

**Introduction:****TRINIDAD UNION SCHOOL DISTRICT**

The district consists of a single, recently modernized elementary school with an enrollment of approximately 180 students in grades T K-8. Currently, there are 10 full-time teachers in addition to part-time certificated personnel who serve in music, art, speech, counselling and other programs. The district participates in the Class Size Reduction program in grades K-3, and provides instructional aides in every class.

Trinidad Elementary School is known for its high academic standards, and has received recognition as a California Distinguished School. Our students consistently perform above average on California's mandated standardized tests, and Trinidad School ranks high in both the "all schools" and "similar schools" categories. We just finished our first year of the new Smarter Balanced Assessment Consortium (SBAC) test through the California Assessment of Student Performance and Progress system (CAASPP), which is administered mostly online via the Internet. Our students test scores ranked in the top 10 list of Humboldt County Elementary Schools for 2014-15. Once again our students and teachers are upholding the Trinidad Union School District reputation for high academic achievement and performance.

The district is committed to providing enrichment education for all students. All primary classes are given music instruction and upper graders may enroll in instrumental music or choir. An artist-in-residence guides our visual arts program and assists students in building extensive portfolios. Drama instruction is also offered to students in all grades. All classes participate in Marine Activities and Resources Education (MARE), an annual month long study of specific ocean habitats developed by the Lawrence Hall of Science. In addition, students participate in our gardening curriculum which is an extension of our nutrition, wellness and fitness programs.

Students enjoy a warm and welcoming culture led by a creative and devoted staff. Trinidad School offers a supportive community and a very personal educational environment. Community members are encouraged to give input and feedback to the district through surveys and community forum events. This type of community input is essential toward determining district goals and priorities for our LCAP and budget expenditures in meeting the eight state priorities for our district. State priority 9 and 10 are N/A to our district as they relate to COE's only. Currently we have no EL students so those metrics related to EL students are also N/A to our district at this time.

**The following high school metrics are N/A for the K-8 district:**

**High School Graduation Rate**

**High School Dropout rate**

**A-G and CTE completion rates**

**AP results and EAP preparation rate**

**The Trinidad School District Site Council approved the district LCAP certifying that the Trinidad Union School District LCAP meets Title I requirements for our Schoolwide plan and Single Plan for Student Achievement.**

**LEA:** Trinidad Union Elementary  
**Contact:** Matt Malkus, Superintendent , mmalkus@nohum.k12.ca.us, (707)677-3631  
**LCAP Year:** 2016-17

### ***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
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Several Stakeholder and Community Engagement events were accomplished during the 2015-16 school year including;

-Stakeholder/Community Forum on 1/26/16. Posters of each goal were hung up on the walls of our cafeteria for the community to write down their comments. We left the posters up for the following weeks to give access to people who could not attend the event.

-Students were also able to write comments down on these posters over the next weeks in order to obtain their input.

-Staff/Board of Trustee Round Table LCAP Discussion on 2/22/16, The Bargaining unit representatives also attended this meeting.

-Parent /School Site Council LCAP Advisory group meetings on: 9/23/15, 10/27/15, 12/10/15, 2/10/16 and 4/6/16

Due to the feedback from Stakeholder groups and the community engagement feedback we received during and after the specific events held during the 2015-16 school year we were able to make adjustments in some goal areas as recommended by our Stakeholder groups. An example of one change recommended by community members was to incorporate a World Languages Exposure curriculum instead of a Spanish Language scope and sequence district wide. These meetings and the information we received had a direct impact on our planning for the 2016-17 school year. We did make this change to one of our LCAP Goals as recommended by our community stakeholder groups.

<p><b>Annual Update:</b></p> <p>During our annual Stakeholder/Community Forum on 1/26/16, we had large posters with our current LCAP goals hung on the walls. We distributed pens and asked groups and individuals assembled at this community wide event to talk about each goal and write their comments on the posters. We left the posters up for two weeks after the event and invited the community to take the opportunity to write down their comments. This included our student population as well. Individual comments were shown to either agree with current goals as being something to continue to work on or modify. During subsequent meetings which included; Staff/Board of Trustee Round Table LCAP Discussion on 2/22/16, and the Parent /School Site Council LCAP Advisory group meetings on: 9/23/15, 10/27/15, 12/10/15, 2/10/16 and 4/6/16, results of the Community Forum data were discussed and other ideas comments were presented by the participants as well. We also received feedback from end of the year surveys developed by the School Site Council and Teachers. At our annual Ocean House (Open House) surveys were available on-line at a station set up in our Gym and in individual classrooms. A student survey was also administered to our students at the end of the year as an example of student engagement in our LCAP development process. This was done whole class with younger students and on-line with older students in class.</p>	<p><b>Annual Update:</b></p> <p>When we asked for feedback from our Stakeholder groups as to how we were doing in meeting our goals set forth last year for our current year the direct impact on planning for us was really to take a closer look on our goals and desired outcomes. The impact was important as this empowers our Stakeholder groups to also take a closer look at what we set out to do and what we actually accomplished. An example of one change recommended by community members was to incorporate a World Languages Exposure curriculum instead of a Spanish Language scope and sequence district wide. These meetings and the information we received had a direct impact on our planning for the 2016-17 school year. We did make this change to one of our LCAP Goals as recommended by our community stakeholder groups.</p> <p>Overall the stakeholder groups were pleased with our annual goals and the district efforts and progress towards our shared goals as evidenced by the feedback which was written on the posters. These posters along with the comments we received, and a sign-in sheet from the different events are available at our district office as evidence to this affect.</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?

<b>GOAL:</b>	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.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 _6 _7 _8 Local:  Local Priorities include;Basic Services, Implementation of State Standards, Pupil Achievement, and Pupil Engagement.
<b>Identified Need:</b>	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.		
<b>Goal Applies to:</b>	<b>Schools:</b>	Trinidad Elementary	
	<b>Grades:</b>	All	
	<b>Applicable Pupil Subgroups:</b>	All	

LCAP Year 1

**Expected Annual Measurable Outcomes:**

**Metric**

- 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 information programs.
- CAASPP results

**Outcome**

- 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
- CAASPP academic achievement scores will be maintained or increase for all student groups. We established a baseline through Spring 2015 testing data. CAASPP percentages will be maintained or increase by .05% annually for those individuals who have not met or exceeded State Standards.
- A base line of CAASPP scores for all students for the 2014-15 school year is as follows  
54% MET OR EXCEEDED Standards in ELA  
51% MET OR EXCEEDED Standards in Math
- Annually we will maintain a high attendance rate of 90% or higher and maintain a low percentage of chronic absenteeism of 3% or less and maintain a 0% dropout rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Teacher Professional Development:</p> <p>Certificated Professional Development will be available at in-service trainings and staff collaborations throughout the year.</p>	<p>District – Wide/School-Wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>(cost - \$500). LCFF Base Grant object- 5210</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. Additional staffing over our core program requirements is being maintained per stakeholder input through our LCFF grant funding resource as well as our Supplemental Concentration grant funding resource dollars.</p>	<p>District – Wide/School-Wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Resource-LCFF Base Grant Resource-Supplemental Concentration Grant OB 1100-\$468,646 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>District – Wide/School-Wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</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>District                  –                  Wide/School-Wide                  Grades: All</p>	<p>X All                  -----                  _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless                  _ Other</p>	<p>Chronic Absenteeism: (cost \$500)LCFF Base Grant                  object 5800                  object 4310</p>
<p><b>LCAP Year 2</b></p>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b><u>Metric</u></b></p> <ul style="list-style-type: none"> <li>- Personnel records</li> <li>- Coursework units and/or participation data</li> <li>- Audit of teacher units of study</li> <li>- Instructional materials</li> <li>-CAASPP results</li> <li>- Chronic absenteeism and middle school drop out rate will be tracked using CALPADS, principals' logs and District student information programs.</li> </ul> <p><b><u>Outcome</u></b></p> <ul style="list-style-type: none"> <li>- All Core subject Teachers will have the designation of being highly qualified</li> <li>- Certificated Professional Development will be available at in-service trainings and staff collaborations throughout the year</li> <li>- % of Instructional strategies that are aligned to CCSS will increase at least 2% each year until 100% of the curriculum is aligned to CCSS</li> <li>- All students will have sufficient instructional materials</li> <li>-CAASPP academic achievement scores will be maintained or increase for all student groups. We established a baseline through Spring 2015 testing data. CAASPP percentages will be maintained or increase by .05% annually for those individuals who have not met or exceeded State Standards.</li> <li>- A base line of CAASPP scores for all students for the 2014-15 school year is as follows</li> <li>54% MET OR EXCEEDED Standards in ELA</li> <li>51% MET OR EXCEEDED Standards in Math</li> <li>- Annually we will maintain a high attendance rate of 90% or higher and maintain a low percentage of chronic absenteeism of 3% or less and maintain a 0% dropout rate</li> </ul>		
	<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>

<p>Teacher Professional Development:</p> <p>- Certificated Professional Development will be available at in-service trainings and staff collaborations throughout the year</p>	<p>District – Wide/School-Wide</p> <p>Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>(cost - \$500). LCFF Base Grant object-5210</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>District – Wide/School-Wide</p> <p>Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>OB 1100-\$468,646 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>District – Wide/School-Wide</p> <p>Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</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>District                  –                  Wide/School-Wide                  Grades: All</p>	<p>X All                  -----                  _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless                  _ Other</p>	<p>Chronic Absenteeism: (cost \$500)LCFF Base Grant                  object 5800                  object 4310</p>
<p><b>LCAP Year 3</b></p>			



<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b><u>Metric</u></b></p> <ul style="list-style-type: none"> <li>- Personnel records</li> <li>- Coursework units and/or participation data</li> <li>- Audit of teacher units of study</li> <li>- Instructional materials</li> <li>--CAASPP results</li> <li>- Chronic absenteeism and middle school drop out rate will be tracked using CALPADS, principals' logs and District student information programs.</li> </ul> <p><b><u>Outcome</u></b></p> <ul style="list-style-type: none"> <li>- All Core subject Teachers will have the designation of being highly qualified</li> <li>- Certificated Professional Development will be available at in-service trainings and staff collaborations throughout the year</li> <li>- % of Instructional strategies that are aligned to CCSS will increase at least 2% each year until 100% of the curriculum is aligned to CCSS</li> <li>- All students will have sufficient instructional materials</li> <li>-CAASPP academic achievement scores will be maintained or increase for all student groups. We established a baseline through Spring 2015 testing data. CAASPP percentages will be maintained or increase by .05% annually for those individuals who have not met or exceeded State Standards.</li> <li>- A base line of CAASPP scores for all students for the 2014-15 school year is as follows</li> <li>54% MET OR EXCEEDED Standards in ELA</li> <li>51% MET OR EXCEEDED Standards in Math</li> <li>- Annually we will maintain a high attendance rate of 90% or higher and maintain a low percentage of chronic absenteeism of 3% or less and maintain a 0% dropout rate</li> </ul>		
	<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>

<p>Teacher Professional Development:</p> <p>- Certificated Professional Development will be available at in-service trainings and staff collaborations throughout the year</p>	<p>District – Wide/School- Wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>(cost - \$500). LCFF Base Grant object- 5210</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>District- Wide/School- Wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>OB 1100- \$468,646</p> <p>OB 2105- \$94,230</p> <p>OB 3000- \$73,363</p> <p>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>District – Wide/School- Wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</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>District                  –                  Wide/School-Wide                  Grades: All</p>	<p><input checked="" type="checkbox"/> All                  -----  <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input type="checkbox"/> Other</p>	<p>Chronic Absenteeism: (cost \$500)LCFF Base Grant                  object 5800                  object 4310</p>
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<b>GOAL:</b>	Goal #2 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: X 1 _2 _3 _4 _5 X6 _7 _8 Local:  Related State Priorities: Basic Services, School Climate
<b>Identified Need:</b>	Deferred Maintenance, Facilities updates and improvements are on-going and needed for our aging campus.		
<b>Goal Applies to:</b>	<b>Schools:</b>	Trinidad Elementary	
		Grades: All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	<p><b><u>Metric</u></b></p> <p>FACILITIES INSPECTION TOOL</p> <p>RCEA energy audit</p> <p><b><u>Outcome</u></b></p> <p>Per F.I.T. metric , Maintain facilities in good repair</p> <p>Determine efficient energy use options and begin upgrades for District efficient energy consumption</p>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<p>- repair and upgrades will be facilitated for playground structures, and grass fields at designated site</p>	<p>District – Wide/School- Wide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Def. Mtnce. \$ 4,000  object 5800  object 4310</p>
<p>- Specific classrooms will be painted/re-floored per F.I.T. needs assessment.</p>	<p>District – Wide/School- Wide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Def. Mtnce. \$ 15,000  object 5800  object 4310</p>
<p>- Efficient energy consumption appliances and upgrades will be made from outcome of RCEA energy audit recommendations</p>	<p>District – Wide/School- Wide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>(Prop 39) \$ 25,663  object 5800</p>
<p><b>LCAP Year 2</b></p>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b>Metric</b></p> <p>FACILITIES INSPECTION TOOL</p> <p>RCEA energy audit</p> <p><b>Outcome</b></p> <p>Per F.I.T. metric , Maintain facilities in good repair</p> <p>Continue to upgrade to more efficient energy use options and upgrades for District energy consumption</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>- repair and upgrades will be facilitated for playground structures, and grass fields at designated site</p>	<p>District – Wide/School-Wide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Def. Mtnce. \$ 4,000  object 5800  object 4310</p>
<p>- Specific classrooms will be painted/re-floored per F.I.T. needs assessment.</p>	<p>District – Wide/School-Wide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Def. Mtnce. \$ 15,000  object 5800  object 4310</p>

<p>- Efficient energy consumption appliances and upgrades will be made from outcome of RCEA energy audit recommendations</p>	<p>District - Wide/School- Wide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>(Prop 39) \$ 25,663  object 5800</p>
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**LCAP Year 3**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b><u>Metric</u></b>  FACILITIES INSPECTION TOOL  RCEA energy audit  <b><u>Outcome</u></b>  Per F.I.T. metric , Maintain facilities in good repair  Continue efficient energy use upgrades for District energy consumption and complete upgrades</p>
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<p align="center"><b>Actions/Services</b></p>	<p align="center"><b>Scope of Service</b></p>	<p align="center"><b>Pupils to be served within identified scope of service</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>
<p>- repair and upgrades will be facilitated for playground structures, and grass fields at designated site</p>	<p>District- Wide/School- Wide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Def. Maint \$4,000  object 5800  object 4310</p>

<p>- Specific classrooms will be painted/re-floored per F.I.T. needs assessment.</p>	<p>District                  –                  Wide/School-                  Wide                  Grades: All</p>	<p>X All                  -----                  _ Foster Youth _ American Indian or Alaska                  Native _ Hispanic or Latino _ Two or More                  Races _ Low Income Pupils _ Redesignated fluent                  English proficient _ Asian _ Native Hawaiian or                  Pacific Islander _ English Learners _ Black or                  African American _ Filipino _ White _ Students                  with Disabilities _ Homeless                  _ Other</p>	<p>Def.                  Mtnce.                  \$15,000                  object 5800                  object 4310</p>
<p>- Efficient energy consumption appliances and upgrades will be made from outcome of RCEA energy audit recommendations</p>	<p>District                  –                  Wide/School-                  Wide                  Grades: All</p>	<p>X All                  -----                  _ Foster Youth _ American Indian or Alaska                  Native _ Hispanic or Latino _ Two or More                  Races _ Low Income Pupils _ Redesignated fluent                  English proficient _ Asian _ Native Hawaiian or                  Pacific Islander _ English Learners _ Black or                  African American _ Filipino _ White _ Students                  with Disabilities _ Homeless                  _ Other</p>	<p>(Prop 39) \$                  25,663                  object 5800</p>



<b>GOAL:</b>	Goal #3 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, World Languages exposure and access to field trip opportunities.		Related State and/or Local Priorities: _1 X 2 _3 _4 _5 _6 X 7 _8 Local: Implementation of State Standards, Course Access
<b>Identified Need:</b>	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.		
<b>Goal Applies to:</b>	<b>Schools:</b>	Trinidad Elementary Grades: All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	<p><b><u>Metric</u></b></p> <p>(Metric: Teacher lesson plans and records).</p> <p>(Metric: Course and activity offerings).</p> <p>(Metric: Teacher lesson plans and records).</p> <p><b><u>Outcome</u></b></p> <p>All students, including those with disabilities, have access to a broad course of academic study that includes CCSS aligned 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>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<p>100% of classes will receive instruction in World Languages Exposure</p>	<p>District – Wide/School- Wide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>TSEF (Foundation) \$ 1,000  object 5800</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  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</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  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Grant  \$ 1,000  object 4310</p>
<p><b>LCAP Year 2</b></p>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b><u>Metric</u></b></p> <p>(Metric: Teacher lesson plans and records).</p> <p>(Metric: Course and activity offerings).</p> <p>(Metric: Teacher lesson plans and records).</p> <p><b><u>Outcome</u></b></p> <p>All students, including those with disabilities, have access to a broad course of academic study that includes CCSS aligned 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>		
	<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>
<p>100% of classes will continue instruction using the District's World Languages Exposure</p>	<p>District – Wide/School-Wide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>TSEF (Foundation) \$ 1,000  object 5800</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  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</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  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Grant  \$ 1,000  object 4310</p>

**LCAP Year 3**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b><u>Metric</u></b></p> <p>(Metric: Teacher lesson plans and records).</p> <p>(Metric: Course and activity offerings).</p> <p>(Metric: Teacher lesson plans and records).</p> <p><b><u>Outcome</u></b></p> <p>All students, including those with disabilities, have access to a broad course of academic study that includes CCSS aligned 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 receive instruction in Wold Languages Exposure	District – Wide/School-Wide  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	TSEF (Foundation) \$ 1,000  object 5800
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  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	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  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF Base Grant  \$ 1,000  object 4310

<b>GOAL:</b>	Goal #4 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.	Related State and/or Local Priorities: X 1 X 2 X 3 _4 _5 _6 _7 _8 Local: N/A		
<b>Identified Need:</b>	Technology updates and improvements are needed for continued CCSS and State wide assessments technical support.			
<b>Goal Applies to:</b>	<b>Schools:</b>	Trinidad Elementary Grades: All		
	<b>Applicable Pupil Subgroups:</b>	All		
<b>LCAP Year 1</b>				
<b>Expected Annual Measurable Outcomes:</b>	<b>Metric</b>			
	<p>Metric: Bandwidth needs assessment</p> <p>Metric: Student to computer ratio</p> <p>Metric: K-8 Technology Scope and sequence</p>			
<b>Expected Annual Measurable Outcomes:</b>	<b>Outcome</b>			
	<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>			
<b>Actions/Services</b>		<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
<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</p> <p>-----</p> <p>Wide/School-Wide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>RS 0000 OB</p> <p>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  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>OB 4445 OB 4310  \$ 5,600</p>
<p>District will continue to support technology readiness skills of students through Technology Classes and associated staffing.</p>	<p>District – Wide/School- Wide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Supl/Conc \$28,069  object 2255</p>

**LCAP Year 2**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b><u>Metric</u></b>  Metric: Bandwidth needs assessment  Metric: Student to computer ratio  Metric: K-8 Technology Scope and sequence  <b><u>Outcome</u></b>  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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<p align="center"><b>Actions/Services</b></p>	<p align="center"><b>Scope of Service</b></p>	<p align="center"><b>Pupils to be served within identified scope of service</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>
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<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  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>RS 0000 OB 5800 \$ 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  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>OB 4445 OB 4310  \$ 5,600</p>
<p>District will continue to support technology readiness skills of students through Technology Classes and associated staffing.</p>	<p>District – Wide/School-Wide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Supl/Conc \$28,069  object 2255</p>
<p><b>LCAP Year 3</b></p>			



<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b><u>Metric</u></b></p> <p>Metric: Bandwidth needs assessment</p> <p>Metric: Student to computer ratio</p> <p>Metric: K-8 Technology Scope and sequence</p> <p><b><u>Outcome</u></b></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><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></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  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>RS 0000 OB 5800 \$ 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  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>OB 4445 OB 4310 \$ 5,600</p>

<p>District will continue to support technology readiness skills of students through Technology Classes and associated staffing</p>	<p>District          –          Wide/School-          Wide          Grades: All</p>	<p><input checked="" type="checkbox"/> All          -----  <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska          Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More          Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent          English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or          Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or          African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students          with Disabilities <input type="checkbox"/> Homeless  <input type="checkbox"/> Other</p>	<p>LCFF          Supl/Conc          \$28,069          object 2255</p>
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<b>GOAL:</b>	<p>Goal #5 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:          _1 X 2 _3 X 4 X 5 _6 _7 X 8          Local:          Implementation of State Standards,Pupil Achievement,Pupil Engagement,Other pupil Outcomes</p>
<b>Identified Need:</b>	<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>	
<b>Goal Applies to:</b>	<p><b>Schools:</b> Trinidad Elementary  <b>Grades:</b> All</p>	<p><b>Applicable Pupil Subgroups:</b> Students with Disabilities</p>
<p><b>LCAP Year 1</b></p>		

<b>Expected Annual Measurable Outcomes:</b>	<p>Metric: SBAC scores</p> <p>Outcome: CAASPP academic achievement scores will be maintained or increase for students with IEPs and 504 plans. We established a baseline through Spring 2015 testing data. Students will maintain or increase by .05% annually for those individuals who have not met or exceeded State Standards.</p> <p>All students with a reported disability achieved the following base line from the 2015 testing data;</p> <p>English/Language Arts= 31% standard met 19% standard exceeded</p> <p><b><u>50% MET OR EXCEEDED in ELA</u></b></p> <p>Math= 38% standard met 25% standard exceeded</p> <p><b><u>63% MET OR EXCEEDED Standard in Math</u></b></p>
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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  Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other	RS 3310  RS 6500  RS 3010  \$ 44,072.60  object 1133  object 1120



<p>Certificated staffing will be maintained providing a low student to teacher ratio for Resource and 504 students.</p>	<p>District                  –                  Wide/School-Wide                  Grades: All</p>	<p>– All                  -----                  _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless                  _ Other</p>	<p>RS 3310                  RS 6500                  RS 3010                  \$ 44,072.60                  object 1133                  object 1120</p>
<p>Classified staffing to serve Resource and 504 students will be maintained.</p>	<p>District                  –                  Wide/School-Wide                  Grades: All</p>	<p>– All                  -----                  _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless                  _ Other</p>	<p>Title I Funds                  RS 3010 \$                  15,407                  object 1133                  object 1120</p>
<p><b>LCAP Year 3</b></p>			

<b>Expected Annual Measurable Outcomes:</b>	<p>Metric: SBAC scores</p> <p>Outcome:</p> <p>CAASPP academic achievement scores will be maintained or increase for students with IEPs and 504 plans. We established a baseline through Spring 2015 testing data. Students will maintain or increase by .05% annually for those individuals who have not met or exceeded State Standards.</p> <p>All students with a reported disability achieved the following base line from the 2015 testing data;</p> <p>English/Language Arts= 31% standard met 19% standard exceeded</p> <p><b><u>50% MET OR EXCEEDED in ELA</u></b></p> <p>Math= 38% standard met 25% standard exceeded</p> <p><b><u>63% MET OR EXCEEDED Standard in Math</u></b></p>
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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	_ All	RS 3310
	Wide/School-Wide	_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless	RS 6500
		_ Other	RS 3010
			\$ 44,072.60
			object 1133
			object 1120

<p>Classified staffing to serve Resource and 504 students will be maintained.</p>	<p>District                  –                  Wide/School-Wide                  Grades: All</p>	<p>– All                  -----                  _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless                  _ Other</p>	<p>Title I Funds                  RS 3010 \$                  15,407                  object 1133                  object 1120</p>
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<b>GOAL:</b>	Goal #6 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 X 2 _3 X 4 X 5 _6 _7 X 8 Local: N/A		
<b>Identified Need:</b>	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.			
<b>Goal Applies to:</b>	<b>Schools:</b>	Trinidad Elementary Grades: All		
	<b>Applicable Pupil Subgroups:</b>	All		
<b>LCAP Year 1</b>				
<b>Expected Annual Measurable Outcomes:</b>	<p><u>Metric</u></p> <p>Metric: API data, SBAC scores, federal AYP, Consolidated Application data.</p> <p><u>Outcome:</u></p> <p>-CAASPP academic achievement scores will be maintained or increase for all student groups. We established a baseline through Spring 2015 testing data. CAASPP percentages will be maintained or increase by .05% annually for those individuals who have not met or exceeded State Standards.</p> <p>- A base line of CAASPP scores for all students for the 2014-15 school year is as follows</p> <p>54% MET OR EXCEEDED Standards in ELA</p> <p>51% MET OR EXCEEDED Standards in Math</p>			
<b>Actions/Services</b>		<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
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  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Title I RS 3010 \$21,563  object 1133

<p>Classified staffing to serve School-Wide Title I students will be maintained to provide increased support staff to student ratios</p>	<p>District – Wide/School-Wide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Title I Funds \$ 15,407 object 2105</p>
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**LCAP Year 2**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><u><b>Metric</b></u>  Metric:  API data, SBAC scores, federal AYP, Consolidated Application data.  Outcome:  -CAASPP academic achievement scores will be maintained or increase for all student groups. We established a baseline through Spring 2015 testing data. CAASPP percentages will be maintained or increase by .05% annually for those individuals who have not met or exceeded State Standards.  - A base line of CAASPP scores for all students for the 2014-15 school year is as follows  54% MET OR EXCEEDED Standards in ELA  51% MET OR EXCEEDED Standards in Math</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>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.</p>	<p>District – Wide/School-Wide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Title I RS 3010 \$21,563 object 1133</p>

<p>Classified staffing to serve School-Wide Title I students will be maintained to provide increased support staff to student ratios</p>	<p>District – Wide/School-Wide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Title I Funds \$ 15,407 object 2105</p>
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**LCAP Year 3**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><u><b>Metric</b></u>  Metric:  API data, SBAC scores, federal AYP, Consolidated Application data.  Outcome:  -CAASPP academic achievement scores will be maintained or increase for all student groups. We established a baseline through Spring 2015 testing data. CAASPP percentages will be maintained or increase by .05% annually for those individuals who have not met or exceeded State Standards.  - A base line of CAASPP scores for all students for the 2014-15 school year is as follows  54% MET OR EXCEEDED Standards in ELA  51% MET OR EXCEEDED Standards in Math</p>
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<p align="center"><b>Actions/Services</b></p>	<p align="center"><b>Scope of Service</b></p>	<p align="center"><b>Pupils to be served within identified scope of service</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>
<p>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.</p>	<p>District – Wide/School-Wide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Title I RS 3010 \$21,563 object 1133</p>

<p>Classified staffing to serve School-Wide Title I students will be maintained to provide increased support staff to student ratios</p>	<p>District                  –                  Wide/School-Wide                  Grades: All</p>	<p><input checked="" type="checkbox"/> All                  -----  <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input type="checkbox"/> Other</p>	<p>Title I Funds \$                  15,407                  object 2105</p>
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<b>GOAL:</b>	Goal #7 Families will feel Trinidad Union School District provides a welcoming atmosphere where parents and students are engaged in the educational process.		Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 _7 X 8 Local: Parent Involvement, Pupil Engagement, School Climate, Other Pupil Outcomes
<b>Identified Need:</b>	District stakeholders need communication regarding district events utilizing a variety of methods and modalities.		
<b>Goal Applies to:</b>	<b>Schools:</b>	Trinidad Elementary	
		Grades: All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	<p>Metric: Trinidad Staff produced surveys for parents and students, sign-in sheets at stakeholder decision making events</p> <p>Metric: Discipline referral data, Suspension/Expulsion data, anti-bullying program records.</p> <p>Metric: Rate of prof. dev. participation re: supervision of students by classified staff.</p> <p><b>Outcome</b></p> <p>Communication with District stakeholders, including families with SWD will be maintained utilizing a variety of methods.</p> <p>Maintain zero expulsions and less than 10% suspensions</p> <p>Develop a baseline Year 1 and maintain or increase student feelings of engagement.</p> <p>Classified professional development opportunities offered on the supervision of students</p>		
	<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>
			<b>Budgeted Expenditures</b>

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  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF Base Grant  \$ 1,500  object 5800
Instructional materials for anti-bullying program will be purchased. All classes will receive instruction in this program.	District – Wide/School- Wide  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF Base Grant \$ 500  & Internet resources  object 4310
District will continue to use the Character Counts materials and provide monthly presentations with character message assembly	District – Wide/School- Wide  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF Base Grant \$500  object 4310
All classified staff will receive prof. dev. re; student supervision and support	District – Wide/School- Wide  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	LCFF Base Grant \$ 0  Provided by Dist/HCOE/JPA

<p>The district will maintain Certificated Staffing in order to accomplish the District goals of anti-bullying, peer mediation, and restorative justice education</p>	<p>District – Wide/School- Wide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Grant \$ 5346</p>
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**LCAP Year 2**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Metric: Trinidad Staff produced surveys for parents and students, sign-in sheets at stakeholder decision making events</p> <p>Metric: Discipline referral data, Suspension/Expulsion data, anti-bullying program records.</p> <p>Metric: Rate of prof. dev. participation re: supervision of students by classified staff.</p> <p><b><u>Outcome</u></b></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>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>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<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  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Grant  \$ 1,500  object 5800</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  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Grant \$ 500  &amp; Internet resources  object 4310</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  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Grant \$500  object 4310</p>
<p>All classified staff will receive prof. dev. re; student supervision and support</p>	<p>District – Wide/School- Wide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Grant \$ 0  Provided by Dist/HCOE/JPA</p>



<p>The district will maintain Certificated Staffing in order to accomplish the District goals of anti-bullying, peer mediation, and restorative justice education</p>	<p>District – Wide/School- Wide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Grant \$ 5346</p>
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**LCAP Year 3**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>Metric: Trinidad Staff produced surveys for parents and students, sign-in sheets at stakeholder decision making events</p> <p>Metric: Discipline referral data, Suspension/Expulsion data, anti-bullying program records.</p> <p>Metric: Rate of prof. dev. participation re: supervision of students by classified staff.</p> <p><b>Outcome</b></p> <p>Communication with District stakeholders, including families with SWD will be maintained utilizing a variety of methods.</p> <p>Maintain zero expulsions and less than 10% suspensions</p> <p>Develop a baseline Year 1 and maintain or increase student feelings of engagement.</p> <p>Classified professional development opportunities offered on the supervision of students</p>
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<p align="center"><b>Actions/Services</b></p>	<p align="center"><b>Scope of Service</b></p>	<p align="center"><b>Pupils to be served within identified scope of service</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>
<p>TUSD 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  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Grant  \$ 1,500  object 5800</p>

<p>Instructional materials for anti-bullying program will be purchased and/or reproduced from WWW sources. All classes will receive instruction in this program.</p>	<p>District – Wide/School- Wide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Grant \$ 500  &amp; Internet resources  object 4310</p>
<p>District will continue to use the Character Counts curriculum and provide monthly presentations with character message assembly</p>	<p>District – Wide/School- Wide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Grant \$ 500  object 4310</p>
<p>All classified staff will be offered prof. dev. re; student supervision and support</p>	<p>District – Wide/School- Wide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Grant \$ 0  Provided by Dist/HCOE/JPA</p>
<p>The district will maintain Certificated Staffing in order to accomplish the District goals of anti-bullying, peer mediation, and restorative justice education</p>	<p>District – Wide/School- Wide  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base Grant \$ 5346</p>

## 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?

<b>Original Goal from prior year LCAP:</b>	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.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 _6 _7 _8 Local:
Goal Applies to:	Schools:	Trinidad Elementary Grades: All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Metric:	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>- All Core subject Teachers have the designation of being highly qualified as evidenced by the Credentials and higher educational degrees and course work being held by each individual.</li> <li>- Certificated Professional Development was available at in-service trainings and staff</li> </ul>
	<ul style="list-style-type: none"> <li>-Personnel records</li> <li>- Coursework units and/or participation data</li> <li>- Audit of teacher units of study</li> </ul>		

	<ul style="list-style-type: none"> <li>- Instructional materials</li> <li>- chronic tardiness/ absenteeism will be tracked using CALPADS, principals' logs and District student information programs.</li> <li>Outcome:</li> <li>- All Core subject Teachers will have the designation of being highly qualified</li> <li>- 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</li> <li>- All students will have sufficient instructional materials</li> <li>- 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</li> </ul>	<p>collaborations throughout the year as evidenced by the sign-in sheets of our two staff development days at the beginning of our school year. Our entire staff was also afforded the opportunity to attend the Science Common Core Curriculum Conference in Sacramento this last fall. Each and every Monday we have an early release for students so that our teaching staff can meet in grade level PLC groups or whole group on alternating weeks to vertically align the curriculum offerings throughout the grade spans in our district.</p> <p>-87 % of Instructional strategies are aligned to CCS this increased at least 2% this year helping us in meeting our on-going target of 100% of the curriculum aligning to CCS</p> <p>- A base line of CAASPP scores for all students for the 2014-15 school year is as follows</p> <p>54% MET OR EXCEEDED Standards in ELA</p> <p>51% MET OR EXCEEDED Standards in Math</p> <p>- All students have sufficient instructional materials aligned to state standards as evidenced by our Williams Act reporting documents and procedures.</p> <p>- We increased attendance by more than our goal of a .05% increase (currently at 94.05% last year was 93.16%) however we didn't reduce % of chronic absenteeism by .25%(last year we were at 3% currently we are 9% ) we did maintain a 0% dropout rate. These numbers will change as we are using figures from April with two months of attendance left in the current school year.</p>
<b>LCAP Year: 2015-16</b>		
<b>Planned Actions/Services</b>	<b>Actual Actions/Services</b>	

		Budgeted Expenditures			Estimated Actual Annual Expenditures
Certificated teachers will be offered professional development opportunities on ELA/Math Common Core State Standards.		(cost - \$500). LCFF Base Grant	Certificated teachers were offered professional development opportunities on ELA/Math Common Core State Standards.		(cost - \$1593.00). LCFF Base Grant/General Fund  object 5210
<b>Scope of service:</b>	District –Wide/School-Wide Grades: All		Scope of service:	District-Wide/School-Wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Students in grades K-8 will be offered instruction in classrooms with a reduced student to staff ratio per LCFF.		OB 1100-\$439,413 OB 2105-\$94,230 OB 3000-\$73,363 OB 3400-\$117,371	Students in grades K-8 were offered instruction in classrooms with a reduced student to staff ratio per LCFF.		OB 1100-\$472,541 OB 2105-\$86,008 OB 3000-\$73,363 OB 3400-\$119,733  General Fund / Supplemental Concentration

<b>Scope of service:</b>	District –Wide/School-Wide Grades: All		Scope of service:	District –Wide/School-Wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Students will be offered ELA/Math instruction that is aligned to the Common Core State Standards through CCSS aligned textbooks and curriculum.		OB 4310-\$4,725	Students were offered ELA/Math instruction that is aligned to the Common Core State Standards through CCSS aligned textbooks and curriculum.		OB 4310-\$4,725  General Fund
<b>Scope of service:</b>	District –Wide/School-Wide Grades: All		Scope of service:	District –Wide/School-Wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>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>Chronic Absenteeism: (cost \$500)LCFF Base Grant</p>	<p>Students who are identified to be chronically absent are currently at 9%. This equals 20 students currently. All of these students received one or more interventions. Intervention opportunities include:daily phone calls to families with absent students, attendance letters home to students and parents,meetings with the principal and with parents, School Board Hearings, SARB Letter/Hearing. Proactive opportunity measures included Attendance awards for positive attendance improvements, both individual and by groupings such as class. We have given out positive attendance awards each month at our Character education assemblies equalling well over 100 individual awards and 8 classroom awards for good attendance.</p>	<p>Chronic Absenteeism: (cost \$500) LCFF Base Grant/General fund</p>
<p><b>Scope of service:</b></p>	<p>District –Wide/School-Wide Grades: All</p>		<p>Scope of service:</p>	<p>District –Wide/School-Wide Grades: All</p>
<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p><b>What changes in actions, servcices, and expenditures</b></p>		<p>The following change will be; adding this outcome from last year (below) as an action for the following years instead of using it as an outcome....</p> <p>- Certificated Professional Development will be available at in-service trainings and staff collaborations throughout the year</p>		

<b>Original Goal from prior year LCAP:</b>	Goal #2 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: X 1 _2 _3 _4 _5 X6 _7 _8 Local:	
Goal Applies to:	Schools:	Trinidad Elementary Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Metric:	Actual Annual Measurable Outcomes:	RCEA energy audit was completed as evidenced by the prepared document	
	Outcome:		Per F.I.T. metric, we maintained facilities in good repair as evidenced by the completed F.I.T document	
	Per F.I.T. metric, Maintain facilities in good repair		Determined efficient energy use options and upgrades for District energy consumption through the help of our Prop 39 contractor as evidenced by the recommendation document submitted by RCEA.	
	Determine efficient energy use options and upgrades for District energy consumption			
<b>LCAP Year: 2015-16</b>				
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>	
		<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
Repair and upgrades will be facilitated for playground structures, and grass fields at designated site		Def. Maintenance. \$ 4,000	Repaired and upgraded playground structures, and grass fields at designated site	Def. Maintenance. \$ 654
<b>Scope of service:</b>	District –Wide/School-Wide Grades: All		Scope of service:	District –Wide/School-Wide Grades: All



X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
- Specific classrooms will be painted per F.I.T. needs assessment.		Def. Maintenance \$ 3,500	- Specific classrooms were painted per F.I.T. needs assessment.		Def. Maintenance \$ 3,500
<b>Scope of service:</b>	District –Wide/School-Wide Grades: All		Scope of service:	District –Wide/School-Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
- Efficient energy consumption appliances and upgrades will be made from outcome of RCEA energy audit recommendations		(Prop 39) \$ 25,663	On-going, efficient energy consumption appliances and upgrades are being made from outcome of the RCEA energy audit recommendations		(Prop 39) \$ 4,876
<b>Scope of service:</b>	District –Wide/School-Wide Grades: All		Scope of service:	District –Wide/School-Wide Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p><b>What changes in actions, servivces, and expenditures</b></p>	<p>No Changes</p>	

<p><b>Original Goal from prior year LCAP:</b></p>	<p>Goal #3 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:  <input type="checkbox"/>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 Local:</p>
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Goal Applies to:	Schools: Trinidad Elementary Grades: All		
	Applicable Pupil Subgroups:		All
Expected Annual Measurable Outcomes:	<p>Metric:</p> <p>(Metric: Teacher lesson plans and records).</p> <p>(Metric: Course and activity offerings).</p> <p>(Metric: Teacher lesson plans and records).</p> <p>Outcome:</p> <p>All Students, including those with disabilities, have access to a broad course of academic study that includes CCSS aligned 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>	Actual Annual Measurable Outcomes:	<p>All Students, including those with disabilities, had access to a broad course of academic study that includes CCSS aligned curriculum and instruction.</p> <p>Students had access to enrichment, project-based learning and health and wellness activities.</p> <p>Students received the minimum number of physical education minutes outlined in Board Policy.</p>
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
100% of classes will continue instruction using the District's new Spanish language Scope and Sequence.	TSEF (Foundation) \$ 1,000	100% of classes did not continue instruction using the District's new Spanish language Scope and Sequence because it was decided to change this action to a broader action of 100% of classes will receive exposure to world languages	LCFF Base Grant \$ 0  (On-going and still in development)

<b>Scope of service:</b>	District –Wide/School-Wide Grades: All		<b>Scope of service:</b>	District –Wide/School-Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
All grade levels will continue to receive arts, nutrition, fitness and science enrichment programs aligned with goals determined by teacher and parent surveys.		RS 0000 OB 4310- \$ 5,000	All grade levels continued to receive arts, nutrition, fitness and science enrichment programs aligned with goals determined by teacher and parent surveys.		RS 0000/1100 OB 4310- \$ 5,000  General Fund/ Lottery and Instructional Supplies
<b>Scope of service:</b>	District –Wide/School-Wide Grades: All		<b>Scope of service:</b>	District –Wide/School-Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Physical education equipment for all grades will continue to be purchased per teacher and student surveys.		LCFF Base Grant \$ 1,000	Physical education equipment for all grades continued to be purchased per teacher and student surveys.		LCFF Base Grant \$ 229
<b>Scope of service:</b>	District –Wide/School-Wide Grades: All		Scope of service:	District –Wide/School-Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
<b>What changes in actions, servivces, and expenditures</b>	The District is moving away from a Spanish Language Scope and Sequence and Transitioning to a new goal of "World Language Exposure" across the grade levels.  LCFF Base Grant \$ 2,500				

<b>Original Goal from prior year LCAP:</b>	Goal #4 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.		Related State and/or Local Priorities: X 1 X 2 X 3 _4 _5 _6 _7 _8 Local:
Goal Applies to:	Schools: Trinidad Elementary Grades: All		
	Applicable Pupil Subgroups:		All
Expected Annual Measurable Outcomes:	<p>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>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>	Actual Annual Measurable Outcomes:	<p>We have Current bandwidth which is adequate to support student achievement, CCSS content, parent access, and SBAC testing environment evidenced by our successful completion of the SBAC and daily access to the internet for student instruction and parent communication.</p> <p>We Increased access to electronic resources as evidenced by the additional purchase of computers, tablets and wifi access bringing more devices on-line for student use in the classroom and in a lab environment.</p> <p>Students achieved a high level of technology readiness as evidenced through teacher evaluation of students work.</p>
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
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.	RS 0000 OB 5800 \$ 2,475	District assessed wireless network bandwidth needs this year and supported student achievement with robust technology requirements of CCSS adoptions, SBAC and classroom needs.	RS 0000 OB 4453 \$4011.23  General Fund/Other Technology

<b>Scope of service:</b>	District –Wide/School-Wide Grades: All		Scope of service:	District –Wide/School-Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
District will continue to purchase technology hardware, software, and licensing to support CCSS and SBAC.		OB 4445 OB 4310 \$ 5,600	District purchased technology hardware, software, and licensing to support CCSS and SBAC	OB 4445 \$ 10,884  Cumputer Fund	
<b>Scope of service:</b>	District –Wide/School-Wide Grades: All		Scope of service:	District –Wide/School-Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
District will continue to support technology readiness skills of students through Technology Classes and associated staffing.		LCFF Supl/Conc \$14,188.88	District continued to support technology readiness skills of students through Technology Classes and associated staffing which was increased to 1.0 FTE.	LCFF Supl/Conc \$24,435	

<b>Scope of service:</b>	District –Wide/School-Wide Grades: All		<b>Scope of service:</b>	District –Wide/School-Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
<b>What changes in actions, services, and expenditures</b>	We added FTE staffing in Technology to now equal 1.0 FTE				

<b>Original Goal from prior year LCAP:</b>	Goal #5 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 X 2 _3 X 4 X 5 _6 _7 X 8 Local:
Goal Applies to:	Schools: Trinidad Elementary Grades: All	
	Applicable Pupil Subgroups: Students with Disabilities	



Expected Annual Measurable Outcomes:	<p>Metric:</p> <p>Metric: API data, SBAC scores, Federal AYP report, Consolidated application data</p> <p>Outcome:</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>	Actual Annual Measurable Outcomes:	<p>CAASPP academic achievement baseline scores were established for students with IEPs and 504 plans through Spring 2015 testing data. There is no comparison data yet until 2016 results are released, this is anticipated in late 2016 or early 2017.</p> <p>All students with a reported disability achieved the following base line from the 2015 testing data;</p> <p>English/Language Arts= 31% standard met 19% standard exceeded</p> <p><b><u>50% MET OR EXCEEDED in ELA</u></b></p> <p>Math= 38% standard met 25% standard exceeded</p> <p><b><u>63% MET OR EXCEEDED Standard in Math</u></b></p>
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
Certificated staffing will be maintained providing a low student to teacher ratio for Resource and 504 students.	<p>RS 3310</p> <p>RS 6500</p> <p>RS 3010</p> <p>\$ 44,072.60</p>	We implemented a low student to teacher ratio as evidenced through maintenance of staffing numbers of one teacher and instructional aide per grade level.	<p>RS 3310-Special ED</p> <p>RS 6500-Special ED</p> <p>RS 3010-Title 1</p> <p>\$ 47,974.32</p>

<b>Scope of service:</b>	District –Wide/School-Wide Grades: All		Scope of service:	We will maintain a low student to teacher ratio. Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Classified staffing to serve Resource and 504 students will be maintained.		Title I Funds RS 3010 \$ 14,223.54	Classified staffing to serve Resource and 504 students was maintained as is evidenced by current staffing numbers.		Title I Funds RS 3010 \$ 14,774.45
<b>Scope of service:</b>	District –Wide/School-Wide Grades: All		Scope of service:	District –Wide/School-Wide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<b>What changes in actions, services, and expenditures</b>	This goal's outcome will be changed to ; CAASPP academic achievement scores will increase or be maintained at current achievement levels by students with IEPs and 504 plans. We will establish a baseline through Spring 2015 testing data and increase by .05% or above annually for those individuals not currently at proficiency levels
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<b>Original Goal from prior year LCAP:</b>	Goal #6 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 X 2 _3 X 4 X 5 _6 _7 X 8 Local:	
Goal Applies to:	Schools:	Trinidad Elementary Grades: All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Metric: Metric: API data, SBAC scores, federal AYP, Consolidated Application data.  Outcome: 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	Actual Annual Measurable Outcomes:	2016 CAASPP academic achievement scores when published will show this data, an increase for unduplicated counts of student groups is expected. We established a baseline through Spring 2015 testing data and will maintain or increase by at least .05% annually for those individuals not currently at proficiency levels.  - A base line of CAASPP scores for all students (school wide Title I) for the 2014-15 school year is as follows  54% MET OR EXCEEDED Standards in ELA  51% MET OR EXCEEDED Standards in Math	
<b>LCAP Year: 2015-16</b>				
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>	
		<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
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.		Title I RS 3010 \$21,563	Certificated staffing was maintained to provide lower student to teacher ratio for Title I services delivery and providing school-wide services to all students.	Title I RS 3010 \$28,784.58
<b>Scope of service:</b>	District –Wide/School-Wide Grades: All		Scope of service: District –Wide/School-Wide Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Classified staffing to serve School-Wide Title I students will be maintained to provide increased support staff to student ratios		Title I Funds \$14,223.54	Classified staffing to serve School-Wide Title I students was maintained to provide increased support staff to student ratios		Title I Funds \$14,774.45
<b>Scope of service:</b>	District –Wide/School-Wide Grades: All		Scope of service:	District –Wide/School-Wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
<b>What changes in actions, servivces, and expenditures</b>	We haven't seen the comparison data yet, there are no changes to report.				

<b>Original Goal from prior year LCAP:</b>	Goal #7 Families will feel Trinidad Union School District provides a welcoming atmosphere where parents and students are engaged in the educational process.	Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 _7 X 8 Local:
Goal Applies to:	Schools: Trinidad Elementary Grades: All	

	Applicable Pupil Subgroups:	All
<p>Expected Annual Measurable Outcomes:</p>	<p>Metric:                      Metric: Staff and parent surveys, sign-in sheets at stakeholder decision making events</p> <p>Metric: Discipline referral data, Suspension/Expulsion data, anti-bullying program records.</p> <p>Metric: California Healthy Kids Survey Metric: Rate of prof. dev. participation re: supervision of students by classified staff.</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.</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>Actual Annual Measurable Outcomes:</p> <p>District stakeholders, including families with Students With Disabilities, experienced an increase in communication utilizing a variety of methods including but not limited to; semi-monthly newsletter, weekly teacher newsletters, teacher e-mails regarding current events, automated phone calls and automated text messages through our "blackboard connect" auto dialer program, and weekly messages on our our marquee in front of the school. As evidenced through a baseline data comparison collected through a module of our "blackboard connect" auto dialer software program.</p> <p>Maintained zero expulsions and less than 10% suspensions as evidenced by our student management software system</p> <p>Developed a baseline in Year 1 and an increase in student feelings of engagement has not been determined yet. The healthy kids survey and/or staff made survey is planned to be given to students later this year.</p> <p>Classified professional development opportunities were offered this last fall by HCOE on the supervision of students</p>

LCAP Year: 2015-16					
Planned Actions/Services		Actual Actions/Services			
		Budgeted Expenditures			Estimated Actual Annual 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		LCFF Base Grant \$ 1,500	Administration continued utilizing increased communication modalities in order to maintain parent involvement opportunities examples included; Blackboard Connect automated phone calls, semi-monthly newsletter ,weekly information of school events posted on marquee, Facebook page, and website		LCFF Base Grant \$ 1,500
<b>Scope of service:</b>	District –Wide/School-Wide Grades: All		Scope of service:	District –Wide/School-Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Instructional materials for anti-bullying program will be purchased. All classes will receive instruction in this program.		LCFF Base Grant \$ 500 & Internet resources	Some Instructional materials for anti-bullying program were purchased. All classes received some instruction in this program, we are purchasing and/or obtaining more instructional resorces re:anti-bullying and instruction is continual as evidenced by classroom presentations, counseling groups and individual contact.		LCFF Base Grant \$ 500 & Free Internet resources

<b>Scope of service:</b>	District –Wide/School-Wide Grades: All		<b>Scope of service:</b>	District –Wide/School-Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
District will continue to use the Character Counts materials and provide monthly presentations with character message assembly		LCFF Base Grant \$500	District continued to use the Character Counts materials and provide monthly presentations with character message assembly as evidenced by monthly attendance of these assemblies by students and community members, and through presentations by classrooms each month.		LCFF Base Grant \$500
<b>Scope of service:</b>	District –Wide/School-Wide Grades: All		<b>Scope of service:</b>	District –Wide/School-Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		



All classified staff will receive prof. dev. re; student supervision and support		LCFF Base Grant \$ 0 Provided by Dist/HCOE/JPA	All classified staff were invited to receive prof. dev. re: student supervision and support, evidence of the 11 staff members attending this training is the sign-in sheet for this day.		LCFF Base Grant \$ 0 Provided by Dist/HCOE/JPA
<b>Scope of service:</b>	District –Wide/School-Wide Grades: All		<b>Scope of service:</b>	District –Wide/School-Wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
The district will increase Certificated Staffing in order to accomplish the District goals of anti-bullying, peer mediation, and restorative justice education		LCFF Base Grant \$5346	The district increased Certificated Staffing in order to accomplish the District goals of anti-bullying, peer mediation, and restorative justice education as is evidenced through the increase of our school counselor from .3 to .4 FTE.		LCFF Base Grant \$4048.89
<b>Scope of service:</b>	District –Wide/School-Wide Grades: All		<b>Scope of service:</b>	District –Wide/School-Wide Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<b>What changes in actions, services, and expenditures</b>	N/A
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**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.)

<b>Total amount of Supplemental and Concentration grant funds calculated:</b>	162681
For 2016-17	
The Trinidad School District has zero (0) EL pupils at this time, foster youth and those participating in the FRPL program equal 107 pupils or 59%. Expenditures to serve these students are as follows: increased teacher staffing over and above our core program requirements to ensure lower student to staff ratios in all grade levels and classes, a Computer/Technology Specialist Services Professional, Instructional Aides in every classroom to support academic achievement. Certificated Staffing F.T.E. Expenditure of 1.0 equals \$72,437.93. Classified Staffing F.T.E. Expenditure of 4.09 equals \$97,426.92. Materials, Technology and Professional Development to support needs of Targeted Students equaling \$10,000. LCFF Sup/Con total equals \$162,681.	

- 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.

12.94	%
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Increased services valued at 12.94% or more which will be provided by the TUSD for Unduplicated Student Groups is based on input by District stakeholders. Stakeholders indicated 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.

## 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).