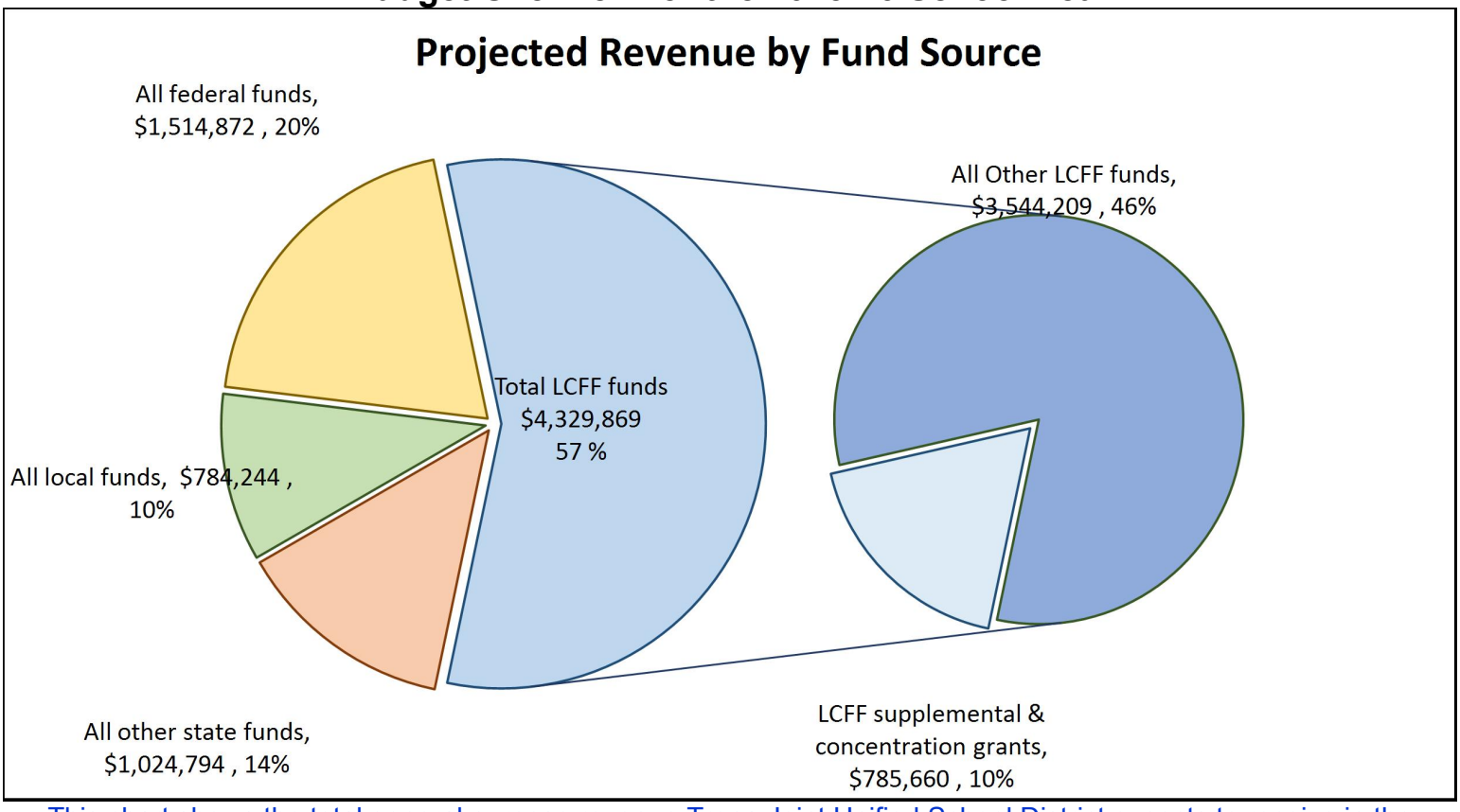
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Trona Joint Unified School District
CDS Code: 36678920000000
School Year: 2025-26
LEA contact information:
Jerry Jennex
Superintendent
jjennex@tjusd.net
(760) 372-2861

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

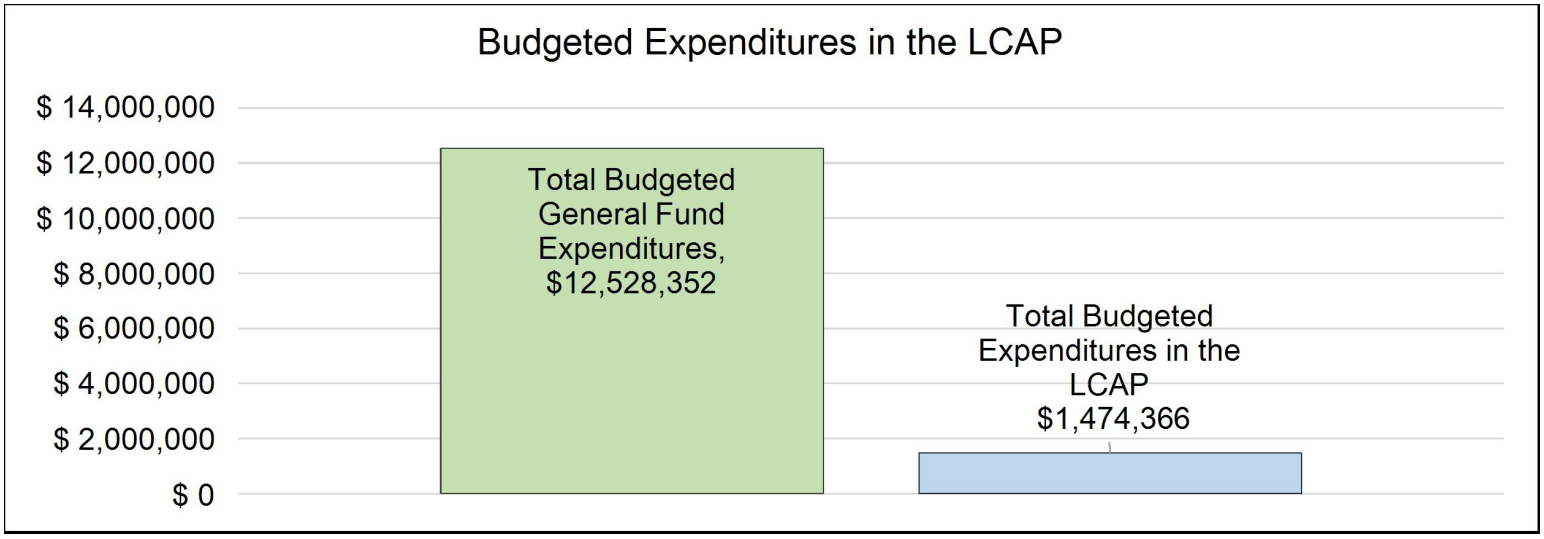


This chart shows the total general purpose revenue Trona Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Trona Joint Unified School District is $7,653,779, of which $4,329,869 is Local Control Funding Formula (LCFF), $1,024,794 is other state funds, $784,244 is local funds, and $1,514,872 is federal funds. Of the $4,329,869 in LCFF Funds, $785,660 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Trona Joint Unified School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Trona Joint Unified School District plans to spend $12,528,352 for the 2025-26 school year. Of that amount, $1,474,366 is tied to actions/services in the LCAP and $11,053,986 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

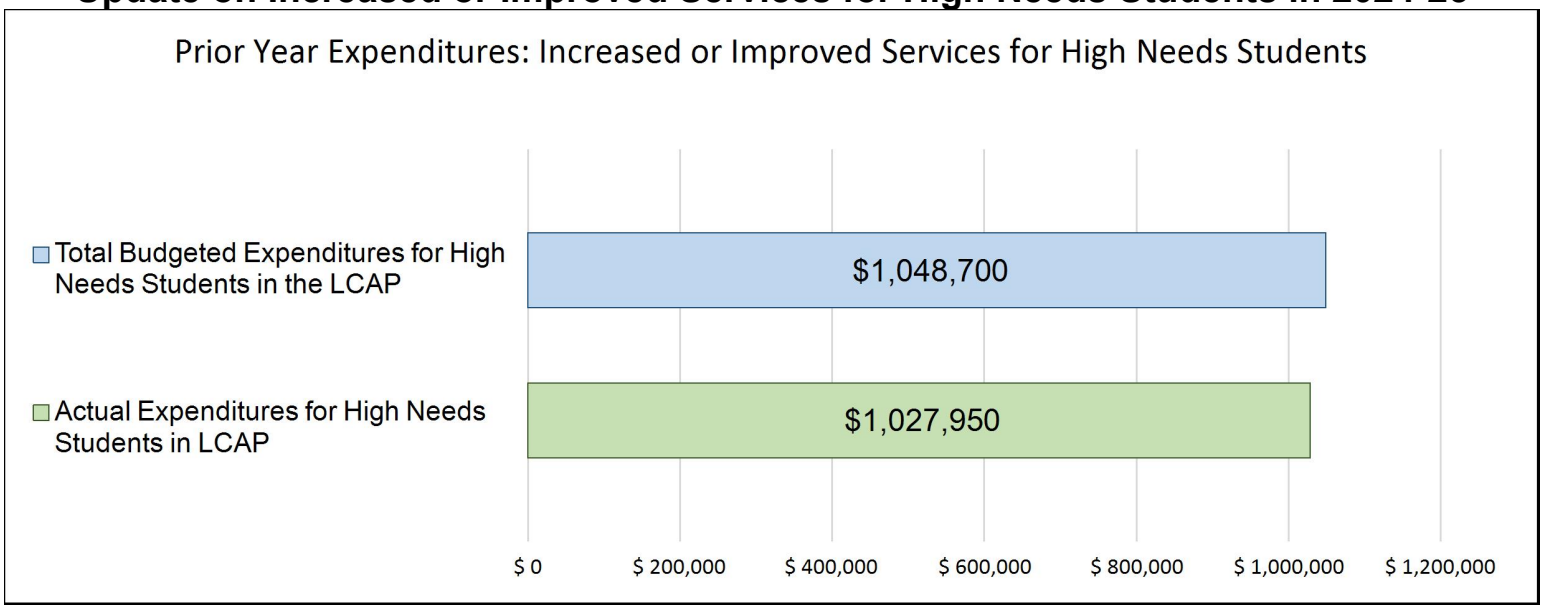
The majority of General Fund expenditures are allocated to salaries. Additional funds are directed toward instructional materials, supplemental resources, and services that support the overall educational program but are not specifically outlined in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Trona Joint Unified School District is projecting it will receive $785,660 based on the enrollment of foster youth, English learner, and low-income students. Trona Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Trona Joint Unified School District plans to spend $$1,028,632 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Trona Joint Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Trona Joint Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Trona Joint Unified School District's LCAP budgeted $1,048,700.00 for planned actions to increase or improve services for high needs students. Trona Joint Unified School District actually spent $1,027,950 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $20,750 had the following impact on Trona Joint Unified School District’s ability to increase or improve services for high needs students:

In 2024–25, Trona Joint Unified School District projected $727,145 in funding based on the enrollment of foster youth, English learners, and low-income students. To support these high-needs students, the district planned to spend $1,048,700 as outlined in the LCAP. Although actual expenditures fell short of this budgeted amount, the difference did not significantly impact the delivery of planned actions and services. The district prioritized core initiatives and maintained key supports, ensuring that high-needs students continued to receive increased or improved services aligned with LCAP goals.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Trona Joint Unified School District	Jerry Jennex Superintendent	jjennex@tjusd.net (760) 372-2861

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Trona Joint Unified School District (TJUSD), located in the rural high desert region of San Bernardino County, serves students from transitional kindergarten through 12th grade in the small community of Trona, California.

Despite the challenges associated with its remote location and small population, TJUSD remains committed to providing a high-quality education for all students. The district fosters a supportive and inclusive learning environment that promotes academic achievement, social growth, and personal success.

TJUSD operates two schools, each serving distinct grade spans:

Trona High School (Grades 7–12):
Trona High School offers a comprehensive curriculum aimed at preparing students for college, career, and lifelong learning. The school supports a diverse student body through a range of academic programs, extracurricular activities, and student support services tailored to meet varying needs and interests.

Trona Elementary School (Transitional Kindergarten–Grade 6):
Trona Elementary School provides a strong educational foundation, emphasizing literacy, numeracy, critical thinking, and social-emotional development. The school nurtures creativity, curiosity, and responsibility, equipping students with the skills necessary for future academic success.

TJUSD's student population reflects the diverse makeup of the local community. The district serves students from various racial, ethnic, and socioeconomic backgrounds, enriching the school culture with a broad spectrum of experiences and perspectives.

2023–24 Data (DataQuest):
TK–12 Enrollment: 248 students

Race/Ethnicity:

African American: 6.5%
Hispanic: 30.2%
Two or More Races: 4.0%
Pacific Islander: 0.4%
White: 58.9%

Student Groups:

English Learners: 3.4%
Foster Youth: 0.4%
Homeless: 11%
Socioeconomically Disadvantaged: 73.7%
Students with Disabilities: 20.6%

Despite its size and geographic isolation, the Trona Joint Unified School District is deeply committed to ensuring that every student is equipped to thrive in an increasingly interconnected world. By leveraging innovative instructional strategies, individualized support, and strong community engagement, TJUSD empowers its students to reach their full potential and pursue their aspirations with confidence.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The 2023 California School Dashboard shows that the following student groups are performing at the lowest performance level (Red):
Districtwide
Academic Performance
English Language Arts - All
English Language Arts - Socioeconomically Disadvantaged
English Language Arts - Students with Disabilities

English Language Arts - White

Mathematics - Socioeconomically Disadvantaged
Mathematics - Students with Disabilities
Mathematics - White

Academic Engagement
Chronic Absenteeism - Hispanic

School Sites - All Student Groups showing the lowest performance levels

Trona High
Academic Performance: English Language Arts

Any student group within any school with the lowest performance level on one or more indicators on the 2023 Dashboard
Trona Elementary
Academic Performance: English Language Arts (Socioeconomically Disadvantaged and White)
Academic Performance: Mathematics (Socioeconomically Disadvantaged)
Academic Engagement: Chronic Absenteeism (Hispanic)

Trona High
Academic Performance: English Language Arts (Socioeconomically Disadvantaged)
Academic Performance: Mathematics (Socioeconomically Disadvantaged)

Graduation Rate:
All Students: 57.7% graduated
Hispanic: 69.2% graduated
Socioeconomically Disadvantaged: 63.6%

School Site Performance with no performance color:
Trona High
Graduation Rate: Hispanic
Graduation Rate: Socioeconomically Disadvantaged

Graduation rate in 2022: 87.5%
Graduation Rate in 2023: 57.7%
Graduation Rate in 2024: 85.7%

The 2024 California School Dashboard shows that the following student groups are performing at the lowest performance level (Red):
Districtwide
Academic Performance - No student group

English Language Arts - No student group

Mathematics - No student group

Academic Engagement
Chronic Absenteeism - No student group

School Climate - Suspension

All Students - 7.2% (4.4% increase)
Homeless Youth - 10.0% (10.0% increase)
Socioeconomically Disadvantaged - 8.4% (5.1% increase)
White - 9.3% (8.0% increase)

Trona Joint Unified School District has historically maintained a low suspension rate, which reflected a positive climate and effective behavior management practices across the district. However, recent data shows an increase in suspension rates, with the rate for all students rising to 7.2%, marking a 4.4% increase. Notably, certain student groups experienced more significant increases: suspension rates reached 10% for Homeless Youth (a full 10% increase), 8.4% for Socioeconomically Disadvantaged students (a 5.1% increase), and 9.3% for White students (an 8.0% increase). These shifts indicate a need to reassess current behavior intervention strategies and reinforce supports that foster positive, inclusive school environments. While the district remains committed to student well-being and equitable discipline practices, the rise in suspension rates signals an opportunity to reengage with restorative practices and targeted supports—particularly for vulnerable student groups—to ensure all students feel safe, respected, and supported in their learning environments.

2024 Graduation Rate:
All Students: 85.7% graduated
Hispanic: Not enough students to provide data
Socioeconomically Disadvantaged: 80.0% graduated

According to the most recent California Dashboard data, Trona Joint Unified School District has made significant progress in improving its graduation rate. After a sharp decline from 87.5% in 2022 to 57.7% in 2023, the district's graduation rate rebounded to 85.7% in 2024—a notable 28 percentage point increase. Among socioeconomically disadvantaged students, graduation rates also rose from 63.6% in 2023 to 80% in 2024, demonstrating substantial improvement in a key student group. While the district was unable to report data for Hispanic students in 2024 due to a low student count, the overall gains reflect the effectiveness of recent efforts to address barriers to graduation. These improvements suggest that interventions—such as increased academic support, early identification of at-risk students, and strengthened family engagement—have had a positive impact. Moving forward, the district will continue to monitor dropout and graduation trends closely, refine support systems, and ensure that all students, especially those from underserved backgrounds, are equipped to complete high school and pursue postsecondary opportunities (Goal 4).

The 2024 California School Dashboard reveals persistent challenges for Trona Joint Unified School District related to chronic absenteeism and pupil achievement, particularly among socioeconomically disadvantaged, homeless, and Hispanic students. Chronic absenteeism remains a critical concern, with 40.1% of all students chronically absent. Specific groups face even higher rates: 61.5% of homeless youth, 45.3% of socioeconomically disadvantaged students, and 59.6% of Hispanic students. These elevated rates reflect ongoing attendance barriers that reduce instructional access and impact student achievement. To address this, the district is committed to conducting root cause analyses at the school level and implementing support systems to remove attendance barriers. The district continues to promote attendance through Monthly and Quarterly recognition assemblies to build a culture of engagement and accountability (Goal 1).

Pupil achievement data also reflects significant disparities. All students are performing at -113.8 points below standard in English Language Arts and -126.6 points below in Math. The performance gap is even more pronounced for key student groups: socioeconomically disadvantaged students scored -121.8 DFS in ELA and -134.2 DFS in Math; students with disabilities scored -153.6 DFS in ELA and -163.9 DFS in Math; and Hispanic students scored -117.7 DFS in ELA and -145.4 DFS in Math. These outcomes highlight the urgent need for early intervention in foundational literacy and numeracy skills. Trona Joint Unified School District is intensifying its focus on early-grade interventions to ensure students—particularly those in grades one and two—develop the critical reading skills needed by third grade. Addressing the root causes of underperformance through tailored support, consistent progress monitoring, and equitable access to learning opportunities remains a top priority to close the achievement gap for all student groups (Goal 2).

Learning Recovery Emergency Block Grant (LREBG) Funds:
TJUSD has $320,000 in unexpended funds that will be designated to support goals and actions within the LCAP over the next three years.

The district conducted a comprehensive needs assessment, utilizing the 2024 California Dashboard data for English Language Arts (ELA), Mathematics, and Chronic Absenteeism, as well as educational partner input and local assessments, to identify critical areas of need. This thorough analysis informed the prioritization of three strategic actions funded, in whole or in part, by the Learning Recovery Emergency Block Grant (LREBG). These actions align with the requirements of EC Section 32526(c)(2) and are designed to support the academic and socioemotional well-being of all students, with a particular focus on those who face the greatest challenges.

Action 1.6 - Graduation Success Coordinator: This action, fully funded by LREBG is intended directly address learning loss and re-engagement by providing intensive, targeted support to students most at risk of falling behind, thereby improving attendance, academic achievement, and graduation outcomes.

Allowable Expense: This addresses the allowable use for LREBG funds to support for credit-deficient pupils.

Research: The Graduation Success Coordinator position is grounded in research demonstrating that early intervention, personalized support, and consistent adult relationships are critical for improving student outcomes, particularly for those at risk of academic failure, chronic absenteeism, or dropping out.

Research from the U.S. Department of Education and Johns Hopkins University's Everyone Graduates Center emphasizes the importance of identifying and intervening early with students who exhibit warning signs such as poor attendance, low grades, and behavioral issues—factors known as the "ABCs" (Attendance, Behavior, and Course performance). Studies show that targeted interventions coordinated by dedicated staff significantly increase high school graduation rates, especially when those staff build trusting relationships and connect students to school-based and community resources (Balfanz & Byrnes, 2012).

Further, the National Dropout Prevention Center identifies "personalized learning environments" and "individualized interventions" as effective strategies in reducing dropout rates. A Graduation Success Coordinator provides this by monitoring data, coordinating support services, and maintaining regular contact with students and families—practices aligned with evidence-based dropout prevention frameworks.

Additionally, research from Attendance Works shows that having a designated staff member focused on chronic absenteeism, family outreach, and student engagement leads to significant improvements in school attendance. Districts that have implemented such roles report not only better attendance, but also improved school climate and stronger family-school partnerships.

In summary, the Graduation Success Coordinator aligns with best practices in dropout prevention, chronic absenteeism reduction, and student engagement, as supported by educational research and national policy guidance. This position serves as a key component in a comprehensive support system aimed at improving academic and graduation outcomes for underserved student populations.

Action 1.7 - Literacy Intervention: This action fully funded trough LREBG is intended to provide professional development and instructional resources to implement the Orton-Gillingham (OG) approach, a structured, multisensory, and evidence-based method for teaching reading. This action will train general education and intervention teachers in the OG methodology to improve foundational literacy instruction and close reading achievement gaps. Training will include in-depth workshops, coaching, and materials aligned with the science of reading. Implementation will focus on early literacy intervention and Tier 2/Tier 3 supports for students demonstrating reading difficulties, including students with dyslexia and other language-based learning needs.

Allowable Expense: This addresses the allowable use for LREBG funds to support accelerating learning progress.

The Orton-Gillingham (OG) approach is a structured, multisensory, phonics-based method proven effective in teaching reading, particularly for students with dyslexia and other language-based learning difficulties. Grounded in the science of reading, OG aligns with decades of research on how the brain learns to read and the importance of explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

According to the National Reading Panel (2000) and follow-up research by the Institute of Education Sciences, students benefit most from reading instruction that is systematic, sequential, and cumulative—hallmarks of the OG methodology. The OG approach employs visual,

auditory, and kinesthetic modalities to help students internalize the rules and patterns of language, which is especially effective for struggling readers.

Studies have found that students who receive OG-based instruction make statistically significant gains in reading accuracy, decoding, and spelling compared to peers receiving traditional instruction. For example, research published in the Annals of Dyslexia and Journal of Learning Disabilities supports OG as an evidence-based practice for Tier 2 and Tier 3 reading interventions.

Professional development in OG equips educators with the tools and knowledge to deliver structured literacy in alignment with state reading initiatives and legislation (e.g., California's SB 114), ensuring instruction meets the needs of all learners, including those with reading difficulties. PD also promotes fidelity of implementation, which is essential for maximizing student outcomes.

In summary, investing in professional development for the Orton-Gillingham approach is supported by a robust body of research and aligns with best practices in reading intervention, making it a strategic and evidence-based component of a district's literacy support plan.

Action 1.8 - Intervention Program: This action fully-funded through LREBG is intended to implement a districtwide intervention program to provide targeted academic support in English Language Arts (ELA) and Mathematics for students performing below grade level.

Allowable Expense: This addresses the allowable use for LREBG funds to support accelerating learning progress.

Research-Based Justification:

Extensive educational research supports the implementation of tiered intervention systems to improve student outcomes in core academic areas such as English Language Arts (ELA) and Mathematics. According to the Institute of Education Sciences (IES) and the What Works Clearinghouse, early and targeted interventions are critical for preventing long-term academic failure, particularly for students who are struggling to meet grade-level standards.

The Multi-Tiered System of Supports (MTSS) and Response to Intervention (RTI) frameworks highlight the importance of providing differentiated instruction based on data-driven identification of student needs. Research shows that students receiving small-group, evidence-based interventions make greater gains in reading fluency, comprehension, and mathematical reasoning than peers in general instruction alone (Gersten et al., 2009; Fuchs & Fuchs, 2001). Effective interventions are most impactful when implemented consistently with high fidelity, supported by trained staff, and supplemented with regular progress monitoring.

In ELA, structured literacy practices—including phonics, vocabulary development, and reading comprehension strategies—have been shown to significantly improve outcomes for students with reading difficulties (Moats, 2020). Similarly, in mathematics, explicit instruction in number sense, procedural fluency, and problem-solving approaches have demonstrated success in closing learning gaps, particularly in the early grades (National Mathematics Advisory Panel, 2008).

Moreover, interventions are particularly critical for historically underserved student groups—such as English Learners, Low-Income students, and Students with Disabilities—who may require additional instructional time and scaffolding to access rigorous academic content. A study

published by the Center on Instruction emphasized that aligned, well-supported intervention systems contribute directly to increased proficiency rates and reduced achievement gaps.

In summary, implementing a comprehensive Math and ELA intervention program aligns with research-backed practices that improve academic achievement, support equity, and provide a foundation for long-term student success.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

The San Bernardino County Superintendent of Schools provides technical assistance to the district by providing a Program Manager that supports small school districts to address their unique challenges and needs.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Educational Partner Meetings and Surveys (Elementary School Site Council, LCAP Community Survey)	Starting in November 2024, Elementary School Site Council meetings were held four times throughout the school year. The High School Started their School Site Council in March of 2025 and had two meetings, inviting parents, staff, and community members to attend. Information regarding the meetings was posted on the tjusd.net website, parent square, infinite campus, and weekly news letter. Educational Partners were encouraged to participate in person. Through input and discussion at educational partner meetings, a Community Survey was created and distributed through the district's website and social media page for educational partners to participate in the LCAP community survey during the month of March.
Students	Students in grades K - 12 were given the opportunity to participate in an LCAP Community Forum on March 6, 2025. The forum sought input on the district's vision, mission, and strategic plan. The Community Forum presented an overview of the 2024 California Dashboard and data from local indicators, including IXL assessment results. The forum outlined the previous LCAP's goals, actions to support the goals, and the metrics used to evaluate effectiveness. The focus was on student input regarding goals, actions, and metrics that should be kept, revised, or removed when developing the 2025/2026 LCAP. Students were encouraged to outline concerns and ways the district can provide support. Throughout May, TJUSD teachers took suggested goals to their classroom and encouraged students to voice their concerns and feedback so the district could provide support. May 21, 2025 the draft LCAP was presented to

Educational Partner(s)	Process for Engagement
	students. No comments were received by the district superintendent; therefore, no written statements were required.
Parents representing students at all school sites (English Learners, Socioeconomically disadvantaged, Foster Youth, Students with Disabilities)	An LCAP development and input meeting was held in person on April 24, 2025. During this meeting, the district presented its vision, mission, and strategic plan, alongside an overview of the 2024 California School Dashboard and supporting local indicator data, including IXL and Accelerated Reader performance. The district also reviewed the goals and actions from the previous LCAP, as well as the metrics used to evaluate their effectiveness. The discussion centered on gathering parent input regarding which goals, actions, and metrics should be retained, revised, or removed in the development of the 2025–26 LCAP. Parents were encouraged to share concerns, priorities, and suggestions for how the district can enhance student support moving forward. Parents representing students from all school sites participated in the meeting, including parents of English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Students with Disabilities, ensuring that feedback reflected a diverse range of student needs and perspectives.
Administrative (Non Principals), School Site Principals, District Counselor, Teachers (Certificated), Other School Personnel (Classified Staff Members), Union Representatives (Certificated and Classified)	LCAP development and input meeting was held in person on October 28, 2024 and March 31, 2025. The district also held an all-staff meeting on January 27, 2025. The district discussed its vision, mission, and strategic plan during the meetings. The District presented an overview of the 2024 California Dashboard and data from local indicators, including IXL and Accelerated Reading. The district outlined the previous LCAP's goals, actions to support the goals, and the metrics used to evaluate effectiveness. The discussion was focused on input from the staff members regarding goals, actions, and metrics that should be kept, revised, or removed when developing the 2025/2026 LCAP. Staff members were encouraged to discuss concerns and ways the district can provide support. Both Unions had their local representatives present at the staff meeting on January 27, 2025. They were active in the discussion and

Educational Partner(s)	Process for Engagement
	provided feedback on the goals, actions, and metrics that should be kept, revised, or removed when developing the 2025/2026 LCAP.
Collaboration with Local Organizations	The school district has worked closely with Searles Valley Minerals, Cerro Coso, and Mountain Desert Career Pathways, meeting with them throughout the year to support students. The district superintendent scheduled bi-monthly meetings with Mountain Desert Career Pathways to identify support systems to increase the number of classes offered at Trona High School. The School District Councilor met with Cerro Coso monthly to discuss opportunities for dual enrollment at Trona High School. Cerro Coso has also came to Trona High School throughout the 2024/25 school year and met with students as they reviewed classes offered and assisted with dual enrollment. Trona High School Principal and the District Councilor worked with Searles Valley Minerals to obtain the Red Vector certification courses. They worked with students as they completed the program for High School credits.
Collaboration with DMSELPA	The 2025/2026 LCAP Draft was presented to the High Desert SELPA on April 28, 2025 and May 16, 2025 for consultation and feedback.
Parents	The 2025/2026 LCAP draft was presented to the Parent Advisory Council on May 21, 2025. Parents were provided the opportunity to provide feedback, discuss concerns, and discuss ways the district can provide support. No comments were received by the district superintendent; therefore, no written statements were required.
Governing Board/Community Members	The 2025/2026 LCAP draft was posted publicly on the District website on June 5, 2025. The 2025/2026 draft was presented at a regularly scheduled Board of Education Meeting on June 24, 2025 for public hearing.
Governing Board	The mid year report was presented to the Governing Board at a regularly scheduled board meeting on January 9, 2025.
Governing Board/Community Members	The 2025/2026 LCAP was adopted at a regularly scheduled Board of Education meeting on June 26, 2025.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

In the Trona Joint Unified School District, the development of the 2025–26 Local Control and Accountability Plan (LCAP) was deeply informed by the contributions of a wide range of educational partners, including parents, students, teachers, administrators, and community members. Their input played a central role in shaping the district's goals, actions, and budget allocations, ensuring that the LCAP remains responsive to the needs and priorities of the community it serves.

1. Educational Partner Meetings and Surveys
Regularly scheduled educational partner meetings provided a forum for participants to voice concerns, share aspirations, and offer suggestions to district leaders. In addition, surveys were distributed to gather broader community input. This feedback emphasized key priorities such as improving academic achievement, enhancing school safety, and promoting inclusivity.

As a result of this input, the district developed Goal 3, focused on supporting whole-child development and fostering a positive, inclusive learning environment that reflects the concerns raised by educational partners.

2. Parent and Community Forums
Targeted forums were held to engage parents and community members in direct dialogue with district administrators. These sessions offered families the opportunity to learn about district plans while also providing real-time feedback.

This feedback directly shaped the development of Goal 4, which prioritizes family engagement. In response to parent input, the district added new actions such as expanding parent education nights and improving school-to-home communication systems.

As a result of these conversations, specific strategies and metrics related to parent participation were incorporated to strengthen the district's commitment to meaningful family partnerships.

3. Student Involvement
Students contributed through student council meetings and dedicated input sessions. They provided valuable insights on school culture, safety, and mental health needs. Students emphasized the importance of continuing to build strong relationships with teachers and fostering an inclusive, supportive learning environment.

This feedback is reflected in Goal 2, particularly in Action 2.2: Student/School Relationships.
As a result, the district included initiatives such as expanded mental health resources and bullying prevention programs, directly addressing students' stated priorities.

4. Teacher and Staff Workshops
Teachers and support staff participated in LCAP-focused workshops and professional development meetings, where they identified key areas of need, including differentiated instruction, special education support, and instructional technology integration.

Based on this input, the district developed targeted actions within Goal 1, including Action 1.2, which funds ongoing professional development to improve instructional effectiveness and support student success.

5. Collaboration with Local Organizations
The district engaged with local businesses, nonprofits, and postsecondary institutions to ensure that LCAP actions aligned with workforce demands and college readiness goals. These partnerships helped the district better understand the skills and opportunities students need beyond high school.

This input led to enhancements in Career Technical Education (CTE) offerings and college readiness programming, which are now embedded across Goal 3 and its associated actions.

As a result, students will benefit from expanded access to career pathways, internships, and dual enrollment opportunities.

6. Collaboration with DMSELPA
In collaboration with Desert/Mountain SELPA (DMSELPA), the district incorporated specialized feedback and expertise in supporting Students with Disabilities. DMSELPA's guidance helped ensure that all actions in the LCAP address the unique needs of this population, consistent with legal mandates and best practices.

As a direct outcome, targeted supports and inclusive strategies for students with disabilities were embedded throughout multiple goals and actions, not just special education-specific ones, reflecting a truly integrated approach to equity.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	To increase student academic success and engagement across all grade levels in Trona Joint Unified School District (TJUSD) by implementing comprehensive, student-centered programs and activities that foster a more inclusive, interactive, and supportive learning environment. TJUSD will seek to capitalize on its small size to focus on the learning needs of each student.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The Trona Joint Unified School District developed the LCAP goal to significantly increase student academic success and engagement across all grade levels by implementing comprehensive, student-centered programs and activities for several compelling reasons and input from educational partners and State and Local Data:

1. Low Academic Performance:
   - The district's students struggle significantly in English Language Arts and Mathematics, with scores well below the state standards (131.2 points below in ELA and 148.4 points below in Math). This indicated a critical need for enhanced instructional strategies and student support systems to boost academic achievement.

2. High Chronic Absenteeism:
   - With a chronic absenteeism rate of 46.4%, a significant number of students were missing essential learning opportunities. This high absenteeism rate affects students' academic performance and engagement and connection with the school community.

Objectives of the LCAP Goal:

- Enhancing Instructional Quality:

By implementing student-centered programs, the district aims to tailor instruction better to meet the diverse learning needs of all students, making learning more engaging and effective.

- Increasing Engagement:

The goal focuses on creating a more inclusive and supportive learning environment that encourages students to participate actively in their education. This includes extracurricular activities, interactive learning sessions, and community involvement projects.

- Supporting Diverse Learners:

Special attention is given to programs that support socioeconomically disadvantaged students, English learners, and those with special needs, ensuring that these students have equal opportunities to succeed.

- Promoting Attendance and Reducing Absenteeism:

The district plans to address barriers to regular attendance and engage students and families in maintaining consistent school attendance through targeted interventions and supportive measures.

By focusing on enhancing student engagement and academic success through comprehensive, student-centered approaches, Trona Joint Unified School District is committed to reversing the trends of underachievement and disengagement, aiming to cultivate a thriving, dynamic educational environment for all students. This goal is not just about improving test scores but also about building a foundation for lifelong learning and success beyond the classroom.

Trona Joint Unified School District recognizes the critical importance of providing students with the resources and supports they need to achieve success both academically and personally. These resources include ensuring that students are served by appropriately placed, highly qualified, and well-supported teachers, staff, and site leaders. The district has a 25% rate of teacher misassignments (Metric 1.3), verified that 100% of students have access to standards-aligned instructional materials (Metric 1.4), and confirmed full implementation of State Board-adopted academic content and performance standards in all classrooms (Metric 1.5).

While Trona serves a small population of English Learners, the district continues to monitor English Learner progress using California Dashboard indicators (Metric 1.6) and tracks reclassification data (Metric 1.7) to ensure that these students receive appropriate language development supports. This commitment to instructional quality, equitable access, and data-informed decision-making promotes a stable and inclusive learning environment. By maintaining high standards and prioritizing continuous improvement, Trona Joint Unified ensures all students are provided equitable opportunities to learn and thrive in a safe, well-resourced, and high-performing educational setting.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELA - CAASPP	2023 California Dashboard	2024 California Dashboard		All: -100 Distance From Standard	All Students: +17.4 Distance From Standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Difference From Standard (DFS) Source: California School Dashboard	All Students: -131.2 Distance From Standard SED: -144.6 Distance From Standard SWD: -186.8 Distance From Standard White: -130 Distance From Standard Elementary All Students: -92.8 Distance From Standard SED: -103.7 Distance From Standard White: -88.4 Distance From Standard High School All: -185.2 Distance From Standard SED: -206.2 Distance From Standard	All Students: -113.8 Distance From Standard SED: -121.8 Distance From Standard SWD: -153.6 Distance From Standard White: -113.9 Distance From Standard Elementary All Students: -68 Distance From Standard SED: -70.3 Distance From Standard White: -70.2 Distance From Standard High School All: -191.5 Distance From Standard SED: -214.8 Distance From Standard		SED: -110 Distance From Standard SWD: -130 Distance From Standard White: -100 Distance From Standard Elementary All: -80 Difference From Standard SED: -80 Distance From Standard White: -50 Distance From Standard High School All: -100 Distance From Standard SED: -130 Distance From Standard	SED: +22.9 Distance From Standard SWD: +33.2 Distance From Standard White: +16.2 Distance From Standard Elementary All Students: +24.8 Distance From Standard SED: +33.4 Distance From Standard White: +18.2 Distance From Standard High School All: -6.3 Distance From Standard SED: -8.5 Distance From Standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	MATHEMATICS - CAASPP Difference From Standard (DFS) Source: California School Dashboard	2023 California Dashboard District All Students: -148.4 Distance From Standard SED: - 164.9 Distance From Standard SWD: - 216.5 Distance From Standard White: -129.7 Distance From Standard Elementary All Students: -110.3 Distance From Standard SED: -116.7 Distance From Standard High School All Students: -200.6 Distance From Standard SED: -233.6 Distance From Standard	2024 California Dashboard District All Students: -126.6 Distance From Standard SED: - 134.2 Distance From Standard SWD: - 163.9 Distance From Standard White: -118.4 Distance From Standard Elementary All Students: - 72.9 Distance From Standard SED: - 79.1 Distance From Standard High School All Students: -208.8 Distance From Standard SED: -224.6 Distance From Standard		District All Students: -128 SED: -115 Distance From Standard SWD: - 180 Distance From Standard White: - 90 Distance From Standard Elementary All Students: -70 SED: -70 Distance From Standard High School All Students: -150 Distance From Standard SED: -150 Distance From Standard	All Students: +21.8 Distance From Standard SED: +30.7 Distance From Standard SWD: +52.5 Distance From Standard White: +11.3 Distance From Standard Elementary All Students: +37.4 Distance From Standard SED: +37.6 Distance From Standard High School All: -8.2 Distance From Standard SED: +8.9 Distance From Standard
1.3	Rate of Teacher Misassignment	District 81.25% credentialed teachers	District 82.35% Credential teachers		District 100% credentialed teachers and	+1.1% credentialed teachers

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage Source: CALSAAS	90% properly assigned teachers CALSAAS 2024	75% Properly assigned teachers CALSAAS 2025		100% properly assigned teachers.	-15% properly assigned
1.4	Every Student has sufficient access to standards aligned instructional materials. Percentage Source:School Accountability Report Card (SARC)	2023/24 School Year 100% of the students had access to standard-aligned instructional material in the classroom.	2024/25 School Year 100% of the students had access to standard-aligned instructional material in the classroom.		100% of the students had access to standards-alined instructional material in the classroom.	no change
1.5	Implementation of State Board Adopted academic content and performance standards. Percentage Source: SARC	2023/24 School Year 100% of curriculum implementation is based on State Board-adopted academic contact and performance standards.	2024/25 School Year 100% of curriculum implementation is based on State Board-adopted academic contact and performance standards.		100% of curriculum implementation is based on State Board-adopted academic contact and performance standards.	no change
1.6	English Learner Progress, Percentage CA Dashboard Percentage	2023/24 School Year District Less than 11 students - data not displayed for privacy reasons.	2024/25 School Year District Less than 11 students - data not		100% show Proficiency on the English Learner Progress Indicator	no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: California School Dashboard		displayed for privacy reasons.			
1.7	EL Reclassification Rate Percentage Source: Local Data (ELPAC results)	District 0% of students were reclassified for the 2022/23 school year	District 0.8% of students were reclassified for the 2023/24 school year		District 50% of students will be reclassified within the school district.	+0.8%
1.8	School Attendance Rates Percentage Source: Local Data (Infinite Campus)	2022/23 School Year District Attendance Rate All: 86.66% SED: 86.88 Elementary School Attendance Rate All: 89.86% SED: 91.08 High School Attendance Rate All: 83.00% SED: 79%	2023/2024 School Year District Attendance Rate All: 85.01% SED: 88.65% Elementary School Attendance Rate All: 91.08% SED: 93.95% High School Attendance Rate All: 77.63% SED: 82.61%		To increase Attendance Rate: District Attendance Rate All: 95% SED: 95% Elementary School Attendance Rate All: 95% SED: 95% High School Attendance Rate All: 95% SED: 95%	District: All: -1.65% SED: +1.77% Elementary: All: +1.22% SED: +2.87% High School: All: -5.37% SED: +3.61%
1.9	Chronic Absenteeism Rates Percentage Source: CA Dashboard	2022/23 School Year Chronic Absenteeism: District All: 46.4% SED: 52.8% HI: 64.6%	2023/24 School Year Chronic Absenteeism: District All: 40.1% SED: 45.3%		Decrease Chronic absenteeism: District to decrease to - All: 26.4% SED: 32% HI: 44.6%	District: All: -6.2% SED: -7.5% HI: -5% Elementary: All: -5.1% SED: -6.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Elementary: All: 43.8% SED: 50.5% HI: 61.2% High School: All: 50% SED: 54.3%	HI: 59.6% Elementary: All: 38.6% SED: 44% HI: 59.1% High School: All: 39.5% SED: 46.7%		Elementary to decrease to- All: 23.8% SED: 30% HI: 41.2% High School to decrease to- All: 30% SED: 34%	HI: - 2.1% High School: All: -10.5% SED: -7.6%
1.10	Other indicators of student performance for the adopted course of study for grades 1 to 6 and course of study for grades 7 to 12 Percentage Source: Local Data: IXL Diagnostic Levels	2022/23 School Year District ELA 33% of students are performing on or above grade level Math 32% of students are performing on or above grade level Elementary: ELA 36% of students are performing on or above grade level Math 36% of students are performing on or above grade level High School ELA 18% of students are performing on or above grade level	2023/2024 School Year District ELA 30% of students are performing on or above grade level Math 28% of students are performing on or above grade level Elementary: ELA 42% of students are performing on or above grade level Math 44% of students are performing on or above grade level		District ELA 53% of students are performing on or above grade level Math 52% of students are performing on or above grade level Elementary: ELA 56% of students are performing on or above grade level Math 56% of students are performing on or above grade level High School ELA	ELA -3% of students are performing on or above grade level Math -4% of students are performing on or above grade level Elementary: ELA +6% of students are performing on or above grade level Math +8% of students are performing on or above grade level High School ELA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math 39% of students are performing on or above grade level	High School ELA 9% of students are performing on or above grade level Math 3% of students are performing on or above grade level		38% of students are performing on or above grade level Math 59% of students are performing on or above grade level	-9% of students are performing on or above grade level Math -36% of students are performing on or above grade level
1.11	Staff attendance at Professional Development Percentage Source: Local Data (HR)	2022/23 School Year Certificated Staff On-Site: 85% Conference:20% Classified Staff On-Site: 85% Conferences: 10%	2023/24 School Year Certificated Staff On-Site: 95% Conference: 15% Classified Staff On-Site: 90% Conferences: 0%		Certificated Staff On Site: 95% Conferencence: 30% Classified Staff On Site: 95% Conferences: 30%	Certificated Staff On-Site: +10% Conference: -5% Classified Staff On-Site: +5% Conferences: -5%
1.12	Technology Percentage Source: Local Data (Technology)	Source: Local Data (Technology) Student Tech Ratio 1:1 2023/2024 25% of the technology teachers utilize in the classroom is current and up-to-date.	Source: Local Data (Technology) Student Tech Ratio 1:1 2024/2025 80% of the technology teachers utilize in the classroom is current and up-to-date.		Student Tech Ratio 1:1 100% of the technology teachers utilize in the classroom is current and up-to-date.	no change to Student Tech Ratio +55% increase in the use of technology by teachers
1.13	SCIENCE - CAASPP	2024 California Dashboard	2024 California Dashboard		District	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Difference From Standard (DFS) Source: California School Dashboard	District All Students: -24.8 Distance From Standard Elementary All Students: -16.2 Distance From Standard High School All Students: -37.9 Distance From Standard	District All Students: -24.8 Distance From Standard Elementary All Students: -16.2 Distance From Standard High School All Students: -37.9 Distance From Standard		All Students: -15 Distance From Standard Elementary All Students: -10 Distance From Standard High School All Students: -25 Distance From Standard	

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1.1 – Small Class Sizes
This action was fully implemented as additional teaching staff were allocated to reduce the student-to-teacher ratio. While class sizes were reduced in some areas, staffing limitations and budget constraints delayed broader application. A success has been the increased instructional time and support for socioeconomically disadvantaged students, contributing to gains in ELA and Math CAASPP performance; however, a challenge remains in fully staffing all needed classrooms to maximize impact.

Action 1.2 – Professional Development
Professional development was fully implemented, with some teachers and staff attending bi-monthly sessions on instructional strategies such as Kagan, MTSS/UDL, and outdoor education. The plan to provide consistent and comprehensive PD was not fully realized due to scheduling limitations and varying staff availability. While early outcomes suggest positive instructional shifts, particularly in elementary classrooms, the inconsistent participation rates (as tracked by M1.11) represent a challenge in ensuring PD access for all staff. Continued focus is needed to scale and deepen training aligned to student achievement outcomes.

Action 1.3 – Transportation

This action was fully implemented, as transportation services were maintained, but not fully optimized across all school sites due to vehicle limitations and staffing shortages. While buses were available for most SED students, inconsistent routes and timing affected reliability for some families. Despite this, improvements in attendance and reductions in chronic absenteeism suggest that transportation access has positively impacted unduplicated students. A success includes observed gains in attendance among high-needs groups, though ensuring consistent, equitable service remains an ongoing challenge.

Action 1.4 – Supplemental Instructional Support
Supplemental instructional programs like Renaissance and IXL were fully implemented, being used during school and in some after-school settings, but not yet fully embedded across all classrooms or extended learning environments. Students with special needs and socioeconomically disadvantaged groups benefited where implementation was consistent, particularly in intervention groups. Challenges included ensuring student access to programs at home and maintaining consistent staff support for progress monitoring. A success is the alignment of these tools to CAASPP performance improvement trends in both ELA and math.

Action 1.5 – Technology
The integration of supplemental classroom technology was fully implemented, with some classrooms receiving new Promethean Boards and Active Floor systems, while others are awaiting installation or training. The action successfully enhanced instructional engagement and access to online resources in implemented classrooms, particularly benefiting English Learners and socioeconomically disadvantaged students. However, infrastructure readiness and teacher training posed delays in full use. The district maintained a 1:1 tech ratio, a success in itself, but ensuring equitable use of new devices remains an area for continued growth.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.2 was underspent due to the district's ability to utilize alternative funding sources, including grants and other categorical funds, to support the planned activities. This allowed the district to implement the action as intended while reducing reliance on LCAP funds.

Action 1.4 experienced an overage in expenditures due to a higher-than-anticipated increase in student enrollment. As a result, the cost of supplemental program materials exceeded the original allocation to ensure all students had access to the necessary resources.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1.1 – Small Class Sizes
The implementation of small class sizes has shown positive academic impact, particularly for socioeconomically disadvantaged (SED) students, by providing more individualized instruction in ELA and math. As measured by M1.1 (ELA CAASPP), the district's overall Distance from Standard (DFS) improved from -131.2 to -113.8, with SED students improving from -144.6 to -121.8. In M1.2 (Math CAASPP), the

district DFS improved from -148.4 to -126.6, and SED students showed growth from -164.9 to -134.2. While gaps still exist, especially at the high school level, this action is effectively reducing the achievement gap for SED students.

Action 1.2 – Professional Development
Professional development has been partially effective, supporting staff in creating more engaging, collaborative learning environments that benefit all students and are particularly focused on SED populations. Growth is evident in M1.1 and M1.2, with improvements in both ELA and Math DFS district-wide and for SED students. While M1.11 data for staff attendance in 2023/24 is not yet available, consistent PD opportunities likely contributed to instructional improvements, especially at the elementary level, where SED students in ELA improved DFS from -103.7 to -70.3, and in Math from -116.7 to -79.1.

Action 1.3 – Transportation
Reliable transportation has played a key role in improving attendance and reducing chronic absenteeism for socioeconomically disadvantaged students. M1.8 shows district-wide attendance improved slightly, particularly at the high school level for SED students, increasing from 79% to 83%. More significantly, M1.9 shows chronic absenteeism among SED students dropped from 52.8% to 45.3% district-wide, and from 54.3% to 46.7% at the high school level. While chronic absenteeism remains a concern, this action has been effective in supporting consistent school access for our most at-risk students.

Action 1.4 – Supplemental Instructional Support
The use of supplemental programs like Renaissance and IXL has contributed to notable academic growth, especially among socioeconomically disadvantaged and special education students. ELA (M1.1) and Math (M1.2) data reflect substantial gains, particularly in elementary grades, where overall DFS in ELA improved from -92.8 to -68, and in Math from -110.3 to -72.9. Among SED elementary students, the ELA DFS improved by over 30 points, and math by nearly 40 points. These tools have proven to be effective interventions when integrated into both classroom instruction and extended learning opportunities.

Action 1.5 – Technology
Increased access to supplemental technology devices such as Promethean Boards and Active Floor systems has enhanced student engagement and instructional quality, helping close gaps for socioeconomically disadvantaged and English Learner students. With a sustained 1:1 student-to-tech ratio (M1.12), students have benefited from interactive instruction and access to online curriculum supports. These enhancements likely contributed to improved CAASPP scores in both ELA and Math, particularly at the elementary level. Continued integration of tech tools will be key to supporting differentiated learning and formative assessment access for ELs and SED students.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Baseline data for Metrics 1.1 and 1.2 were derived from the 2023 release of the California School Dashboard, reflecting performance indicators reported by the state, the "2023/24 School Year" was removed and replaced by Dashboard yer.

Added Metric 1.10 (Other indicators of student performance for the adopted course of study for grades 1 to 6 and course of study for grades 7 to 12) to Action 1.1 (Small Class Sizes) and Action 1.4 (Supplemental Instructional Support) as it was not aligned to an action previously.

Action 1.4 was updated to more explicitly address the needs of students with disabilities. While the original action included general academic interventions, the revised action clarifies that programs such as Renaissance and IXL will also be used to support IEP goals and provide accessible, differentiated instruction aligned with students' individual needs. This adjustment ensures that students with disabilities are intentionally included in intervention planning and receive equitable access to supplemental academic supports. No changes were made to the goal, metrics (M1.1, M1.2, M1.10), or target outcomes; however, the language of the action was revised to emphasize inclusive implementation.

In alignment with updated requirements to incorporate Learning Recovery Emergency Block Grant (LREBG) expenditures into the LCAP, three new actions were added under Goal 1 to address persistent gaps in student achievement and engagement. Action 1.6 – Graduation Success Coordinator was added to provide targeted support for students at risk of dropping out and to improve attendance, engagement, and graduation outcomes. Action 1.7 – Literacy Intervention was introduced to strengthen foundational reading skills through structured, evidence-based instructional approaches. Action 1.8 – ELA/Math Intervention Program was added to deliver targeted academic support for students below grade level in core content areas. These actions reflect the district's commitment to equity, early intervention, and aligned resource allocation to accelerate learning and close opportunity gaps.

Metric 1.1: The 'White' student group was added to Metric 1.1 in the Baseline, Year 1 Outcome, and Year 3 Outcome Target, as this subgroup was identified as 'Red' on the California School Dashboard at both the district and elementary levels. This change ensures targeted monitoring and accountability for a student group demonstrating significant academic need."

Metric 1.13 (CAASPP Science Scores) was added to address a previously missing measure of student achievement in science. This metric has now been added to the Baseline, Year 1 Outcome, and Year 3 Outcome Target to ensure more comprehensive monitoring and alignment with state assessment expectations.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Small Class Sizes	Site administration will provide additional teaching staff to reduce the student to teacher ratio in the classroom. This action will principally support our Socioeconomically disadvantaged students by allowing for additional instructional support in ELA and math as measured by M1.1, M1.2 and M1.10.	$613,519.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Professional Development	School site administration will provide teachers and staff the opportunity to attend professional development to implement a more engaging, collaborative, and interactive learning environment for all students to support academic success, which will be principally directed for our socioeconomically disadvantaged. This action will be measured by M1.1, M1.2 M1.11	$10,000.00	Yes
1.3	Transportation	The superintendent will ensure the district has reliable and available transportation for our socioeconomically disadvantaged students. This action will be principally directed towards unduplicated students as providing transportation for our SED students will play a vital role in maintaining our attendance rate as a district and reducing chronic absenteeism as measured by M1.8 and M1.9	$175,651.00	Yes
1.4	Supplemental Instructional Support	Site administration will provide supplemental support programs (Renaissance and IXL) that will be used as intervention tools in both the classroom, in after school actives and at home to support student achievement in math and ELA. This action is principally directed toward our socioeconomically disadvantaged students as measured by M1.1, M1.2, and M 1.10.	$10,000.00	Yes
1.5	Technology	Site administration will provide additional classroom supplemental technology devices (Promethean Boards, Active Floor systems). Additional technology in the classroom will increase student engagement, increase instructional strategies in the classroom, allow for additional online assessments, and provide high-quality access to online supplemental curriculum resources which will increase our ELA and Math CAASPP scores. This action is principally directed toward socioeconomic disadvantaged and EL students and will be measured by M1.12	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Graduation Success Coordinator	The district will develop a position for a Graduation Success Coordinator for each school to provide targeted support and intervention for students at risk of chronic absenteeism, academic disengagement, and dropping out. The coordinator will monitor student attendance, academic progress, and social-emotional needs; coordinate individualized support plans; collaborate with site staff and families; and facilitate re-engagement strategies to increase student connectedness and improve outcomes. This role will also support transition planning, credit recovery efforts, and coordination with community agencies to remove barriers to graduation as measured by M1.8, M1.9, M2.2, M2.3, and M2.4. This will be funded with LREBG - $160,000.00.	$217,506.00	No
1.7	Literacy Intervention	Provide professional development and instructional resources to implement the Orton-Gillingham (OG) approach, a structured, multisensory, and evidence-based method for teaching reading. This action will train general education and intervention teachers in the OG methodology to improve foundational literacy instruction and close reading achievement gaps. Training will include in-depth workshops, coaching, and materials aligned with the science of reading. Implementation will focus on early literacy intervention and Tier 2/Tier 3 supports for students demonstrating reading difficulties, including students with dyslexia and other language-based learning needs, as measured by M 1.1 This will be funded with LREBG - $5,000.00.	$5,000.00	No
1.8	Intervention Program	Implement a districtwide intervention program to provide targeted academic support in English Language Arts (ELA) and Mathematics for students performing below grade level. The program will utilize evidence-based intervention curricula and be delivered by trained intervention teachers and support staff during the instructional day and/or in extended learning sessions. Intervention services will be designed to support Tier 2	$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
		and Tier 3 needs, with regular progress monitoring and data analysis to adjust instruction. This action will also include professional development, diagnostic tools, and instructional resources aligned with state standards as measured by M1.1 and M1.2. This will be funded with LREBG - $30,000.00.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	To foster a positive school culture and climate that supports student well-being and academic success. A significant emphasis will be placed on knowing the environmental influences of each student to build positive relationships in the school setting. The small size of TJUSD enhances the ability of staff to know each other.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The Trona Joint Unified School District (TJUSD) developed the LCAP goal of enhancing school culture and climate, thereby increasing the graduation rate and reducing suspensions in Trona Joint Unified School District, especially for students who are experiencing homelessness, low-income, foster youth, or English Language Learners because of clear signs that these areas need improvements to support our students' well-being and academic success more effectively. A significant emphasis will be placed on knowing the environmental influences of each student to build positive relationships in the school setting. The small size of TJUSD enhances the ability of staff to know each other. Here's why this goal is crucial:

1. Graduation Rates:
- TJUSD has observed a graduation rate of only 57.7%, which is below our expectations and standards. This indicates that a significant number of our students are not completing their education, which could limit their future opportunities. By aiming to create a more supportive and positive school environment, we hope to provide students with the motivation and support they need to stay in school and graduate.

2. Suspension Rates:
- Although our suspension rate is relatively low at 2.8%, any suspension can significantly impact a student's educational experience and sense of belonging. Suspensions often contribute to negative school experiences and can discourage students from engaging positively in their education. Reducing these rates through better behavioral supports and interventions can help keep more students in class, where they can learn and grow.

Strategic Objectives
Enhanced Support Systems: By fostering a school environment that actively supports all students' well-being and academic success, TJUSD aims to provide tailored support systems that address the specific educational and emotional needs of vulnerable student groups.

Reduced Barriers to Success: Improving the school climate involves reducing barriers to success, such as bullying, isolation, and misunderstanding, disproportionately affecting vulnerable groups. Initiatives like positive campus climate initiatives and restorative justice practices are part of this approach, aiming to create a more equitable and supportive educational environment.

Increased Engagement and Belonging: A positive school climate helps build a sense of belonging among students. For those who may feel marginalized—such as foster youth, homeless students, and ELLs—feeling part of the school community can significantly enhance engagement and motivation, leading to better attendance and lower dropout rates.

Strategies for Achieving This Goal:

- Positive Behavioral Interventions and Supports (PBIS):
- Implementing PBIS is one of the strategies to help improve student behavior through positive reinforcements rather than punitive actions. This approach not only helps in reducing suspensions but also contributes to a more positive school atmosphere.

- Mentorship Programs:
- Establishing mentorship programs involving community members and staff can provide students with additional support and guidance, helping them navigate challenges both in and out of school.

- Parent and Community Engagement:
- Increasing parent involvement in school activities and decision-making processes helps build a stronger community and ensures that parents and guardians are part of their children's education, further enhancing the school's culture and climate.

By focusing on fostering a positive school culture and climate, TJUSD aims to create a more nurturing and supportive environment that not only encourages students to excel academically but also supports their overall well-being. This goal is fundamental in helping every student feel valued and connected to their school community, thereby increasing graduation rates and reducing suspensions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	School facilities in good repair Facility Inspection Tool (FIT) Status per site (Poor, Good, Excellent) Source: SARC	2022/23 Elementary - Good Middle/High - Good	2023/24 Elementary - Good Middle/High - Good		Elementary - Excellent Middle/High - Excellent	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Middle School dropout rates Percent Source: Local Data Infinite Campus	2022/23 0% of students dropped out of middle school	2023/24 0% of students dropped out of middle school		0% of students dropped out of middle school	No change
2.3	High School dropout rates Percentage Source: Ed-Data.org	2022/23 Cohort Dropouts High School 28% of the students dropped out of school	2023/24 Cohort Dropouts High School 15.8% of the students dropped out of school		Cohort Dropouts High School 0% of the students dropped out of school	-12.2%
2.4	High School graduation rate Percentage Source: California Dashboard	2022/23 District 57.7% High School 60%	2023/24 District 84.2% High School 84.2%		District 90% High School 90%	District: +26.5% High School: +24.2%
2.5	Student suspension rates Percentage Source: California Dashboard	2022/23 District All Students: 2.8% SED: 3.3% Elementary All Students: 0% SED: 0%	2023/24 District All Students: 7.2% SED: 5.1% Elementary All Students: 0% SED: 0%		District All Students: 2% SED: 2.5% Elementary All Students: 0% SED: 0% High School	District All Students: +4.4% SED: +1.8% Elementary All Students: no change SED: no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		High School All Students: 6.3% SED: 7.1%	High School All Students: 16% SED: 19.1%		All Students: 3% SED: 5%	High School All Students: +9.7% SED: +12%
2.6	Student expulsion rates Percentage Source: Ed-Data.org	2022/23 District: 0% of students were expelled	2023/24 District: 0% of students were expelled		District: 0% expulsion rate	No change

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 2, Action 1 – Monitor Facilities for Repairs and Upgrades:
This action was partially implemented due to the timing and scale of facilities projects that were either delayed or reprioritized. The district continued efforts to repair and upgrade both indoor and outdoor learning environments to support safe, clean, and functional spaces for students and staff, as measured by M2.1. A significant milestone underway is the construction of a new high school, with anticipated completion by December 2025, which is expected to expand access to high-quality facilities for all student groups. While several upgrades were completed districtwide, staffing and supply chain challenges impacted the overall pace of implementation. Continued progress will be essential to ensure equitable access to improved facilities, particularly for low-income students and English Learners.

Goal 2, Action 2 – Student/School Relationships:
This action is planned but has not yet been fully implemented. The district intends to provide expanded resources and support to school sites to foster inclusive and supportive learning environments, with the goal of positively impacting metrics such as M2.2 (student sense of belonging) and M2.4 (school connectedness). As this action is still in the planning phase, its full impact on student groups—especially socioeconomically disadvantaged students—has yet to be realized. Initial planning efforts have focused on identifying effective strategies and aligning staffing and resources, with implementation expected in the upcoming academic year.

Goal 2, Action 3 – Positive Campus Climate:
This action was partially implemented, as administrative teams continued work on strategies to maintain low student discipline rates and improve campus culture. However, full implementation was affected by staffing turnover and the need for ongoing training in behavior

interventions. Continued development of systems to support students, families, and staff is necessary to close gaps in outcomes and further reduce discipline disparities among high-need groups.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2.1 was underspent because the district is postponing certain facility repairs in alignment with the planned construction of a new school site. Additionally, delays in obtaining vendor quotes and scheduling work have impacted the timeline, resulting in projects that will not be completed by the end of the 2024–25 school year. As a result, expenditures for this action were lower than originally anticipated.
Action 2.2 was underspent as the district successfully leveraged other funding sources, including the Learning Recovery Emergency Block Grant (LREBG), to support the planned activities. This reduced the need to utilize LCAP funds for this action.
Action 2.3 was overspent due to the initial implementation of PBIS at the high school level, which required additional startup costs for training, materials, and systems development beyond what was originally budgeted.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 2.1 – Monitor Facilities for Repairs and Upgrades:
The implementation of Action 2.1 was effective in maintaining a safe and clean learning environment across all sites, with both elementary and middle/high schools rated “Good” on the Facility Inspection Tool (FIT), maintaining consistent ratings from the previous year. While this action benefits all students, ensuring well-maintained facilities supports student engagement and a positive school culture, particularly for socioeconomically disadvantaged students who may rely more heavily on school as a stable environment. No material gaps or disparities were observed in facilities access, indicating equitable benefit for all student groups.

Action 2.2 – Student/School Relationships:
Action 2.2 contributed to significant improvements in student outcomes, particularly a 12.2% decrease in high school dropout rates (from 28% to 15.8%) and a notable increase in the graduation rate from 57.7% to 84.2%. These improvements suggest that the emphasis on positive student-school relationships is fostering better academic engagement and persistence, especially among socioeconomically disadvantaged students. However, an area of concern remains in student suspension rates, which increased districtwide from 2.8% to 7.2%, and disproportionately affected SED students (from 3.3% to 5.1%), indicating a need to further refine relationship-building strategies to support behavioral outcomes.

Action 2.3 – Positive Campus Climate:
The implementation of Action 2.3 had mixed results in addressing student behavior and climate. While expulsions remained at 0% and suspensions at the elementary level held steady at 0%, high school suspensions rose sharply from 6.3% to 16% for all students and from 7.1% to 19.1% for socioeconomically disadvantaged students. Despite increased efforts to implement positive behavior strategies, these outcomes highlight a growing disparity at the high school level, particularly for SED and EL students. While overall goals for a supportive campus climate are being pursued, further refinement and support are necessary to achieve more consistent and equitable discipline outcomes.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes have been made to the planned goal, metrics, target outcomes, or actions for the coming year, as reflections on prior practice indicate the current plan remains relevant and effective.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Monitor Facilities for Repairs and Upgrades	The district will repair and upgrade indoor and outdoor facilities to provide all students access to safe and clean learning environments. Facilities will be remodeled/repaired to provide additional space for students and staff. Sports facilities will be maintained and upgraded when needed to support student engagement. When facilities are well maintained, it improves the school culture for students, staff, and parents. This will be measured by M2.1.	$65,000.00	No
2.2	Student/School Relationships	The District will provide support and resources to school sites to help them create a positive and inclusive learning environment. While all students will benefit, this action is principally directed towards socioeconomically disadvantaged students. This action will be measured by M 2.2, M2.3, M2.4, M2.5 and M2.6	$15,000.00	Yes
2.3	Positive Campus Climate	Administration will continue to develop and implement strategies and best practices to ensure our student discipline rate remains low. The implementation of these strategies and best practices will provide support to our students, staff and families to help identify potential issues with students and engage that student with the support needed. While all students will benefit from this action, it is principally directed to SED and EL students as measured by M3.2, M3.3 and M3.4	$12,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	To substantially increase the preparedness of Trona Joint Unified School District students for college and career opportunities by improving academic performance, offering comprehensive career technical education (CTE), and strengthening support services. As students matriculate to secondary school (Grades 7-12th) careful attention and planning will be offered to each student for post secondary preparation.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Trona Joint Unified School District (TJUSD) has developed the goal to enhance college and career readiness to ensure that every student graduates with the knowledge, skills, and opportunities they need to succeed in today's world. As students matriculate to secondary school (Grades 7-12th), careful attention and planning will be offered to each student for post-secondary preparation. This goal is particularly important because our recent performance data has shown that our students are not achieving as highly as they could be in key academic areas. Only a small percentage of TJUSD students are prepared for college and career opportunities after graduation.

This goal was developed in response to data and from a deep commitment to providing our students with the best possible educational experience. Through our regular educational partner meetings and community surveys, we received invaluable feedback from parents, students, teachers, and community members. Their input highlighted the need for stronger academic foundations, expanded career options, and comprehensive support systems. This collaborative process ensured that our goal was aligned with the aspirations and concerns of our entire educational community. There was an agreement that our students' English Language Arts and Mathematics scores are below the level needed for success in higher education and competitive job markets. By focusing on these core areas, we want to ensure that all students have a strong foundation in essential academic skills.

Expanding Career Options:
With rapid changes in the job market, particularly in technology and skilled trades, it's crucial that our students are equipped with practical skills and knowledge that align with real-world demands. Our goal in expanding Career Technical Education (CTE) programs is to give students hands-on experience and training in fields that are growing and need skilled workers.

Ensuring College Readiness:
Higher education remains a key pathway to many career opportunities. By enhancing our college readiness programs, we aim to increase the number of students who can not only attend college but also excel once they are there. This includes making sure students and their families have the support and information they need about college applications and financial aid.

Supporting All Students:
We recognize that each student has unique needs and aspirations. By increasing counseling and advisory services, we can provide more personalized guidance to help students navigate their educational and career planning, ensuring no student falls through the cracks.

This goal is developed not just in response to data but also from a deep commitment to providing our students the best possible educational experience. By focusing on enhancing college and career readiness, TJUSD is taking proactive steps to ensure that our students are well-prepared to succeed in whatever path they choose after graduation.

Metric 3.4 (AP Course Enrollment) is not currently tied to an action in the LCAP, as TJUSD does not offer AP courses due to limited student interest. Should student demand increase and AP courses are offered in the future, corresponding actions will be developed and incorporated into the LCAP to support implementation and student access.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of students who have successfully completed A-G Percentage Source: Local Data (Infinite Campus)	2022/23 9-12th Graders who have completed A-G: 28.3%	2023/24 9-12th Graders who have completed A-G: 28.6%		9-12th Graders who have completed A-G: 50%	+0.3%
3.2	Percentage of students who have successfully completed CTE sequences/programs aligning with SBE-approved CTE standards. Percentage Source: Local Data (Infinite Campus)	2022/23 88% of students in grades 10-12 have completed CTE sequences/programs aligned with SBE-approved CTE standards.	2023/24 70% of students in grades 10-12 have completed CTE sequences/programs aligned with SBE-approved CTE standards.		100% of students in grades 10-12 have completed CTE sequences/programs aligned with SBE-approved CTE standards.	-18%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Percentage of students who have completed both A-G requirements and CTE programs Percentage Source: Local Data (Infinite Campus)	2022/23 12% of students have completed A-G requirements and CTE programs.	2023/24 0% of students have completed A-G requirements and CTE programs.		50% of students have completed A-G requirements and CTE programs.	-12%
3.4	Percentage of students who passed an AP exam with a score of 3 or higher Percentage Source: Local Data (Infinite Campus)	2022/23 Currently, Trona High School does not offer AP courses during the 2023/24 School Year	2023/24 Currently, Trona High School does not offer AP courses during the 2024/25 School Year		Trona High School will offer one AP class by 2026/27 School Year	no change
3.5	Percentage of students who demonstrate college/career readiness. Percentage Source: CA Dashboard	2022/23 According to the CA Dashboard, College/Career Readiness is 11.5% are prepared.	2023/24 According to the CA Dashboard, College/Career Readiness is 15.8% are prepared.		50% of students will be college/career prepared when they graduate.	+4.3%
3.6	Students who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any	2022-23 11th graders who met or exceeded standard on CAASPP:	2023-24 11th graders who met or exceeded standard on CAASPP:		ELA - 20% Math - 20%	ELA: +6.46% Math: +3.92%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	subsequent assessment of college preparedness. Percentage Source: CAASPP	ELA - 7.69% Math - 7.69%	ELA - 14.15% Math - 11.61%			
3.7	Students have access to a broad course of study Percentage Source: Local Data (Infinite Campus)	2022/23 100% of students within the TJUSD have access to a broad course of study.	2023/24 100% of students within the TJUSD have access to a broad course of study.		The district will maintain 100% of students within the TJUSD have access to a broad course of study.	no change
3.8	The number of partnerships in place with local businesses for career exploration programs. Numeric Source: Local Metric Infinite Campus	2023/24 There are no partnerships in place with local businesses for career exploration programs.	2024/25 There is one partnerships in place with local businesses for career exploration programs.		Three partnerships in place with local businesses for career exploration programs.	+1 partnership
3.9	College Courses Taken Percentage Source: Local Metric Infinite Campus	2023/2024 26% of students took College Courses at Trona High School	2023/2024 26% of students took College Courses at Trona High School		50% of students will take one or more college classes.	N/A
3.10	College and/or trade school visits	2023/24 Trona High School	2023/24 Trona High School		4 College and or trade school visits per year.	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Numeric Source: Local Metric field trip sheets	Has taken 2 college and/or trade school visits for the school year.	Has taken 2 college and/or trade school visits for the school year.			

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 3.1 – CTE/Career Electives
The implementation of CTE/Career Electives was partially implemented as planned, with staff and course offerings in place to support career pathways for students. However, challenges emerged in ensuring students completed both CTE sequences and aligned academic requirements, indicating a need for stronger integration and student support. While the infrastructure was maintained, more targeted guidance may be necessary to increase student completion rates and address access gaps for low-income students.

Action 3.2 – Local Business Partnerships
Local Business Partnerships were fully implemented, with initial efforts resulting in limited outreach success. Although one partnership was formed, the action fell short of the broader intent to develop multiple partnerships to support career exploration and pathways. The implementation highlighted challenges in engaging local industries and sustaining ongoing collaboration, especially for supporting Socioeconomically Disadvantaged, English Learners, and Foster Youth. Continued efforts are needed to scale this action to achieve its full impact.

Action 3.3 – College Courses on TJUSD Campus
This action was fully implemented, successfully launching college courses on the TJUSD campus and expanding access to postsecondary opportunities for students. While initial enrollment in dual enrollment classes began, participation was not yet at full scale due to logistical challenges related to scheduling, staffing, and coordination with partner institutions. Despite these limitations, the district has made meaningful progress, including establishing strong partnerships with Barstow Community College and Cerro Coso Community College. Notably, one student is on track to graduate with an Associate's Degree, highlighting the long-term potential of the program. Continued investment in program support and alignment will be essential to increase participation and ensure equitable access for unduplicated student groups.

Action 3.4 – Student College and Trade School Visits
This action was fully implemented, with students participating in organized college and trade school visits. These experiences supported student exposure to postsecondary and career opportunities and were well-coordinated by school staff. The successful execution of this

action reflects a strong commitment to preparing students for life after high school and provided a positive and impactful experience for all students, particularly unduplicated youth. Continued success will depend on maintaining logistical and financial support for future visits.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 3.2 was underspent as the district continues to explore and develop opportunities to expand community and business partnerships. Implementation is ongoing, and additional partnerships are expected to be established in future years. Action 3.4 was also underspent due to the availability of alternative funding through CTE-related grants, which offset the need for LCAP funds. Additionally, the majority of associated costs, particularly for transportation to trade schools, were charged under Goal 1, Action 1.3, contributing to the lower expenditure for this action.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 3.1 – CTE/Career Electives
Action 3.1 aimed to expand CTE/Career elective classes and pathways to support career readiness, particularly for low-income students. The data indicates a decline in CTE sequence completion from 88% in 2022–23 to 70% in 2023–24 (M3.2), and a sharp drop in students completing both A-G and CTE from 12% to 0% (M3.3). While the percentage of students meeting A-G requirements slightly increased from 28.3% to 28.6% (M3.1), the disconnect between CTE and A-G completion suggests a need for better alignment and integration of these programs. The data reveals a growing gap in dual pathway access and success, especially for low-income students the action intended to support, indicating limited effectiveness in bridging college and career readiness.

Action 3.2 – Local Business Partnerships
Action 3.2 focused on developing partnerships with local businesses to expand post-secondary opportunities, with an emphasis on supporting Socioeconomically Disadvantaged, English Learners, and Foster Youth. Metric 3.7 confirms that 100% of students in TJUSD had access to a broad course of study in both 2022–23 and 2023–24, establishing a strong foundation for career readiness. Metric 3.8 shows that the first local business partnership was established in 2023–24, indicating early progress on this new initiative. However, limited business engagement means most students—especially those the action aimed to serve—have not yet seen broad benefits. Although college and career readiness improved from 11.5% to 15.8% (M3.5), this growth is likely more reflective of gains in other areas. Continued expansion of partnerships is needed to close opportunity gaps and realize the full implementation impact for target student groups.

Action 3.3 – College Courses on TJUSD Campus
Through Action 3.3, TJUSD partnered with Barstow Community College to provide college-level courses on the high school campus, with the goal of increasing access for unduplicated students. In 2023–24, 26% of students enrolled in college courses (M3.9), a strong outcome for a newly launched dual enrollment program. This opportunity directly supports post-secondary preparedness by offering early college credit and exposure to higher education. The college/career readiness metric (M3.5) rose from 11.5% to 15.8%, signaling positive momentum. Additionally, while these improvements are encouraging, a broader look at related metrics highlights areas for further development. Metric 3.3 shows that 0% of students completed both A–G requirements and a CTE program in 2023–24, down from 12% in the prior year. This decline suggests a need for greater alignment and support between college and career pathways. Metric 3.6 reflects an increase in CAASPP college-readiness indicators, with ELA rising from 7.69% to 14.15% and Math from 7.69% to 11.61%, reinforcing overall academic gains.

Furthermore, college and trade school exploration has been supported by consistent implementation of school visits (M3.10), ensuring students are exposed to a range of post-secondary options. Together, these metrics demonstrate initial success in increasing access to college-level opportunities while also identifying key gaps—such as dual A–G/CTE completion—that must be addressed to achieve more equitable and comprehensive post-secondary readiness for all students, particularly English Learners, Foster Youth, and Low-Income students.

Action 3.4 – Student College and Trade School Visits
Action 3.4 aimed to increase awareness of college and career options through site visits and workshops. In 2023–24, students participated in two college or trade school visits (M3.10), reflecting initial success in implementing this strategy. While AP access remains unavailable (M3.4), the exposure to post-secondary options helps fill that gap and aligns with improved CAASPP college readiness indicators, with 11th graders meeting or exceeding standards increasing from 7.69% to 14.15% in ELA and 11.61% in math (M3.6). These visits are particularly impactful for unduplicated students who may have limited access to such experiences otherwise.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Metrics 3.8, 3.9 and 3.10 were updated, as these are newly developed metrics that did not have baseline data at the time of initial identification. The Baseline and Year 3 Outcome columns have been revised to reflect current progress and projected outcomes.

Revisions were also made to the metrics listed in Action 3.3. The original metrics—2.3, 2.6, 2.8, and 2.9—were incorrectly assigned and have been corrected to M3.3, M3.6, 3.9 and M3.10.

For Action 3.2, the metric was revised from M3.7 (Broad Course of Study) to M3.8, which more accurately measures the number of partnerships in place.

Finally, the metrics for Action 3.4 were corrected. Originally listed as 2.5, 2.6, 2.7, and 2.8, they have been updated to M3.5, M3.6, M3.7, and M3.8.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	CTE/Career Electives	The High School Principal will maintain and expand CTE/Career elective classes and pathways to provide students with career education options. While this action will benefit all students, it is principally directed to Low-Income students as measured by M3.2 and M3.3	$237,190.00	Yes
3.2	Local Business Partnerships	Site administration will develop partnerships with local businesses (local mining operations, local emergency responders, US Park Service) to allow for students to identify local career opportunities and career pathways. While this action will benefit all students, it is principally directed to Socioeconomically Disadvantaged, English Learners and Foster Children to provide post graduate opportunities as measured by M3.8.	$5,000.00	Yes
3.3	College Courses on TJUSD Campus	Site administration will develop and maintain instructional opportunities for students to enroll and complete college level courses with Barstow Community College. While all students will benefit from this action, it is principally directed to unduplicated students as measured by M3.3, M3.6, M3.9, and M3.10.	$10,500.00	Yes
3.4	Student College and Trade School Visits	Administration, teachers and staff will provide college and career information, counseling support and provide opportunities for students and families to explore college and career opportunities through workshops, FAFSA completion, college and trade school visits, and course opportunities as measured by M3.5, M3.6, M3.7 and M3.8.	$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	To increase parent and community involvement in school activities, decision-making, and partnerships to enhance educational outcomes and create a supportive environment for all students.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

TJUSD created the goal to increase community involvement in our schools because we believe that our students benefit greatly when families and community members participate in school activities and decision-making. It's all about teamwork—when everyone contributes, we can create a better and more supportive environment for our kids.

LCAP Educational Partner Survey Insights

Engagement Levels and Satisfaction:

The survey revealed mixed levels of satisfaction with family engagement at TJUSD schools. While some respondents were satisfied, others expressed dissatisfaction or were unaware of existing engagement activities.

There are several mentions of the need for improved communication and more inclusive engagement strategies that go beyond just parents to include the broader community.

Barriers to Participation:

Respondents identified various factors that hindered their participation in school-related activities, including lack of timely communication, personal circumstances, and the timing of events, which often conflicted with work schedules.

Some respondents mentioned the absence of engagement activities and suggested more inclusive events such as sports, dances, and other community-oriented activities.

Communication Channels:

The survey indicated a preference for multiple communication channels, including newsletters, emails, social media, and physical notices sent home. The diversity in preferred communication methods highlights the need for a comprehensive communication strategy to reach all educational partners effectively.

By inviting more community participation, we aim to bring diverse perspectives and resources that can enrich our educational programs and help our students succeed academically and socially. This involvement also helps build a strong support network, making the school a welcoming place for everyone.

Ultimately, this goal is to ensure our school is a community hub where families feel valued, heard, and connected. We want to ensure that our educational plans align with the needs and aspirations of our community so that together, we can provide the best opportunities for our students to thrive.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	School Site Council Meeting Number of Participants at meetings Numeric Number of Events Source: Local Data SSC Meeting Notes	2023/24 Elementary School 5 School Site Council meetings were held for 2023/24 School year High School 0 School Site Council meetings were held for the 2023/24 School Year	2024/25 Elementary School 4 School Site Council Meetings were held for the 2024/25 School Year High School 2 School Site Council Meetings were held for the 2024/25 School Year.		Elementary School The school will hold a minimum of 4 School Site Council meetings each school year High School The school will hold a minimum of 4 School Site Council meetings each school year	Elementary School: -1 School Site Council Meeting held High School: +2 School Site Council Meetings held
4.2	Community Events Numeric Number of Events	District 2023/24 School Year Trona Joint Unified School District hosted nine community events (Back to School Night,	District 2024/25 School Year Trona Joint Unified School District hosted nine community events		District The District will hold nine community events a year.	District: No change Elementary: +3 events

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local Data Community Events Form	two LCAP Community Forums, Open House, and Jr. Olympics, DMCAC) that parents and community members could attend. Elementary 2023/24 School Year Trona Elementary School held nine family nights (Quarterly Awards Assembly, Student Council, Jr. Olympics Awards Assembly, Bingo Night, Movie Night, and Living Wax Museum) that parents and community members could attend. High School 2023/24 School Year Trona High School held seven family nights (Six Pep Rally and ASB Elections) that parents and community members could attend.	(Back to School Night, LCAP Community Forums, Open House, and Jr. Olympics, DMCAC, and Community Music Concerts) that parents and community members could attend. Elementary 2024/25 School Year Trona Elementary School held twelve family events (Quarterly Awards Assembly, Student Council, Jr. Olympics Awards Assembly, Bingo Night, Movie Night, and Living Wax Museum, Family Dance Night, two Music Concerts) that parents and community members could attend. High School		Elementary The Elementary will hold nine community events a year. High School The High School will hold nine community events a year.	High School: +10 events

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2024/25 School Year Trona High School held seventeen family nights (Ten Pep Rally and ASB Elections, two music concerts, Homecoming Coronation, Homecoming parade, all sports award Banquette, and Academic Awards Banquette) that parents and community members could attend.			
4.3	Educational Partner Surveys Percentage Source: Local Data (Panorama)	2023/24 Parents and Educational Partners = .08% participants Students = 20% of participants Teachers/Staff = 16% of participants	2024/25 Parents and Educational Partners = 1.4% participants Students = 39% of participants Teachers/Staff = 50% of participants		Parents and Educational Partners = 30% participants Students = 60% of participants Teachers/Staff = 75% of participants	Parents and Educational Partners = +0.6% participants Students = +19% of participants Teachers/Staff = +34% of participants
4.4	Parent workshops/events focusing on underrepresented students.	2024/25 4 workshops for parents	2024/25 4 workshops for parents		6 workshops for parents per year	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage Source: Local Data (Event Agenda)					
4.5	Parents with Special Needs Students that attend Parent Engagement Activities Percentage Source: Local Data (event sign in sheets)	2024/25 Parents with Special Needs were invited to four Parent Engagement Activities. 0% of the parents attended.	2024/25 Parents with Special Needs were invited to four Parent Engagement Activities. 0% of the parents attended.		Parents with Special Needs will be invited to four Parent Engagement Activities. 10% of the parents will attend.	No change
4.6	Safety and School Connectedness Percentage Local Data: School Climate Survey (Panorama)	2024/25 56% of students reported feeling safe at school. 54% of students reported a sense of belonging at school. 80% of families reported feeling that their child felt safe at school. 80% of families report feeling a sense of belonging in the school community. 40% of teachers reported feeling safe at school.	2024/25 56% of students reported feeling safe at school. 54% of students reported a sense of belonging at school. 80% of families reported feeling that their child felt safe at school. 80% of families report feeling a sense of belonging in the school community.		100% of students report feeling safe at school 100% of students report a sense of belonging at school. 90% of families report feeling that their child felt safe at school. 80% of families report feeling a sense of belonging in the school community. 75% of teachers report feeling safe at school.	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		60% of teachers reported a feeling of belonging at school.	40% of teachers reported feeling safe at school. 60% of teachers reported a feeling of belonging at school.		90% of teachers report a feeling of belonging at school.	

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 4, Action 1 – Parent and Community Communication:
This action was fully implemented as planned, with a districtwide focus on delivering timely, relevant, and accessible communication to families. Implementation included the use of multiple platforms—such as email, phone calls, district and school websites, and social media—to disseminate information about school events, district policies, and available resources. Special attention was given to ensuring that materials were translated into multiple languages and presented in formats accessible to families of students with disabilities. While the implementation met expectations, the district identified the need to strengthen outreach strategies specifically targeting English Learner and Foster Youth families to improve timeliness and relevance of communications.

Goal 4, Action 2 – Parent and Community Involvement:
This action was fully implemented through a range of school-sponsored events and district-led outreach initiatives designed to strengthen parent and community involvement. Implementation included family nights, informational workshops, and community engagement activities at both the school and district levels. Schools prioritized strategies to engage socioeconomically disadvantaged families and those of students with disabilities by offering events at flexible times and providing interpretation services. As part of implementation, staff collaborated to remove common participation barriers such as transportation and scheduling conflicts. Ongoing implementation efforts will aim to expand involvement opportunities for Foster Youth families and those residing in remote areas.

Goal 4, Action 3 – Educational Partner Feedback:
This action was fully implemented through the coordinated administration of biannual Educational Partner Surveys to collect input from families, staff, and community members. Survey distribution and outreach methods were improved to reach a wider audience, including translated surveys and multiple digital and paper-based formats. Implementation efforts included dedicated time for schools to review results and incorporate feedback into planning. District staff supported sites in using survey data to guide instructional, climate, and programmatic decisions. Implementation challenges included increasing participation among Foster Youth caregivers, which remains a focus area moving forward to ensure more inclusive input across all student groups.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 4.2 was underspent because the parent engagement events were able to utilize existing supplies and materials already available within the district. As a result, the need to purchase additional resources was minimized, leading to lower-than-anticipated expenditures.

Action 4.3 was underspent because the district prepaid a five-year contract for services at the end of the 2023–24 school year. Additionally, Comprehensive Support and Improvement (CSI) funds were utilized to support this action, reducing the need for LCAP expenditures in 2024–25.

Metric 4.6

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 4.1 – Parent and Community Communication:
Action 4.1 aimed to strengthen communication between the district and families, with a focus on ensuring access to relevant and timely information for all families, including socioeconomically disadvantaged (SED), Foster Youth, and English Learners. The effectiveness of this action is demonstrated by M4.1 data: while the elementary school maintained steady engagement with four School Site Council meetings in 2024–25 (down slightly from five in 2023–24), the high school showed significant growth—rising from zero to four meetings. This improvement addresses a critical gap in secondary-level parent involvement and reflects progress in establishing consistent communication structures districtwide. Continued efforts are needed to expand language access and targeted outreach to ensure equitable engagement for families of English Learners and Foster Youth.

Action 4.2 – Parent and Community Involvement:
Action 4.2 focused on increasing parent and community involvement in school-sponsored events, especially for underrepresented student groups. Effectiveness is reflected in M4.2 data, which shows that the district maintained a high number of events, hosting nine community-wide activities and 12 elementary-level events in both 2023–24 and 2024–25. These included LCAP forums, Jr. Olympics, and other culturally responsive gatherings that offered accessible entry points for family engagement. While event frequency remained strong, disaggregated attendance data is needed to evaluate the extent of participation by low-income families, Foster Youth, and English Learners. To close this gap, the district should continue to offer transportation, translation, and flexible scheduling to increase equitable access to these events.

Action 4.3 – Educational Partner Feedback:
Action 4.3 was designed to gather meaningful feedback from parents, students, and staff to inform continuous improvement efforts. Its effectiveness is evidenced by M4.3 data showing significant increases in participation across all groups in 2024–25. Parent engagement rose from just 0.08% in 2023–24 to 1.4%, student participation nearly doubled from 20% to 39%, and teacher/staff response rates more than tripled from 16% to 50%. This growth indicates a stronger culture of voice and inclusion and suggests that families and staff feel increasingly

empowered to share perspectives. While encouraging, further outreach is needed to ensure higher survey representation from English Learners, low-income households, and Foster Youth caregivers to fully inform district actions and ensure responsiveness to their unique needs.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 4.1: Metric 4.2 (Community Events) was removed, as this action is specifically focused on communication efforts and not event coordination.

Action 4.2: Metric 4.1 (Communication) was removed, as this action is intended to support parent and community involvement rather than general communication strategies.

Metric 4.4 was revised to focus on the number of parent workshops/events specifically supporting underrepresented student groups, replacing the original metric based on the percentage of parent participation, which proved difficult to track reliably. The Year 3 Target Outcome was also updated to align with the workshops planned for this LCAP cycle. Also, removed specific topic of the workshops to allow TJUSD to meet the needs of parents by allowing them input on topics of interest.

Metric 4.5 was revised to include clearly identified baseline data and a defined Year 3 Outcome to support more accurate monitoring and evaluation.

Metric 4.6 was updated to reflect parent, student, and staff perceptions of safety and belonging in the Baseline, Year 1 Outcome, and Year 3 Outcome Target. Previous baseline data from 2020–21 was removed, as it did not include parent and staff perception and did not align with the current available data source. The district has adopted the Panorama survey as its annual climate measure, providing a consistent and reliable tool to more accurately track progress toward this metric moving forward.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent and Community Communication	The Administration will ensure relevant, engaging communication with parents and the community is conducted regularly, with specific focus on SED and SWD families, to ensure our families have updated and relevant	$3,500.00	No

Action #	Title	Description	Total Funds	Contributing
		information regarding school and district activities and programs as measured by M4.1.		
4.2	Parent and Community Involvement	Site administration will continue to engage parents and the community in school sponsored events. The district administration will conduct focused events and engagement activities with our SED and SWD families. The district, schools, teachers and parents are able to better support our students and families and bring awareness about all community events at the school sites as measured by M4.2.	$4,500.00	No
4.3	Educational Partner Feedback	The Superintendent will administer an Educational Partner Survey twice a year to gather feedback on district initiatives, site actions and community relations to support the academic and social emotional success of our students as measured by M4.3	$5,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$785,660	$86,061

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
24.738%	0.000%	$0.00	24.738%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Small Class Sizes **Need:** The analysis of the 2023 CAASPP scores for Trona School District reveals significant academic disparities between Socioeconomically Disadvantaged (SED) students and their peers across both ELA and Math. In ELA, SED students scored -144.6 Distance From Standard, compared to -131.2	The analysis of the 2023 CAASPP scores for Trona District highlights significant academic disparities across different student subgroups, particularly Socioeconomically Disadvantaged (SED) and Students with Disabilities (SWD). These disparities are stark in both English Language Arts (ELA) and Mathematics, where SED students consistently score significantly below the standard. In response, providing smaller class sizes is a strategic approach to address these academic challenges and support our	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	for all students, indicating a notable gap for ELA. This disparity is even more pronounced at Trona High School, where SED students scored -206.2 compared to the overall score of -185.2. In Math, the gap widens further, with SED students scoring -164.9 compared to -148.4 for all students at the district level and -233.6 compared to -200.6 at the high school level. This data underscores the need for targeted interventions to support SED students, who are consistently underperforming relative to their peers. Educational partner feedback highlights a critical need for additional academic support and resources tailored to the unique challenges faced by SED students. Parents, teachers, and community members have stressed the importance of after-school tutoring programs, increased access to technology, and enhanced counseling services to address academic and socio-emotional needs. Utilizing CAASPP data, the district aims to implement these targeted actions to close the achievement gaps and ensure equitable educational opportunities for all students. **Scope:** LEA-wide	students' diverse needs. Research has shown that smaller class sizes can lead to increased student achievement, particularly for disadvantaged students, as they allow for more individualized instruction and closer teacher-student interactions (Nye, Hedges, & Konstantopoulos, 2001). By implementing smaller class sizes, we can offer a more personalized learning experience that caters to the specific needs of our students. For example, teachers can provide targeted support and interventions for students struggling with foundational skills in ELA and Math. In a smaller classroom setting, teachers can utilize supplemental materials and differentiated instruction techniques to ensure that all students, including those with unique learning needs, receive the appropriate level of challenge and support. Furthermore, smaller class sizes enable teachers to employ formative assessments more effectively, allowing them to identify and address learning gaps promptly. The decision to provide smaller class sizes on an LEA-wide basis, despite targeting SED students, ensures that all students benefit from this supportive environment. This approach not only promotes equity by giving disadvantaged students the extra help they need but also fosters a culture of excellence and high expectations across the district. Research indicates that while smaller class sizes are particularly beneficial for disadvantaged students, all students can experience improvements in academic outcomes, engagement, and behavior when class sizes are reduced (Glass & Smith, 1979). Therefore, by	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		investing in smaller class sizes, the district is committing to the academic success and well-being of every student, creating a more inclusive and supportive educational environment for all.	
1.2	**Action:** Professional Development **Need:** The analysis of the 2023 CAASPP scores for Trona School District reveals significant academic disparities between Socioeconomically Disadvantaged (SED) students and their peers across both ELA and Math. In ELA, SED students scored -144.6 Distance From Standard, compared to -131.2 for all students, indicating a notable gap. This disparity is even more pronounced at Trona High School, where SED students scored -206.2 compared to the overall score of -185.2. In Math, the gap widens further, with SED students scoring -164.9 compared to -148.4 for all students at the district level and -233.6 compared to -200.6 at the high school level. This data underscores the need for targeted interventions to support SED students, who are consistently underperforming relative to their peers. Educational partner feedback from our SED parents indicates a significant concern regarding the consistent underperformance of their students compared to all students. They stress the need for additional academic support and resources tailored to SED students' unique challenges. Certificated staff	The 2023 CAASPP scores for Trona District reveal significant disparities in academic performance, particularly for Socioeconomically Disadvantaged (SED) students. The data shows that SED students are significantly behind in both ELA and math, with distances from the standard at -144.6 and -164.9, respectively. At the high school level, these gaps widen further, with SED students scoring -206.2 in ELA and -233.6 in math. To address these disparities, the district is implementing a comprehensive Professional Development (PD) program aimed at enhancing instructional strategies and providing targeted support to teachers working with SED students. This LEA-wide initiative is crucial as it ensures that all educators are equipped with the skills and resources necessary to support the academic growth of SED students. The PD program will focus on several key areas, including differentiated instruction, culturally responsive teaching, and the integration of technology to enhance learning. By training teachers in differentiated instruction, the district aims to meet the diverse learning needs of SED students, providing them with customized support that can bridge the achievement gap. Additionally, culturally responsive teaching practices will help create an inclusive classroom environment that recognizes and values the backgrounds of SED students, fostering a sense of belonging and	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	reported an 85% participation rate in on-site professional development and 20% at conferences, while classified staff had an 85% participation rate on-site and 10% at conferences. Leveraging this engagement, the district recognizes that relevant, data-driven professional development will play a key role in closing the academic performance gap. The district aims to implement targeted actions, including after-school tutoring programs, increased access to technology, and enhanced counseling services, to address academic and socio-emotional needs and ensure equitable educational opportunities for all students. **Scope:** LEA-wide	engagement. The integration of technology will provide students with access to supplemental materials and interactive learning tools, making education more accessible and engaging. Research supports the effectiveness of targeted PD in improving student outcomes. For example, a study by the American Institutes for Research found that sustained, collaborative PD can lead to significant improvements in teaching practices and student achievement. By providing PD on an LEA-wide basis, the district ensures that all teachers, not just those in schools with high populations of SED students, are prepared to support these students. This comprehensive approach promotes equity and ensures that SED students receive consistent support across all schools. The district's commitment to PD is further evidenced by the high participation rates, with 85% of certificated and classified staff attending on-site PD. This widespread engagement underscores the district’s dedication to addressing the academic needs of SED students and closing the achievement gap through sustained and strategic professional development..	
1.3	**Action:** Transportation **Need:** The data from the 2022/23 school year reveals significant disparities in chronic absenteeism and daily attendance rates among our Socioeconomically Disadvantaged (SED) students compared to all students. District-wide chronic absenteeism rates stand at	Providing transportation for Socioeconomically Disadvantaged (SED) students is crucial in addressing the high rates of chronic absenteeism and low daily attendance rates highlighted in recent data. For instance, district-wide chronic absenteeism for SED students stands at 52.8%, significantly higher than the overall rate of 46.4%. The situation is even more pronounced among Hispanic students, with a chronic absenteeism rate of 64.6%. The data shows that SED parents	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	46.4% for all students but are notably higher for SED students at 52.8%. At the elementary level, SED students experience a chronic absenteeism rate of 50.5% compared to 43.8% for all students, and at the high school level, SED students have an absenteeism rate of 54.3% compared to 50% for all students. Daily attendance rates further illustrate these challenges, with district-wide attendance at 86.66% for all students, slightly higher for SED students at 86.88%, but with high school SED students having a markedly lower attendance rate of 79% compared to 83% for all high school students. During our educational partner engagement sessions, SED parents highlighted the significant challenges they face in ensuring regular school attendance for their children when transportation is not provided. The data supports these concerns, emphasizing the critical need for targeted transportation services to address the attendance gap. This feedback and data underscore the urgent need for improved transportation support to ensure equitable access to education for SED students, thereby reducing chronic absenteeism and improving overall daily attendance rates. **Scope:** LEA-wide	struggle to get their children to school without provided transportation, underscoring the necessity of implementing a robust transportation program. By offering reliable transportation, the district can remove one of the most significant barriers to regular school attendance for these students. A comprehensive transportation program not only ensures that SED students have a consistent and reliable way to get to school but also supports their overall educational experience. For instance, having a dependable transportation service means that students can arrive on time and be ready to engage in learning activities from the start of the school day. This punctuality is particularly important for accessing morning programs and support services such as breakfast programs, early intervention tutoring sessions, and counseling services. Moreover, teachers can better plan their instructional time, knowing that a greater proportion of their students will be present consistently. Supplemental materials and resources, which are often time-sensitive and require regular attendance for maximum benefit, can be more effectively utilized. Studies have shown that increased attendance correlates with better academic performance, and providing transportation can directly contribute to improving the academic outcomes for SED students. The decision to provide transportation on an LEA-wide basis, even though it targets SED students, ensures equity and inclusivity. By extending this service to all students, the district promotes a culture of equal opportunity, which can help	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		reduce stigma and foster a sense of community. Furthermore, research indicates that when schools implement inclusive strategies that benefit the entire student population, the overall school climate improves, leading to better educational outcomes for everyone. The provision of transportation also aligns with the district's broader goals of enhancing student achievement and well-being, as outlined in the Local Control and Accountability Plan (LCAP). By addressing the unique transportation needs of SED students, the district is making a strategic investment in the future success of its entire student body.	
1.4	**Action:** Supplemental Instructional Support **Need:** The 2023 CAASPP data for the Trona District reveals significant academic disparities between Socioeconomically Disadvantaged (SED) students and their peers. In English Language Arts (ELA), SED students scored -144.6 points below the standard, compared to -131.2 points for all students. The gap widens in mathematics, with SED students scoring -164.9 points below the standard, compared to -148.4 points for all students. At Trona Elementary, SED students scored -103.7 points below the standard in ELA, while the overall student body scored -92.8 points below the standard. In mathematics, SED students scored -116.7 points below the standard, compared to -110.3 points for all students. At Trona High School, the disparity is even more pronounced: SED students scored -206.2	The 2023 CAASPP scores for Trona District reveal significant academic disparities, particularly for Socioeconomically Disadvantaged (SED) students. For instance, SED students scored -144.6 below the standard in ELA and -164.9 below the standard in math, which is consistently lower than the scores for all students and other subgroups. This data, along with feedback from SED parents, underscores a critical need for targeted intervention to support these students in closing the achievement gap. Providing Supplemental Instructional Materials is a key strategy to address these needs. These materials include leveled readers, math manipulatives, and digital resources tailored to meet students at their individual learning levels. Teachers will receive professional development to effectively integrate these materials into their instruction, ensuring they can provide differentiated and personalized support. This approach allows SED students to engage with	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	points below the standard in ELA, and -233.6 points below the standard in mathematics, compared to -185.2 and -200.6 points respectively for all students. Educational partner feedback from SED parents indicates a strong concern over these persistent academic performance gaps. They emphasize the need for supplemental academic programs that can meet SED students at their individual levels of need. Such programs are crucial in addressing the academic disparities highlighted by the CAASPP data and ensuring that SED students receive the necessary support to improve their academic outcomes. **Scope:** LEA-wide	content that is accessible and challenging, promoting better understanding and retention of academic concepts. Moreover, the district is implementing this program LEA-wide, despite targeting SED students, to create an inclusive learning environment where all students can benefit from enhanced instructional support. This action also addresses programs and services provided to individuals with special needs. Research shows that supplemental programs, such as guided reading groups and targeted math interventions, have effectively improved student outcomes across diverse populations. By providing these resources across the district, the program addresses the specific needs of SED students and fosters a culture of equity and excellence for all learners. This holistic approach ensures that every student has the opportunity to succeed, thereby lifting the overall academic performance of the district.	
1.5	**Action:** Technology **Need:** The analysis of the 2023 CAASPP scores for Trona School District reveals substantial academic disparities between Socioeconomically Disadvantaged (SED) students and their peers, highlighting the urgent need for targeted interventions. In English Language Arts (ELA), SED students scored -144.6 Distance From Standard, compared to -131.2 for all students, indicating a significant achievement gap. This disparity is	The analysis of the 2023 CAASPP scores for Trona School District indicates significant academic disparities between Socioeconomically Disadvantaged (SED) students and their peers, particularly in ELA and Math. The district is committed to providing additional technology resources as a critical intervention strategy to address these disparities. By integrating advanced technological tools into the learning environment, SED students will have enhanced access to educational content, personalized learning experiences, and supplementary instructional materials that can help bridge the achievement gap. Research demonstrates that access to	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	even more pronounced at Trona High School, where SED students scored -206.2 compared to the overall score of -185.2. In Math, the gap widens further, with SED students scoring -164.9 compared to -148.4 for all students at the district level and -233.6 compared to -200.6 at the high school level. These data points underscore the consistent underperformance of SED students relative to their peers, necessitating focused and effective support measures. Educational partner feedback has highlighted the critical need for enhanced technology access as a key strategy to address these academic disparities. By integrating advanced technological tools into the learning environment, the district aims to offer equitable educational opportunities, foster personalized learning experiences, and provide supplementary instructional materials. This targeted action is essential to bridge the achievement gaps identified through CAASPP data, ensuring that SED students receive the necessary resources to succeed academically. **Scope:** LEA-wide	technology can significantly improve academic outcomes for disadvantaged students, offering interactive and engaging ways to grasp complex concepts, practice skills, and receive immediate feedback. The district's strategy includes several specific areas of support, such as providing one-to-one devices (e.g., Chromebooks or tablets), ensuring reliable internet access, and offering comprehensive digital literacy programs. Teachers will receive professional development to effectively incorporate technology into their lesson plans, creating more dynamic and differentiated instruction. Supplemental materials, such as educational software and online resources tailored to individual learning needs, will be available to students. Additionally, the district will establish tech-support hubs where students can receive assistance with their devices and access online tutoring platforms. The district aims to create an inclusive learning environment that empowers SED students to achieve academic success by embedding these supports within the broader educational framework. While these technological interventions primarily focus on SED students, the district is implementing these initiatives on an LEA-wide basis to ensure equity and maximize the benefits across the entire student population. This approach creates a unified technological infrastructure, promotes digital inclusion, and fosters a culture of innovation and collaboration among students and staff. By addressing the unique needs of SED students through these comprehensive technology	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		programs, the district targets the existing academic gaps and sets a foundation for long-term educational equity and excellence for all students.	
2.2	**Action:** Student/School Relationships **Need:** In the Trona School District, there is a significant disparity in suspension rates and dropout rates between Socioeconomically Disadvantaged (SED) students and their peers. The district's overall suspension rate stands at 2.8%, while SED students experience a higher rate of 3.3%. This disparity is even more pronounced at Trona High School, where the suspension rate for all students is 6.3%, yet it increases to 7.1% for SED students. The district's high school dropout rate is alarmingly high at 28%, further underscoring the need for targeted interventions to support our most vulnerable students. Educational partners have highlighted the critical need for strengthening student-school relationships, particularly for SED students. Feedback from educational partners indicates that SED students often face unique challenges that contribute to higher suspension and dropout rates, including limited access to resources, social-emotional support, and a sense of belonging within the school community. To address these disparities, it is essential to implement strategies that foster positive relationships	Positive student-teacher relationships are crucial for addressing the needs of Socioeconomically Disadvantaged (SED) students, as highlighted by the educational disparities in Trona School District. Research consistently shows that supportive relationships with teachers lead to better academic outcomes, increased engagement, and reduced behavior issues, particularly for students facing economic challenges (Hamre & Pianta, 2001). Implementing a program focused on positive student relationships can benefit SED students in several ways. Firstly, providing training for teachers on building strong relationships with students can create a more supportive and inclusive classroom environment. Teachers can use strategies such as active listening, empathy, and culturally responsive teaching to connect with SED students (Murray & Malmgren, 2005). Additionally, implementing small-group activities or one-on-one mentoring can help foster deeper connections between students and educators, leading to increased trust and academic motivation (Hughes et al., 2008). Moreover, providing supplemental materials and resources tailored to the needs of SED students can further enhance these relationships. For example, offering after-school tutoring programs, access to technology for homework assistance, or even providing nutritious meals can alleviate some of the stressors SED students face, making them	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	between students and staff, create inclusive environments, and provide targeted support to SED students to help them stay engaged and succeed academically. **Scope:** LEA-wide	more receptive to learning (Hattie, 2009). By prioritizing positive student relationships LEA-wide, the district acknowledges the interconnectedness of student well-being and academic success. This approach recognizes that all students benefit from supportive environments, and by focusing on SED students, the district aims to create a more equitable and inclusive learning community for all.	
2.3	**Action:** Positive Campus Climate **Need:** In reviewing the 2022/23 suspension rates, it's evident that while overall suspension rates are relatively low across the district, there is a notable disparity between Socioeconomically Disadvantaged (SED) students and all students, particularly at the high school level. SED students have a higher suspension rate (7.1%) compared to all students (6.3%) at the high school level, indicating a specific need for targeted support and interventions. This data underscores the importance of addressing the unique needs of SED students to create a more Positive Campus Climate that fosters inclusivity and support for all students. Educational partner feedback has also highlighted the need for strategies that promote positive behavior and reduce disciplinary actions among SED students. To address this, the LCAP will focus on implementing programs and interventions aimed at building a more supportive and inclusive school environment. This may	Addressing the needs of Socioeconomically Disadvantaged (SED) students through a Positive Campus Climate initiative can significantly impact their academic success and overall well-being. Research shows a positive school climate is associated with lower suspension rates, especially among SED students (Gregory et al., 2010). By creating a welcoming and inclusive environment, schools can mitigate the factors that lead to higher suspension rates among SED students, such as poverty-related stressors and lack of social support (Skiba et al., 2014). The district provides this initiative on an LEA-wide level because a positive campus climate benefits all students, not just SED students. Research has shown that a positive school climate is associated with higher academic achievement, increased attendance rates, and improved student behavior (Thapa et al., 2013). By implementing this initiative district-wide, the district is creating a supportive environment that benefits all students while specifically targeting the needs of SED students to ensure they have the necessary support to thrive academically and emotionally.	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	include restorative justice practices, social-emotional learning programs, and culturally responsive teaching practices. Additionally, providing training and support for staff to better understand and address the needs of SED students can help create a more positive and equitable campus climate for all. **Scope:** LEA-wide		
3.1	**Action:** CTE/Career Electives **Need:** Trona's Socioeconomically Disadvantaged (SED) students face unique challenges due to the lack of immediate access to community colleges or trade schools for skill development. This limits their ability to access career pathways that could lead to sustainable employment. Parents of SED students have consistently voiced the need for more Career Technical Education (CTE) courses at the high school level to equip students with practical skills for the workforce. While 88% of students in grades 10-12 have completed CTE sequences/programs aligned with State Board of Education-approved standards, ensuring equitable access and support for SED students remains crucial. Data shows that SED students may be disproportionately impacted by limited CTE opportunities, highlighting the need to enhance and expand	A robust Career Technical Education (CTE) program is crucial for addressing the needs of Socioeconomically Disadvantaged (SED) students in Trona, as it equips them with practical skills that lead to meaningful career opportunities. By offering a variety of CTE courses aligned with State Board of Education standards, Trona High School ensures that students graduate with valuable skills ready for the workforce. Specific areas of the program, such as providing a range of CTE courses in fields like healthcare, technology, and skilled trades, ensure that students have diverse options to explore their interests and talents. Additionally, offering industry-standard equipment and materials, qualified teachers, and relevant supplemental materials enriches the learning experience and prepares students for real-world job demands. Research indicates that CTE programs significantly benefit SED students by improving graduation rates and post-graduation employment prospects. According to a study by the Association	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	these programs specifically for this student group. Feedback from educational partners underscores the importance of tailoring CTE offerings to meet the needs of SED students. Partners emphasize the significance of providing a variety of CTE courses and the necessary support structures to ensure SED students can successfully complete these programs. This includes additional counseling, academic support, opportunities for hands-on learning experiences, and industry certifications. The partnership is committed to maintaining the current high level of completion of the CTE program among SED students. It seeks to enhance these opportunities further to ensure career readiness for all students, particularly those facing socioeconomic challenges. **Scope:** Schoolwide	for Career and Technical Education (ACTE), 91% of high school graduates who earned 2-3 CTE credits enrolled in college, entered the military, or found employment within a year. By providing a comprehensive CTE program, the district addresses the immediate needs of SED students and benefits the entire LEA by fostering a skilled, career-ready workforce.	
3.2	**Action:** Local Business Partnerships **Need:** Currently TUSD does not have strong, deep rooted partnerships with local industry and government agencies. Socioeconomically Disadvantaged (SED) students face unique challenges that can hinder their access to meaningful educational opportunities and career pathways. Compared to their peers,	Building local business partnerships is essential for addressing the unique needs of Socioeconomically Disadvantaged (SED) students in TUSD. By establishing these partnerships, the district can create a bridge between the classroom and the workforce, providing SED students with exposure to diverse career options, mentorship, and networking opportunities that they might not otherwise have access to. These partnerships can lead to internships, job shadowing programs, and industry-relevant certifications, all of which are	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SED students often lack exposure to diverse career options, mentorship, and networking opportunities. They may also experience limited access to resources such as internships, job shadowing programs, and industry-relevant certifications. These disparities contribute to a lack of readiness for post-secondary education and the workforce, leading to lower employment rates and income levels among SED individuals. During education partnership meetings, stakeholders highlighted the critical need to bridge this gap by establishing strong, deep-rooted partnerships with local industry and government agencies. They emphasized that such partnerships would not only provide SED students with exposure to various career pathways but also create opportunities for internships, mentorship programs, and potentially job placements. By fostering these partnerships, TUSD can ensure that SED students have access to the resources and support needed to pursue their educational and career goals successfully. These disparities underscore the urgent need to prioritize building local business partnerships to address the unique needs of SED students and provide them with equitable opportunities for success. **Scope:**	crucial for enhancing the readiness of SED students for post-secondary education and the workforce. Partnerships could include providing supplemental materials and resources, such as access to technology or industry-specific training, to further support SED students in their educational and career goals. Research has shown that such partnerships can have a positive impact on SED students. For example, a study by the National Association of State Directors of Career Technical Education Consortium found that students who participate in career and technical education (CTE) programs, which often involve partnerships with local businesses, are more likely to graduate from high school, enroll in post-secondary education, and have higher earnings. Another study by the U.S. Chamber of Commerce Foundation found that students who participate in internships are more likely to secure employment and have higher earnings than those who do not. Providing these opportunities on an LEA-wide level, rather than just targeting SED students, is important for several reasons. First, it promotes equity by ensuring that all students, regardless of their background, have access to these valuable resources and opportunities. Second, it benefits the entire community by strengthening the local economy and workforce. Finally, it helps to create a culture of collaboration and partnership between the district and local businesses, which can lead to	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	long-term benefits for all educational partners involved.	
3.3	**Action:** College Courses on TJUSD Campus **Need:** In Trona Joint Unified School District (TJUSD), the unique needs of Socioeconomically Disadvantaged (SED) students regarding access to college courses are evident. Currently, TJUSD does not offer college courses to high school students during the academic day. This lack of availability is particularly challenging for SED students, as many participate in athletics or work, making it difficult to take classes after school. Additionally, Trona's rural and remote location presents a significant barrier, as there is no local community college or trade school where students can attend classes. This lack of access to higher education opportunities exacerbates the educational disparities faced by SED students compared to their peers. Educational partner feedback highlights the desire for students to have the ability to take college courses, indicating a clear need to address this disparity in access. **Scope:** Schoolwide	Providing college courses on campus during the school day directly addresses the identified needs of Socioeconomically Disadvantaged (SED) students in Trona Joint Unified School District (TJUSD). By offering these courses as part of the regular school day, TJUSD eliminates barriers related to transportation, conflicting schedules with work or athletics, and the lack of local higher education institutions. This proactive approach ensures that SED students have equitable access to college-level courses, which can significantly impact their academic and future career opportunities. Research indicates that providing access to college courses during high school can lead to improved academic performance, increased likelihood of college enrollment, and higher graduation rates, particularly among SED students. For example, a study by the National Center for Education Statistics found that high school students who participated in dual enrollment programs, which allow students to take college courses while in high school, were more likely to enroll in college and earn a degree compared to their peers who did not participate. The decision to offer college courses on an LEA-wide scale, rather than exclusively targeting SED students, aligns with the district's commitment to equity and inclusivity. By making these courses available to all students, TJUSD ensures that no student is left behind and that all have the	This action will be measured by the metrics identified in the action description.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		opportunity to pursue higher education. Additionally, offering these courses to a broader student population can help create a more diverse and inclusive learning environment, benefiting all students.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The additional concentration grant add-on will be used to continue funding one additional teaching staff in order to maintain small class sizes in core academic areas, particularly at the elementary and middle school levels. By sustaining a lower student-to-teacher ratio, TJUSD will increase direct instructional time, academic support, and differentiated learning opportunities for foster youth, English learners, and low-income students. For example, teachers will be better able to provide targeted language development for English learners, individualized support for at-risk foster youth, and small-group intervention for students below grade level. This strategy is aligned with Goal 1, Action 1, and directly increases staff providing services to unduplicated students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not Applicable	Not Applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	Not Applicable

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$3,175,969	$785,660	24.738%	0.000%	24.738%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,033,632.00	$381,234.00	$5,500.00	$54,000.00	$1,474,366.00	$1,147,776.00	$326,590.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Small Class Sizes	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$613,519.00	$0.00	$613,519.00				$613,519.00	
1	1.2	Professional Development	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.3	Transportation	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$135,651.00	$40,000.00	$175,651.00				$175,651.00	
1	1.4	Supplemental Instructional Support	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.5	Technology	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$50,000.00	$50,000.00				$50,000.00	
1	1.6	Graduation Success Coordinator	All	No			All Schools	Ongoing	$217,506.00	$0.00		$217,506.00			$217,506.00	
1	1.7	Literacy Intervention	All	No			All Schools	Ongoing	$0.00	$5,000.00		$5,000.00			$5,000.00	
1	1.8	Intervention Program	All	No			All Schools	Ongoing	$0.00	$30,000.00		$30,000.00			$30,000.00	
2	2.1	Monitor Facilities for Repairs and Upgrades	All	No			All Schools	Ongoing	$0.00	$65,000.00		$15,000.00		$50,000.00	$65,000.00	
2	2.2	Student/School Relationships	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$15,000.00	$15,000.00				$15,000.00	
2	2.3	Positive Campus Climate	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$12,000.00	$12,000.00				$12,000.00	
3	3.1	CTE/Career Electives	Low Income	Yes	School wide	Low Income	Specific Schools: Trona	Ongoing	$171,190.00	$66,000.00	$126,962.00	$110,228.00			$237,190.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							High School									
3	3.2	Local Business Partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.3	College Courses on TJUSD Campus	Low Income	Yes	School wide	Low Income	All Schools	Ongoing	$9,910.00	$590.00	$10,500.00				$10,500.00	
3	3.4	Student College and Trade School Visits	All	No			Specific Schools: Trona High School	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
4	4.1	Parent and Community Communication	All	No			All Schools	Ongoing	$0.00	$3,500.00		$1,500.00		$2,000.00	$3,500.00	
4	4.2	Parent and Community Involvement	All	No			All Schools	Ongoing	$0.00	$4,500.00			$2,500.00	$2,000.00	$4,500.00	
4	4.3	Educational Partner Feedback	All	No			All Schools	Ongoing	$0.00	$5,000.00		$2,000.00	$3,000.00		$5,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$3,175,969	$785,660	24.738%	0.000%	24.738%	$1,028,632.00	0.000%	32.388 %	**Total:**	$1,028,632.00
								LEA-wide Total:	$891,170.00
								Limited Total:	$0.00
								Schoolwide Total:	$137,462.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Small Class Sizes	Yes	LEA-wide	Low Income	All Schools	$613,519.00	
1	**1.2**	Professional Development	Yes	LEA-wide	Low Income	All Schools	$10,000.00	
1	**1.3**	Transportation	Yes	LEA-wide	Low Income	All Schools	$175,651.00	
1	**1.4**	Supplemental Instructional Support	Yes	LEA-wide	Low Income	All Schools	$10,000.00	
1	**1.5**	Technology	Yes	LEA-wide	English Learners Low Income	All Schools	$50,000.00	
2	**2.2**	Student/School Relationships	Yes	LEA-wide	Low Income	All Schools	$15,000.00	
2	**2.3**	Positive Campus Climate	Yes	LEA-wide	English Learners Low Income	All Schools	$12,000.00	
3	**3.1**	CTE/Career Electives	Yes	Schoolwide	Low Income	Specific Schools: Trona High School	$126,962.00	
3	**3.2**	Local Business Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.3	College Courses on TJUSD Campus	Yes	Schoolwide	Low Income	All Schools	$10,500.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,131,700.00	$1,032,413.57

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Small Class Sizes	Yes	$582,000.00	$531,459.49
1	**1.2**	Professional Development	Yes	$10,000.00	$6,347.60
1	**1.3**	Transportation	Yes	$157,600.00	$193,532.47
1	**1.4**	Supplemental Instructional Support	Yes	$10,000.00	$15,446.33
1	**1.5**	Technology	Yes	$50,000.00	$50,328.50
2	**2.1**	Monitor Facilities for Repairs and Upgrades	No	$65,000.00	0
2	**2.2**	Student/School Relationships	Yes	$15,000.00	$2,450.47
2	**2.3**	Positive Campus Climate	Yes	$12,000.00	$18,846.76
3	**3.1**	CTE/Career Electives	Yes	$197,000.00	$199,964.58
3	**3.2**	Local Business Partnerships	Yes	$5,000.00	$554.90
3	**3.3**	College Courses on TJUSD Campus	Yes	$10,100.00	$8,929.22

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	Student College and Trade School Visits	No	$5,000.00	$262.42
4	4.1	Parent and Community Communication	No	$3,500.00	$3,780.00
4	4.2	Parent and Community Involvement	No	$4,500.00	$510.83
4	4.3	Educational Partner Feedback	No	$5,000.00	$0

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$754,954	$1,048,700.00	$1,027,950.32	$20,749.68	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Small Class Sizes	Yes	$582,000.00	$531,549.49		
1	1.2	Professional Development	Yes	$10,000.00	$6,347.60		
1	1.3	Transportation	Yes	$157,600.00	$193,532.47		
1	1.4	Supplemental Instructional Support	Yes	$10,000.00	$15,446.33		
1	1.5	Technology	Yes	$50,000.00	$50,328.50		
2	2.2	Student/School Relationships	Yes	$15,000.00	$2,450.47		
2	2.3	Positive Campus Climate	Yes	$12,000.00	$18,846.76		
3	3.1	CTE/Career Electives	Yes	$197,000.00	$199,964.58		
3	3.2	Local Business Partnerships	Yes	$5,000.00	$554.90		
3	3.3	College Courses on TJUSD Campus	Yes	$10,100.00	$8,929.22		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$3,128,781	$754,954	0	24.129%	$1,027,950.32	0.000%	32.855%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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