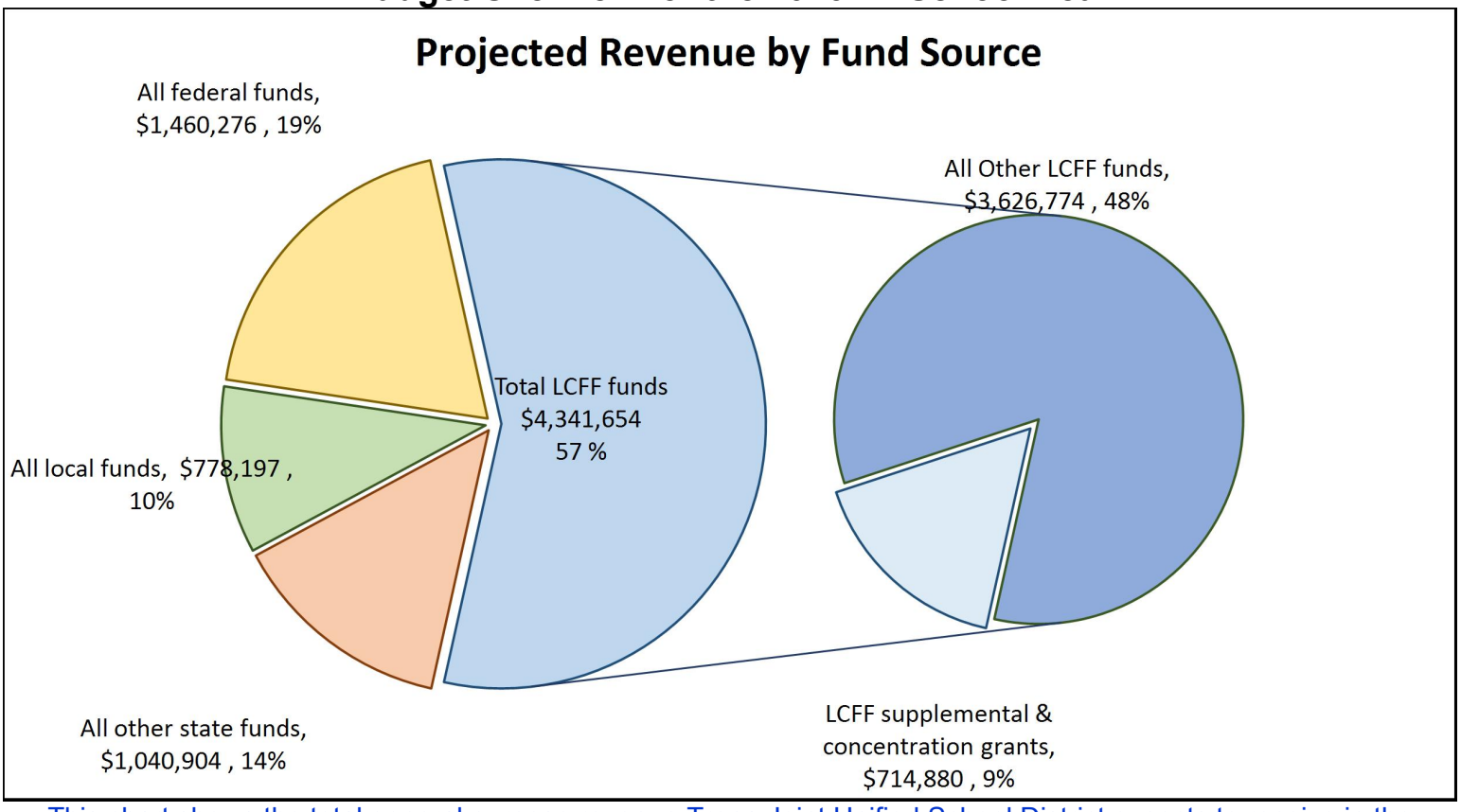
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Trona Joint Unified School District
CDS Code: 36678920000000
School Year: 2026-27
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 2026-27 School Year

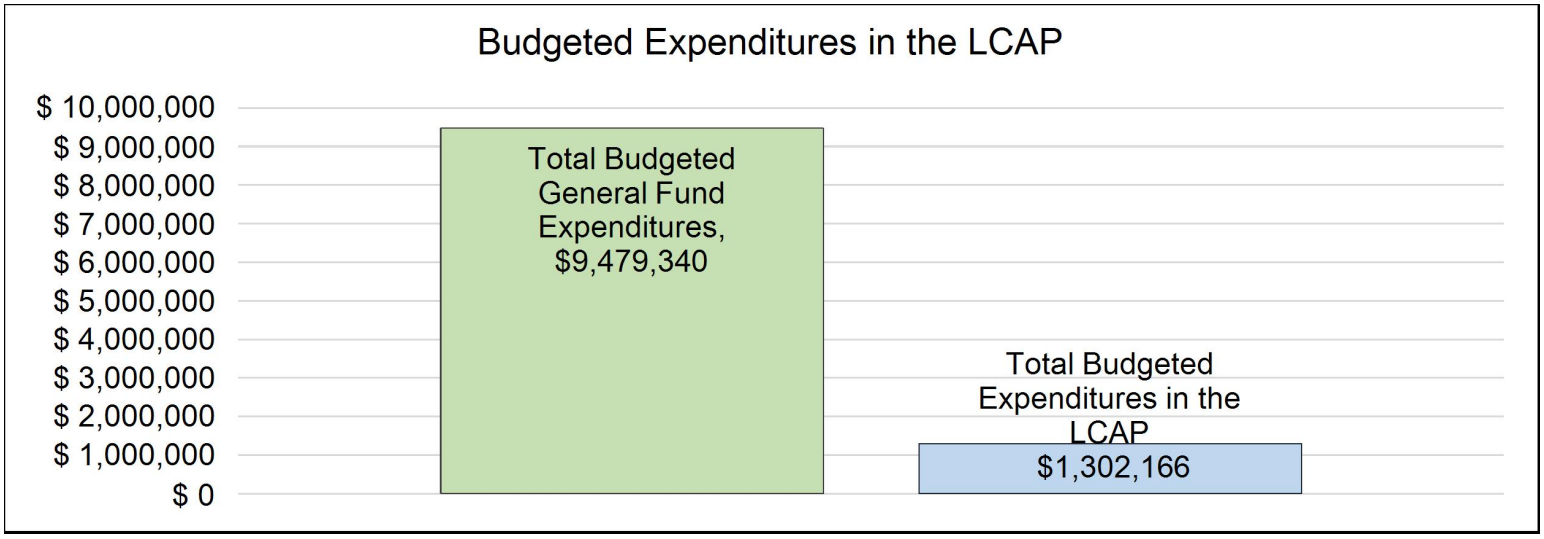


This chart shows the total general purpose revenue Trona Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Trona Joint Unified School District is $7,621,031, of which $4,341,654 is Local Control Funding Formula (LCFF), $1,040,904 is other state funds, $778,197 is local funds, and $1,460,276 is federal funds. Of the $4,341,654 in LCFF Funds, $714,880 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 2026-27. 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 $9,479,340 for the 2026-27 school year. Of that amount, $1,302,166 is tied to actions/services in the LCAP and $8,177,174 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

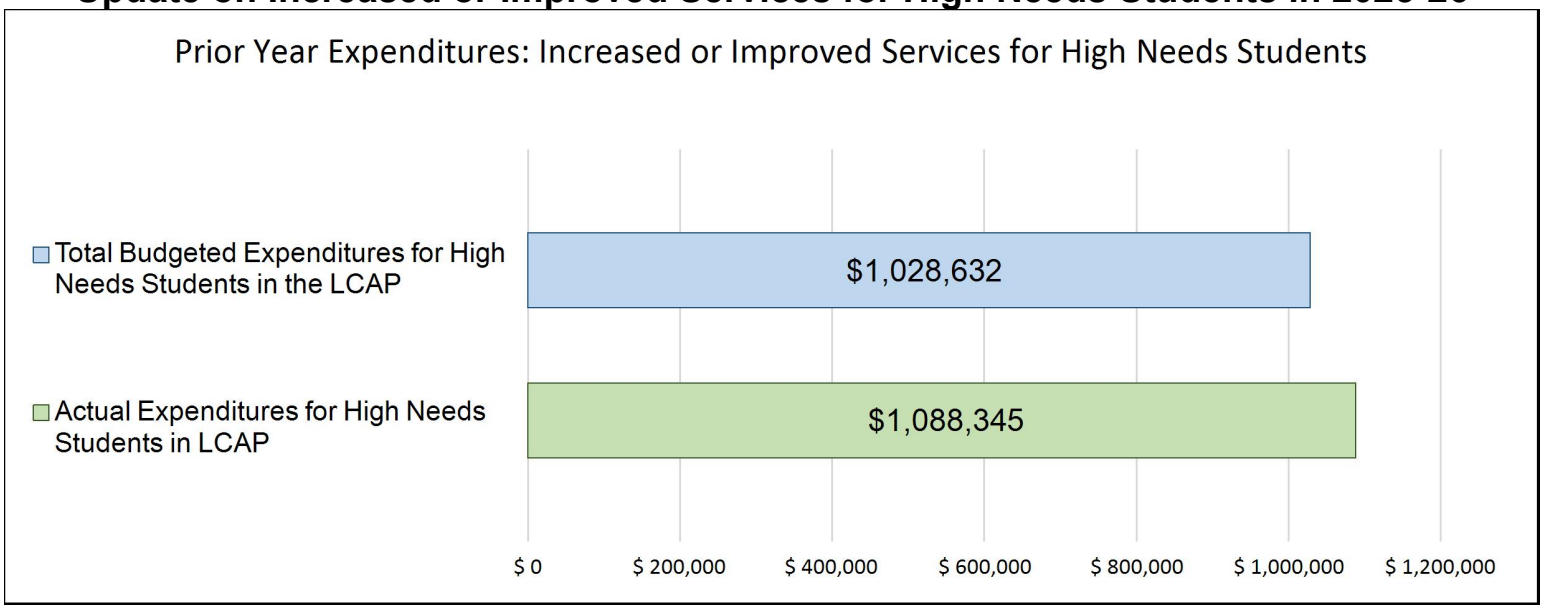
The majority of General Fund expenditures are allocated to salaries. Additional funds are directed toward instructional materials, supplemental resources, and services that support the overall educational program but are not specifically outlined in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Trona Joint Unified School District is projecting it will receive $714,880 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 $1,046,157 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 2025-26



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 2025-26, Trona Joint Unified School District's LCAP budgeted $1,028,632 for planned actions to increase or improve services for high needs students. Trona Joint Unified School District actually spent $1,088,345 for actions to increase or improve services for high needs students in 2025-26.

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 [2026-27]

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. On January 6, 2026, Trona Joint Unified School District opened a brand-new campus for Trona High School through a multi-year project funded with state dollars after the original high school facility was condemned due to earthquake damage. The new state-of-the-art campus provides modern learning spaces, updated safety features, enhanced instructional technology, and expanded opportunities to grow Career Technical Education (CTE) programs. This significant investment strengthens the district's ability to prepare students for college and career pathways while ensuring a safe and supportive learning environment.

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.

2025–26 Data (DataQuest):
TK–12 Enrollment: 242 students

Race/Ethnicity:

African American: 6.0%
Hispanic: 33.4%
Two or More Races: 4.0%
Pacific Islander: 3.0%
White: 52.1%

Student Groups:

English Learners: 2.1%
Foster Youth: 0.8%
Homeless: 7.8%
Socioeconomically Disadvantaged: 73.1%
Students with Disabilities: 21.4%

In addition to its geographic isolation, the Trona community is facing significant economic uncertainty that may impact the district during the 2026–27 school year. Trona is home to three large mining operations that serve as primary employers within the community. As of April 2026, closure activities have begun for two of the mines, with the anticipated cessation of operations expected to impact approximately 60% of the local workforce. At this time, the district is uncertain how these closures may affect student enrollment, staffing, attendance, housing stability, and the level of services needed to support students and families in the coming school year. TJUSD will continue to monitor community impacts closely and adjust supports and resources as needed to respond to changing student and family needs.

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)

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

Graduation Rate: Socioeconomically Disadvantaged

The 2025 California School Dashboard shows that the following student groups are performing at the lowest performance level (Red):

Districtwide

Academic Performance

English Language Arts (ELA)
Socioeconomically Disadvantaged – RED
Hispanic – RED

Mathematics

No districtwide student group at Red performance level

Academic Engagement

Chronic Absenteeism

White – RED

School Climate – Suspension

No districtwide student group at Red performance level

School Sites – All Student Groups Showing the Lowest Performance Levels
Trona High

Academic Performance: English Language Arts – RED

All Students
Socioeconomically Disadvantaged
Hispanic

Academic Performance: Mathematics – RED

Socioeconomically Disadvantaged
Hispanic

Any Student Group Within Any School with the Lowest Performance Level on One or More Indicators on the 2025 Dashboard

Trona Elementary

No student group at the Red performance level in 2025.

Trona High

Academic Performance: English Language Arts
Socioeconomically Disadvantaged (Red)
Hispanic (Red)
All Students (Red)

Academic Performance: Mathematics

Socioeconomically Disadvantaged (Red)
Hispanic (Red)

Academic Engagement: Chronic Absenteeism
White (Red – districtwide indicator)

Graduation Rate – 2025 Dashboard

Graduation Rate 2025:
All Students: 85.0% graduated
Hispanic: no data reported
Socioeconomically Disadvantaged: 81.8%

The 2025 Dashboard reflects a sustained graduation rate of 85%, maintaining the significant rebound achieved after the 2023 decline. Socioeconomically disadvantaged students continue to graduate at high rates (81.8%), demonstrating stability in completion outcomes. While graduation rates remain strong, academic performance indicators—particularly in ELA for Socioeconomically Disadvantaged and Hispanic students—indicate that achievement gaps persist despite improved completion rates.

Suspension Rate – 2025 Dashboard

Districtwide suspension rate: 6.3% (decrease from prior year)

While no student group is in Red for suspension in 2025, secondary suspension rates remain elevated for certain groups and will continue to be monitored to ensure equitable discipline practices.

Chronic Absenteeism – 2025 Dashboard

Districtwide Chronic Absenteeism: 38.6%

White students are performing at the Red performance level for Chronic Absenteeism. Although some student groups showed improvement year over year, chronic absenteeism remains a significant concern, particularly among White students and other high-need groups at the secondary level.

2025 Pupil Achievement Summary

Districtwide academic performance shows growth in Distance From Standard in both ELA and Mathematics; however, Socioeconomically Disadvantaged and Hispanic students remain in the Red performance band for ELA. At Trona High, All Students, Socioeconomically Disadvantaged students, and Hispanic students remain in Red for ELA, and Socioeconomically Disadvantaged and Hispanic students remain in Red for Mathematics.

These data indicate that while graduation outcomes have stabilized and some academic growth has occurred, significant achievement gaps persist in English Language Arts and Mathematics at the high school level, particularly for unduplicated student groups.

Learning Recovery Emergency Block Grant (LREBG) Funds: TJUSD has $249,243 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 2024 and 2025 California Dashboard data for English Language Arts (ELA), Mathematics, and Chronic Absenteeism, along with educational partner input and local assessment data, to identify critical areas of need.

Based on the updated 2025 data, the district's areas of focus remain consistent with the needs identified through the 2024 data analysis. Therefore, these areas continue to represent identified needs for TJUSD, particularly in supporting student achievement in ELA and mathematics and addressing chronic absenteeism. 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 students who face the greatest barriers to learning and engagement.

Action 1.6 - Graduation Success Coordinator: This action, fully funded by LREBG is intended to 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 provide 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 through 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)	During the 2026–27 LCAP development process, TJUSD provided opportunities for educational partner engagement through district communication platforms and community input activities. Although School Site Council meetings were not held during the 2025–26 school year due to insufficient parent participation for elected positions, the district continued to seek input from parents, staff, students, and community members to inform LCAP planning. Information regarding LCAP engagement opportunities was shared through the district website, ParentSquare, Infinite Campus, and weekly newsletters. Educational partners were encouraged to participate and provide feedback. Based on input and discussion with educational partners, the district developed and distributed an LCAP community survey in March 2026. The survey was shared through the district website and social media to gather feedback from educational partners regarding district needs, priorities, and actions for the 2026–27 LCAP development process.
Students/Student Advisory Committee	Students in grades K–12 were provided opportunities to participate in the 2026–27 LCAP development process through student-specific engagement activities and an LCAP Community Forum held on May 4, 2026. The purpose of the student engagement process was to gather student input regarding the district's vision, mission, strategic plan, LCAP goals, actions, and metrics. During the May 4, 2026 LCAP Community Forum, students were presented with an overview of the 2025 California Dashboard data and local indicator data, including IXL assessment results. Students also reviewed the prior LCAP goals,

Educational Partner(s)	Process for Engagement
	actions designed to support those goals, and the metrics used to evaluate progress and effectiveness. Students were asked to provide feedback on which goals, actions, and metrics should be continued, revised, or removed in the development of the 2026–27 LCAP. On May 18, 2026, the draft LCAP was presented to students for review and additional feedback. No student comments were received by the district superintendent; therefore, no written response was 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 16, 2026. During this meeting, the district presented its vision, mission, and strategic plan, alongside an overview of the 2025 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 2026–27 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 6, 2025 and March 9, 2026. The district also held an all-staff meeting on January 5, 2026. The district discussed its vision, mission, and strategic plan during the meetings. The District presented an overview of the 2025 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 2026/2027

Educational Partner(s)	Process for Engagement
	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 5, 2026. They were active in the discussion and provided feedback on the goals, actions, and metrics that should be kept, revised, or removed when developing the 2026/2027 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 counselor met with Cerro Coso monthly to discuss opportunities for dual enrollment at Trona High School. Cerro Coso also came to Trona High School throughout the 2025/26 school year and met with students as they reviewed classes offered and assisted with dual enrollment. Trona High School Principal and the District Counselor 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 district consulted with the SELPA administrator or designee of Desert Mountain SELPA on May 20, 2026, to review the 2026–27 LCAP draft and obtain consultation and feedback.
Parents	The 2026/2027 LCAP draft was presented to the Parent Advisory Council on May 14, 2026. 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 2026/2027 LCAP draft was posted publicly on the District website on June 11, 2026. The 2026/2027 draft was presented at a regularly scheduled Board of Education Meeting on June 23, 2026 for public hearing.
Governing Board	The mid year report was presented to the Governing Board at a regularly scheduled board meeting on February 12, 2026.

Educational Partner(s)	Process for Engagement
Governing Board/Community Members	The 2026/2027 LCAP was adopted at a regularly scheduled Board of Education meeting on June 25, 2026.

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 2026–27 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.

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, promoting inclusivity, and maintaining student supports during a time of economic uncertainty within the Trona community.

As a result of this input, the district continued implementation of Goal 2, focused on supporting whole-child development and fostering a positive, inclusive learning environment that reflects the concerns raised by educational partners.

Parent and Community Forums
Targeted forums were held to engage parents and community members in direct dialogue with district administrators. These sessions provided families with the opportunity to review district plans, discuss student needs, and provide real-time feedback on which goals, actions, and metrics should be retained, revised, or removed in the 2026–27 LCAP.

Parent and community feedback specifically supported the continued implementation of Goal 4: Parent and Community Engagement, including Action 4.1: Parent and Community Communication, Action 4.2: Parent and Community Involvement, and Action 4.3: Educational Partner Feedback. This input reinforced the need to strengthen school-to-home communication, increase parent and community participation opportunities, and continue gathering meaningful educational partner feedback to inform district decision-making. Progress will continue to be monitored through Metric 4.1: School Site Council meeting participation, Metric 4.2: Community Events, and Metric 4.3: Educational Partner Feedback participation rates.

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 continued initiatives such as expanded mental health resources and bullying prevention programs, directly addressing students' stated priorities.

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, instructional technology integration, and strategies for supporting students experiencing instability related to economic changes within the community.

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

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.

During the 2026–27 planning process, educational partners also discussed the anticipated closure of two major mining operations within the Trona community beginning in May 2026 and the potential impact on families, employment, enrollment, and student needs. This feedback reinforced the importance of maintaining flexible supports and strong college and career readiness pathways for students.

This input led to continued enhancements in Career Technical Education (CTE) offerings and college readiness programming, which are 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.

Collaboration with DMSELPA
The district consulted with the SELPA administrator or designee of Desert/Mountain SELPA on May 20, 2026, regarding the 2026–27 LCAP draft. This consultation provided specialized feedback related to the needs of students with disabilities and helped the district review whether planned goals, actions, and metrics appropriately address access, inclusion, intervention, and academic support for this student group.

Feedback from this consultation specifically supported the continued implementation of Goal 1: Student Academic Success and Engagement, including Action 1.7: Literacy Intervention, which provides structured literacy support, including Orton-Gillingham training and resources for students with reading difficulties, and Action 1.8: Intervention Program, which provides targeted ELA and mathematics support for students performing below grade level, including Students with Disabilities. This input also reinforced the need to monitor academic outcomes for Students with Disabilities through Metric 1.1: ELA CAASPP Distance from Standard and Metric 1.2: Mathematics CAASPP Distance from Standard, where SWD performance is specifically identified and monitored. In addition, the consultation supported continued attention to family communication for families through Goal 4, Action 4.1: Parent and Community Communication, as measured by Metric 4.1.

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 with input from educational partners, and analysis of 2023 School Dashboard, 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 24.3% 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 Distance From Standard (DFS) Source: California School Dashboard	2023 California Dashboard All Students: -131.2 Distance From Standard SED: -144.6 Distance From Standard	2024 California Dashboard All Students: -113.8 Distance From Standard SED: -121.8 Distance From Standard	2025 California Dashboard All Students: -106.8 Distance From Standard SED: -123.5 Distance From Standard	All: -100 Distance From Standard SED: -110 Distance From Standard SWD: -130 Distance From Standard	All Students: +24.4 Distance From Standard SED: +21.1 Distance From Standard SWD: +48.7 Distance From Standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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	SWD: -138.1 Distance From Standard White: -82.7 Distance From Standard Elementary All Students: -75 Distance From Standard SED: -91.7 Distance From Standard White: -62.1 Distance From Standard High School All: -169.6 Distance From Standard SED: -189.4 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	White: +47.3 Distance From Standard Elementary All Students: +17.8 Distance From Standard SED: +12 Distance From Standard White: +26.3 Distance From Standard High School All: +15.6 Distance From Standard SED: +16.8 Distance From Standard
1.2	MATHEMATICS - CAASPP Distance From Standard (DFS) Source: California School Dashboard	2023 California Dashboard District All Students: -148.4 Distance From Standard SED: - 164.9 Distance From Standard	2024 California Dashboard District All Students: -126.6 Distance From Standard	2025 California Dashboard District All Students: -105.9 Distance From Standard	District All Students: -128 Distance From Standard SED: -115 Distance From Standard SWD: - 180 Distance From Standard	All Students: +42.5 Distance From Standard SED: +42.6Distance From Standard SWD: +72.8 Distance From Standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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	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	SED: - 122.3 Distance From Standard SWD: - 143.7 Distance From Standard White: -81.9 Distance From Standard Elementary All Students: - 66.5 Distance From Standard SED: - 82.6 Distance From Standard High School All Students: -179.7 Distance From Standard SED: -200.3 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	White: +47.8 Distance From Standard Elementary All Students: +43.8 Distance From Standard SED: +34.1 Distance From Standard High School All: +20.9 Distance From Standard SED: +33.3 Distance From Standard
1.3	Rate of Teacher Misassignment Percentage Source: CALSAAS	District 81.25% credentialed teachers 90% properly assigned teachers CALSAAS 2024	District 82.35% Credential teachers 75% Properly assigned teachers CALSAAS 2025	District 64.7% Credential teachers 65.7% Properly assigned teachers CALSAAS 2026	District 100% credentialed teachers and 100% properly assigned teachers.	-16.55% credentialed teachers -24.3% properly assigned
1.4	Every Student has sufficient access to	2023/24 School Year	2024/25 School Year	2025/26 School Year	100% of the students had access to	no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standards aligned instructional materials. Percentage Source:School Accountability Report Card (SARC)	100% of the students had access to standard-aligned instructional material in the classroom.	100% of the students had access to standard-aligned instructional material in the classroom.	100% of the students had access to standard-aligned instructional material in the classroom.	standards-aligned instructional material in the classroom.	
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 content and performance standards.	2024/25 School Year 100% of curriculum implementation is based on State Board-adopted academic content and performance standards.	2025/26 School Year 100% of curriculum implementation is based on State Board-adopted academic content and performance standards.	100% of curriculum implementation is based on State Board-adopted academic content and performance standards.	no change
1.6	English Learner Progress, Percentage CA Dashboard Percentage Source: California School Dashboard	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 displayed for privacy reasons.	2025/26 School Year District Less than 11 students - data not displayed for privacy reasons.	100% show Proficiency on the English Learner Progress Indicator	no change
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 0.0% of students were reclassified for the 2024/25 school year	District 50% of students will be reclassified within the school district.	no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%	2024/2025 School Year District Attendance Rate All: 88.33% SED: 78.68% Elementary School Attendance Rate All: 89.75% SED: 89.98% High School Attendance Rate All: 86.43% SED: 63.18%	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: +1.67% SED: -8.2% Elementary: All: -.11% SED: -1.1% High School: All: +3.43% SED: -15.82%
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% Elementary: All: 43.8% SED: 50.5% HI: 61.2% High School: All: 50% SED: 54.3%	2023/24 School Year Chronic Absenteeism: District All: 40.1% SED: 45.3% HI: 59.6% Elementary: All: 38.6% SED: 44% HI: 59.1% High School: All: 39.5% SED: 46.7%	2024/25 School Year Chronic Absenteeism: District All: 38.6% SED: 42.7% HI: 47.7% Elementary: All: 41.3% SED: 43.6% HI: 54% High School: All: 27.9% SED: 34.5%	Decrease Chronic absenteeism: District to decrease to - All: 26.4% SED: 32% HI: 44.6% Elementary to decrease to- All: 23.8% SED: 30% HI: 41.2% High School to decrease to- All: 30% SED: 34%	District: All: -7.8% SED: -10.1% HI: -16.9% Elementary: All: -2.5% SED: -6.9% HI: - 7.2% High School: All: -22.1% SED: -19.8%
1.10	Other indicators of student performance for	2022/23 School Year District ELA	2023/2024 School Year	2024/2025 School Year District	District ELA	ELA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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	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 Math 39% of students are performing on or above grade level	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 High School ELA 9% of students are performing on or above grade level Math 3% of students are performing on or above grade level	District ELA 16% of students are performing on or above grade level Math 24% of students are performing on or above grade level Elementary: ELA 28% of students are performing on or above grade level Math 42% of students are performing on or above grade level High School ELA 2% of students are performing on or above grade level Math 5% of students are performing on or above grade level	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 38% of students are performing on or above grade level Math 59% of students are performing on or above grade level	-17% of students are performing on or above grade level Math -8% of students are performing on or above grade level Elementary: ELA -8% of students are performing on or above grade level Math +6% of students are performing on or above grade level High School ELA -16% of students are performing on or above grade level Math -34% of students are performing on or above grade level

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%	2025/26 School Year Certificated Staff On-Site: 83% Conference: 28% Classified Staff On-Site: 90% Conferences: 12%	Certificated Staff On Site: 95% Conferences: 30% Classified Staff On Site: 95% Conferences: 30%	Certificated Staff On-Site: -2% Conference: +8% Classified Staff On-Site: +5% Conferences: +2%
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.	Source: Local Data (Technology) Student Tech Ratio 1:1 2025/2026 100% 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 +75% increase in the use of technology by teachers
1.13	SCIENCE - CAASPP Science Points Source: California School Dashboard	2024 California Dashboard District All Students: 34.8 Science Points Elementary All Students: 47.8 Science Points High School All Students: 19.3 Science Points	2024 California Dashboard District All Students: 34.8 Science Points Elementary All Students: 47.8 Science Points High School All Students: 19.3 Science Points	2025 California Dashboard District All Students: 37.4 Science Points Elementary All Students: 41.1 Science Points High School All Students: 35.5 Science Points	District All Students: 50 Science Points Elementary All Students: 50 Science Points High School All Students: 50 Science Points	District All Students: +2.6 Science Points Elementary All Students: -6.7 Science Points High School All Students: +16.2 Science Points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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 partially implemented during the school year. While the district intended to allocate additional teaching staff to reduce student-to-teacher ratios where feasible, implementation was limited due to staffing shortages at the elementary level. In addition, the district experienced the unexpected passing of one teacher and the resignation of another, which further impacted staffing capacity. As a result, support staff who may have otherwise provided supplemental instructional support were needed to fill classroom assignments and maintain core instructional services. Although class sizes were reduced in some areas and students continued to receive targeted support where staffing allowed, the district was not able to fully implement the action across all intended grade levels. A success was the district's ability to maintain classroom coverage and preserve instructional continuity despite significant staffing challenges. However, fully staffing all needed classrooms and consistently using support staff to reduce class size and provide additional targeted support remains an ongoing challenge.

Action 1.2 – Professional Development
Professional development was partially implemented during the 2025–26 school year. An outside agency provided Visible Learning training opportunities intended to strengthen instructional practices and improve student outcomes. Although the planned professional development was delivered through, inconsistent participation across all staff was affected by scheduling limitations and varying staff availability. As a result, the training was not yet fully implemented or consistently embedded across all classrooms. Continued efforts are needed to increase staff participation, provide follow-up support, and strengthen the consistent application of Visible Learning strategies.

Action 1.3 – Transportation
Transportation services were fully implemented as intended throughout the school year. The district maintained transportation services to support student access to school, with particular attention to removing barriers for socioeconomically disadvantaged students and families who rely on district-provided transportation. This action helped ensure students had access to daily instruction, school programs, and related supports. A success of this action was the district's ability to continue providing transportation services despite the challenges associated with serving a geographically isolated rural community. The district will continue to monitor routes, staffing, and vehicle needs to maintain reliable and equitable transportation access for students.

Action 1.4 – Supplemental Instructional Support
Supplemental instructional programs, including Renaissance and IXL, were partially implemented during the school year in classroom instruction and selected after-school settings. Expenditures exceeded the planned amount because the district maintained and expanded targeted academic supports in response to identified student needs, including additional program licenses, increased student access, supplemental intervention materials, and staff support for intervention and progress monitoring. Although these additional resources were

purchased and provided, implementation remained inconsistent across grade levels and extended-learning environments. Increased spending supported broader availability and access but did not immediately result in full implementation because staff needed additional training, time to integrate the programs into daily instruction, consistent progress-monitoring practices, and systems to ensure student access beyond the regular school day.

Action 1.5 – Technology
Supplemental classroom technology integration was fully implemented in all classrooms during the school year. The district maintained a 1:1 student-to-device ratio to ensure equitable student access to digital learning tools. Technology was consistently integrated into instruction across grade levels, supporting engagement and access to online resources. Continued focus will ensure sustained and effective instructional use across all classrooms.

Action 1.6 – Graduation Success Coordinator
The Graduation Success Coordinator was partially implemented as intended. The district was able to hire and implement the Graduation Success Coordinator position at the high school level, which allowed for targeted support for secondary students identified as being at risk of chronic absenteeism, academic disengagement, credit deficiency, and/or dropping out. The coordinator supported student attendance monitoring, academic progress review, re-engagement efforts, credit recovery planning, and communication with students, families, and staff. However, the action was not fully implemented across all intended grade spans because the district was unable to identify and hire a qualified candidate to provide similar support at the elementary level. As a result, the high school portion of the action was implemented, while elementary implementation was delayed.

Action 1.7 – Literacy Intervention
This action was fully implemented to support students demonstrating reading difficulties and to strengthen foundational literacy instruction. The district used this action to provide structured literacy support, including professional development and resources aligned to evidence-based reading intervention practices. Implementation focused on improving early literacy outcomes and supporting students requiring additional reading intervention, including students with disabilities and other students performing below grade level.

Action 1.8 – Intervention Program was partially implemented to provide targeted academic support in English Language Arts and Mathematics for students performing below grade level. The district used local assessment data, including IXL diagnostic results, to identify student needs and provide intervention support. However, implementation was not fully consistent across grade spans. Challenges included the regular use of progress-monitoring data, consistent delivery of interventions, and alignment of instructional supports to students' identified skill needs. Local benchmark outcomes indicate that these implementation areas require additional attention to strengthen the effectiveness of the intervention program.

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.

The district considers a material difference to be a variance of 25% or greater between the budgeted expenditures and the estimated actual expenditures for an action or service.

Action 1.2 – Professional Development

A material difference existed between the planned and estimated actual expenditures for Professional Development. During the 2025–26 school year, an outside agency provided the planned Visible Learning professional development. As a result, expenditures originally budgeted within this LCAP action were paid through an alternative funding source, resulting in substantially lower-than-anticipated expenditures.

Action 1.4 – Supplemental Instructional Support
There was a material difference between budgeted and estimated actual expenditures due to the district's need to provide additional supplemental instructional support in response to identified student academic needs. Funds were used to expand or maintain targeted academic supports for students performing below grade level, including socioeconomically disadvantaged students and actual costs exceeded the original budget.

Action 1.6 – Graduation Success Coordinator
A material difference existed between the planned and estimated actual expenditures for the Graduation Success Coordinator action. The district originally budgeted this action to support two staff positions; however, due to the geographic isolation of the Trona community and challenges associated with recruitment and hiring, the district was only able to hire one employee during the 2025–26 school year. This resulted in lower personnel expenditures than originally projected.

Action 1.7 – Literacy Intervention
A material difference existed between the planned and estimated actual expenditures because the actual cost of literacy intervention materials, resources, and related professional learning was higher than originally budgeted. The district allocated funds based on anticipated costs; however, once implementation occurred, the cost of the materials and supports needed to align with structured literacy practices exceeded the planned amount. As a result, the district expended more than originally budgeted to ensure students had access to appropriate literacy intervention resources and staff received the necessary training to support effective implementation.

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

Action 1.1 was partially effective based on mixed student outcome data from baseline to Year 2. As measured by M1.1, districtwide ELA CAASPP Distance from Standard improved from -131.2 at baseline to -106.8 in Year 2, reflecting a 24.4-point gain toward standard. Socioeconomically disadvantaged students, for whom the action is principally directed, improved from -144.6 to -123.5, representing a 21.1-point gain. As measured by M1.2, districtwide mathematics CAASPP Distance from Standard improved from -148.4 at baseline to -105.9 in Year 2, representing a 42.5-point gain. SED students also demonstrated substantial improvement in mathematics, moving from -164.9 to -122.3, a gain of 42.6 points toward standard. However, M1.10, which measures the percentage of students performing at or above grade level based on IXL Diagnostic Levels, showed declines in five of the six reported measures. Districtwide ELA decreased from 33% at baseline to 16% in Year 2, while districtwide mathematics decreased from 32% to 24%. At the elementary level, ELA decreased from 36% to 28%, while mathematics increased from 36% to 42%, reflecting the only improvement among the six measures. At the high school level, ELA decreased from 18% to 2%, and mathematics decreased from 39% to 5%. Overall, the CAASPP results indicate meaningful progress toward standard for all students and SED students in both ELA and mathematics. However, the declines in most IXL measures, particularly the substantial decreases at the high school level, indicate that the action did not produce consistently positive outcomes across all measures.

Therefore, Action 1.1 is considered partially effective. Continued monitoring, targeted instructional support, and closer alignment between small class-size strategies and students' identified skill needs are necessary to improve grade-level performance, particularly in ELA and at the secondary level.

Action 1.2 – Professional Development

Action 1.2 was partially effective based on mixed academic and professional development participation data. From baseline to Year 2, districtwide CAASPP Distance from Standard improved in both ELA and mathematics. As measured by M1.1, districtwide ELA improved from -131.2 to -106.8, a gain of 24.4 points toward standard. Socioeconomically disadvantaged students, for whom the action is principally directed, improved from -144.6 to -123.5, representing a 21.1-point gain. As measured by M1.2, districtwide mathematics improved from -148.4 to -105.9, a gain of 42.5 points toward standard. SED students improved from -164.9 to -122.3, representing a 42.6-point gain toward standard. These results indicate meaningful academic progress for both all students and SED students and suggest that professional learning may have contributed to strengthened instructional practices. However, M1.11 shows inconsistent staff participation. Certificated staff attendance at on-site professional development decreased from 85% at baseline to 83% in Year 2, while certificated conference participation increased from 20% to 28%. Classified staff on-site participation increased from 85% to 90%, and conference participation increased from 10% to 12%. Overall, the improvement in CAASPP outcomes, including substantial gains for SED students, indicates positive progress. However, variability in staff participation and the inability to attribute student achievement gains solely to professional development support a determination that Action 1.2 was partially effective. Continued efforts are needed to increase consistent participation, provide follow-up support, and strengthen the implementation of professional learning across classrooms.

Action 1.3 – Transportation

Action 1.3 was partially effective based on mixed attendance and chronic absenteeism outcomes for all students and socioeconomically disadvantaged students, for whom the contributing action is principally directed. As measured by M1.8, the districtwide attendance rate for all students increased from 86.66% at baseline to 88.33% in Year 2, a gain of 1.67 percentage points. However, the attendance rate for SED students decreased from 86.88% to 78.68%, a decline of 8.20 percentage points. At the elementary level, attendance for all students decreased slightly from 89.86% to 89.75%, a decline of 0.11 percentage point, while SED attendance decreased from 91.08% to 89.98%, a decline of 1.10 percentage points. At the high school level, attendance for all students increased from 83.00% to 86.43%, a gain of 3.43 percentage points, while attendance for SED students decreased substantially from 79.00% to 63.18%, a decline of 15.82 percentage points. M1.9 shows more positive results. Districtwide chronic absenteeism for all students decreased from 46.4% to 38.6%, an improvement of 7.8 percentage points, while chronic absenteeism for SED students decreased from 52.8% to 42.7%, an improvement of 10.1 percentage points. At the elementary level, chronic absenteeism decreased from 43.8% to 41.3% for all students and from 50.5% to 43.6% for SED students. At the high school level, chronic absenteeism decreased from 50.0% to 27.9% for all students and from 54.3% to 34.5% for SED students. Overall, the reductions in chronic absenteeism indicate that transportation may have helped reduce barriers to consistent school access, including for SED students. However, the decline in SED attendance rates, particularly the substantial decrease at the high school level, shows that the action did not produce consistently positive outcomes across all attendance measures. Therefore, Action 1.3 is considered partially effective. Continued analysis is needed to identify additional barriers affecting daily attendance for SED students and to determine whether transportation routes, scheduling, student engagement, or other supports should be adjusted.

Action 1.4 – Supplemental Instructional Support

Action 1.4 has demonstrated mixed effectiveness. CAASPP outcomes, as measured by Metric 1.1 and Metric 1.2, show improvement from baseline to Year 2 in both ELA and Mathematics. In ELA, districtwide performance improved by 24.4 Distance from Standard (DFS) for all students, 21.1 DFS for Socioeconomically Disadvantaged students, 48.7 DFS for Students with Disabilities, and 47.3 DFS for White students. In Mathematics, districtwide performance improved by 42.5 DFS for all students, 42.6 DFS for Socioeconomically Disadvantaged students, 72.8 DFS for Students with Disabilities, and 47.8 DFS for White students. These gains indicate that students demonstrated growth on state assessment measures from baseline to Year 2. However, local benchmark data, as measured by Metric 1.10 – IXL Diagnostic Levels, reflect mixed results from baseline to Year 2 across grade spans and content areas. Districtwide, the percentage of students performing on or above grade level decreased from 33% to 16% in ELA and from 32% to 24% in Mathematics. At the elementary level, ELA decreased from 36% to 28%; however, Mathematics increased from 36% to 42%, reflecting a 6-percentage-point gain. At the high school level, ELA decreased from 18% to 2%, and Mathematics decreased from 39% to 5%.While state assessment results indicate meaningful improvement, the local IXL benchmark outcomes suggest that supplemental instructional supports have not yet resulted in consistent progress across all grade spans and content areas. The elementary Mathematics increase is a positive outcome; however, the declines in districtwide ELA and Mathematics, elementary ELA, and high school ELA and Mathematics indicate a need to review the implementation, alignment, and progress monitoring of Action 1.4 to ensure that supplemental instructional supports are effectively addressing student needs.

Action 1.5 – Technology
Action 1.5 was effective in maintaining device access and increasing teacher-reported use of instructional technology. As measured by M1.12, the district maintained a 1:1 student-to-device ratio from baseline through Year 2. Teacher-reported technology utilization increased from 25% at baseline to 100% in Year 2, an increase of 75 percentage points. These results indicate that the district sustained access to instructional devices and increased the reported integration of technology into classroom instruction. However, M1.12 is not disaggregated for socioeconomically disadvantaged students, for whom this contributing action is principally directed. The districtwide 1:1 ratio does not establish whether SED students had equitable access to functioning devices outside the school day, reliable home internet connectivity, timely technical support, or consistent use of digital instructional platforms. No SED-specific data regarding home connectivity, device availability, technical-support requests, digital-platform participation, or student and family survey results were available for this analysis. Therefore, the conclusion regarding effectiveness is limited to maintaining districtwide device access and increasing teacher-reported technology use. Additional SED-specific access and utilization indicators are needed to determine whether the action effectively addressed technology-access barriers for low-income students.

Action 1.6 – Graduation Success Coordinator

Action 1.6 was partially effective based on mixed outcomes in attendance, chronic absenteeism, dropout rates, and graduation rates. As measured by M1.8, districtwide attendance for all students increased from 86.66% at baseline to 88.33% in Year 2, a gain of 1.67 percentage points. High school attendance for all students also increased from 83.00% to 86.43%, a gain of 3.43 percentage points. However, attendance outcomes for socioeconomically disadvantaged students declined substantially. Districtwide SED attendance decreased from 86.88% to 78.68%, a decline of 8.20 percentage points, while high school SED attendance decreased from 79.00% to 63.18%, a decline of 15.82 percentage points. Elementary SED attendance also decreased from 91.08% to 89.98%, a decline of 1.10 percentage points. M1.9 shows more positive results. Districtwide chronic absenteeism decreased from 46.4% to 38.6% for all students, an improvement of 7.8 percentage points. Chronic absenteeism for SED students decreased from 52.8% to 42.7%, an improvement of 10.1 percentage points, while the rate for Hispanic students decreased from 64.6% to 47.7%. At the high school level, chronic absenteeism decreased from 50.0% to

27.9% for all students and from 54.3% to 34.5% for SED students. The action also showed positive dropout and graduation outcomes. As measured by M2.2, the middle school dropout rate remained at 0% from baseline to Year 2. As measured by M2.3, the high school dropout rate decreased from 28% to 15%. As measured by M2.4, the high school graduation rate increased from 60% to 85%. Overall, reductions in chronic absenteeism and dropout rates and the increase in graduation rates indicate meaningful progress. However, the substantial decline in SED attendance, particularly at the high school level, demonstrates that the action did not produce consistently positive outcomes for the students it was intended to support. Therefore, Action 1.6 is considered partially effective. Continued analysis and targeted supports are needed to identify and address the barriers contributing to lower daily attendance among SED students.

Action 1.7 – Literacy Intervention
Action 1.7 has demonstrated effectiveness based on baseline to Year 2 ELA CAASPP outcomes. As measured by M1.1, districtwide ELA Distance From Standard improved from -131.2 at baseline to -106.8 in Year 2, reflecting a 24.4-point gain toward standard. Socioeconomically disadvantaged students improved from -144.6 to -123.5, a 21.1-point gain. Students with Disabilities demonstrated a significant improvement from -186.8 to -138.1, a 48.7-point gain, and White students improved from -130.0 to -82.7, a 47.3-point gain. At the elementary level, ELA performance improved for all students from -92.8 to -75.0, and SED students improved from -103.7 to -91.7. At the high school level, all students improved from -185.2 to -169.6, and SED students improved from -206.2 to -189.4. Although students continue to perform below standard, the consistent improvement across student groups and grade spans indicates that Action 1.7 has contributed positively to literacy outcomes and remains an important support for students demonstrating reading difficulties.

Action 1.8 – Intervention Program
Action 1.8 has demonstrated mixed effectiveness. State assessment outcomes show improvement from baseline to Year 2 in both ELA and Math, indicating that intervention efforts are contributing to academic growth. As measured by M1.1, districtwide ELA improved from -131.2 to -106.8, a 24.4-point gain, with SED students improving by 21.1 points and Students with Disabilities improving by 48.7 points. As measured by M1.2, districtwide Math improved from -148.4 to -105.9, a 42.5-point gain. SED students improved from -164.9 to -122.3, a 42.6-point gain, and Students with Disabilities improved from -216.5 to -143.7, a 72.8-point gain. However, local benchmark data, as measured by M1.10 – IXL Diagnostic Levels, declined from baseline to Year 2. Districtwide, the percentage of students performing on or above grade level decreased from 33% to 16% in ELA and from 32% to 24% in Math. Elementary ELA decreased from 36% to 28% and Elementary Math increased from 36% to 42%, while high school ELA decreased from 18% to 2% and high school Math decreased from 39% to 5%. While CAASPP outcomes show meaningful improvement, the decline in local IXL data indicates that the intervention program has not yet produced consistent progress across all measures. Overall, Action 1.8 appears to be positively impacting state assessment outcomes, but local benchmark results suggest a need to strengthen implementation, progress monitoring, and alignment of interventions to identified student 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.

Metric 1.13 (Science – CAASPP) was revised to align with updated reporting methods from the California School Dashboard. In prior years, science performance was reported using Distance From Standard (DFS). Beginning with the 2025 reporting cycle, the Dashboard transitioned to reporting Science Points instead of DFS. As a result of this statewide reporting change, the baseline, Year 1 outcome, Year 2 outcome, and targeted outcome for Metric 1.13 were updated to reflect Science Points to ensure consistency and accuracy in longitudinal

reporting. No changes were made to the intent of the goal or the action; revisions were made solely to align the metric with the updated state reporting methodology.

Action 1.6 (Graduation Success Coordinator) was revised. Based on implementation experience during the year, the district revised Action 1.6 from providing a Graduation Success Coordinator at each school site to a single districtwide position serving both schools. The original intent was to assign one facilitator to each school; however, the district experienced challenges recruiting qualified candidates in its rural setting. Through implementation, the district determined that one Graduation Success Coordinator could effectively provide support across both school sites. As a result, the action was adjusted to reflect a districtwide position that serves students at both schools while maintaining the intended support for graduation success.

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.	$612,947.00	Yes
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	$5,000.00	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	$189,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 activities 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.	$6,000.00	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 students and will be measured by M1.12	$50,000.00	Yes
1.6	Graduation Success Coordinator	The district will develop a position for a Graduation Success Coordinator for the district 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 - $77,508.00.	$77,508.00	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	$7,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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 - $7,000.00.		
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 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.	$44,606.00	No

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 60.0%, on the 2023 CA Dashboard, 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 baseline suspension rate (2023 CA Dashboard) 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	2024/25 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	2024/25 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	2024/25 Cohort Dropouts High School 15% of the students dropped out of school	Cohort Dropouts High School 0% of the students dropped out of school	-13%
2.4	High School graduation rate Percentage Source: California Dashboard	2022/23 District 60.0% High School 60%	2023/24 District 84.2% High School 84.2%	2024/25 District 85% High School 85%	District 90% High School 90%	District: +25% High School: +25%
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% High School All Students: 6.3% SED: 7.1%	2023/24 District All Students: 7.2% SED: 5.1% Elementary All Students: 0% SED: 0% High School All Students: 16% SED: 19.1%	2024/25 District All Students: 6.3% SED: 7.4% Elementary All Students: 2.5% SED: 3% High School All Students: 11.8% SED: 14.1%	District All Students: 2% SED: 2.5% Elementary All Students: 0% SED: 0% High School All Students: 3% SED: 5%	District All Students: +3.5% SED: +4.1% Elementary All Students: +2.5% SED: +3% High School All Students: +5.5% SED: +7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	2024/25 District: 0% of students were expelled	District: 0% expulsion rate	No change
2.7	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. 60% of teachers reported a feeling of belonging 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. 40% of teachers reported feeling safe at school. 60% of teachers reported a feeling	2025/26 56% of students reported feeling safe at school. 52% of students reported a sense of belonging at school. 52% of families reported feeling that their child felt safe at school. 83% of families report feeling a sense of belonging in the school community. 50% of teachers reported feeling safe at school. 24% of teachers reported a feeling	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. 90% of teachers report a feeling of belonging at school.	no change of students reported feeling safe at school. -2% of students reported a sense of belonging at school. -28% of families reported feeling that their child felt safe at school. +3% of families report feeling a sense of belonging in the school community. +10% of teachers reported feeling safe at school. -36% of teachers reported a feeling

Goal Analysis [2025-26]

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 – Monitor Facilities for Repairs and Upgrades:
This action was partially implemented as part of the district's ongoing facilities improvement efforts during the 2025–26 school year. As planned, the district continued to repair, upgrade, and modernize indoor and outdoor learning environments to ensure students and staff had access to safe, clean, and functional facilities. Planned maintenance projects and site improvements moved forward throughout the year, with adjustments made as needed based on project timelines, contractor availability, staffing capacity, and budget considerations. A major success during the 2025–26 school year was the completion and opening of the new high school facility in 2026. This project significantly improved access to modern instructional spaces, enhanced safety features, and upgraded learning environments for students and staff. The new campus represents substantial progress toward the district's goal of providing equitable access to high-quality facilities. Because facilities improvement is an ongoing action, not all repair, modernization, and preventative maintenance needs were completed within a single year. Some implementation timelines were impacted by project coordination demands and available capacity. However, the district made steady progress on planned facilities work and will continue prioritizing maintenance, modernization, and site improvements to support safe and effective learning environments.

Goal 2, Action 2 – Student/School Relationships:
This action was partially implemented. During the school year, the district engaged in planning and initial rollout of strategies designed to strengthen student relationships, belonging, and inclusive school environments. Efforts included identifying research-based practices, aligning staffing supports, and building site-level capacity to foster positive student engagement. While preliminary strategies were introduced, full implementation was not yet realized across all sites. Challenges included coordinating consistent practices districtwide and ensuring adequate staffing and training to support sustained relationship-building initiatives. Continued expansion and refinement of this action are planned to ensure consistent implementation and long-term effectiveness.

Goal 2, Action 3 – Positive Campus Climate:
This action was partially implemented during the 2025–26 school year. The district established and maintained a Positive Behavioral Interventions and Supports framework at participating school sites to strengthen campus culture and support positive student behavior. Site administrators and staff used school-wide behavior expectations, intervention protocols, and reinforcement systems to promote safe and supportive learning environments. Implementation successes included clearer campus-wide expectations, improved alignment of behavior-response systems, and stronger staff collaboration to address student needs proactively. However, implementation was not yet fully consistent across sites or grade spans. Additional staff training, calibration, coaching, and monitoring are needed to strengthen implementation fidelity, expand the consistent use of restorative practices, and address continuing concerns related to secondary discipline outcomes. Although foundational PBIS structures are in place, these continuing implementation needs indicate that the action was partially, rather than fully, implemented. Continued professional development and site-level monitoring will be necessary to ensure consistent practices and improve campus climate outcomes across the district.

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 – Monitor Facilities for Repairs and Upgrades
A material difference existed between the planned and estimated actual expenditures for this action. During the 2025–26 school year, several planned facilities repair and upgrade projects were delayed, reprioritized, or funded through external entities associated with the opening of the new Trona High School campus. As a result, expenditures were lower than originally budgeted.

Action 2.2 – Student/School Relationships
A material difference existed between the planned and estimated actual expenditures for this action. The lower spending was due to both a partial rollout of some planned student engagement supports and the use of lower-cost activities than originally anticipated during the 2025–26 school year. While the district implemented student engagement activities and related supports, not all planned activities were carried out at the originally projected level or cost. In addition, some activities were able to be provided using existing staff, lower-cost resources, or more cost-effective options than initially budgeted.

Action 2.3 – Positive Campus Climate
A material difference existed between the planned and estimated actual expenditures for this action. The district was able to implement campus climate activities and supports using existing resources and lower-cost materials and services than originally projected, resulting in lower-than-anticipated expenditures.

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

Action 2.1 has been effective in maintaining safe and functional learning environments across all school sites. As measured by Metric 2.1 (Facility Inspection Tool – FIT), both elementary and middle/high school sites were rated “Good” at baseline and maintained a “Good” rating in Year 2 (2024/25). The sustained rating demonstrates consistent facility conditions and stable access to well-maintained learning environments for all students. No disparities were identified between school sites, indicating equitable benefit across student groups.

Action 2.2 – Student/School Relationships

Action 2.2 was partially effective based on mixed outcomes in student persistence, graduation, and discipline. As measured by M2.2, the middle school dropout rate remained at 0% from the 2022–23 baseline through Year 2 in 2024–25. As measured by M2.3, the high school dropout rate decreased from 28% to 15%, an improvement of 13 percentage points. M2.4 also showed substantial improvement, with the high school graduation rate increasing from 60% to 85%, a gain of 25 percentage points. These results indicate meaningful progress in student retention and completion. However, the dropout and graduation metrics are not disaggregated for socioeconomically disadvantaged students. Therefore, the available data do not establish whether SED students experienced comparable improvements in middle school persistence, high school dropout, or graduation outcomes. Discipline outcomes were less positive. As measured by M2.5, the districtwide suspension rate for all students increased from 2.8% at baseline to 6.3% in Year 2, an increase of 3.5 percentage points. The suspension rate for SED students increased from 3.3% to 7.4%, an increase of 4.1 percentage points. At the elementary level, suspensions increased

from 0% to 2.5% for all students and from 0% to 3.0% for SED students. At the high school level, suspensions increased from 6.3% to 11.8% for all students and from 7.1% to 14.1% for SED students. These results show that SED students experienced higher suspension rates than the overall student population in Year 2 and that secondary discipline outcomes remain a significant area of concern. As measured by M2.6, the district maintained a 0% expulsion rate from baseline through Year 2. However, this metric is also not disaggregated for SED students. Overall, the action supported improved districtwide dropout and graduation outcomes and maintained 0% middle school dropout and expulsion rates. However, subgroup data are not available to determine whether the persistence and graduation improvements extended to SED students, while available suspension data show worsening outcomes for SED students, particularly at the high school level. Therefore, Action 2.2 is considered partially effective. In the coming year, the district will maintain student check-ins, academic monitoring, family communication, credit recovery, and individualized supports that may have contributed to improved persistence and graduation outcomes. The district will also strengthen restorative practices, positive behavior supports, and early interventions, with particular attention to SED students and high school suspension patterns. Staff will review disaggregated discipline, attendance, credit, dropout, and graduation data to identify students at risk and provide support earlier. The district will also work to collect and report SED-specific dropout, graduation, and expulsion outcomes so that the effectiveness of the action for the students it is principally intended to serve can be evaluated more directly.

Action 2.3 – Positive Campus Climate

Action 2.3 was partially effective based on mixed suspension and expulsion outcomes. As measured by M2.6, the district maintained a 0% expulsion rate from baseline through Year 2, indicating that no students were removed from school through expulsion. However, M2.6 is not disaggregated for socioeconomically disadvantaged students, so the available data do not provide a separate SED expulsion outcome. As measured by M2.5, suspension outcomes worsened for both all students and SED students. Districtwide, the suspension rate for all students increased from 2.8% at baseline to 6.3% in Year 2, an increase of 3.5 percentage points. The suspension rate for SED students increased from 3.3% to 7.4%, an increase of 4.1 percentage points. At the elementary level, suspensions increased from 0% to 2.5% for all students and from 0% to 3.0% for SED students. At the high school level, the suspension rate increased from 6.3% to 11.8% for all students and from 7.1% to 14.1% for SED students. In Year 2, SED students had higher suspension rates than the overall student population districtwide and at both grade spans, with the greatest concern at the high school level. Overall, maintaining a 0% expulsion rate represents a positive outcome. However, the substantial increases in suspension rates, particularly for SED students and high school students, demonstrate that the action did not consistently improve behavioral or campus-climate outcomes. Therefore, Action 2.3 is considered partially effective. In the coming year, the district will maintain practices that have supported the continued 0% expulsion rate while strengthening efforts to reduce suspensions. The district will provide additional staff training and calibration in positive behavior supports, restorative practices, de-escalation, classroom management, and alternatives to suspension. Administration will regularly review discipline data by student group, grade span, and school site, with particular attention to SED students and high school suspension patterns. Targeted supports will include student check-ins, re-entry meetings, counseling referrals, family outreach, and individualized behavior interventions intended to address concerns earlier and reduce the use of exclusionary discipline.

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 2.2 was revised for the coming year based on prior-year outcomes. While dropout, graduation, and expulsion data showed positive progress, suspension rates increased from baseline to Year 2, particularly at the high school level. As a result, the action was strengthened

to more explicitly include proactive behavioral supports, restorative practices, positive behavior strategies, and targeted interventions for students demonstrating behavioral or engagement concerns.

Action 2.3 was revised for the coming year based on reflection on prior-year implementation and metric alignment. The action description previously listed M3.2, M3.3, and M3.4; however, those metrics measure CTE completion, A–G/CTE completion, and AP exam passage, which do not directly align with the primary purpose of this action related to positive campus climate and student discipline. To better align the action with its intended purpose and effectiveness analysis, the district revised the action to include M2.5 — Student Suspension Rates and M2.6 — Student Expulsion Rates. These metrics more appropriately measure the impact of the action on discipline outcomes, campus climate, and the district's efforts to reduce exclusionary discipline.

Metric 2.4 - High School Graduation Rate, was revised to correct the baseline data. The baseline was previously reported inaccurately at 57.7%. Upon review of prior-year data and reflection on the accuracy of reported outcomes, the baseline was updated to reflect the correct 2022–23 graduation rate of 60.0%. This correction ensures that future-year outcomes, progress monitoring, and target-setting are based on accurate baseline information. No changes were made to the goal or actions as a result of this correction.

Metric 2.7 - Safety and School Connectedness, Metric 4.6, Safety and School Connectedness, was moved from Goal 4 to Goal 2 and renumbered as Metric 2.7. This change was made because the metric more directly aligns with Goal 2, which focuses on fostering a positive school culture and climate. The metric itself and its intended outcomes were not changed; only its placement and numbering were revised to improve alignment between the district's goals and the outcomes being measured.

Action 2.2- For the coming year, Metric 2.7, Safety and School Connectedness, was added to Action 2.2, Student and School Relationships. This metric directly aligns with the action's purpose of creating a positive, inclusive, and connected learning environment and promoting student engagement. Adding Metric 2.7 will allow the district to more directly measure whether the action is strengthening students' sense of safety, belonging, connectedness, and positive relationships with adults and peers at school.

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.	$68,500.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Student/School Relationships	The district will provide support and resources to school sites to help create a positive, inclusive, and connected learning environment that promotes student engagement, persistence, and school completion. Supports will include strategies to strengthen student connectedness, reduce barriers to attendance and graduation, and provide proactive behavioral supports, including positive behavior practices, restorative approaches, and targeted interventions for students demonstrating behavioral or engagement concerns. While all students will benefit, this action is principally directed toward socioeconomically disadvantaged students, who may experience greater barriers to school engagement, attendance, and completion. This action will be measured by M 2.2, M2.3, M2.4, M2.5, M2.6, M2.7	$8,000.00	Yes
2.3	Positive Campus Climate	Administration will continue to develop and implement strategies and best practices to support a positive and inclusive campus climate and ensure student discipline rates remain low. These strategies will include proactive behavioral supports, restorative practices, staff training, and regular review of discipline data by student group and school site to identify potential concerns early and connect students with appropriate supports. While all students will benefit from this action, it is principally directed to SED students as measured by M2.5 and M2.6.	$12,300.00	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: CA Dashboard	2022/23 9-12th Graders who have completed A-G: 0.0%	2023/24 9-12th Graders who have completed A-G: 28.6%	2024/25 9-12th Graders who have completed A-G: 9.5%	9-12th Graders who have completed A-G: 50%	+9.5%
3.2	Percentage of students who have successfully completed CTE sequences/programs aligning with SBE-approved CTE standards. Percentage Source: CA Dashboard	2022/23 7.7% of students have completed CTE sequences/programs aligned with SBE-approved CTE standards.	2023/24 0% of students have completed CTE sequences/programs aligned with SBE-approved CTE standards.	2024/25 23.8% of students have completed CTE sequences/programs aligned with SBE-approved CTE standards.	100% of students have completed CTE sequences/programs aligned with SBE-approved CTE standards.	+16.1%
3.3	Percentage of students who have completed	2022/23 0% of students have completed A-G	2023/24 0% of students have completed A-	2024/25 0% of students have completed A-	50% of students have completed A-G requirements	no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	both A-G requirements and CTE programs Percentage Source: CA Dashboard	requirements and CTE programs.	G requirements and CTE programs.	G requirements and CTE programs.	and CTE programs.	
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	2024/25 Currently, Trona High School does not offer AP courses during the 2025/26 School Year	Target for Year 3 Outcome: Not applicable. AP courses will not be offered in 2026–27; therefore, no AP exam passage rate will be available. The district will continue to monitor student interest, staffing capacity, and course access needs to determine future AP course availability.	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.	2024/25 According to the CA Dashboard, College/Career Readiness is 9.5% are prepared.	50% of students will be college/career prepared when they graduate.	-2%
3.6	Students who participate in, and demonstrate college preparedness pursuant to, the	2022-23 11th graders who met or exceeded standard on CAASPP:	2023-24 11th graders who met or exceeded	2024-25 11th graders who met or exceeded	ELA - 20% Math - 20%	Data not available for comparison due to less than 11 students enrolled.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Early Assessment Program, or any subsequent assessment of college preparedness. Percentage Source: CAASPP	ELA - 7.69% Math - 7.69%	standard on CAASPP: ELA - 14.15% Math - 11.61%	standard on CAASPP: In order to protect student privacy, data is suppressed because fewer than 11 students tested.		
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.	2024/25 100% 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 partnership in place with local businesses for career exploration programs.	2025/26 There is one partnership 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	2024/2025 25% of students took College Courses at Trona High School	50% of students will take one or more college classes.	-1%
3.10	College and/or trade school visits Numeric	2023/24 Trona High School	2023/24 Trona High School	2024/2025 Trona High School	4 College and/or trade school visits per year.	+6 college/trade school visits

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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.	Has taken 8 college/trade school visits for the year.		

Goal Analysis [2025-26]

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

Action 3.1 was fully implemented. The district maintained CTE and career elective course offerings throughout the school year, with qualified staff and established pathway options available to support career exploration and skill development. Specific successes included sustaining student access to career-focused coursework, maintaining the staffing and course infrastructure needed to operate the pathways, and providing students with opportunities to develop technical skills and explore potential career fields. Although the pathway infrastructure remained in place, additional work is needed to improve completion of full CTE sequences and strengthen alignment among CTE coursework, graduation requirements, and A–G expectations. The district will continue providing academic guidance, monitoring student progress, and addressing access and completion barriers for socioeconomically disadvantaged and other unduplicated students.

Action 3.2 – Local Business Partnerships

Action 3.2 was partially implemented. The district maintained at least one local business partnership that supported career exploration, workforce exposure, and connections between students and local employment opportunities. Specific successes included sustaining an existing community partnership, continuing outreach to potential partners, and preserving opportunities for students to learn about workplace expectations and local career options. However, the district did not achieve its goal of establishing multiple sustained partnerships. At the end of January, one local business partner informed the district that it would close two of its three operations in the community. This reduced the number of available internship, employment, and work-based learning opportunities. The district will continue strategic outreach to identify new partners and rebuild opportunities for internships, job exploration, and employment, particularly for socioeconomically disadvantaged students.

Action 3.3 – College Courses on TJUSD Campus

Action 3.3 was implemented as planned with participation below the desired level, college courses continued to be offered on the TJUSD campus through partnerships with Barstow Community College and Cerro Coso Community College. Specific successes included maintaining both college partnerships, providing students with local access to dual-enrollment coursework, increasing enrollment, strengthening communication and coordination with partner institutions, and reducing the need for students to travel outside the community

to access college courses. Although the planned course access was provided, participation had not yet reached the desired scale because of scheduling coordination, staffing capacity, and student-readiness considerations. Continued recruitment, academic advising, scheduling alignment, and student support will be needed to increase participation and ensure equitable access for socioeconomically disadvantaged and other unduplicated students.

Action 3.4 – Student College and Trade School Visits

Action 3.4 was fully implemented. The district successfully organized and completed college and trade school visits that provided students with direct exposure to postsecondary education and career-training options. Specific successes included coordinating the visits, providing students with opportunities to explore college and trade-school environments, increasing awareness of education and training pathways beyond high school, and helping students connect their academic experiences with future college and career goals. These experiences were particularly important for unduplicated students who may have limited opportunities to visit postsecondary institutions independently. The district will continue logistical planning, student preparation, and funding support to sustain access to these college and career exploration experiences.

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 – Local Business Partnerships
A material difference existed between the planned and estimated actual expenditures for this action. During the 2025–26 school year, the district experienced challenges securing and implementing local business partnership opportunities due to the limited availability of businesses within the rural community and changing economic conditions related to local mining operations. As a result, no expenditures occurred for this action.

Action 3.4 – Student College and Trade School Visits
During the 2025–26 school year, all planned college and trade school visits occurred as intended. A material difference existed because the actual cost of the visits was lower than originally budgeted. The district was able to implement the planned activities more cost-effectively by coordinating visits with available transportation, using lower-cost or no-cost participation opportunities, and minimizing related expenses such as fees, materials, and travel costs. As a result, students received the intended college and career exposure, but estimated actual expenditures were significantly lower than the planned budget.

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 was partially effective based on M3.2 and M3.3. As measured by M3.2, the percentage of students completing CTE sequences or programs aligned with SBE-approved CTE standards increased from 7.7% at baseline to 23.8% in Year 2, an increase of 16.1 percentage points. This indicates meaningful progress in CTE pathway completion. However, M3.3 remained at 0% from baseline through Year 2, indicating that no students completed both A–G requirements and a CTE program. Although the action increased standalone CTE completion, it did not improve completion of both college-preparatory and career pathway requirements. This is a contributing action principally directed toward low-income and SED students. However, M3.2 and M3.3 are not disaggregated by student group. The available

data therefore do not establish whether SED students participated in CTE at equitable rates, increased their CTE completion, completed both A–G and CTE requirements, or experienced a reduction in outcome gaps. Therefore, Action 3.1 is classified as partially effective. The district will strengthen alignment between CTE sequences and A–G requirements, provide targeted counseling and academic support, and monitor CTE participation and completion by student group.

Action 3.2 – Local Business Partnerships

Action 3.2 demonstrated limited effectiveness based on M3.8. The number of local business partnerships supporting career exploration increased from zero at baseline to one in Year 2. This represents initial progress but falls short of developing multiple sustained partnerships that provide a broader range of career-exploration and work-based learning opportunities. This contributing action is principally directed toward SED students. However, M3.8 reports only the number of partnerships and does not show how many students participated or benefited. The available data do not establish whether SED students participated in partnership activities, received internships or employment opportunities, or gained increased access to career pathways. Therefore, Action 3.2 is classified as having limited effectiveness. The district will pursue additional regional partnerships and track participation, internships, workplace experiences, and other benefits by student group, including SED status.

Action 3.3 – College Courses on TJUSD Campus

Action 3.3 was partially effective based on M3.3, M3.6, M3.9, and M3.10. M3.9 shows that the percentage of students taking college courses remained relatively stable, decreasing slightly from 26% at baseline to 25% in Year 2. This indicates that access to college coursework was maintained, but participation did not increase. As measured by M3.10, college and trade school visits increased from two at baseline to eight in Year 2, substantially expanding students' exposure to postsecondary options. However, M3.3 remained at 0%, indicating that no students completed both A–G requirements and a CTE program. M3.6 cannot be compared from baseline to Year 2 because Year 2 CAASPP college-preparedness results were suppressed due to the small number of students tested. This contributing action is principally directed toward unduplicated students. However, the available metrics are not disaggregated by student group. The district therefore cannot determine whether SED students and other unduplicated students enrolled in or completed college courses at equitable rates, earned college credit, or demonstrated improved college preparedness. Therefore, Action 3.3 is classified as partially effective. College-course access was maintained and postsecondary exposure increased, but participation did not expand and the available data do not demonstrate improved completion or college-preparedness outcomes. The district will strengthen recruitment, counseling, scheduling, and academic support and monitor enrollment and course completion by student group.

Action 3.4 – Student College and Trade School Visits

Action 3.4 was effective in expanding postsecondary awareness opportunities but was not yet effective in improving measurable college and career readiness based on M3.5, M3.6, M3.7, and M3.8. M3.7 shows that 100% of students continued to have access to a broad course of study. M3.8 also increased from zero local business partnerships at baseline to one partnership in Year 2, reflecting some expansion of career-exploration opportunities. However, M3.5 shows that the percentage of students demonstrating college and career readiness declined from 11.5% at baseline to 9.5% in Year 2. M3.6 cannot be compared with Year 2 because the CAASPP college-preparedness data were suppressed due to the small number of students tested. The available metrics are not disaggregated for SED or other unduplicated students. Therefore, the district cannot determine whether these students had equitable access to college and career activities or whether the action

improved their college knowledge, academic preparedness, or postsecondary planning outcomes. Therefore, Action 3.4 is classified as effective in expanding access and awareness opportunities, but not yet effective in improving readiness. The district will connect college and trade school exploration more directly to individualized planning, counseling, financial-aid support, and academic preparation while tracking participation and outcomes by student group.

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.

Metric 3.1 - Percentage of students who have successfully completed A-G: The source for Metric 3.1 was revised from local data (Infinite Campus) to the California School Dashboard to ensure greater accuracy and alignment with state-reported data through CALPADS. Upon review of the Dashboard data, it was determined that the previously reported 2022–23 baseline value of 28.6% for A–G completion was inaccurate. Based on the California Dashboard, the correct baseline for 2022–23 is 0%. As a result of this correction, the metric column was updated to reflect the California Dashboard as the official data source, and the baseline value was adjusted accordingly. No changes were made to the intent of the goal or action; the revision ensures accurate, state-aligned reporting and consistency moving forward.

Metric 3.2 - Percentage of students who have successfully completed CTE sequences/programs aligning with SBE-approved CTE standards.: The source for Metric 3.2 was revised from local data (Infinite Campus) to the California School Dashboard to ensure greater accuracy and alignment with state-reported data through CALPADS. Upon review of the Dashboard data, it was determined that previously reported 2022–23 and 2023–24 values based on local site data did not fully align with the official state reporting methodology. As a result, the baseline (2022–23) and subsequent year values were updated to reflect the accurate percentages reported on the California Dashboard. In addition, references to “grades 10–12” and specific grade-level groupings were removed, as the Dashboard reports CTE pathway completion based on the state-defined cohort measure rather than local grade span calculations. No changes were made to the intent of the goal or action; these revisions ensure accurate, state-aligned reporting and consistency moving forward.

Metric 3.3 - Percentage of students who have completed both A-G requirements and CTE programs: The source for Metric 3.3 was revised from local data (Infinite Campus) to the California School Dashboard to ensure greater accuracy and alignment with state-reported data through CALPADS. Upon review of the Dashboard methodology and reporting structure, it was determined that local calculations did not fully align with the state-defined cohort and completion measures. As a result, the metric was updated to reflect California Dashboard data as the official source. Baseline and subsequent year values were adjusted as necessary to ensure consistency with state-reported data. No changes were made to the intent of the goal or action; this revision ensures accurate, state-aligned reporting and consistent measurement of dual A–G and CTE completion moving forward.

Metric 3.4 - was revised for the coming year based on reflection on prior practice and current course offerings. The prior target stated that Trona High School would offer one AP course by the 2026–27 school year; however, the metric measures the percentage of students who passed an AP exam with a score of 3 or higher, not whether an AP course was offered. Because the district will not offer AP courses during the 2026–27 school year, the Year 3 target was revised to indicate that the metric is not applicable for 2026–27, as no AP exams will be administered and no AP exam passage rate will be available for reporting. The district will continue to monitor student interest, staffing capacity, and course access needs to determine future AP course availability.

Actions 3.1-3.4 - Based on a review of implementation and outcome data for Actions 3.1–3.4, the district will maintain the overall goal, metrics, and target outcomes while strengthening action implementation in 2026–27. Planned improvements include expanding and diversifying local business and postsecondary partnerships, increasing student access to and participation in dual enrollment and college coursework, strengthening alignment between CTE pathways and A-G requirements, and enhancing college and career counseling and support services. These refinements are intended to improve student college and career readiness outcomes while building on existing opportunities for career exploration, postsecondary exposure, and workforce preparation.

Action 3.2 - Action 3.2 was revised to remove English learners and foster youth from the identified student groups within the action because they are not currently significant student groups within the district. The action will remain principally directed toward socioeconomically disadvantaged students, who continue to experience barriers to accessing career exploration, work-based learning, internships, and local employment opportunities. This change more accurately aligns the action with the district's current student demographics and the student group for whom the action is designed to address identified needs.

Action 3.3 was updated to identify Cerro Coso Community College as the district's college partner for instructional opportunities, replacing the previous reference to Barstow Community College. Cerro Coso Community College is geographically closer to the district and provides students with greater access to college-level courses and related postsecondary opportunities. This revision more accurately reflects the district's current partnership and is intended to reduce access barriers and support increased student participation in dual-enrollment coursework.

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	$183,395.00	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 students to provide post graduate opportunities as measured by M3.8.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 Cerro Coso 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	$14,910.00	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)

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 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.	2025/26 Elementary School 0 School Site Council Meetings were held for the 2025/26 School Year High School 0 School Site Council Meetings were held for the 2025/26 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: -5 School Site Council Meeting held High School: No change from baseline
4.2	Community Events Numeric Number of Events Source: Local Data Community Events Form	District 2023/24 School Year Trona Joint Unified School District hosted nine community events (Back to School Night, two LCAP Community Forums, Open House, and Jr. Olympics, DMCAC) that parents	District 2024/25 School Year Trona Joint Unified School District hosted nine community events (Back to School Night, LCAP Community Forums, Open House, and Jr.	District 2025/26 Trona Joint Unified School District hosted thirteen community events (Senator Bogh Community Forum, Board Study Session regarding Dress Code,	District The District will hold nine community events a year. Elementary The Elementary will hold nine community events a year.	District: +4 events Elementary: +3 events High School: +7 events

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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.	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 2024/25 School Year Trona High School held seventeen family nights (Ten Pep Rally and ASB	Campus Clean up, Jr. Olympics, Open House, Back to School Night, DMCAC, Health and Wellness Fair, and Community Music Concerts) that parents and community members could attend. Elementary 2025/26 Trona Elementary School held twelve family events (Quarterly Awards Assembly, Student Council, Bingo Night, Dance Party Night, Living Wax Museum, Jr. Olympics, Bingo and Movie Night) that parents and community members could attend. High School 2025/26 Trona High School held fourteen family events (Two Quarterly Award	High School The High School will hold nine community events a year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Elections, two music concerts, Homecoming Coronation, Homecoming parade, all sports award Banquet, and Academic Awards Banquet) that parents and community members could attend.	Ceremonies, High School Ribbon Cutting Assembly, Five Pep Rally and ASB Elections, two music concerts, Dodge Ball, Homecoming Coronation, Homecoming parade), Health and Wellness Fair 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	2025/26 Parents and Educational Partners = 18% participants Students = 40.9% of participants Teachers/Staff = 2% of participants	Parents and Educational Partners = 30% participants Students = 60% of participants Teachers/Staff = 75% of participants	Parents and Educational Partners = +17.92% participants Students = +20.9% of participants Teachers/Staff = -14% of participants
4.4	Parent workshops/events focusing on underrepresented students. # of workshops Source: Local Data (Event Agenda)	2024/25 4 workshops for parents	2024/25 4 workshops for parents	2025/26 5 workshops for parents	6 workshops for parents per year	+1 workshop

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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.	2025/26 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

Goal Analysis [2025-26]

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:
Action 4.1 was implemented largely as planned during the 2025–26 school year through ongoing communication about school programs, events, services, and district initiatives. The original plan relied more heavily on centralized district-level communication, including districtwide notices, website postings, mass messages, and information distributed uniformly to all families. During implementation, the district refined this approach after educational partner feedback indicated that families found communication from principals and school sites more timely, relevant, and meaningful. Rather than relying primarily on general districtwide messages, the district increased the use of site-based communication tailored to each school community. Principals and school staff provided more direct reminders, school-specific updates, event information, and follow-up communication through site messages, newsletters, telephone calls, electronic communication platforms, and individual outreach when needed. Districtwide communication was not eliminated but was used primarily for information applicable to all schools, while school-specific communication was shifted to the site level. This revised approach was intended to better support socioeconomically disadvantaged families by providing clearer, more immediate information about school activities, available resources, transportation, attendance expectations, and opportunities for participation. For families of students with disabilities, site administrators, teachers, case managers, and special education staff provided more direct and individualized communication regarding student services, meetings, supports, and school participation. These practices allowed families to receive information from staff members who were familiar with their students and could respond directly to questions or barriers. Challenges remained in maintaining consistent communication across sites, reaching families who did not regularly access electronic platforms, and coordinating messages across multiple communication methods. However, the shift from primarily centralized communication to a combination of districtwide notices and more targeted site-level outreach improved the relevance and accessibility of information for families, including SED and SWD families.

Goal 4, Action 2 – Parent and Community Involvement:

Action 4.2 was implemented as planned through continued school-sponsored events, parent engagement opportunities, and community involvement activities intended to strengthen relationships between schools, families, and the broader community. District and site administration worked collaboratively to increase awareness of school activities and encourage participation from families, including SED and SWD families. While overall implementation remained consistent with the planned action, the district experienced challenges with increasing participation levels across all educational partner groups due to scheduling conflicts, transportation barriers, and varying family availability. Despite these challenges, the district experienced success in maintaining ongoing engagement opportunities and fostering stronger connections between families, staff, and the school community.

Goal 4, Action 3 – Educational Partner Feedback:
Action 4.3 was implemented largely as planned through the administration of educational partner surveys and feedback opportunities designed to gather input regarding district initiatives, site actions, and community relations. Feedback collected from students, staff, parents, and community members was used to help inform district decision-making and continuous improvement efforts. No substantive differences in implementation occurred for this action; however, the district experienced challenges in achieving high participation rates from all groups. Despite these challenges, the district was successful in continuing to collect meaningful educational partner input and utilizing feedback to support planning and implementation efforts across the district.

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 – Parent and Community Involvement
A material difference existed between the planned and estimated actual expenditures for this action. During the 2025–26 school year, the district hosted thirteen parent and community engagement events, including the Senator Bogh Community Forum, the dress-code Board Study Session, Campus Clean Up, Junior Olympics, Open House, Back-to-School Night, DMCAC meetings, the Health and Wellness Fair, and community music concerts. Many of these activities were conducted using existing district staff, district facilities, and low- or no-cost community resources. As a result, the district did not need the level of additional event-related services, materials, facility expenses, and other supports that had been anticipated in the original budget. The planned activities were still provided, but they were implemented at substantially less cost, resulting in lower-than-budgeted expenditures for Action 4.2.

Action 4.3 – Educational Partner Feedback
A material difference existed between the planned and estimated actual expenditures for this action. The district was able to gather educational partner feedback through existing meetings, surveys, and communication systems without incurring the additional costs originally anticipated for this action. As a result, no expenditures occurred during the 2025–26 school year.

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

Goal 4, Action 1 – Parent and Community Communication

Action 4.1 demonstrated limited effectiveness based on the available data. The action was intended to provide families with regular, relevant, and timely information about school programs, activities, and district initiatives, with particular attention to socioeconomically disadvantaged students and students with disabilities. M4.1 shows that formal School Site Council communication and engagement opportunities declined from baseline to Year 2. At the elementary school, the number of School Site Council meetings decreased from five in 2023–24 to zero in

2025–26. At the high school, no School Site Council meetings were held at either baseline or in Year 2. The absence of meetings reduced structured opportunities for families to receive information, provide input, and participate in school-level decision-making. The district continued communicating through site and district messages, newsletters, website postings, electronic platforms, telephone calls, and direct staff outreach. However, the district did not collect or report data on the frequency, reach, timeliness, accessibility, or effectiveness of those communication methods. There are also no data showing participation, communication access, or satisfaction specifically among SED and SWD families. Therefore, the available evidence does not demonstrate that the action consistently provided effective or equitable communication to the families it was intended to support. For 2026–27, the district will reestablish School Site Council meeting schedules at both sites and monitor whether meetings occur as planned. The district will also track the frequency and reach of ParentSquare or other electronic messages, newsletters, website updates, telephone outreach, multilingual communication, and individualized communication with SWD families. Family surveys will be used to assess awareness, timeliness, accessibility, and satisfaction, with results reviewed for SED and SWD families when subgroup reporting is possible.

Goal 4, Action 2 – Parent and Community Involvement

Action 4.2 was partially effective. M4.2 shows that the district substantially increased the number of parent and community engagement opportunities. Districtwide events increased from nine at baseline to thirteen in Year 2. Elementary events increased from nine to twelve, while high school events increased from seven to fourteen. These results demonstrate that the district expanded the availability of school and community activities. M4.4 also showed progress in targeted engagement opportunities. The number of workshops focused on underrepresented families increased from four at baseline to five in Year 2. However, M4.5 shows that participation among parents of students with special needs remained at 0%, despite those families being invited to four parent-engagement activities. In addition, the district did not report attendance totals, unique participant counts, repeat participation, participant feedback, or participation rates for SED families. Therefore, the action was effective in increasing the number of events and workshops available, but it has not demonstrated effectiveness in increasing equitable participation among SED and SWD families. The number of activities alone does not establish that the intended families attended, found the events meaningful, or experienced reduced barriers to participation. For 2026–27, the district will track total and unique attendees, participation by SED and SWD families when feasible, event type, repeat participation, and participant feedback. The district will also identify barriers such as scheduling, transportation, childcare, language access, and communication and will use targeted outreach, flexible scheduling, translation, and individualized invitations to improve participation.

Goal 4, Action 3 – Educational Partner Feedback

Action 4.3 was partially effective based on mixed survey-participation results. M4.3 shows that parent and educational partner participation increased from 0.08% at baseline to 18% in Year 2. Student participation also increased from 20% to 40.9%. These increases indicate that the district expanded parent and student involvement in survey and feedback opportunities. However, teacher and staff participation decreased from 16% at baseline to 2% in Year 2. This significant decline limits the representativeness of the feedback and indicates that participation did not improve consistently across all educational partner groups. The action also emphasizes obtaining meaningful input from families, including SED and SWD families. However, M4.3 is not disaggregated by student group, and the district did not report whether SED or SWD families responded at equitable rates. The data also do not show whether survey respondents were representative of the district's overall population, whether families had language or disability-related access supports, or how feedback from these groups influenced district decisions. Therefore, Action 4.3 was partially effective because parent and student participation increased substantially, but staff participation declined and the district cannot determine whether SED and SWD families were adequately represented. For 2026–27, the district will

strengthen targeted survey outreach, provide accessible and multilingual survey options as needed, and monitor response rates by educational partner group. When feasible and confidentiality can be maintained, the district will review participation by SED and SWD status. The district will also document how educational partner feedback was considered and used to revise programs, services, communication practices, and family-engagement opportunities.

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.

Metric 4.1 - Metric 4.1 was revised to remove "Number of Participants at Meetings" from the metric description. Upon review of prior practice, the district determined that participation counts were not being consistently collected or reported as part of the metric. The revised metric more accurately reflects the data being monitored and reported, which is the number of School Site Council meetings held annually at each school site. No changes were made to the goal, actions, or target outcomes.

Actions 4.1-4.3: Based on analysis of implementation and effectiveness data, the district determined that no changes were needed to the goal, metrics, target outcomes, or the written action descriptions for the 2026–27 school year. However, the district determined that the implementation of Actions 4.1–4.3 must be significantly strengthened to address areas identified through reflection on prior practice. The action descriptions will remain the same because the intended focus of the actions continues to be appropriate: strengthening parent and community communication, increasing educational partner engagement, and improving opportunities for families to provide input. The needed change is in how the actions will be implemented and monitored during the 2026–27 school year. Implementation will be strengthened by reestablishing School Site Council recruitment and regular meeting schedules, increasing outreach and engagement opportunities for parents of students with disabilities and other underrepresented educational partner groups, expanding communication through multiple formats and languages, increasing participation in educational partner surveys, and improving follow-up communication so educational partners understand how their feedback informs district decisions. In addition, the district will provide clearer expectations, support, and monitoring to ensure these engagement structures occur consistently across school sites. These strengthened implementation efforts are intended to improve educational partner engagement, participation, and communication across the district.

Metric 4.6, Safety and School Connectedness, was moved from Goal 4 to Goal 2 and renumbered as Metric 2.7. This change was made because the metric more directly aligns with Goal 2, which focuses on fostering a positive school culture and climate. The metric itself and its intended outcomes were not changed; only its placement and numbering were revised to improve alignment between the district’s goals and the outcomes being measured.

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 information regarding school and district activities and programs as measured by M4.1.	$3,500.00	No
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 [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$714,880	$73,848

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
22.001%	0.000%	$0.00	22.001%

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 reported an 85% participation rate in on-site	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 engagement. The integration of technology will	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
	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	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 46.4% for all students but are notably higher for SED students at 52.8%. At the elementary	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 struggle to get their children to school without provided transportation, underscoring 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
	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	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 reduce stigma and foster a sense of community. Furthermore, research indicates that when schools	

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
		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 points below the standard in ELA, and -233.6 points below the standard in mathematics,	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 content that is accessible and challenging, promoting better understanding and retention of academic concepts.	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
	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	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 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 -	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 technology can significantly improve academic outcomes for disadvantaged students, offering interactive and engaging ways to grasp complex	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
	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	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 programs, the district targets the existing academic gaps and sets a foundation for long-term educational equity and excellence for all students.	

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
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 between students and staff, create inclusive environments, and provide targeted support to SED students to help them stay engaged and succeed academically.	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 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	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
	Scope: LEA-wide	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 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	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
	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 7.7% 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 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	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 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	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
	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	and benefits the entire LEA by fostering a skilled, career-ready workforce.	
3.2	**Action:** Local Business Partnerships **Need:** Currently TJUSD 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, 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,	Building local business partnerships is essential for addressing the unique needs of Socioeconomically Disadvantaged (SED) students in TJUSD. 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 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	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
	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, TJUSD 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:** LEA-wide	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 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	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	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
	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	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 school-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 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

2026-27 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	$3,249,243	714,880	22.001%	0.000%	22.001%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,046,157.00	$169,509.00	$0.00	$86,500.00	$1,302,166.00	$989,366.00	$312,800.00

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	$612,947.00	$0.00	$612,947.00	$0.00			$612,947.00	
1	1.2	Professional Development	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.3	Transportation	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$147,000.00	$42,000.00	$189,000.00				$189,000.00	
1	1.4	Supplemental Instructional Support	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$6,000.00	$6,000.00				$6,000.00	
1	1.5	Technology	Low Income	Yes	LEA-wide	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	$72,508.00	$5,000.00		$77,508.00			$77,508.00	
1	1.7	Literacy Intervention	All	No			All Schools	Ongoing	$0.00	$7,000.00		$7,000.00			$7,000.00	
1	1.8	Intervention Program	All	No			All Schools	Ongoing	$14,606.00	$30,000.00		$44,606.00			$44,606.00	
2	2.1	Monitor Facilities for Repairs and Upgrades	All	No			All Schools	Ongoing	$0.00	$68,500.00				$68,500.00	$68,500.00	
2	2.2	Student/School Relationships	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$8,000.00	$8,000.00				$8,000.00	
2	2.3	Positive Campus Climate	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$12,300.00	$12,300.00				$12,300.00	
3	3.1	CTE/Career Electives	Low Income	Yes	Schoolwide	Low Income	Specific Schools: Trona High School	Ongoing	$132,395.00	$51,000.00	$143,000.00	$40,395.00			$183,395.00	
3	3.2	Local Business Partnerships	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	

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
3	3.3	College Courses on TJUSD Campus	Low Income	Yes	Schoolwide	Low Income	Specific Schools: Trona High School	Ongoing	$9,910.00	$5,000.00	$14,910.00				$14,910.00	
3	3.4	Student College and Trade School Visits	All	No			Specific Schools: Trona High School	Ongoing	$0.00	$5,000.00	$0.00			$5,000.00	$5,000.00	
4	4.1	Parent and Community Communication	All	No			All Schools	Ongoing	$0.00	$3,500.00				$3,500.00	$3,500.00	
4	4.2	Parent and Community Involvement	All	No			All Schools	Ongoing	$0.00	$4,500.00				$4,500.00	$4,500.00	
4	4.3	Educational Partner Feedback	All	No			All Schools	Ongoing	$0.00	$5,000.00				$5,000.00	$5,000.00	

2026-27 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
$3,249,243	714,880	22.001%	0.000%	22.001%	$1,046,157.00	0.000%	32.197 %	**Total:**	$1,046,157.00
								LEA-wide Total:	$888,247.00
								Limited Total:	$0.00
								Schoolwide Total:	$157,910.00

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	$612,947.00	
1	**1.2**	Professional Development	Yes	LEA-wide	Low Income	All Schools	$5,000.00	
1	**1.3**	Transportation	Yes	LEA-wide	Low Income	All Schools	$189,000.00	
1	**1.4**	Supplemental Instructional Support	Yes	LEA-wide	Low Income	All Schools	$6,000.00	
1	**1.5**	Technology	Yes	LEA-wide	Low Income	All Schools	$50,000.00	
2	**2.2**	Student/School Relationships	Yes	LEA-wide	Low Income	All Schools	$8,000.00	
2	**2.3**	Positive Campus Climate	Yes	LEA-wide	Low Income	All Schools	$12,300.00	
3	**3.1**	CTE/Career Electives	Yes	Schoolwide	Low Income	Specific Schools: Trona High School	$143,000.00	
3	**3.2**	Local Business Partnerships	Yes	LEA-wide	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	Specific Schools: Trona High School	$14,910.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,474,366.00	$1,232,756.00

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	$613,519.00	$578,630
1	**1.2**	Professional Development	Yes	$10,000.00	$269.00
1	**1.3**	Transportation	Yes	$175,651.00	$167,100
1	**1.4**	Supplemental Instructional Support	Yes	$10,000.00	$13,000
1	**1.5**	Technology	Yes	$50,000.00	$45,500
1	**1.6**	Graduation Success Coordinator	No	$217,506.00	$84,000
1	**1.7**	Literacy Intervention	No	$5,000.00	$10,000
1	**1.8**	Intervention Program	No	$30,000.00	$33850
2	**2.1**	Monitor Facilities for Repairs and Upgrades	No	$65,000.00	$12,400
2	**2.2**	Student/School Relationships	Yes	$15,000.00	$3,386
2	**2.3**	Positive Campus Climate	Yes	$12,000.00	$8,400

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	3.1	CTE/Career Electives	Yes	$237,190.00	$262,400
3	3.2	Local Business Partnerships	Yes	$5,000.00	0
3	3.3	College Courses on TJUSD Campus	Yes	$10,500.00	$9,660
3	3.4	Student College and Trade School Visits	No	$5,000.00	$536
4	4.1	Parent and Community Communication	No	$3,500.00	$3,150
4	4.2	Parent and Community Involvement	No	$4,500.00	$475
4	4.3	Educational Partner Feedback	No	$5,000.00	0

2025-26 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)
$746,442	$1,028,632.00	$1,088,345.00	($59,713.00)	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	$613,519.00	$578,630		
1	1.2	Professional Development	Yes	$10,000.00	$269.00		
1	1.3	Transportation	Yes	$175,651.00	$167,100		
1	1.4	Supplemental Instructional Support	Yes	$10,000.00	$13,000		
1	1.5	Technology	Yes	$50,000.00	$45,500		
2	2.2	Student/School Relationships	Yes	$15,000.00	$3,386		
2	2.3	Positive Campus Climate	Yes	$12,000.00	$8,400		
3	3.1	CTE/Career Electives	Yes	$126,962.00	$262,400		
3	3.2	Local Business Partnerships	Yes	$5,000.00	0		
3	3.3	College Courses on TJUSD Campus	Yes	$10,500.00	$9,660		

2025-26 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)
$3,212,043	$746,442	00.00	23.239%	$1,088,345.00	0.000%	33.883%	$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 2026-27, 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 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 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 32627(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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