LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Trona Joint Unified School District

CDS Code: 36678920000000

School Year: 2024-25

LEA contact information:
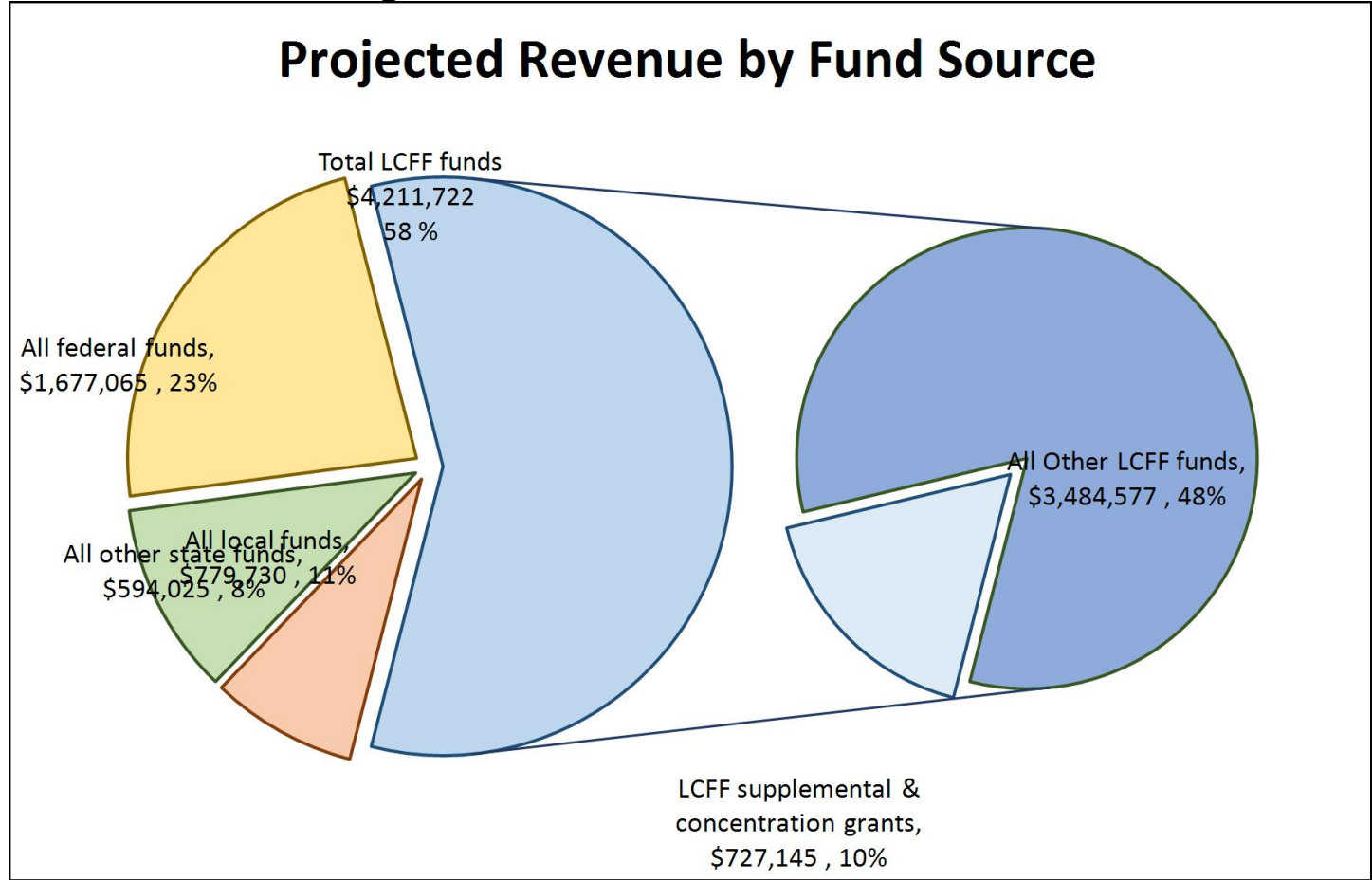
Jerry Jennex

Superintendent

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(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 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$4,211,722
58 %

All federal funds,
$1,677,065 , 23%

All other state funds,
$594,025 , 8%

All local funds,
$779,730 , 11%

All Other LCFF funds,
$3,484,577 , 48%

LCFF supplemental &
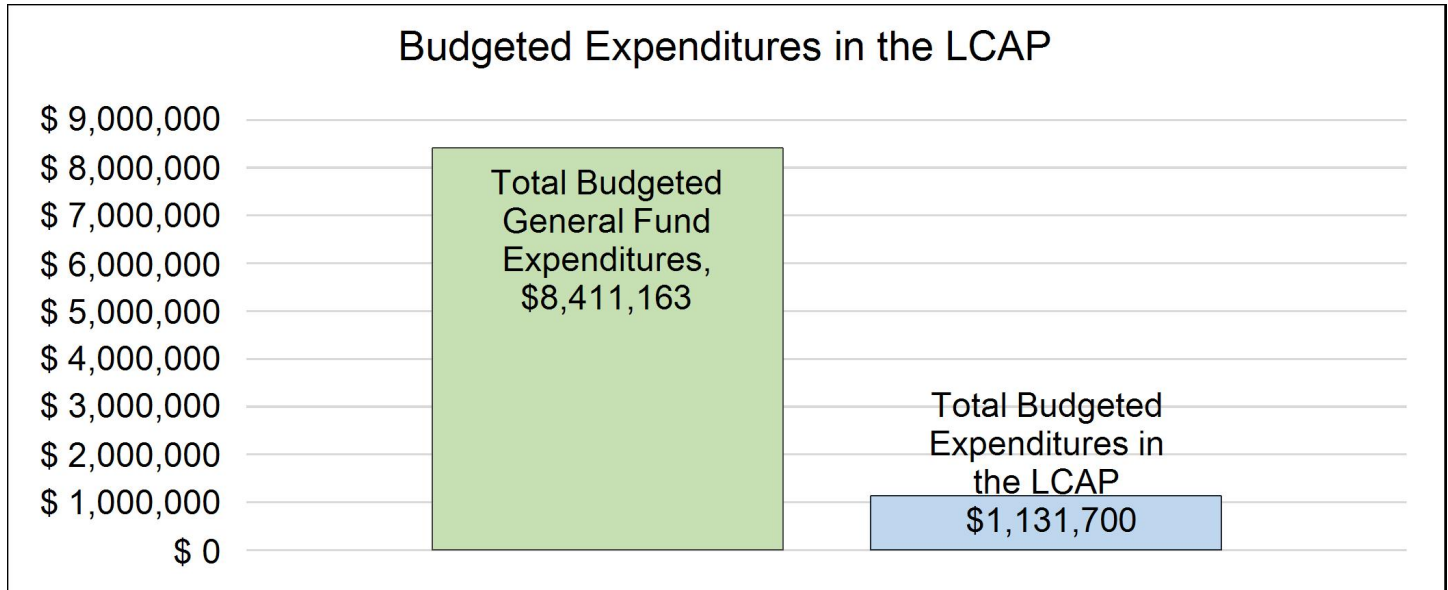concentration grants,
$727,145 , 10%

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 $7,262,542, of which $4,211,722 is Local Control Funding Formula (LCFF), $594,025 is other state funds, $779,730 is local funds, and $1,677,065 is federal funds. Of the $4,211,722 in LCFF Funds, $727,145 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $8,411,163	Total Budgeted Expenditures in the LCAP $1,131,700

This chart provides a quick summary of how much Trona Joint Unified School District plans to spend for 2024-25. 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 $8,411,163 for the 2024-25 school year. Of that amount, $1,131,700 is tied to actions/services in the LCAP and $7,279,463 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
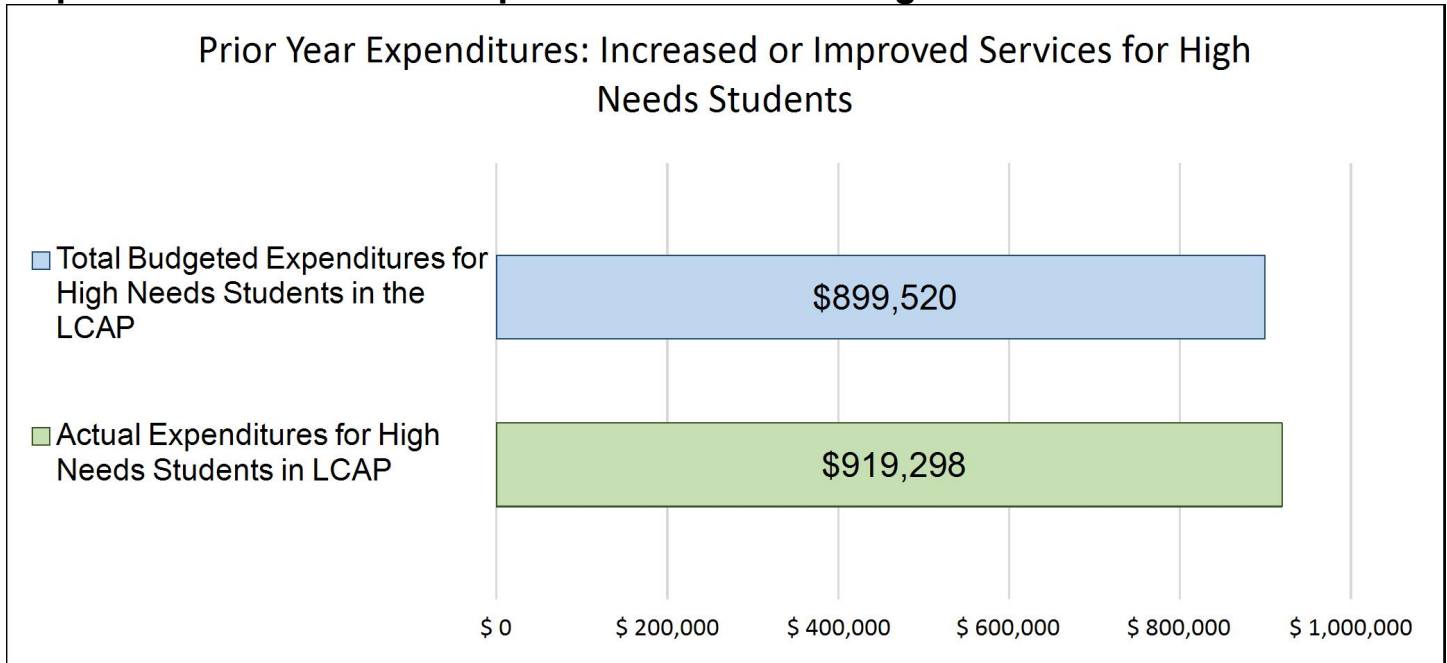
The majority of expenditures are for salaries. Remaining funds are used on instructional material and supplemental material and services that support our educational programs.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Trona Joint Unified School District is projecting it will receive $727,145 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 $1,048,700 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 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- ☐ Total Budgeted Expenditures for High Needs Students in the LCAP — **$899,520**
- ☐ Actual Expenditures for High Needs Students in LCAP — **$919,298**

(Chart axis: $0 — $200,000 — $400,000 — $600,000 — $800,000 — $1,000,000)

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 2023-24, Trona Joint Unified School District's LCAP budgeted $899,520 for planned actions to increase or improve services for high needs students. Trona Joint Unified School District actually spent $919,298 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $19,778 had the following impact on Trona Joint Unified School District's ability to increase or improve services for high needs students:

The district spent less than planned, which had minimal impact on our high needs students. Total expenditures for high needs students exceeded the amount of supplement and concentration grant funds received. The majority of actions and goals were completed and the district met its required MPP.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update 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

Goals and Actions

Goal

Goal #	Description
1	Broad Goal: All students will be prepared for success in college and career.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Required State Metric: Rate of teacher assign-ment/percentage of properly credentialed teachers (priority 1): 100% of teachers will be appropriately assigned (with NSS exception)	90% of teachers will be appropriately assigned (with NSS exception) 2019-2020	100% of teachers are appropriately assigned (with NSS exception) (2020-21)	100% of teachers are appropriately assigned (with NSS exception) (2022-23)	87% of teachers will be appropriately assigned (with NSS exception) First semester 2023/24	100% of teachers will be appropriately assigned (with NSS exception)
Required State Metric: Implementation of the academic content and performance standards adopted by the State Board (Priority 2): 4 times out of the school year teachers teaching math will participate in CCSS math staff	2 times out of the school year teachers teaching math will participate in CCSS math staff development and collaboration. 2019-2020	2 times out of the school year teachers teaching math participated in CCSS math staff development and collaboration (2020-21)	1 time out of the school year, teachers teaching math participated in CCSS math staff development and collaboration (2022-23)	0 times out of the school year teachers teaching math will participate in CCSS math staff development and collaboration, first semester 2023/24	4 times out of the school year teachers teaching math will participate in CCSS math staff development and collaboration.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
development and collaboration					
Local Metric: 100% of teachers will turn in/display student samples of AVID/Effective teaching strategies semesterly.	70% of teachers will turned in/displayed student samples of AVI D/Effective teaching strategies semesterly. 2019-2020	90% of teachers turned in/display student samples of AVI D/Effective teaching strategies semesterly. (2020- 21)	10% of teachers turned in/display student samples of AVI D/Effective teaching strategies semesterly. (2022- 23)	0% of teachers turned in/display student samples of AVI D/Effective teaching strategies semesterly. (2023- 24)	100% of teachers will turn in/display student samples of AVI D/Effective teaching strategies semesterly.
State Required Metric: Pupil outcomes in the subject areas described in 51210 and 51220(a) (i): 100% of ELA and Math students will meet unit assessment standards	50% of ELA and Math students met unit assessment standards 2019-2020	58% of ELA and Math students met unit assessment standards 2020- 2021	26.04% of ELA and 15.79% of Math students met unit assessment standards or higher in 2021- 2022	18.35% of ELA and 14.68% of Math students met unit assessment standards or higher in 2022- 2023	75% of ELA and Math students will meet unit assessment standards
Local Metric: 100% of students will demonstrate proficiency (C or Higher) on performance tasks. This metric was deleted June 2023	40% of students demonstrated pro-ficiency (C or Higher) on performance tasks. 2019-2020	52% of students demonstrated pro-ficiency (C or Higher) on performance tasks. 2020-2021	This data is not available for 2021-2022. This metric was deleted June 2023	This metric is not applicable	100% of students will demonstrate proficiency (C or Higher) on performance tasks. This metric was deleted June 2023

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Required Metric (Priority 4): 75% of ju¬niors and seniors will take a CTE/Career Elective pathway class and will successfully complete the course.	40% of juniors and seniors took a CTE/Career Elective pathway class and successfully completed the course. 2019-2020	60% of juniors and seniors took CTE/Career Elective pathway class and successfully completed the course. 2020-2021	100% of juniors and seniors took CTE/Career Elective pathway class and successfully completed the course. 2022-2023	25% of juniors and seniors took a CTE/Career Elective pathway class and successfully completed the course. 2023-2024	75% of juniors and seniors will take an CTE/Career Elective pathway class and will successfully complete the course.
State Required Metric (Priority 4): 75% of students meet or exceed ELA and Math standardized test scores.	30% of students met or exceeded ELA and Math standardized test scores. 2019-2020	26% of students met or exceeded standards ELA and 8% of students met or exceeded standards in math. 2020-2021	26.04% of students met or exceeded ELA, and 15.79% met or exceeded standards in math. 2021-2022	18.35% Met or exceeded ELA Standards 14.68% Met or exceeded Math Standards. 2022/23	75% of students met or exceeded ELA and Math standardized test scores.
State Required Metric (Priority 4): 100% of students are college and career aware as measured by LCAP survey (EAP, A-G)	80% of students are college and career aware as measured by LCAP survey 2019-2020	88% of students are college and career aware as measured by LCAP survey (EAP, A-G). 2020-2021	The LCAP Survey was not administered in 2022-23.	24% of students are college and career aware as measured by LCAP survey (EAP, A-G). 2023-2024	80% of students are college and career aware as measured by LCAP survey
Local Metric: 100% of students will have a 10 year plan Matric deleted June 2023	75% of students have a 10 year plan 2019-2020	80% of students have a 10 year plan 2020-2021	The 10-year plans were not implemented in 2022-23. Metric deleted June 2023	Metric is no longer active in 2023-24 LCAP	100% of students will have a 10 year plan Metric deleted June 2023

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Metric: All graduates are in college or have a job by the end of September	50% graduates are in college or have a job by the end of September	65% graduates are in college or have a job by the end of September 2020-2021	The district is re-assessing how to track this data. It is not available for 2021-22.	The district is re-assessing how to track this data. District was not able to track the graduates to identify who was employed. 24% of students enrolled in college. 2022-23.	90% of recent graduates will be in college or have a job
Required State Metric: Course Access: (Priority 7) 30% of high school students will be enrolled in an honors class or in advanced coursework.	5% of high school students were enrolled in an honors class or in advanced course-work. 2019-2020	5% of high school students have been enrolled in an honors class or in advanced course work. 2020-2021	3% of high school students have been enrolled in an honors class or advanced course work. 2022-2023	0% of high school students were enrolled in an honors class or advanced course work. 2023-2024	10% of high school students will be unrolled in an honors class or in advanced coursework.
Required State Metric: Pupil Achievement: (Priority 4): 70% of high school students will be on track to fulfill UC/CSU requirements (A-G).	30% of high school students are on track to fulfill UC/CSU requirements (A-G). 2019-2020	50% of high school students are on track to fulfill UC/CSU requirements (A-G). 2020-2021	20.8% of students have completed A- G requirements. 2022 CA School Dashboard	71% of high school students were on track to fulfill UC/CSU requirements (A-G) in the first semester of the 2023-24 school year.	45% of high school students will be on track to fulfill UC/CSU requirements (A-G).
Required State Metric: Basic Services: (Priority 1) District will report 100%	District reported 100% compliance with the Williams, as it relates to student access to	District reported 100% compliance with the Williams Act, as it relates to student	District reported 100% compliance with the Williams Act, as it relates to student	District reported 100% compliance with the Williams Act, as it relates to student	District will continue to report 100% compliance with the Williams Act, as it

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
compliance with the Williams Act, as it relates to student access to standards-aligned instructional materials and facilities in good repair.	standards-aligned instructional materials and facilities in good repair. 2019-2020	access to standards-aligned instructional materials and facilities in good repair. 2020-2021	access to standards-aligned instructional materials and facilities in good repair. 2022-2023	access to standards-aligned i nstructional materials. There was a finding related to facilities. 2023-2024	relates to student access to standards-aligned instructional materials and facilities in good repair.
State required metric: Pupil achievement (Priority 4): Students will pass Advance Placement (AP) exams with 3 or higher.	AP exams are currently unavailable	AP exams are currently unavailable	0% of students participated in AP exams 2022-23	AP exams are not currently offered as of 2023-24 school year.	10% will pass Advanced placement exams with 3 or higher.
Required State Metric: Pupil Engagement (Priority 5): High and Middle school dropout rates (Trona JUSD is a 7-12 High School)	Middle School dropout rate is 0% 2019-20 High School dropout rate is at 1% 2019-2020	Middle School dropout rate is 0% 2021-2022 High School dropout rate is at 0% 2021-2022	Middle School dropout rate is 2% High School dropout rate is at 8.3% 2022- 2023	Middle School dropout rate is 0% High School dropout rate is at 28% 2022- 2023 ED-Data	Middle School dropout rate will be at 0% High School dropout rate will be at >1%
State Required Metric: Pupil Engagement (Pri¬ority 5): The Graduation rate will be above 90%	The graduation rate is at 65%	The graduation rate is at 78% 2020-2021	The graduation rate was 87.5%. 2022 CA School Dashboard	The graduation rate is at 57.7% 2022/23 CA Dashboard	Graduation rate will be above 90%
Local Metric: IXL Benchmark Assessments;	ELA -14% of students are on or above grade level; Math -16% of	N/A	N/A	Elementary: 22/23 IXL Diagnostic 2 - ELA 31% and	The percentage of students scoring on or above grade

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Grade Level Standard Proficiency in ELA and math New Metric for 2023-24	students are on or above grade level; New Metric for 2023-24			Math 43% of students are on grade 1 evel or above. 23/24 IXL Diagnostic 2 - ELA 35% and Math 34% of students are on grade 1 evel or above. High School: IXL is not being implemented with fidelity at the high school 1 evel among our ELA and Math teachers nor SAI	level standards on IXL in ELA and math will increase by 10% each year

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Overview
Goal 1 of our Local Control and Accountability Plan (LCAP) aimed to prepare all students for success in both college and their future careers. This goal focused on enhancing the educational experience through technology, teacher qualifications, and curriculum development. Below, we explore how the district implemented these plans and address both the successes and challenges we encountered.

Implementation of Actions

1. Curriculum Maps
Staff were to assess and refine curriculum maps to align with standards, improving instruction and student outcomes. This action was implemented as planned. Teachers were successfully able to create curriculum map which lead to better planning and classroom instruction.

2. Data Review Process
Develop a process for continuous data review, including benchmarks and assessments, to inform instruction and support. The action was implemented as planned. Our staff was able to successfully analyze data and build lessons that are focused on the data analysis.

3. Field Trips
TJUSD provided field trips for our low-income, English learners and foster youth to help them get ready for college and future careers. This action was implemented as planned. Through these trips, we were able to give students many exciting learning experiences that supported their education and opened up new opportunities for them to grow and engage in their learning.

4. AVID/GFSF Programs
Implement AVID and "Get Focused, Stay Focused" (GFSF) programs for college/career readiness. This action was discontinued as of June 2023.

5. Career Day
TJUSD organized career day events to help students explore different career options. This action was successful implemented as planned. These events provided valuable experiences for students in grades 6 through 12, helping them learn about various career paths.

6. Supplementary Materials
Providing resources, training, and research-based materials to support foster youth, low-income, and English Learners through the Multi-Tiered System of Supports framework to provide scaffolded supports for improved outcomes and achievement for unduplicated students. The district provided resources, training, and materials to support our students who need extra help. This action was implemented as planned and was successful because it allowed us to give students additional tools and materials that helped them improve their learning and reach grade-level standards.

7. CTE/Career Electives
Our high school staff worked to maintain and expand career and technical education (CTE) elective classes and pathways to give students more career education options, especially focusing on supporting our low-income students. This action was partially implemented. The biggest challenge was finding qualified teachers to teach the CTE courses.

8. Technology Master Plan
We provided new devices to all 7th and 10th graders to ensure each student has access to their own technology. The action was fully implemented and the District successfully upgraded the classroom and student technology.

9. Leadership Training
TJUSD offered leadership training for our district leadership team. This action was fully implemented. Overall, the training was a success and helped strengthen our leadership team.

10. Parent Engagement

Our district prioritized meeting with parents and guardians as an intervention to support our low-income, foster youth, and English learner students. We also held informational nights to boost parent and school engagement for these student groups. Parents and community members were actively involved in decision-making to create strong programs that meet the needs of these students. This action was implemented as planned. One of the biggest challenge the district faced when implementing this plan was the low number of parents that were involved.

11. Small Class Sizes
We aimed to keep class sizes small to better support our students who need extra help. This action was partially implemented. The biggest challenge the district faced when implementing this action was finding qualified teachers.

12. Identification for Seniors
TJUSD wanted to ensure that all seniors had the opportunity to get an ID before they graduated to support their college and career readiness. This action was implemented as planned. The biggest challenge the district faced was identifying those students that needed support getting an ID.

13. Social Emotional Support
The district planned to provide social-emotional support training for both staff and students. This action was not implemented. One of the challenges the district faced when implementing this action was the lack of resources in the local area to support our students.

In summary, Goal 1 had both successes and challenges. We successfully rolled out new technology as part of our Technology Master Plan, which greatly improved how we deliver education. However, we faced challenges in ensuring all teachers have the necessary credentials, which means there's still work to do to fully meet our college and career readiness goals.

Moving forward, the district will continue to focus on enhancing teacher qualifications and exploring ways to fully integrate programs like AVID. We will also ensure that technology resources are effectively used to support student learning, aiming to maximize the benefits of our investments in digital education.

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 - Field Trips: The district spend more than planned on this actions. The higher expenditure was due to the additional field trip opportunities we provided for our low-income, English learners, and foster youth students. These trips were more extensive than initially planned.

Action 6 - Supplementary Materials: The district spent more than planned on this action. The additional cost is contributed to an increase in cost for the supplemental curriculum. We also increased the number of supplemental curriculum programs and on line programs.

Action 7 - CTE/Career Electives: The district spent significantly less money on this action that was budgeted. This decrease in spending is a direct result of the districts inability to hire a qualified CTE teacher.

Action 10 - Parent Engagement: The district saw a significant increase in spending in this action. The increase in spending is directly related to the increase in the number of parent engagement events and activities the district held.

Action 11 - Small Class Sizes: The district saw a significant decrease in spending compared to the budgeted funds. This decrease is directly related to the districts inability to find and hire qualified teachers.

Action 13 - Social Emotional Support: The district saw a significant difference in spending in the action. The difference can be attributed to the lack of community resources available to support this action.

Overall, while there were some differences between what we budgeted and what we actually spent, these adjustments were made to better meet the needs of our students and ensure the success of each action. Minor variances didn't impact the effectiveness of our programs, and we remain committed to improving services for our students.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Goal 1: Preparing All Students for Success in College and Career

Effectiveness:
- 1.1 Curriculum Maps: We aimed to improve instruction by refining curriculum maps to align with standards. This action was effective, as the adjustments made helped enhance the teaching process. The data we used the track the effectiveness was are CAASPP data for students who met or exceeded the standard in math and ELA. Our Baseline showed 30% of students met ELA and Math, year 1 showed 26% of our students in both ELA and 8% in math, year two we saw 26.04% in ELA and 15.79% in Math and then year 3 showed 18.35% in ELS and 14.68% in math. Although we saw significant decline during the pandemic in year 1, in years 2 and 3 our scores begin to come back up stabilize indicating our scores are moving back up toward pre pandemic numbers.

- 1.2 Data Review Process: The goal to develop a continuous data review process was successful. This action was effective in helping teachers use data to better support students. The data we used the track the effectiveness was are CAASPP data for students who met or exceeded the standard in math and ELA. OOur Baseline showed 30% of students met ELA and Math, year 1 showed 26% of our students in both ELA and 8% in math, year two we saw 26.04% in ELA and 15.79% in Math and then year 3 showed 18.35% in ELS and 14.68% in math. Although we saw significant decline during the pandemic in year 1, in years 2 and 3 our scores begin to come back up stabilize indicating our scores are moving back up toward pre pandemic numbers.

- 1.3 Field Trips: The field trips provided to low-income, English learners, and foster youth were highly effective. Although we spent more than initially planned, these trips gave students valuable experiences that supported their education and growth. Although we

have seen a drop in percent of students who are aware of college and career opportunities: Base line was 80%, year 1- 88%, year 2 was not tracked and year 3 showed a drop to 24%, we can see a rise in our A-G completion from a baseline of 30% of students on track to complete A-G requirements to 71% of students on track to complete A-G requirements in year 3. This can be attributed to the field trips to colleges and work force sites.

- 1.5 Career Day: The Career Day events were effective in helping students explore different career options. Although we did not develop a matrix to track this action, in our baseline year 2019/2020, we did not have a career day event. In year 3 of the three year cycle, we hosted two different career day events.

- 1.6 Supplementary Materials for MTSS: This action was effective, as additional resources were provided to students who needed extra help. The data we used the track the effectiveness was are CAASPP data for students who met or exceeded the standard in math and ELA. Our Baseline showed 30% of students met ELA and Math, year 1 showed 26% of our students in both ELA and 8% in math, year two we saw 26.04% in ELA and 15.79% in Math and then year 3 showed 18.35% in ELS and 14.68% in math. Although we saw significant decline during the pandemic in year 1, in years 2 and 3 our scores begin to come back up stabilize indicating our scores are moving back up toward pre pandemic numbers.

- 1.8 Technology Master Plan: This was a effective in that we went from offering a computer center and sharing chrome book carts in our baseline year to having a 1:1 ration for all students in 7th-12th grade. The access to technology had a direct impact our our academics. Our Baseline showed 30% of students met ELA and Math, year 1 showed 26% of our students in both ELA and 8% in math, year two we saw 26.04% in ELA and 15.79% in Math and then year 3 showed 18.35% in ELS and 14.68% in math. Although we saw significant decline during the pandemic in year 1, in years 2 and 3 our scores begin to come back up stabilize indicating our scores are moving back up toward pre pandemic numbers.

- 1.9 Leadership Training: Leadership training for our district team was successful. The district was able to build on the the number of site leaders attending district level professional development which attributed directly to our ability to begin recovering our CAASPP scores which started at a Our Baseline showed 30% of students met ELA and Math, year 1 showed 26% of our students in both ELA and 8% in math, year two we saw 26.04% in ELA and 15.79% in Math and then year 3 showed 18.35% in ELS and 14.68% in math. Although we saw significant decline during the pandemic in year 1, in years 2 and 3 our scores begin to come back up stabilize indicating our scores are moving back up toward pre pandemic numbers.

- 1.10 Parent Engagement: The efforts to engage parents and guardians were effective. The district was able to increase the number of parent engagement events from 1 parent night during the baseline year to 2 parents nights and community engagement event during year 3. Although this data was not in a metric in the 2021/2024 LCAP, this data was tracked locally.

- 1.12 Identification for Seniors: All senior were provided school IDs along with the necessary information they need to obtain a state issued license.

Ineffectiveness:

- 1.4 AVID/GFSF Programs: These programs were discontinued before they could be implemented, meaning the planned budget was not utilized. This action did not contribute to the goal, and the resources were redirected to other ongoing initiatives.
- 1.7 CTE/Career Electives: This action faced challenges when it come to staffing the programs with qualified teachers. We saw a drop from baseline of 40% to year 3 of 25% of students taking CTE courses.
- 1.11 Small Class Sizes: While keeping class sizes small was a priority, challenges in hiring qualified teachers. This impacted our ability to fully achieve the intended benefits of smaller class sizes.
- 1.13 Social Emotional Support: Unfortunately, this action was not implemented and therefore is not effective. The district is still working on finding the best ways to support students' social-emotional needs, making this an area that requires further attention.

Overall, while many actions were effective in moving toward our goal of preparing students for college and careers, some areas faced challenges or were not fully implemented. Moving forward, we will focus on refining our strategies to ensure that all students receive the support they need to succeed.

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

Goal: Goal 1 was changed to a broad goal-directed to the academic success and student engagement.

This change was made after analyzing all educational partners' feedback, which indicated a concern from all partners regarding our ELA and Math scores.

Metric:

Metric 3 - Teachers will turn in/display students samples of AVID/Effective teaching strategies semesterly was removed because it did not align with any goals in the 2024/25 LCAP
Metric 4 - Pupil outcomes in the subject areas described in 51210 and 51220(a)(i): Students will meet unit assessment standards in ELA and Math, was removed because it did not align with any goals in the 2024/25 LCAP Metric 5 - Students will demonstrate proficiency on performance tasks was removed because it was determined to be an ineffective metric that did not provide actionable data to support our students and did not align with any goals in the 2024/25 LCAP
Metric 6 - Juniors and seniors will take the CTE/Career Elective pathway class and successfully complete it. It was modified and moved to Goal 3 to better align with the 2024/25 LCAP goals.
Metric 7 - Students will meet or exceed ELA and Math standardized test scores; this metric was broken up into two metrics: Goal 1 Metrics 1 and Goal 1 and Metrics 2 to align with the 2024/25 LCAP to support our students. Metric 8 - Students are college—and career-aware as measured by the LCAP survey was reworded and moved to Goal 3 to better align with the 2024/25 LCAP goals.
Metric 10 - All graduates are in college or have a job by the end of September. It was removed because it was determined to be ineffective and did not provide actionable data to support our students.

Metric 11 - High School Students will be enrolled in honor classes or Advanced coursework was moved to Goal 3 to better align with the 2024/25 LCAP goals.

Metric 12 - High School Students will be on track to fulfill UC/CSU requirements (A-G), was moved to goal 3 to better align with the 2024/25 LCAP goals.

Metric 13 - The District will report compliance with the Williams Act regarding student access to standards-aligned instructional materials and facilities in good repair, which was moved to Goal 2 to better align with the 2024/25 LCAP goals.

Metric 14 - Students who pass advanced placement exams with a score of three or higher were moved to Goal 3 to better align with the 2024/25 LCAP goals.

Metric 15 - High and Middle School drop-out rates, was moved to Goal 2 to better align with the 2024/25 LCAP goals.

Metric 16 - Graduation Rate was moved to Goal 2 to better align with the 2024/25 LCAP goals.

Actions that will remain or that have been moved or absorbed into different actions in the 2024/25 LCAP:

1.1 - Curriculum Maps - Although this action was effective, it will be absorbed into Action 1.2 - Professional Development in the 2025/25 LCAP to better align with the districts vision that was developed through engagement with all educational partners.

1.2 - Data Review - Although this action was effective, it will be absorbed into Action 1.2 - Professional Development where teachers and leaders will receive training on data analysis and how to use that analysis to drive instruction. This shift will better align with the districts vision that was developed through engagement with all educational partners.

1.3 - Field Trips - This action was effective and will be absorbed into Action 3.4 of the 2024/25 LCAP to better align with the districts vision that was developed through engagement with all educational partners.

1.5 - Career Day - This action was effective and will be absorbed into Action 3.2 of the 2024/25 LCAP to better align with the districts vision that was developed through engagement with all educational partners.

1.6 - Supplemental Materials for MTSS - This action was effective and will be absorbed into Action 1.4 of the 2024/25 LCAP to better align with the districts vision that was developed through engagement with all educational partners.

1.7 - CTE/Career Electives - Although this action was deemed ineffective, the cause was the inability to find and hire qualified CTE teachers. The district leadership team, in collaboration with its educational partners, is focused on building the CTE program and will therefore keep this action in the 2024/25 LCAP.

1.8 - Technology - This action will remain as Action 1.5 in the 2024/25 LCAP

1.9 - Leadership Training - Although this action was effective, it will be absorbed into Action 1.2 - Professional Development in the 2025/25 LCAP to better align with the districts vision that was developed through engagement with all educational partners.

1.10 - Parent Engagement - This action was effective but will be spread through Goal 4 and can be seen in Action 1, 2 and 3. This move was made to better align with the districts vision that was developed through engagement with all educational partners.

1.11 - Small Class Sizes - Although this action was deemed ineffective, the cause was the inability to find and hire qualified classroom teachers. The district leadership team, in collaboration with its educational partners, is focused on reducing the number of students in a classroom and will therefore keep this action in the 2024/25 LCAP.

1.13 - Social Emotional Support - This action was not implemented and therefore not effective.   Although not effective, the district recognizes the importance of social-emotional learning, we are developing a new plan to provide this support. This will include professional development for teachers, integrating social-emotional learning into the curriculum, and potentially hiring specialized staff to focus on student well-being.This action is being weaved into several goals and actions, including: Goal 2 and can be seen in Action 2 and 3 as well as Goal 1 Action 1.2.

Ineffective Actions, or action that are no longer in line with the vision of the District, that are being removed from the 2024/25 LCAP:

1.4 - AVID/GFSF Programs:
Reason for Ineffectiveness: The AVID and "Get Focused, Stay Focused" programs were discontinued before they could be implemented, so they did not contribute to the goal of preparing students for college and careers.
Changes: Since these programs were not implemented, we are redirecting our focus to other initiatives that directly support student readiness. Moving forward, we will prioritize programs and resources that have a proven track record of success in other districts or that align more closely with our students' needs.

1.12 - Identification for Seniors - Although this action was effective, in collaboration with our educational partners, it was determined that this was not an action that will be continued in the 2024/25 LCAP.

Strengthened Approach:
As we revise our actions for the 2024–25 LCAP, our focus will be on implementing proven strategies and making data-driven decisions to better support our students. We are committed to ensuring that every action we take is impactful and helps our students succeed in their college and career goals.

We will continue to assess our progress regularly, using feedback from parents, students, and staff, as well as data from the Dashboard and other local sources, to make sure we are on the right track. Our goal is to provide the best possible education and opportunities for every student in our district.

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.

Goals and Actions

Goal

Goal #	Description
2	Broad Goal: All students in need, including Low-Income, English learners, foster youth, and students with disabilities will achieve high, rigorous standards during the 2021-2022 school year by increasing ELA state scores by 10 points and Math scores by 20 points based off the 2019 California school dashboard.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Required Metric: (Priority 4): 100% of students will meet or exceed ELA and Math standards on the standardized test	30% of students met or exceeded ELA and Math standards on the standardized test. 2019-2020	26% of students met or exceed ELA and and met or exceed 8% 2020-2021	26.04% of students met or exceeded ELA, and 15.79% met or exceeded standards in math. 2021-22	18.35% met or exceeded standards for ELA and 14.68% for Math for the 2022/23	100% of students will meet or exceed ELA and Math standards on the standardized test
Local Metric: 100% of students will prepare a 10 year plan as per the Get Focused stay focused career and college plan.	60% of students prepared a 10 year plan as per the Get Focused stay focused career and college plan. 2019-2020	80% of students have a 10 year plan 2021-2022	0% of students prepared a 10-year plan as per the Get Focused stay focused career and college plan.	Metric is no longer active i n 2023-24 LCAP	100% of students will prepare a 10 year plan as per the Get Focused stay focused career and college plan. This metric will no longer be used.
Local Metric: 100% of IEP's are compliant	94% of IEP's are compliant 2019-2020	100% of IEP's are compliant 2020- 2021	93% of IEPs are compliant with 2022-2023	95% of IEPs are compliant with 2023-2024	100% of IEP's are compliant

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Required Metric: (Priority 3): 100% of parents will have opportunity to provide input in decision making for each school site, as supported by the District, including promoting parental participation in programs for unduplicated students and students with exceptional needs. Parents report feeling supported in assisting their children to succeed in school.	80% of parents will report feeling supported in assisting their children to succeed in school, and participating in the decision making process. 2019-2020	80% of parents reported feeling supported in assisting their children to succeed in school, and participating in the decision making process. 2021-2022	7% of parents reported feeling TJUSD supported in assisting their children in succeeding in school and participating in the decision-making process 66% of the time. 2022-2023	2% of parents reported feeling TJUSD supported in assisting their children in succeeding in school and participating in the decision-making process 66% of the time. 2023-2024	100% of parents will report feeling supported in assisting their children's to succeed in school, and participating in the decision making process.
Local Metric: (Priority 4): All students who are on track to complete A-G will take the SAT Matric deleted June 2023	50% students on track to complete A-G took the SAT 2019-2020	100% students are on track to complete A-G will take the SAT 2020-2021	The data was not available at the time of LCAP Update. This metric will no longer be used. Matric deleted June 2023	Metric is no longer active in 2023-24 LCAP	100% students who are on track to complete A-G will take the SAT Matric deleted June 2023

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Required Metric (Priority 7): Broad course of study that includes all the subject areas described in 51210 and 51220(a)(i), including programs and ser-vices developed and provided to unduplicated students and students with exceptional needs.	100% have access and are enrolled to all required courses of study	100% have access and are enrolled to all required courses of study 2021-2022	100% have access and are enrolled in all required courses of study 2022-2023	100% have access and are enrolled in all required courses of study as of 2023-2024.	100% have access and are enrolled to all required courses of study
State Required Metric (Priority 2): Implementation of the academic content and performance standards, as well as programs and services that will enable English learners to access the CCSS and the ELD standards to gain academic content knowledge and English language proficiency (TJUSD has under 15	100% of teachers have implemented the academic content and performance standards, including ELD	100% of teachers have implemented the academic content and performance standards, including ELD 2021-2022	100% of teachers have implemented the academic content and performance standards, including ELD 2022-2023	100% of teachers have implemented the academic content standards including ELD. 2022-2023	100% of teachers have implemented the academic content and performance standards, including ELD

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL students)					
State Required Metric (Priority 4): percentage of English learners making progress toward English proficiency as measured by the state language proficiency assessment (ELPAC)	ELPAC writing levels are at 1 and 2	ELPAC writing levels are at a 1 2020-2021	Due to the low percentage of students testing, there is no available data for student privacy.	Due to the low percentage of students testing, there is no available data for student privacy.	Increase ELPAC writing levels to 3 and 4
State Required Metric (Priority 4): English learner reclassification rate	0 students reclassified	0 students reclassified 2021-2022	0 students reclassified for the 2022-2023 school year.	0 students reclassified for the 2023/2024 school year.	Move each student a minimum of one level towards reclassification
Required State Metric: Pupil Achievement: (Priority 4): 70% of high school students will be on track to fulfill UC/CSU requirements (A-G).	22.2% (revised per DataQuest as of 2023) 30% of high school students are on track to fulfill UC/CSU requirements (A-G). 2019- 2020	0% (revised per 2023 Data Quest) of high school students are on track to fulfill UC/CSU requirements (A- G). 2020- 2021	20.8% of students have completed A- G requirements. 2022 CA School Dashboard	Local data indicates 71% of students are on track to fulfill UC/CSU requirements (A-G) 2022/2023	45% of high school students will be on track to fulfill UC/CSU requirements (A-G).

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 2: Supporting Student Learning and Well-being

Overall Implementation:
The actions under Goal 2 were aimed at supporting student learning and well-being through various interventions, tutoring, summer school, parent engagement, and college readiness programs. Here's how each action played out:

1. Intervention Programs - This action was focused on during and after school intervention and enrichment programs and was implemented as planned with no substantive differences. The biggest challenge the district and school sites faced was getting elementary students to attend the intervention program after school and getting parents to support the after school intervention programs.

2. SAT and PSAT Support - This action was focused on having student take the PSAT and SAT. This action discontinued as of June of 2023 and therefore not Implemented.

3. Special Education Trainings - This action was focused on providing professional development for our teachers and staff that support our SWD population. This action was fully implemented. The district was successful in finding various training opportunities for our staff to assist with writing IEP, conducting assessments and engaging SWD parents.

4. After School Tutoring - This action was focused on providing after school tutoring for our students who are behind academically and was fully implemented. The biggest success the district saw was the increase in our High School students attending and getting back on track to meet A-G requirements.

5. Summer School - This action was focused on credit recovery and creative enrichment and was fully implemented. High school students were successfully able to recover class to keep them on track to graduate and get back on track to meet the A-G requirements.

6. Parent Classes - This action was focused on the district providing parenting classes. This action was not implemented. The biggest challenge the district faced was finding parents to be a part of the classes.

7. Student Proposal Project - This action was focused on having students compete in a project design to support an improvement in the district. This action was not implemented. The district was challenged with finding a staff member to oversee the project and to get students to sign up to participate.

8. College Readiness Programs - This action was focused on preparing students for college and was partially implemented. Although field trips to colleges were taken, the districts biggest challenge with this action was getting students to sign up for and take the PSAT and SAT.

Overall the district was able to successfully implement most of the action in Goal 2 without any substantive differences.

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.

1. Intervention Programs - TJUSD spent less than planned on intervention programs. This difference occurred because the planned number of students who would attend the programs was overestimated. This overestimation of student participants resulted in less staff to run the programs reducing the overall salaries for this action.

6. Parent Classes - There was a substantive difference in spending for this actions. The district was not able to get parents to sign up for the classes and therefore the staff cost was significantly less than projected.

7. Student Proposal Project - This action was not implemented and therefore the projected budget for this action was not spent.

8. College Readiness Programs - This action saw a substantive difference in spending because students did not sign up to take the PSAT and SAT resulting in a significant decrease in cost for transportation and staffing.

All other actions were closely aligned with the Districts spending plan.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Specific Actions and Their Effectiveness:

1. Intervention and Enrichment Programs - This action was focused on intervention and enrichment programs to improve literacy and math skills. This action was effective in supporting our students academic success. Our Baseline showed 30% of students met ELA and Math, year 1 showed 26% of our students in both ELA and 8% in math, year two we saw 26.04% in ELA and 15.79% in Math and then year 3 showed 18.35% in ELS and 14.68% in math. Although we saw significant decline during the pandemic in year 1, in years 2 and 3 our scores begin to come back up stabilize indicating our scores are moving back up toward pre pandemic numbers.

2. SAT and PSAT Preparation - This action was discontinued is of June of 2023.

3. Special Education Training - This action was focused on our training for our SPED staff and was partially effective as indicated by our SWD students testing. In year 1 (2020/21) our SWD students met or exceeded the standards on the CAASPP at 2.94% ELA and 2.94%

Math and in year 3 (2022/23) they scored 3.45% in ELA and 0% in math. Although we see a drop in the math scores, our ELA scores have increase.

4. After School Tutoring - This action was focused on tutoring to support our students who have fallen behind academically and were not graduation ready. This action was effective as our high school students were able to recover classes. Our baseline for students that are A-G ready went from a baseline of 22%, year 1 was 0%, Year 2 was 20.8% and year 3 was 71%. The drop in year 1 is directly related to the pandemic.

5. Summer School - This action was focused on Summer school to support our students who who need credit recovery and to provide enrichment activities. This action was effective as our high school students were able to recover classes. Our graduation rate increased over 20% between our base line and year 3: base line was 65%, in year 1 it was 78%, in year 2 it was 87.5% and year 3 was 87.5%.

6. Parent Classes - This action was focused on providing parenting classes for our community. This action was not implemented and therefore not effective.

7. Student Proposal Project - This action was focused on having students compete in a project design to support an improvement in the district. This action was not implemented and therefore not effective.

8. College Readiness Programs - This action was focused on ensuring our students were prepared to attend a UC or CSU. This action was not effective. The district did not have students take the PSAT or SAT in year 3 as compared to the baseline of 50%. This action was discontinued in year 2 of the 2021-24 LCAP

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

Goal 2 was changed to a broad goal that is directed to foster a positive school culture and climate that supports the students' well-being and academic success. This change was made after analyzing all educational partners' feedback, which indicated a concern from all partners regarding our school climate to help increase student engagement, reduce the dropout rate, and improve the district's graduation rate.

Metric:
Metric 1 - Students will meet or exceed ELA and Math standards on the standardized test was moved to Goal 1 to better align with the 2024/25 LCAP.
Metric 2 - Students will prepare a 10-year plan as per the Get Focused Stay Focused career and college plan. This metric was removed because it did not align with any goals in the 2024/25 LCAP.
Metric 3 - IEPs are compliant, was removed because it did not align with any goals in the 2024/25 LCAP.

Metric 4 - Parents will have opportunities to provide input in decision-making for each school site was moved to Goal 4 to better align with the 2024/25 LCAP and can be seen in M4.1 and M4.3

Metric 5 - All students who are on tract to complete A-G will take the SAT was removed because it did not align with any goals in the 2024/25 2024 LCAP.

Metric 6 - Broad course of study that includes all the subject areas described in 51210 and 51220 (a)(i), including programs and services developed and provided to unduplicated students was moved to goal 3 and is M3.7 in the 2024/25 LCAP.

Metric 7 - Implementation of the academic content and performance standards, as well as programs and services that will enable English Learners to access the CCSDS and the ELD standards to gain academic content was reworded and moved to Goal 1 and is M1.5 to better align with the 2024/25 LCAP.

Metric 8 - English Learners making progress toward English proficiency was moved to Goal 1and is M1.6 to better align with the 2024/25 LCAP.

Metric 9 - English Learners reclassification rate was moved to Goal 1 and is M1.7 to better align with the 2024/25 LCAP.

Metric 10 - High School Students will be on track to fulfill UC/CSU requirements (A-G) was moved to goal 3 and is M3.1 to better align with the 2024/25 LCAP goals.

The Following Metrics were added to Goal 2 of the 2024/25 LCAP to better measure its effectiveness.
- M2.1 - School Facilities in good Repair (SARC)
- M2.2 - Middle School Dropout (Local Data - Infinite Campus)
- M2.3 - High School Dropout (Ed-Data.org)
- M2.5 - Student Suspension Rates (CA Dashboard)
- M2.6 - Student Expulsion Rates (Ed-Data.org)

Actions that will remain or that have been moved or absorbed into different actions in the 2024/25 LCAP:

Action 3 - This action was partially effective and will be absorbed into Action 1.2 - Professional Development in the 2025/25 LCAP to better align with the districts vision that was developed through engagement with all educational partners.

Action 8 - This action was moved to Goal 3 to better align with the 2024/25 LCAP.

Ineffective Actions, or action that are no longer in line with the vision of the District, that are being removed from the 2024/25 LCAP:

Action 1 - Although this action was deemed effective, it will be removed from the 2024/25 LCAP as this action will now fall under the ELOP plan.

Action 2 - This action was discontinued as of June of 2023 and will be removed from the 2024/25 LCAP

Action 4 - Although this action was deemed effective, it will be removed from the 2024/25 LCAP as this action will now fall under the ELOP plan.

Action 5 - Although this action was deemed effective, it will be removed from the 2024/25 LCAP as this action will now fall under the ELOP plan.

Action 6 - This action was not effective and will be removed from the 2024/25 LCAP
Action 7 - This action was not effective and will be removed from the 2024/25 LCAP

New Actions that were added after they were developed through engagement with all educational partners:

Action 2.1 - Monitor Facilities for Repairs and Upgrades
Action 2.2 - Student/School Relationships
Action 2.3 - Positive Campus Climate

These changes reflect the district's commitment to continuously refining its strategies and metrics to create a positive school culture and climate that supports student's well-being and academic 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.

Goals and Actions

Goal

Goal #	Description
3	Broad Goal: TJUSD will provide a safe and caring environment that supports whole child education.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Required State Metric: Pupil engagement (Priority 5) TJUSD will have a 97% attendance rate or greater.	During the 2020- 2021 school year, TJUSD had a 88 % attendance rate.	During the 2021- 2022 school year, TJUSD had a 89% attendance rate.	During the 2022- 2023 school year, TJUSD had an 86.54% attendance rate.	During the 2023/24 first semester TJUSD had a 84.78% Attendance Rate.	TJUSD will have a 97% attendance rate or greater by the end of the 2023-2024 school year.
State Required Metric: Pupil Engagement (Priority 5): The District will decrease the number of students with "chronic absenteeism"	The District has 7% of students with "chronic absenteeism"	The District has 6% of students with "chronic absenteeism" 2021-2022	The district's chronic absenteeism rate was 52%. 2022 CA School Dashboard	The District has 46.3% of students with "chronic absenteeism" 2022/2023	The District has 2% "chronic absenteeism."
State Required Metric: Pupil Engagement (Priority 5): The Graduation rate will be above 90%	The graduation rate is at 65%	The graduation rate is at 78% 2020-2021	The graduation rate was 87.5%. 2022 CA School Dashboard	The graduation rate was 87.5% for the 2022-23 School year. (Dashboard 2023).	Graduation rate will be above 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Required Metric: School Climate (Priority 6): The District will maintain a less than 10% suspension rate	The district had less than 5% suspension rate, but the year before COVID was above 10% (2019-20)	State Required Metric: School Climate (Priority 6): The District a 5.1% suspension rate 2020-2021	The district's suspension rate was 6.3%. 2022 CA School Dashboard	California 2023 Dashboard shows that TJUSD has a 2.8% suspension rate.	The District will maintain a less than 10% suspension rate
100% of students report feeling safe at school	94% of students reported feeling safe as school	95% of students reported feeling safe as school 2021-2022	School Safety Survey was not administered for the 2022-23 School year.	The School Safety Survey was not administered for the 2023-24 School year.	100% of students report feeling safe at school
Local Metric: 100% of seniors will complete all community service hours.	90% of seniors completed community service hours.	100% of seniors completed community service hours 2021-2022	100% of seniors completed community service hours 2021-2022	5 out of 18 students have completed all of the Community Service hours, 27%. 5 Seniors have 50% completed. 73% of Seniors need to finish Community Service hours before June graduation. SY 2022/2023	100% of seniors will complete community service hours
Required State Metric: School Climate (Priority 6): The district expulsion rate will be at 0%	The district expulsion rate is at 0%	The district expulsion rate is at 0% 2021-2022	The district expulsion rate is at 0% for 2021-2022 school year	Currently the district has no expulsions pending to date. 2022/2023 SY	The district expulsion rate will remains at 0% during the 2023-2024 school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 3: Supporting Positive School Climate and Culture

Overall Implementation:
The actions under Goal 3 were designed to enhance the school environment by promoting positive behavior, improving student recognition, and addressing safety and social-emotional needs. Here's how each action was implemented:

3.1 PBIS/SEL/Synergy Programs: The Positive Behavioral Interventions and Supports (PBIS), Social-Emotional Learning (SEL), and Synergy programs were fully implemented. The district was successful in finding and providing engaging resources, including both in-person and on-line counseling that supported our students social/emotional well being

3.2 Student Recognition: The student recognition program helped acknowledge and celebrate student achievements, which is crucial for building a positive school culture, and was fully implemented. The district successfully planned and executed several awards and recognition programs for our students.

3.3 Attendance Initiatives: Action was focused on increasing student attendance through an incentive program. This action was not implemented. The district was challenged with establishing a program that was acceptable to administrators and staff.

3.4 ALICE/Active Shooter Training:
Success: This safety training was successfully implemented. The district was successful in providing the training to ensue that our staff and students were prepared for emergencies.

3.5 Team Building:
Challenge: The team-building activities were not implemented. The district did not prepare or conduct team building or climate improving activities with the staff.

3.6 Climate and Culture Improvement: This action was not implemented. The district was challenged with finding a staff member who would take on the duties associated with this action and it was therefore not implemented.

3.7 Social Emotional: This actions was deleted as of June 2023 and therefore were not implemented.

3.8 Social Emotional: This action was not implemented. The district found it challenging to find either a staff member or community member to operate and manage the care closet so the action was never implemented.

Summary of Challenges and Successes:

Successes: Some actions, like the PBIS/SEL/Synergy programs and safety training, were implemented effectively, contributing to a more positive and safe school environment.

Challenges: Several actions, such as attendance initiatives, team building, and climate improvement, were not fully implemented or did not utilize the planned budget. This suggests that certain areas need more attention and resources to effectively support students and staff.

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.

Goal 3: Supporting Positive School Climate and Culture

3.1. PBIS/SEL/Synergy Programs: The district spent significantly more than planned on these programs. The additional funds were necessary to effectively implement the PBIS, SEL, and Synergy programs, which are essential for creating a supportive and positive school environment.

3.3. Attendance Initiatives: This action was not implemented, therefore not funds were spent on this action.

3.4. ALICE/Active Shooter Training: The district spent more than double the budgeted amount on this safety training. The additional spending was necessary to ensure that all staff and students were adequately trained and prepared for emergencies.

3.5. Team Building: Explanation: The team-building activities were not fully implemented causing a significant reduction in spending.

3.6. Climate and Culture Improvement: This action was not implemented, therefore not funds were spent on this action.

3.8. Social-Emotional Support: This action was not implemented, and no funds were allocated or spent.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Analysis of Specific Actions and Their Effectiveness:

3.1. PBIS (Positive Behavior Interventions and Supports) This action was effective. While some aspects of PBIS were adopted, leading to positive behavioral support, the full potential of these initiatives was not realized due to partial implementation. Our suspension data indicates success with this action showing a baseline of 10% to a 2.8% in year 3 and our expulsion rate has remained at 0% from baseline to year 3.

3.2. Student Recognition: Although our attendance numbers (baseline 88%, year 1 89%, year 2 86.54%, year 3 84.78%) have shown a decrease and as indicated in goal 1, our academics show pour Baseline showed 30% of students met ELA and Math, year 1 showed 26% of our students in both ELA and 8% in math, year two we saw 26.04% in ELA and 15.79% in Math and then year 3 showed 18.35% in ELS and 14.68% in math. Although we saw significant decline during the pandemic in year 1, in years 2 and 3 our scores begin to come back up stabilize indicating our scores are moving back up toward pre pandemic numbers. The district sees this action as being somewhat effective and as having a positive impact on our academics and the trend toward pre-pandemic numbers.

3.3. Attendance: This action was largely ineffective. Despite the intentions to boost attendance (baseline 88%, year 1 89%, year 2 86.54%, year 3 84.78%), chronic absenteeism rates increased significantly (baseline - 7%, year 1 - 6%, year 2 - 52%, year 3 - 46.3%), indicating that the strategies employed were unsuccessful in engaging students or addressing the underlying issues affecting attendance.

3.4. ALICE/Active Shooter Training: This action was effective, ensuring that staff and students are better prepared for emergencies. The full execution of this training has likely contributed to an enhanced sense of safety and readiness within the school community. Although the district was negligent in administering a climate survey in Years 2 and 3, we increase our students sense of safety from baseline of 94% to a year 1 of 95%.

3.5. Team Building: This action was not implemented, therefore it was not effective.

3.6. School Climate and Culture Improvement: This action was not implemented, therefore it was not effective.

3.7. Social Emotional: This action was discontinue as of June 2023 and therefore not effective.

3.8. Social Emotional: This action was not implemented, therefor it was not effective

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

Goal: Goal 3 was changed to a broad goal directed at increasing the preparedness of Trona Joint Unified School District students for college and career opportunities by improving academic performance. This change was made after analyzing all educational partners' feedback, which indicated all partners' concerns regarding the opportunities provided to our students and their need to succeed in today's world.

Metric:

Metric 1 - TJUSD will have a 97% attendance rate or greater, which was moved to Goal 1 to better align with the 2024/25 LCAP goals.
Metric 2 - The district will decrease the number of students with "chronic absenteeism", was moved to Goal 1 to better align with the 2024/25 LCAP goals.
Metric 3 - The graduation rate will be above 90%. This metric was moved to Goal 2 to better align with the 2024/25 LCAP goals.
Metric 4 - The district will maintain a less than 10% suspension rate, which was moved and modified to Goal 2 to better align with the 2024/25 LCAP goals .
Metric 5 - 100% of students report feeling safe at school was removed. There is a continuous effort on the part of the district to create a safe school environment by utilizing other programs to best support students' needs.
Metric 6 - 100% of seniors will complete all community service hours was removed. This metric was removed because it did not align with any goals in the 2024/25 LCAP.
Metric 7 - The districts expulsion rate will be at a 0%. this metrics was moved to Goal 2 to better align with the 2024/25 LCAP goals.

Actions:
Action 1 - This action was effective and has been absorbed into Goal 2 action 3 to better align with the districts vision.
Action 2 - This action was somewhat effective and will be absorbed into Goal 2 action3 to better align with the district vision
Action 3 - This action was largely ineffective but still deemed necessary by the district and will be absorbed Goal 2 action 2 to better align with the district vision
Action 4 - This action was removed. The action was implemented, and effective but is not in line with the 2024/25 LCAP as created with feedback from educational parters. Although we will continue the training, it is not something we will track in the new LCAP
Action 5 - This action was removed. Since the action was not implemented due to the district not preparing and following through with the team build actions, this action will be removed.
Action 6 - This action will be removed. The action was not implemented due to the challenges with finding a staff member who would take on the duties associated with this action and it was therefore not implemented.
Action 7 - This actions was deleted as of June 2023 and therefore will be removed.
Action 8 - This action was not implemented. The district found it challenging to find either a staff member or community member to operate and manage the care closet so the action was never implemented. This action does not align with the district vision and will be removed from the 2024/25 LCAP

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired 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, desired 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.

California Department of Education
November 2023

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 [2024-25]

General Information
A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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

The district is committed to providing a quality education to its students despite facing unique challenges associated with its remote location and relatively small population. The Trona Joint Unified School District strives to create a supportive learning environment that fosters all students' academic growth, social development, and personal success.

TJUSD consists of two schools catering to different grade levels:

1. Trona High School: Serving students in grades 7-12, Trona High School offers a comprehensive curriculum designed to prepare students for college, career, and beyond. The school provides a range of academic courses, extracurricular activities, and support services to meet its student body's diverse needs and interests.

2. Trona Elementary School: Catering to transitional kindergarten through 6th grade students, Trona Elementary School lays the foundation for lifelong learning. The school focuses on building fundamental literacy, numeracy, and critical thinking skills while promoting creativity, curiosity, and social responsibility among its young learners.

The Trona Joint Unified School District's student population reflects the diversity of its community. Students come from various cultural, socio-economic, and ethnic backgrounds, contributing to a rich tapestry of experiences and perspectives within the school environment.

Trona Joint Unified School District California Dashboard Data 2022/23:
TK- 12 Enrollment:
247 students

Race/Ethnicity:
African American 7.7%
Hispanic 34%
Two or More Races 5.7%
Pacific Islander 0.4%
White 52.2%

Student Group:
English Learner 2%
Foster Youth 0.4%
Homeless 6.5%
Socioeconomically Disadvantaged 73.7%
Students with Disabilities 23.5%

Despite the district's small size and remote location, TJUSD is dedicated to providing its students with a well-rounded education that prepares them for success in an increasingly globalized world. Through innovative teaching practices, personalized support, and strong community partnerships, the Trona Joint Unified School District strives to empower every student to reach their full potential and achieve their goals.

Reflections: Annual Performance

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

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

English Language Arts - White

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

Academic Engagement
Chronic Absenteeism - Hispanic

School Sites - All Student Groups showing the lowest performance levels

Trona High
Academic Performance: English Language Arts

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

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

Graduation Rate:
All Students: 57.7% graduated, and 42.3% of students did not graduate
Hispanic: 69.2% graduated, and 30.8% did not graduate
Socioeconomically Disadvantaged: 60.9% graduated, and 39.1% did not graduate

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

Graduation rate in 2022: 87.5%
Graduation Rate in 2023: 60%

Graduation Rate:
All Students: 60% graduated, and 40% did not graduate
Hispanic: 69.2% graduated, and 30.8% did not graduate
Socioeconomically Disadvantaged: 63.3% graduated, and 36.4% did not graduate

California School Dashboard (Dashboard) indicates that Hispanic students have disproportionately higher rates of chronic absenteeism than other student groups. Trona Joint Unified School District acknowledges that all student groups have experienced a 5.6% decrease in student attendance within the district. The district recognizes chronic absenteeism decreases student access to instructional time and curriculum. The district believes in the importance of conducting root cause analyses at school levels to determine barriers to attendance and what actions or supports may be needed to address attendance barriers for student groups with high chronic absenteeism rates. The district recognizes the importance of recognizing students' attendance in Monthly/Quarterly awards assemblies. (Goal 1).

The California Dashboard indicates that all student groups are 131.2 points Distance from Standard DFS in English Language Art standards, signaling a significant performance gap across the board. Certain student groups, notably socioeconomically disadvantaged students, students with disabilities, and white students, seem to be disproportionately affected by this performance gap the most. This suggests that there may be underlying systemic issues contributing to these disparities. The district recognizes the importance of early literacy and focuses on interventions for students in grades first and second to ensure they can read by third grade. Early intervention is crucial for addressing literacy issues before they compound over time. Trona Joint Unified School district has considered the lack of intervention, which has resulted in noticeable gaps in students' abilities to read and comprehend at or above grade level. This underscores the urgency of implementing effective interventions to support literacy development across all student demographics (Goal 2). Moving forward, it's essential for the district to continue prioritizing interventions targeted at improving literacy outcomes, particularly for disadvantaged student groups. Additionally, ongoing assessment and evaluation of these interventions will be crucial to close the performance gap effectively and promote equitable educational opportunities for all students (Goal 2).

The local data from IXL indicates that a significant portion, 57%, of students in the district are not meeting grade-level expectations in mathematics. This highlights a substantial performance gap that needs to be addressed. The data from the California Dashboard reveals that certain student groups, including students with disabilities, socioeconomically disadvantaged students, and white students, are struggling with mathematics at a higher rate compared to the all-student group. This suggests that there are disparities in mathematics achievement that may be influenced by factors such as socioeconomic status and access to resources. The district acknowledges that students requiring interventions to support and address gaps in mathematics learning include those from disadvantaged backgrounds and with disabilities. Addressing these gaps is essential for promoting equitable educational outcomes for all students. The district also recognizes the importance of providing teachers with adequate support and professional development in appropriate teaching strategies and interventions for mathematics instruction. This is crucial for equipping educators with the tools and resources needed to effectively address the diverse learning needs of students in mathematics. To address these challenges and improve mathematics outcomes, the district will prioritize

implementing targeted interventions, providing ongoing support and professional development for teachers, and fostering a collaborative approach to mathematics instruction that focuses on meeting the needs of all students. Regular monitoring and assessment of interventions will also be essential to track progress and make adjustments as needed (Goal 3).

Finally, the data from the California Dashboard reveals a significant decline in the graduation rate from 2022 to 2023. In 2022, the graduation rate was 87.5%, but it dropped sharply to 60% in 2023, representing a substantial decrease of 27.5%. The district acknowledges the need to improve the graduation rate to ensure more students successfully complete high school. A decline of this magnitude suggests underlying issues that must be addressed promptly. Recognizing the importance of early intervention and prevention, the district aims to monitor student dropout rates closely. To address the declining graduation rate, the district will undertake a comprehensive analysis to identify the root causes of the decrease. This analysis may involve examining factors such as academic performance, socio-economic challenges, access to resources, and support systems within the district. Based on this analysis, the district can develop and implement targeted strategies and interventions aimed at improving graduation rates and providing support to at-risk students. Additionally, ongoing monitoring and evaluation of these efforts will be crucial to track progress and make adjustments as necessary (Goal 4).

One area where Trona Joint Unified School District has experienced success is maintaining a low suspension rate, with the suspension rate consistently at 2.8%. This indicates a positive climate and conducive conditions within the district regarding disciplinary actions and student behavior management. Maintaining a low suspension rate is crucial for creating a positive and supportive learning environment where students feel safe, respected, and valued. It suggests that the district has implemented effective strategies for promoting positive behavior and constructively addressing disciplinary issues.

Reflections: Technical Assistance

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Educational Partner Meetings and Surveys (Elementary School Site Council, LCAP Community Survey)	Starting in October 2023 Elementary School Site Council meetings were held almost every month, where parents, staff, and community members were invited to attend. Information regarding the meetings were posted on the tjusd.net website, parent square, infinite campus, and weekly news letter. Educational Partners were encouraged to attend in person or via Zoom. Through input and discussion at educational partner meetings a Community Surveys was created and distributed through the district's website and the district's social media page for educational partners to participate in the LCAP community survey during the month of March.
Students	Students in grades K - 12 were given the opportunity to participate in an LCAP Community Forum on April 30, 2024, and May 28, 2024. The forum sought input on the district's vision, mission, and strategic plan. The Community Forum presented an overview of the 2023 California Dashboard and data from local indicators, including IXL assessment results. The forum outlined the previous LCAP's goals, actions to support the goals, and the metrics used to evaluate effectiveness. The focus was on student input regarding goals, actions, and metrics that should be kept, revised, or removed when developing the 2024/2025 LCAP. Students were encouraged to outline concerns and ways the district can provide support. Throughout May, TJUSD teachers took suggested goals to their classroom and encouraged students to voice their concerns and feedback so the district could provide support.

Educational Partner(s)	Process for Engagement
Parents representing students at all school sites (English Learners, Socioeconomically disadvantaged, Foster Youth, Students with Disabilities)	LCAP development and input meeting was held in person on April 30, 2024, and May 28, 2024. The district discussed its vision, mission, and strategic plan during the meeting. The District presented an overview of the 2023 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 focused on parents' input regarding goals, actions, and metrics that should be kept, revised, or removed when developing the 2024/2025 LCAP. Parents were encouraged to discuss concerns and ways the district can provide support.
Administrative (Non Principals), School Site Principals, District Councilor, Teachers (Certificated), Other School Personnel (Classified Staff Members), Union Representatives (Certificated and Classified)	LCAP development and input meeting was held in person on April 29, 2024, and May 28, 2024. The district also held an all-staff meeting on May 20, 2024. The district discussed its vision, mission, and strategic plan during the meetings. The District presented an overview of the 2023 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 2024/2025 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 May 20, 2024. 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 2024/2025 LCAP. |
| Collaboration with Local Organizations | The school district has worked closely with Searles Valley Minerals, Cerro Coso, and Mountain Desert Career Pathways, meeting with them throughout the year to support students. The district superintendent scheduled bi-monthly meetings with Mountain Desert Career Pathways to identify support systems to increase the number of classes offered at Trona High School. The School District Councilor met with Cerro Coso monthly to discuss opportunities for |

Educational Partner(s)	Process for Engagement
	dual enrollment at Trona High School. Cerro Coso has also came to Trona High School throughout the 2023/24 school year and met with students as they reviewed classes offered and assisted with dual enrollment. Trona High School Principal and the District Councilor worked with Searles Valley Minerals to obtain the Red Vector certification courses. They worked with students as they completed the program for High School credits.
Collaboration with DMSELPA	The 2024-2025 LCAP Draft was presented to the High Desert SELPA on March 21, 2024 and May 2, 2024 for consultation and feedback.
Parents	The 2024/2025 LCAP draft was presented to the School Site Council on January 9, 2024. Parents were provided the opportunity to provide feedback, discuss concerns, and discuss ways the district can provide support. No written comments were received by the district superintendent; therefore, no written statements were required.
Governing Board/Community Members	The 2024/2025 LCAP draft was posted publicly on the District website on June 4, 2024. The 2024/2025 draft was presented at a regularly scheduled Board of Education Meeting on June 13, 2024 for public hearing.
Governing Board	The mid year report was presented to the Governing Board at a regularly scheduled board meeting on February 8, 2024
Governing Board/Community Members	The 2024/2025 LCAP was adopted at a regularly scheduled Board of Education meeting on June 27, 2024

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 Local Control and Accountability Plan (LCAP) significantly benefitted from the contributions and feedback of various educational partners. These partners included parents, students, teachers, administrators, and community members. Their input was instrumental in shaping the goals, actions, and budget allocations of the LCAP, ensuring that the plan was responsive to the needs and priorities of the community it serves.

1. Educational Partners Meetings and Surveys:
- Regularly scheduled educational partner meetings were held, where educational partners could discuss their concerns, aspirations, and suggestions for the district. Surveys were also distributed to gather more extensive input from a broader segment of the community. This feedback highlighted areas of need, such as improving academic achievement, enhancing safety, and fostering a

more inclusive school environment. These points directly influenced the LCAP's focus areas and development of goals. The discussions and feedback from these meetings led to the development of Goal 3.

2. Parent and Community Forums:
- Specific forums were organized for parents and community members, providing a platform for direct dialogue with district administrators. These forums allowed the district to explain ongoing efforts and future plans while receiving real-time feedback on various initiatives. Insights gained from these forums led to a stronger emphasis on parent engagement strategies within the LCAP, such as implementing more parent education nights and improving communication channels between schools and families. This feedback led to the development of Goal 4 and all associated actions.

3. Student Involvement:
- Students were encouraged to share their experiences and perspectives through student council meetings and special sessions designed to gather their input for the LCAP. Student feedback was crucial in shaping actions to enhance the school climate and safety protocols, such as implementing bullying prevention programs and expanding mental health resources. This feedback is reflected in several actions in Goal 2. For example, Action 2.2 Student/School Relationships. The Students have enjoyed building relationships with their teachers and supporting staff. Students shared they would like to continue to build upon a positive and inclusive learning environment.

4. Teacher and Staff Workshops:
- Workshops and professional development sessions were conduits for teachers and staff to provide input on the LCAP. These sessions focused on identifying resource gaps, professional training needs, and strategies for improving student outcomes. The feedback from these sessions led to the inclusion of specific professional development initiatives in the LCAP, focusing on areas like differentiated instruction, special education, and technology integration in teaching, as seen in Goal 1, Action 1.2.

5. Collaboration with Local Organizations:
- Partnerships with local businesses, non-profits, and higher education institutions helped to align the LCAP with community resources and opportunities. These collaborations offered insights into workforce needs and post-secondary pathways that could benefit students. This led to enhanced Career Technical Education (CTE) programs and more robust college readiness initiatives within the LCAP to better prepare students for life after high school. This feedback influenced the development of all actions associated with Goal 3.

6. Collaboration with DMSELPA
- DMSELPA brings specialized knowledge and experience in special education, which helped effectively address the needs of students with disabilities. This partnership ensures that the district's LCAP includes targeted strategies and resources informed by the latest best practices and regulatory requirements in special education. Feedback from our SELPA influenced actions throughout the LCAP, ensuring our Students with disabilities were considered when we wrote our goals and actions.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 5: Pupil Engagement (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

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

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

Objectives of the LCAP Goal:

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

- Increasing Engagement:

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

- Supporting Diverse Learners:

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

- Promoting Attendance and Reducing Absenteeism:

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

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

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 Difference From Standard (DFS) Source: California School Dashboard	2023/24 School Year All Students: -131.2 Distance From Standard SED: -144.6 Distance From Standard SWD: -186.8 Distance From Standard WH: -130 Distance From Standard Elementary All Students: -92.8 Distance From Standard			All: -100 Distance From Standard SED: -110 Distance From Standard SWD: -130 Distance From Standard WH: -100 Distance From Standard Elementary All: -80 Difference From Standard SED: -80 Distance From Standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: -103.7 Distance From Standard WH: -88.4 Distance From Standard High School All: -185.2 Distance From Standard SED: -206.2 Distance From Standard			WH: -60 Distance From Standard High School All: -100 Distance From Standard SED: -130 Distance From Standard	
1.2	MATHEMATICS - CAASPP Difference From Standard (DFS) Source: California School Dashboard	2023/24 School Year District All Students: -148.4 Distance From Standard SED: - 164.9 Distance From Standard SWD: - 216.5 Distance From Standard WH: -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			District All Students: -128 SED: -115 Distance From Standard SWD: - 180Distance From Standard WH: -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	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: -233.6 Distance From Standard				
1.3	Rate of Teacher Misassignment Percentage Source: CALSAAS	District 81.25% credentialed teachers 90% properly assigned teachers CALSAAS 2024			District 100% credentialed teachers and 100% properly assigned teachers.	
1.4	Every Student has sufficient access to standards aligned instructional materials. Percentage Source:School Accountability Report Card (SARC)	2023/24 School Year 100% of the students had access to standard-aligned instructional material in the classroom.			100% of the students had access to standards-alined 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 contact and performance standards.			100% of curriculum implementation is based on State Board-adopted academic contact and performance standards.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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.			100% show Proficiency on the English Learner Progress Indicator	
1.7	EL Reclassification Rate Percentage Source: Local Data (ELPAC results)	District 0% of students were reclassified for the 2022/23 school year			District 50% of students will be reclassified within the school district.	
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%			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%	
1.9	Chronic Absenteeism Rates	2022/23 School Year Chronic Absenteeism:			Decrease Chronic absenteeism:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage Source: CA Dashboard	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%			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%	
1.10	Other indicators of student performance for the adopted course of study for grades 1 to 6 and course of study for grades 7 to 12 Percentage Source: Local Data: IXL Diagnostic Levels	2022/23 School Year District ELA 33% of students are performing on or above grade level Math 32% of students are performing on or above grade level Elementary: ELA 36% of students are performing on or above grade level Math 36% of students are performing on or above grade level			District ELA 53% of students are performing on or above grade level Math 52% of students are performing on or above grade level Elementary: ELA 56% of students are performing on or above grade level Math	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		High School ELA 18% of students are performing on or above grade level Math 39% of students are performing on or above grade level			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	
1.11	Staff attendance at Professional Development Percentage Source: Local Data (HR)	2022/23 School Year Certificated Staff On-Site: 85% Conferencence:20% Classified Staff On-Site: 85% Conferences: 10%			Certificated Staff On Site: 95% Conferencence: 30% Classified Staff On Site: 95% Conferences: 30%	
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.			Student Tech Ratio 1:1 100% of the technology teachers utilize in the classroom is current and up-to-date.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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 and M1.2	$582,000.00	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	$10,000.00	Yes
1.3	Transportation	The superintendent will ensure the district has reliable and available transportation for our socioeconomically disadvantaged students. This action will be principally directed towards unduplicated students as providing transportation for our SED students will play a vital role in maintaining our attendance rate as a district and reducing chronic absenteeism as measured by M1.8 and M1.9	$157,600.00	Yes
1.4	Supplemental Instructional Support	Site administration will provide supplemental support programs (Renaissance and IXL) that will be used as intervention tools in both the classroom, in after school actives and at home to support student achievement in math and ELA. This action is principally directed toward our socioeconomically disadvantaged students as measured by M1.1 and M1.2	$10,000.00	Yes
1.5	Technology	Site administration will provide additional classroom supplemental technology devices (Promethean Boards, Active Floor systems). Additional technology in the classroom will increase student engagement, increase instructional strategies in the classroom, allow for additional online assessments, and provide high-quality access to online	$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		supplemental curriculum resources which will increase our ELA and Math CAASPP scores. This action is principally directed toward socioeconomic disadvantaged and EL students and will be measured by M1.12		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

Strategies for Achieving This Goal:

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	School facilities in good repair Facility Inspection Tool (FIT) Status per site (Poor, Good, Excellent) Source: SARC	2022/23 Elementary - Good Middle/High - Good			Elementary - Excellent Middle/High - Excellent	

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			0% of students dropped out of middle school	
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			Cohort Dropouts High School 0% of the students dropped out of school	
2.4	High School graduation rate Percentage Source: California Dashboard	2022/23 District 57.7% High School 60%			District 90% High School 90%	
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%			District All Students: 2% SED: 2.5% Elementary All Students: 0% SED: 0% High School	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		High School All Students: 6.3% SED: 7.1%			All Students: 3% SED: 5%	
2.6	Student expulsion rates Percentage Source: Ed-Data.org	2022/23 District: 0% of students were expelled			District: 0% expulsion rate	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

Actions

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

Measuring and Reporting Results

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

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: Local Data (Infinite Campus)	12% of students have completed A-G requirements and CTE programs.			G requirements 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			Trona High School will offer one AP class by 2026/27 School Year	
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.			50% of students will be college/career prepared when they graduate.	
3.6	Students who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness. Percentage	2022-23 11th graders who met or exceeded standard on CAASPP: ELA - 7.69% Math - 7.69%			ELA - 20% Math - 20%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CAASPP					
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.			The district will maintain 100% of students within the TJUSD have access to a broad course of study.	
3.8	The number of partnerships in place with local businesses for career exploration programs. Numeric Source: Local Metric Infinite Campus	2022/23 This is a new Metric and no baseline has been established			Target will be determined once a baseline is established.	
3.9	College Courses Taken Percentage Source: Local Metric Infinite Campus	2022/23 This is a new Metric and no baseline has been established			Target will be determined once a baseline is established.	
3.10	College and/or trade school visits Numeric Source: Local Metric field trip sheets	2022/23 This is a new Metric and no baseline has been established			Target will be determined once a baseline is established.	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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	$197,000.00	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	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		for students to identify local career opportunities and career pathways. While this action will benefit all students, it is principally directed to Socioeconomically Disadvantaged, English Learners and Foster Children to provide post graduate opportunities. As measured by M3.7		
3.3	College Courses on TJUSD Campus	Site administration will develop and maintain instructional opportunities for students to enroll and complete college level courses with Barstow Community College. While all students will benefit from this action, it is principally directed to unduplicated students as measured by M2.3, M2.6, M2.8 and M2.9.	$10,100.00	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 M2.5, M2.6, M2.7 and M2.8.	$5,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

LCAP Educational Partner Survey Insights

Engagement Levels and Satisfaction:

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

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

Barriers to Participation:

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

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

Communication Channels:

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	School Site Council Meeting Number of Participants at meetings Numeric Number of Events Source: Local Data SSC Meeting Notes	2023/24 Elementary School 5 School Site Council meetings were held for 2023/24 School year High School 0 School Site Council meetings were held for the 2023/24 School Year			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	
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,			District The District will hold nine community events a year. Elementary	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and Jr. Olympics, DMCAC) that parents and community members could attend. Elementary 2023/24 School Year Trona Elementary School held nine family nights (Quarterly Awards Assembly, Student Council, Jr. Olympics Awards Assembly, Bingo Night, Movie Night, and Living Wax Museum) that parents and community members could attend. High School 2023/24 School Year Trona High School held seven family nights (Six Pep Rally and ASB Elections) that parents and community members could attend.			The Elementary will hold nine community events a year. High School The High School will hold nine community events a year.	
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			Parents and Educational Partners = 30% participants Students = 60% of participants Teachers/Staff = 75% of participants	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.4	Parent participation in district and school site workshops/events focusing on underrepresented students. Percentage Source: Local Data (event sign in sheets)	2024/25 This is a new Metric and no baseline has been established			Target will be determined once baseline is established.	
4.5	Parents with Special Needs Students that attend Parent Engagement Activities Percentage Source: Local Data (event sign in sheets)	2024/25 This is a new Metric and no baseline has been established			Target will be determined once baseline is established.	
4.6	Safety and School Connectedness Percentage Local Data: School Climate Survey	Climate Survey has not been done since 2021/2022 SY. Base line will be the 2021/2022 SY Data: 95% of students reported feeling safe at school			100% of students reported feeling safe at school	

Goal Analysis [2023-24]

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.

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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.

Not Applicable.

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 and M4.2	$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 M4.1 and M4.2.	$4,500.00	No

Action #	Title	Description	Total Funds	Contributing
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 [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$727145	$76814

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
23.279%	0.000%	$0.00	23.279%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

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

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	46.4% for all students but are notably higher for SED students at 52.8%. At the elementary level, SED students experience a chronic absenteeism rate of 50.5% compared to 43.8% for all students, and at the high school level, SED students have an absenteeism rate of 54.3% compared to 50% for all students. Daily attendance rates further illustrate these challenges, with district-wide attendance at 86.66% for all students, slightly higher for SED students at 86.88%, but with high school SED students having a markedly lower attendance rate of 79% compared to 83% for all high school students.

During our educational partner engagement sessions, SED parents highlighted the significant challenges they face in ensuring regular school attendance for their children when transportation is not provided. The data supports these concerns, emphasizing the critical need for targeted transportation services to address the attendance gap. This feedback and data underscore the urgent need for improved transportation support to ensure equitable access to education for SED students, thereby reducing chronic absenteeism and improving overall daily attendance rates.

Scope:
  LEA-wide | struggle to get their children to school without provided transportation, underscoring the necessity of implementing a robust transportation program. By offering reliable transportation, the district can remove one of the most significant barriers to regular school attendance for these students.

A comprehensive transportation program not only ensures that SED students have a consistent and reliable way to get to school but also supports their overall educational experience. For instance, having a dependable transportation service means that students can arrive on time and be ready to engage in learning activities from the start of the school day. This punctuality is particularly important for accessing morning programs and support services such as breakfast programs, early intervention tutoring sessions, and counseling services. Moreover, teachers can better plan their instructional time, knowing that a greater proportion of their students will be present consistently. Supplemental materials and resources, which are often time-sensitive and require regular attendance for maximum benefit, can be more effectively utilized. Studies have shown that increased attendance correlates with better academic performance, and providing transportation can directly contribute to improving the academic outcomes for SED students.

The decision to provide transportation on an LEA-wide basis, even though it targets SED students, ensures equity and inclusivity. By extending this service to all students, the district promotes a culture of equal opportunity, which can help | |

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	points below the standard in ELA, and -233.6 points below the standard in mathematics, compared to -185.2 and -200.6 points respectively for all students. Educational partner feedback from SED parents indicates a strong concern over these persistent academic performance gaps. They emphasize the need for supplemental academic programs that can meet SED students at their individual levels of need. Such programs are crucial in addressing the academic disparities highlighted by the CAASPP data and ensuring that SED students receive the necessary support to improve their academic outcomes. **Scope:** LEA-wide	content that is accessible and challenging, promoting better understanding and retention of academic concepts. Moreover, the district is implementing this program LEA-wide, despite targeting SED students, to create an inclusive learning environment where all students can benefit from enhanced instructional support. 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 action also addresses programs and services provided to individuals with special needs. 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,	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	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
	where SED students scored -206.2 compared to the overall score of -185.2. In Math, the gap widens further, with SED students scoring -164.9 compared to -148.4 for all students at the district level and -233.6 compared to -200.6 at the high school level. These data points underscore the consistent underperformance of SED students relative to their peers, necessitating focused and effective support measures.

Educational partner feedback has highlighted the critical need for enhanced technology access as a key strategy to address these academic disparities. By integrating advanced technological tools into the learning environment, the district aims to offer equitable educational opportunities, foster personalized learning experiences, and provide supplementary instructional materials. This targeted action is essential to bridge the achievement gaps identified through CAASPP data, ensuring that SED students receive the necessary resources to succeed academically.

Scope:
  LEA-wide | outcomes for disadvantaged students, offering interactive and engaging ways to grasp complex concepts, practice skills, and receive immediate feedback.

The district's strategy includes several specific areas of support, such as providing one-to-one devices (e.g., Chromebooks or tablets), ensuring reliable internet access, and offering comprehensive digital literacy programs. Teachers will receive professional development to effectively incorporate technology into their lesson plans, creating more dynamic and differentiated instruction. Supplemental materials, such as educational software and online resources tailored to individual learning needs, will be available to students. Additionally, the district will establish tech-support hubs where students can receive assistance with their devices and access online tutoring platforms. The district aims to create an inclusive learning environment that empowers SED students to achieve academic success by embedding these supports within the broader educational framework.

While these technological interventions primarily focus on SED students, the district is implementing these initiatives on an LEA-wide basis to ensure equity and maximize the benefits across the entire student population. This approach creates a unified technological infrastructure, promotes digital inclusion, and fosters a culture of innovation and collaboration among students and staff. By addressing the unique needs of SED students through these comprehensive technology programs, the district targets the existing | |

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
		academic gaps and sets a foundation for long-term educational equity and excellence for all students.	
2.2	**Action:** Student/School Relationships **Need:** In the Trona School District, there is a significant disparity in suspension rates and dropout rates between Socioeconomically Disadvantaged (SED) students and their peers. The district's overall suspension rate stands at 2.8%, while SED students experience a higher rate of 3.3%. This disparity is even more pronounced at Trona High School, where the suspension rate for all students is 6.3%, yet it increases to 7.1% for SED students. The district's high school dropout rate is alarmingly high at 28%, further underscoring the need for targeted interventions to support our most vulnerable students. Educational partners have highlighted the critical need for strengthening student-school relationships, particularly for SED students. Feedback from educational partners indicates that SED students often face unique challenges that contribute to higher suspension and dropout rates, including limited access to resources, social-emotional support, and a sense of belonging within the school community. To address these disparities, it is essential to implement strategies that foster positive relationships between students and staff, create inclusive	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	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
	environments, and provide targeted support to SED students to help them stay engaged and succeed academically. **Scope:** LEA-wide	prioritizing positive student relationships LEA-wide, the district acknowledges the interconnectedness of student well-being and academic success. This approach recognizes that all students benefit from supportive environments, and by focusing on SED students, the district aims to create a more equitable and inclusive learning community for all.	
2.3	**Action:** Positive Campus Climate **Need:** In reviewing the 2022/23 suspension rates, it's evident that while overall suspension rates are relatively low across the district, there is a notable disparity between Socioeconomically Disadvantaged (SED) students and all students, particularly at the high school level. SED students have a higher suspension rate (7.1%) compared to all students (6.3%) at the high school level, indicating a specific need for targeted support and interventions. This data underscores the importance of addressing the unique needs of SED students to create a more Positive Campus Climate that fosters inclusivity and support for all students. Educational partner feedback has also highlighted the need for strategies that promote positive behavior and reduce disciplinary actions among SED students. To address this, the LCAP will focus on implementing programs and interventions aimed at building a more supportive and inclusive school environment. This may include restorative justice practices, social-	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
	emotional learning programs, and culturally responsive teaching practices. Additionally, providing training and support for staff to better understand and address the needs of SED students can help create a more positive and equitable campus climate for all. **Scope:** LEA-wide		
3.1	**Action:** CTE/Career Electives **Need:** Trona's Socioeconomically Disadvantaged (SED) students face unique challenges due to the lack of immediate access to community colleges or trade schools for skill development. This limits their ability to access career pathways that could lead to sustainable employment. Parents of SED students have consistently voiced the need for more Career Technical Education (CTE) courses at the high school level to equip students with practical skills for the workforce. While 88% of students in grades 10-12 have completed CTE sequences/programs aligned with State Board of Education-approved standards, ensuring equitable access and support for SED students remains crucial. Data shows that SED students may be disproportionately impacted by limited CTE opportunities, highlighting the need to enhance and expand these programs specifically for this student group.	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%	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
	Feedback from educational partners underscores the importance of tailoring CTE offerings to meet the needs of SED students. Partners emphasize the significance of providing a variety of CTE courses and the necessary support structures to ensure SED students can successfully complete these programs. This includes additional counseling, academic support, opportunities for hands-on learning experiences, and industry certifications. The partnership is committed to maintaining the current high level of completion of the CTE program among SED students. It seeks to enhance these opportunities further to ensure career readiness for all students, particularly those facing socioeconomic challenges. **Scope:** Schoolwide	of high school graduates who earned 2-3 CTE credits enrolled in college, entered the military, or found employment within a year. By providing a comprehensive CTE program, the district addresses the immediate needs of SED students and benefits the entire LEA by fostering a skilled, career-ready workforce.	
3.2	**Action:** Local Business Partnerships **Need:** Currently TUSD does not have strong, deep rooted partnerships with local industry and government agencies. Socioeconomically Disadvantaged (SED) students face unique challenges that can hinder their access to meaningful educational opportunities and career pathways. Compared to their peers, SED students often lack exposure to diverse career options, mentorship, and networking	Building local business partnerships is essential for addressing the unique needs of Socioeconomically Disadvantaged (SED) students in TUSD. By establishing these partnerships, the district can create a bridge between the classroom and the workforce, providing SED students with exposure to diverse career options, mentorship, and networking opportunities that they might not otherwise have access to. These partnerships can lead to internships, job shadowing programs, and industry-relevant certifications, all of which are crucial for enhancing the readiness of SED	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
	opportunities. They may also experience limited access to resources such as internships, job shadowing programs, and industry-relevant certifications. These disparities contribute to a lack of readiness for post-secondary education and the workforce, leading to lower employment rates and income levels among SED individuals. During education partnership meetings, stakeholders highlighted the critical need to bridge this gap by establishing strong, deep-rooted partnerships with local industry and government agencies. They emphasized that such partnerships would not only provide SED students with exposure to various career pathways but also create opportunities for internships, mentorship programs, and potentially job placements. By fostering these partnerships, TUSD can ensure that SED students have access to the resources and support needed to pursue their educational and career goals successfully. These disparities underscore the urgent need to prioritize building local business partnerships to address the unique needs of SED students and provide them with equitable opportunities for success. **Scope:** LEA-wide	students for post-secondary education and the workforce. Partnerships could include providing supplemental materials and resources, such as access to technology or industry-specific training, to further support SED students in their educational and career goals. Research has shown that such partnerships can have a positive impact on SED students. For example, a study by the National Association of State Directors of Career Technical Education Consortium found that students who participate in career and technical education (CTE) programs, which often involve partnerships with local businesses, are more likely to graduate from high school, enroll in post-secondary education, and have higher earnings. Another study by the U.S. Chamber of Commerce Foundation found that students who participate in internships are more likely to secure employment and have higher earnings than those who do not. Providing these opportunities on an LEA-wide level, rather than just targeting SED students, is important for several reasons. First, it promotes equity by ensuring that all students, regardless of their background, have access to these valuable resources and opportunities. Second, it benefits the entire community by strengthening the local economy and workforce. Finally, it helps to create a culture of collaboration and partnership between the district and local businesses, which can lead to long-term benefits for all educational partners involved.	

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
3.3	**Action:** College Courses on TJUSD Campus **Need:** In Trona Joint Unified School District (TJUSD), the unique needs of Socioeconomically Disadvantaged (SED) students regarding access to college courses are evident. Currently, TJUSD does not offer college courses to high school students during the academic day. This lack of availability is particularly challenging for SED students, as many participate in athletics or work, making it difficult to take classes after school. Additionally, Trona's rural and remote location presents a significant barrier, as there is no local community college or trade school where students can attend classes. This lack of access to higher education opportunities exacerbates the educational disparities faced by SED students compared to their peers. Educational partner feedback highlights the desire for students to have the ability to take college courses, indicating a clear need to address this disparity in access. **Scope:** Schoolwide	Providing college courses on campus during the school day directly addresses the identified needs of Socioeconomically Disadvantaged (SED) students in Trona Joint Unified School District (TJUSD). By offering these courses as part of the regular school day, TJUSD eliminates barriers related to transportation, conflicting schedules with work or athletics, and the lack of local higher education institutions. This proactive approach ensures that SED students have equitable access to college-level courses, which can significantly impact their academic and future career opportunities. Research indicates that providing access to college courses during high school can lead to improved academic performance, increased likelihood of college enrollment, and higher graduation rates, particularly among SED students. For example, a study by the National Center for Education Statistics found that high school students who participated in dual enrollment programs, which allow students to take college courses while in high school, were more likely to enroll in college and earn a degree compared to their peers who did not participate. The decision to offer college courses on an LEA-wide scale, rather than exclusively targeting SED students, aligns with the district's commitment to equity and inclusivity. By making these courses available to all students, TJUSD ensures that no student is left behind and that all have the opportunity to pursue higher education. Additionally, offering these courses to a broader	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
		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 teaching staff to maintain the small class size. TJUSD is committed that small class size will increase direct services to foster youth, English learners, and low-income students. This is aligned with Goal 1, Action 11.

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 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 certificated staff providing direct services to students	Not Applicable	Not Applicable

2024-25 Total 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	3123615	727145	23.279%	0.000%	23.279%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,053,700.00	$18,500.00	$5,500.00	$54,000.00	$1,131,700.00	$881,200.00	$250,500.00

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	$582,000.00	$0.00	$582,000.00				$582,000.00	
1	1.2	Professional Development	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.3	Transportation	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$127,600.00	$30,000.00	$157,600.00				$157,600.00	
1	1.4	Supplemental Instructional Support	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
1	1.5	Technology	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$50,000.00	$50,000.00				$50,000.00	
2	2.1	Monitor Facilities for Repairs and Upgrades	All	No			All Schools	Ongoing	$0.00	$65,000.00		$15,000.00		$50,000.00	$65,000.00	
2	2.2	Student/School Relationships	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$15,000.00	$15,000.00				$15,000.00	
2	2.3	Positive Campus Climate	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$0.00	$12,000.00	$12,000.00				$12,000.00	
3	3.1	CTE/Career Electives	Low Income	Yes	School wide	Low Income	Specific Schools: Trona High School	Ongoing	$162,000.00	$35,000.00	$197,000.00				$197,000.00	
3	3.2	Local Business Partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	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	School wide	Low Income	All Schools	Ongoing	$9,600.00	$500.00	$10,100.00				$10,100.00	
3	3.4	Student College and Trade School Visits	All	No			Specific Schools: Trona High School	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
4	4.1	Parent and Community Communication	All	No			All Schools	Ongoing	$0.00	$3,500.00		$1,500.00		$2,000.00	$3,500.00	
4	4.2	Parent and Community Involvement	All	No			All Schools	Ongoing	$0.00	$4,500.00			$2,500.00	$2,000.00	$4,500.00	
4	4.3	Educational Partner Feedback	All	No			All Schools	Ongoing	$0.00	$5,000.00		$2,000.00	$3,000.00		$5,000.00	

2024-25 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
3123615	727145	23.279%	0.000%	23.279%	$1,048,700.00	0.000%	33.573 %	**Total:**	$1,048,700.00
								LEA-wide Total:	$841,600.00
								Limited Total:	$0.00
								Schoolwide Total:	$207,100.00

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	$582,000.00	
1	1.2	Professional Development	Yes	LEA-wide	Low Income	All Schools	$10,000.00	
1	1.3	Transportation	Yes	LEA-wide	Low Income	All Schools	$157,600.00	
1	1.4	Supplemental Instructional Support	Yes	LEA-wide	Low Income	All Schools	$10,000.00	
1	1.5	Technology	Yes	LEA-wide	English Learners Low Income	All Schools	$50,000.00	
2	2.2	Student/School Relationships	Yes	LEA-wide	Low Income	All Schools	$15,000.00	
2	2.3	Positive Campus Climate	Yes	LEA-wide	English Learners Low Income	All Schools	$12,000.00	
3	3.1	CTE/Career Electives	Yes	Schoolwide	Low Income	Specific Schools: Trona High School	$197,000.00	
3	3.2	Local Business Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.3	College Courses on TJUSD Campus	Yes	Schoolwide	Low Income	All Schools	$10,100.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,271,020.00	$1,100,987.00

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	Curriculum Maps	No	5000	4500
1	1.2	Data	No	5000	5174
1	1.3	Field Trips	Yes	14000	31078
1	1.4	AVID/GFSF - This action will not continue as of June 2023	No	0	0
1	1.5	Career Day	Yes	2500	1818
1	1.6	Supplementary Materials	Yes	10000	68092
1	1.7	CTE/Career Electives	Yes	183062	138989
1	1.8	Technology Master Plan	No	55000	55000
1	1.9	Leadership	No	3500	4895
1	1.10	Parent Engagement	Yes	1000	12151

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	1.11	Small Class Sizes	Yes	675458	548492
1	1.12	Identification	No	1000	0
1	1.13	Social Emotional Support (New Action - June 2023)	No	10000	0
2	2.1	Intervention	Yes	165000	99691
2	2.2	SAT and PSAT - This action will not continue as of June 2023	No	0	0
2	2.3	Special Education Trainings	No	15000	15000
2	2.4	After School Tutoring	No	35000	35000
2	2.5	Summer School	No	57500	57500
2	2.6	Parent Classes	Yes	3000	0
2	2.7	Student Proposal Project	No	5000	0
2	2.8	College Readiness	Yes	5000	1981
3	3.1	P BIS/S EL/SYNERGY	Yes	2500	17006
3	3.2	Student Recognition	No	5000	2474

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	3.3	Attendance	No	2500	0
3	3.4	ALICE/Active Shooter Training	No	1000	2050
3	3.5	Team Building	No	4000	96
3	3.6	Climate and Culture Improvement	No	5000	0
3	3.7	Social Emotional - This is deleted as of June 2023	No	0	0
3	3.8	Social Emotional	No	0	0

2023-24 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)
783,094	$899,520.00	$919,298.00	($19,778.00)	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	1.3	Field Trips	Yes	14000	31078		
1	1.5	Career Day	Yes	2500	1818		
1	1.6	Supplementary Materials	Yes	10000	68092		
1	1.7	CTE/Career Electives	Yes	183062	138989		
1	1.10	Parent Engagement	Yes	1000	12151		
1	1.11	Small Class Sizes	Yes	675458	548492		
2	2.1	Intervention	Yes	5000	99691		
2	2.6	Parent Classes	Yes	3000	0		
2	2.8	College Readiness	Yes	5000	1981		
3	3.1	P BIS/S EL/SYNERGY	Yes	500	17006		

2023-24 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)
3221277	783,094	0.000%	24.310%	$919,298.00	0.000%	28.538%	$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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o 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.

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.

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.

- 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.

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

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) 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) (California Legislative Information)](#) 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 (California Legislative Information)](#);

    o **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 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **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.

    o 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.

  o 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,

  o 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) (California Legislative Information) 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.

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.

- o 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.

  - o 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.

  - o 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.

  - o 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.

  - o 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.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o 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.

- o 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.

- o 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.

- o 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.

  - o **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
- 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:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o 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.

- 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.

- 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:

    o   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.

    o   These required actions will be effective for the three-year LCAP cycle.

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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- o 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.

  - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - o 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:

  o **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.

- o **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.

- o **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).

  - o **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.

  - o **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.

o 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%).

  o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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)**

o 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**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o 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**

  o 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)**

  o 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 (%)**

  o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  o 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)**

  o 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 %)**

- o 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)**

  - o 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)**

  - o 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)**

  - o 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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