupil Subgroups:	Resource students 504 students		
Expected Annual Measurable Outcomes:	Metric API data, SBAC scores, federal AYP	Outcome Certificated staffing will be increased by 0.6 F.T.E. providing lower student to teacher ratio for Resource and 504 students. Classified staffing to serve Resource and 504 students will be increased by 0.75 F.T.E. 10% of targeted students will improve state assessment scores by one proficiency level (2013 STAR vs. 2015 SBAC).	Actual Annual Measurable Outcomes:	Certificated staffing was increased providing lower student to teacher ratio for Resource and 504 students. Classified staffing to serve Resource and 504 students was increased . 10% of targeted students will improve state assessment scores by one proficiency level (2013 STAR vs. 2015 SBAC). (Data not yet available)
LCAP Year: 2014-15				

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Certificated staffing will be increased by 0.6 F.T.E. providing lower student to teacher ratio for Resource and 504 students.</p>	<p>Certificated staffing will be increased by 0.6 F.T.E.. (\$44,072.60). CCSS Impl Fund \$ _____ LCFF Base Grant \$ 44,072.60 LCFF Supl/Conc \$ _ Other \$ _____</p>	<p>Certificated staffing was increased by providing lower student to teacher ratio for Resource and 504 students.</p>	<p>\$ LCFF Base Grant \$ 44,072.60</p>
<p>Classified staffing to serve Resource and 504 students will be increased.</p>	<p>Classified staffing to serve Resource and 504 students will be increased by 0.75 F.T.E. (\$14,223.54). CCSS Impl Fund \$ _____ LCFF Base Grant \$ _ LCFF Supl/Conc \$ _____ Title I Funds \$ 14,223.54</p>	<p>Classified staffing to serve Resource and 504 students will be increased.</p>	<p>Title I Funds \$ 14,223.54</p>
<p>Scope of service: District Wide</p>		<p>Scope of service:</p>	
<p>__ALL</p>		<p>__ALL</p>	

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Resource students 504 students</u></p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Resource students 504 students</u></p>	
<p>Additional staffing both Certificated and Classified. In order to decrease staff to student ratios we are expanding our staffing in order to better implement the State Common Core Standards in all grade levels. One way our community has given input on this idea is to create single grade level classrooms instead of combination grade level classrooms. Determination for students not yet at proficient academic achievement thresholds will be reviewed annually by certificated staff and the School Site Council. The use of small groups with push-in and pull-out services facilitated by the increased staffing levels will target academic achievement needs of targeted student groups.</p>	<p>Additional staffing both Certificated and Classified. Annual review of students will be conducted in September. Academically under achieving students will be offered increased services facilitated by the increased staffing model. Pull-out or push-in small group work will be offered. Examples include but are not limited to; 1:1 tutoring, after school homework clubs, small group work in alternative setting facilitated by a staff member to increase understanding of</p>	<p>Additional staffing both Certificated and Classified. In order to decrease staff to student ratios we are expanding our staffing in order to better implement the State Common Core Standards in all grade levels. One way our community has given input on this idea is to create single grade level classrooms instead of combination grade level classrooms. Determination for students not yet at proficient academic achievement thresholds will be reviewed annually by certificated staff and the School Site Council. The use of small groups with push-in and pull-out services facilitated by the increased staffing levels targeted academic achievement needs of targeted student groups.</p>	<p>RS 0000 RS 1400 \$46,000</p>

<p>EL Services (Materials): We are beginning to use a new CCS based Spanish curriculum for the 2014-15 academic year. English learner teaching materials and staffing will be adjusted and increased with the enrollment of any such individuals (Note: There are currently zero English learners on campus at this time).</p>	<p>assigned work, peer coaching/mentoring study groups, peer editing, sharing learning opportunities in a digital environment.</p> <p>EL Services (Materials): ELA materials will be purchased upon enrollment of any eligible students.</p> <p>EL Services (Staff Development): PD provided as necessary for certificated and classified staff.</p> <p>Foster Youth: Assign liaison duties to RST/Title I teacher and Counselling staff.</p> <p>Funding: Supp/Sp.Con funds \$89,653</p>	<p>EL Services (Materials): We have been using a new CCSS based Spanish curriculum for the 2014-15 academic year. (Duolingo)English learner teaching materials and staffing was not adjusted or increased with the enrollment of no such individuals enrolling in our District during this school year (Note: There are currently zero English learners on campus at this time).</p>	<p>Supp/Sp.Con funds \$0</p>
<p>Scope of service:</p>	<p>District Wide</p>	<p>Scope of service:</p>	
<p>__ALL</p>		<p>__ALL</p>	

OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Metrics and Outcomes were revised for 15-16, 16-17, and-17-18	

Original GOAL from prior year LCAP:	Goal #6 District will provide increased academic support for targeted student groups.		Related State and/or Local Priorities: 1__ 2_ <input checked="" type="checkbox"/> 3__ 4_ <input checked="" type="checkbox"/> 5_ <input checked="" type="checkbox"/> 6__ 7__ 8_ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local District Priorities CL2, PO1, PO2, PO3, PO5 Local : Specify _____
Goal Applies to:	Schools: <u>Trinidad School</u> Applicable Pupil Subgroups:	Native Americans, Title I (socio-economically disadvantaged students)	
Expected Annual Measurable Outcomes:	Metric API data, SBAC scores, federal AYP	Outcome Certificated staffing will be increased by 0.6 F.T.E. providing lower student to teacher ratio for Title I and other targeted students. Classified staffing to serve targeted students will be increased by 0.75 F.T.E.. 10% of targeted students will improve state assessment scores by one proficiency level (2013 STAR vs. 2015 SBAC).	Actual Annual Measurable Outcomes: Certificated staffing was increased providing lower student to teacher ratio for Title I and other targeted students. Classified staffing to serve targeted students will be increased 10% of targeted students will improve state assessment scores by one proficiency level (2013 STAR vs. 2015 SBAC). (Data not available yet)
LCAP Year: 2014-15			

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Certificated staffing will be increased by 0.6 F.T.E. providing lower student to teacher ratio for Title I students and other targeted students.</p>	<p>Certificated staffing will be increased by 0.6 F.T.E. (\$44,072.60). Covered in amount listed in Goal 5 – Certificated Staffing</p>	<p>Certificated staffing was increased providing lower student to teacher ratio for Title I students and other targeted students.</p>	<p>\$44,073</p>
<p>Classified staffing to serve Title I and other targeted students will be maintained at current levels.</p>	<p>Classified staffing to serve targeted students will be increased by 0.75 F.T.E. (14,223.54). Covered in amount listed in Goal 5 – Classified Staffing.</p> <p>Funding source: LCFF special concentration and supplemental grant \$</p>	<p>Classified staffing to serve Title I and other targeted students will be maintained at current levels.</p>	<p>\$14,223</p>
<p>Scope of service:</p>	<p>District Wide</p>	<p>Scope of service:</p>	
<p><u> </u>ALL</p>		<p><u> </u>ALL</p>	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Native Americans, Title I (socio-economically disadvantaged students)</u>		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Native Americans, Title I (socio-economically disadvantaged students)</u>	
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The District is moving to a Schoolwide Title I services instead of targeted services in order to address the academic achievement needs of all learners. Metrics and Outcomes were revised for 15-16, 16-17, and 17-18 .		

Original GOAL from prior year LCAP:	<p>Goal #7 District administration and staff will use multiple methods and venues to communicate with families, creating a welcoming atmosphere, and engaging parents and students in the educational process.</p> <p>District will educate students, parents, and staff on the adverse effects of bullying, and will develop a plan for reducing incidents of disruption and harassment.</p> <p>District will assure that classified staff are highly trained in the area of student supervision and support.</p> <p style="text-align: right;">Local District Priorities CL3, E2, E3,E5, E7</p>	Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X 7__ 8_X COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:		Schools: Trinidad School		
		Applicable Pupil Subgroups:	All Students	
Expected Annual Measurable Outcomes:	Metric Improve Communicataion - Staff and parent surveys	Outcome Parent Involvement: Through electronic and other communication methods, the number of parents attending school-wide events will increase over 2013-14 (per sign-in sheets).	Actual Annual Measurable Outcomes:	Parent Involvement through electronic and other communication methods have increased the number of parents attending school-wide events.
	Discipline referral data, Suspension/Expulsion data, anti-bullying program records	Bullying: District will provide anti-bullying education to all students. Discipline: Discipline referral and suspension rate will decline by 5%.		Bullying: District did provide anti-bullying education to all students Discipline: Discipline referral and suspension rate has declined .
	Rate of prof. dev. participation by classified staff	Classified Professional Development: all classified instructional staff will receive professional development through HCOE in student supervision and support.		Classified Professional Development: classified instructional staff received professional development through HCOE in student supervision and support.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Parent Involvement: Through electronic and other communication methods, the number of parents attending academic events will increase over 2013-14.		Administration will implement weekly communication to increase parent involvement through	Parent Involvement through electronic and other communication methods have increased the number of parents attending school-wide events. As evidenced through sign-in sheets.	

<p>Bullying: District will provide anti-bullying education to 100% of classes.</p> <p>Discipline: Through school wide Character Program instruction, discipline referral and suspension rate will decline by 5%.</p>	<p>Blackboard, newsletter and website (\$1,500). LCFF Base Grant \$ 1,500 LCFF Supl/Conc \$ _</p> <p>Instructional materials for anti-bullying program will be utilized by counselor and all staff an example can be found at http://nobully.org/no-bully-system/solution-team . All classes will receive instruction in this type of program as well as an in-house sportsmanship communication model developed by counselling staff LCFF Base Grant LCFF Supl/Conc \$500</p> <p>District previously purchased</p>	<p>District provided anti-bullying education to all students.</p> <p>Discipline referral and suspension rate has declined .as evidenced by principal logs, student data management system.</p>	<p>LCFF Base Grant \$1500</p> <p>District utilized WWW resources-no cost- as well as an in-house sportsmanship communication model developed by counselling staff</p>
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<p>Classified Professional Development: 100% of classified instructional staff will receive professional development in student supervision and support through HCOE and other resources</p>	<p>Character Counts materials (\$350) and provides monthly presentations with character message (LCFF Base Grant \$_ LCFF Supl/Conc \$500</p> <p>All classified staff will receive prof. dev. re; student supervision and support LCFF Base Grant \$_ LCFF Supl/Conc \$1000</p>	<p>Classified Professional Development: classified instructional staff received professional development through HCOE/JPA in student supervision and support. As evidenced by sign-in sheet.</p>	<p>In house printing costs RS 0000</p> <p>Utilized no cost PD through HCOE,JPA</p>
<p>Scope of service:</p>	<p>District Wide</p>	<p>Scope of service:</p>	
<p><u>X</u>_ALL</p>		<p><u>X</u>_ALL</p>	
<p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>		<p>OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	

Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We are planning on adding more Certificated Staff Services to address the District need for anti-bullying instruction, and peer conflict mediation training utilizing the principles of restorative justice. Metrics and Outcomes were revised for 15-16, 16-17, and-17-18.		

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$117,772</u>
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For 2015-16

Below is the District’s increase in funds in each LCAP year on the basis of the number and concentration of low income, foster youth, and English language learner pupils pursuant to 5 CCR14596)a)(5). Note that the District has zero (0) EL pupils at this time, and that since all foster youth participate in the FRPL program, the District’s unduplicated count is 104 pupils or 56.52%. Expenditures projected to serve these students is as follows: The District is maintaining additional Teacher staffing which is over and above our core program requirements to ensure lower student to staff ratios in all grade levels and classes, we are also staffing a Computer/Technology Specialist Services Professional in the district, as well as, Instructional Aides in every classroom to support academic achievement.

LCAP Year	Certificated Staffing		Classified Staffing		Targeted Students: Materials, Tech and Prof. Dev.	LCFF Funding Incl. Conc. & Suppl. Grants
	F.T.E.	Expenditure	F.T.E.	Expenditure		
2015-16	1.0	\$67,966	4.09	\$87,772	\$10,000	\$165,738

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

9.73	%		
<u>For 2015-16</u>			
<p>Trinidad Union School District, a single school district, serves low income and foster youth students, but at this time has no English Language Learners. Over the course of the LCAP years 2015-16, 2016-17, and 2017-18 the District may add English Language learners to our student body. At this time the unduplicated count for low-income, foster youth and EL students is 104 or 56.52%. Additional Services to Targeted Student Groups: The District will maintain certificated and classified staffing in the LCAP year 2015-16 in order to serve unduplicated students identified as low-income, foster youth or EL, and then maintain that level of staffing in the years 2016-17 and 2017-18. In serving such targeted student groups, the District shall meet the minimum proportionality percentage requirement in all LCAP years as follows:</p>			
LCAP Year	Minimum Proportionality Percentage	LCFF Funding Incl. Conc. and Suppl. grants	Expenditures to Serve Targeted Student Groups
2015-16	9.73%	\$106,738	\$165,738
<p>Input by District stakeholders indicates that the most effective strategies to serve low-income students, foster youth and English learners are to: Increase the number of teachers and instructional assistants to provide increased individualized attention for students; reduce multi-grade classrooms in order to provide better grade level aligned instruction in Common Core State Standards; implement certificated Professional Development training related to Common Core State Standards; implement certificated Professional Development training related to effective instruction of English Learners; and implement Professional Development for both certificated and classified staff in regards to multi-cultural sensitivity.</p>			

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

8-22-14 [California Department of Education]