

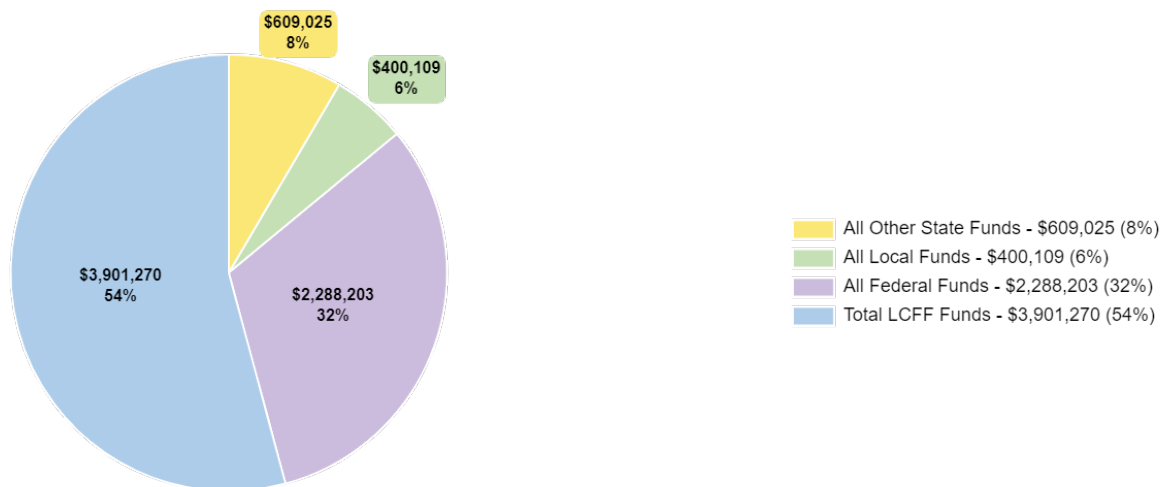
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Trona Joint Unified School District
 CDS Code: 36678920000000
 School Year: 2021-22
 LEA Contact Information: Dr. Jairo Arellano | jarellano@tjUSD.net | (760) 372-2861

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

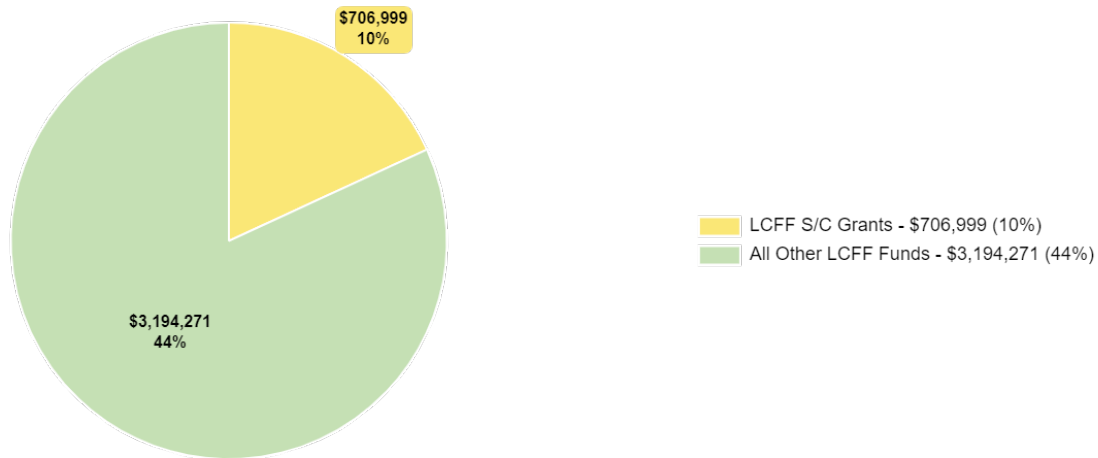
Budget Overview for the 2021-22 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$609,025	8%
All Local Funds	\$400,109	6%
All Federal Funds	\$2,288,203	32%
Total LCFF Funds	\$3,901,270	54%

Breakdown of Total LCFF Funds



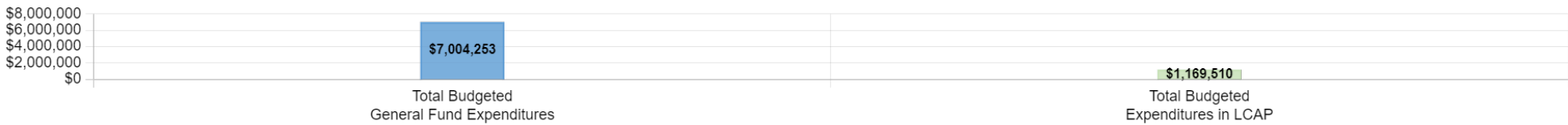
Source	Funds	Percentage
LCFF S/C Grants	\$706,999	10%
All Other LCFF Funds	\$3,194,271	44%

These charts show the total general purpose revenue Trona Joint Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Trona Joint Unified School District is \$7,198,607, of which \$3,901,270 is Local Control Funding Formula (LCFF), \$609,025 is other state funds, \$400,109 is local funds, and \$2,288,203 is federal funds. Of the \$3,901,270 in LCFF Funds, \$706,999 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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



This chart provides a quick summary of how much Trona Joint Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Trona Joint Unified School District plans to spend \$7,004,253 for the 2021-22 school year. Of that amount, \$1,169,510 is tied to actions/services in the LCAP and \$5,834,743 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

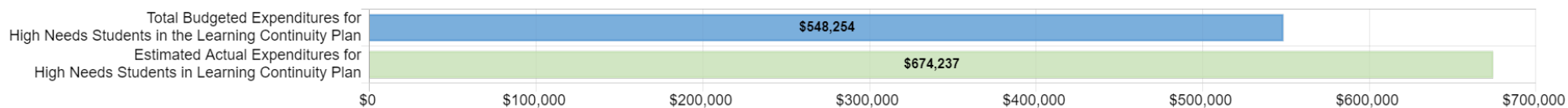
67% of all revenues are used for Salaries and Benefits. Much of the money not included in the LCAP is used for COVID-19 safety prevention, as well books and services to help supplement the educational program.

Increase or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Trona Joint Unified School District is projecting it will receive \$706,999 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 \$948,458 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2020-21

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



This chart compares what Trona Joint Unified School District budgeted last year in the Learning Continuity Plan 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.

In 2020-21, Trona Joint Unified School District's Learning Continuity Plan budgeted \$548,254 for planned actions to increase or improve services for high needs students. Trona Joint Unified School District actually spent \$674,237 for actions to increase or improve services for high needs students in 2020-21.

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	Dr. Jairo Arellano Superintendent	jarellano@tjUSD.net (760) 372-2861

Annual Update for the 2019–20 Local Control and Accountability Plan Year

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

All students will be prepared for success in college and career.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2 3

4

7

8

Local Priorities: N/A

Annual Measurable Outcomes

Expected	Actual
Required State Metric: Rate of teacher assignment (priority 1): N/A Metric: 100% of teachers will be appropriately assigned (with NSS exception) Baseline: 75% of teachers will be appropriately	For the 2019-2020 school year 100% of teachers were appropriately assigned (with NSS exception)

<p>assigned (with NSS exception) 2019-20: 100% of teachers will be appropriately assigned (with NSS exception)</p>	
<p>Metric: Required State Metric: Standards aligned instructional materials: 100% of students will have state-adopted text Baseline: 100% of students will have state-adopted text 2019-20: 100% of students will have state-adopted text</p>	<p>In the 2019-2020 school year, 100% of students have state-adopted text. We adopted new history and science curriculum. All core subjects have current state adopted textbooks.</p>
<p>Metric: Required State Metric: Implementation of State Standards: (including EL) (Priority 2) Baseline: 100% of students will have state-adopted text 2019-20: 100% of students will have state-adopted text</p>	<p>In the 2019-2020 school year, 100% of classrooms implemented State Standards. A survey was sent out to staff and all staff agreed to that they implement state standards.</p>
<p>Metric: 100% of ELA and Math students will meet unit assessment standards Baseline: 10% of ELA and Math students will meet unit assessment standards 2019-20: 40% of ELA and Math students will meet unit assessment standards</p>	<p>In the 2019-2020 school year, 50% of Math students and 62% of ELA and met unit assessment standards</p>
<p>Metric: 100% of students demonstrated proficiency (C or higher) on quarterly performance tasks Baseline: 50% of students demonstrated proficiency (C or higher) on quarterly performance tasks 2019-20: 100% of students demonstrated proficiency (C or higher) on quarterly performance tasks</p>	<p>In the 2019-2020 school year, 30% of students demonstrated proficiency (C or higher) on quarterly performance tasks. This number is usually a lot higher (78%) but COVID had a negative impact on our students.</p>
<p>Required State Metric: Course Access: (Priority 7): N/A Metric: 20% of high school students will be enrolled in an honors class or in advanced coursework Baseline: 0% of high school students were enrolled in an honors class or in advanced coursework 2019-20: 30% of high school students were enrolled in an honors class or in advanced coursework</p>	<p>In the 2019-2020 school year 9% of high school students enrolled in an honors class or in advanced coursework. THS does not offer honor courses but instead offers college courses.</p>
<p>Required State Metric: Pupil achievement: (Priority 4): N/A Metric: Share of ELD becoming English proficient is based on CELDT report. Baseline: 33% of ELD students are proficient 2019-20: 63% of ELD students will be proficient.</p>	<p>In the 2019-2020 school year, 40% of ELD students are proficient</p>
<p>Metric: 100% of students will met or exceed ELA</p>	<p>In the 2019-2020 school year, students did not take</p>

<p>and Math standardized test scores Baseline: 15% of students met or exceeded ELA and Math standardized test scores 2019-20 100% of students met or exceeded ELA and Math standardized scores</p>	<p>the standardized test. The state suspended the test due to COVID-19.</p>
<p>Share of students that are college and career ready: N/A Metric: 70% of high school students are on track to fulfill UC/CSU requirements (A-G) requirements Baseline: 33% of high school students are on track to fulfill UC/CSU requirements (A-G) requirements 2019-20: 70% of high school students are on track to fulfill UC/CSU requirements (A-G) requirements</p>	<p>In the 2019-2020 school year, 30% of high school students are on track to fulfill UC/CSU requirements (A-G) requirements</p>
<p>Metric: 90% of high school students enrolled in CTE/ROP will successfully complete CTE course requirements Baseline: 50% of high school students enrolled in CTE/ROP successfully completed CTE course requirements 2019-20: 90% of high school students enrolled in CTE/ROP successfully completed CTE course requirements</p>	<p>In the 2019-2020 school year, 60% of high school students enrolled in CTE/ROP successfully completed CTE course requirements</p>
<p>Metric: 100% of seniors will take the SAT Baseline: 30% of seniors took the SAT 2019-20: 100% of seniors took the SAT</p>	<p>In the 2019-2020 school year, 0% of seniors took the SAT due to COVID-19, suspended the test.</p>
<p>Required State Metric: Other Pupil Outcomes: (Priority 8): N/A Metric: 100% of students will be reading at grade level by grade 3 Baseline: 10% of students will be reading at grade level by grade 3 2019-20: 100% of students will be reading at grade level by grade 3</p>	<p>In the 2019-2020 school year, 30% of students are reading at grade level by grade 3</p>
<p>Metric: 100% of students in grades 4-12 will meet their individual reading comprehension target Baseline: 20% of students in grades 4-12 will meet their individual reading comprehension target 2019-20: 100% of students in grades 4-12 will meet their individual reading comprehension target</p>	<p>In the 2019-2020 school year, 30% of students in grades 4-12 are reading at grade level.</p>
<p>Metric: There will be an increase of grades of "C" or better in core academic classes 4-12 grade. Baseline: 50% of students have C's better in core academic classes. 2019-20: 80% of students have C's better in core academic classes</p>	<p>In the 2019-2020 school year, 30% of students have C's better in core academic classes. This number is usually higher but COVID-19 had a negative impact on our student motivation.</p>

<p>Metric: Student college and career awareness will increase as measured by survey. Baseline: 90% of Students are expected to be college and career aware as measured by student survey 2019-20: 97% of Students are college and career aware as measured by student survey</p>	<p>In the 2019-2020 school year, a student survey showed that 90% of Students are college and career aware.</p>
<p>Metric: Required State Metric: Parent Involvement and promotion of parental participation in efforts to seek parent input Baseline: N/A 2019-20: Increase parent participation and parent input through School Site Council process and surveys.</p>	<p>In the 2019-2020 school year, all numbers of parent participation and parent input in School Site Council have been filled</p>
<p>Metric Districts will report 100% compliance with the Williams act Baseline: District reported 100% compliance with Williams Act 2019-20: District reported 100% compliance with Williams Act</p>	<p>In the 2019-2020 school year, District reported 100% compliance with Williams Act.</p>
<p>Metric: Required State Metric: Facilities maintained in good repair (Priority 1) Baseline: Williams quarterly assessment report that facilities are in good repair. 2019-20: Williams quarterly assessment report that facilities are in good repair</p>	<p>In the 2019-2020 school year, Williams quarterly assessment reported that facilities are in good repair.</p>
<p>Score on Academic Performance Index: Suspended Metric: Share of students that pass Advance placement exams with 3 or higher. Baseline: 0% of students took the Advanced Placement exam 2019-20: 5% of students took the Advanced Placement exam</p>	<p>In the 2019-2020 school year, 0% of students took the Advanced Placement exam. We currently have no AP courses.</p>
<p>Metric: 50% of high school seniors will meet EAP requirements Baseline: 5% of high school seniors will meet EAP requirements 2019-20: 50% of high school seniors will meet EAP requirements</p>	<p>In the 2019-2020 school year, all students met the EAP requirement due to COVID-19. The state test was not given.</p>
<p>Metric: EL reclassification rate of EL students increasing one level per year as determined by ELPAC Baseline: 0% of EL students were reclassified. Baseline will change if student population changes 2019-20: 33% of EL students were reclassified</p>	<p>In the 2019-2020 school year, 0% of EL students were reclassified</p>
<p>Metric: 100% of students will meet NGSS standards on state test Baseline: N/A 2019-20: N/A</p>	<p>In the 2019-2020 school year, the state test was cancelled.</p>

Metric: 50% of juniors and seniors will take an ROP/CTE career pathway class
 Baseline: 30% of Juniors and Seniors will take an ROP/CTE career pathway class
 2019-20: 50% of Juniors and Seniors will take an ROP/CTE career pathway class

In 2019-20 school year, 40% of juniors and seniors took the ROP/CTE career pathway

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Assess and refine Common Core curriculum maps for all subjects	\$12,000.00 LCFF (RS 0000) Royalties (RS 0001) Certificated Hrly (teacher over contract), Benefits, Staff Development Day	0 expenditures
Develop and implement a clearly delineated process for continuous review of data, but not limited by revised benchmarks, performance tasks, and Smarter Balanced assessments that will drive curriculum and instruction Illuminate PLC training Program trainings	15,000 LCFF (RS 0000) Certificated Hrly Salary, Benefits, Instructional Mtrls, Travel & Conference Exp.	0 expenditures
Math teachers will work on aligning standards and articulating between grade levels	\$8,000 LCFF (RS 0000) Certificated Hrly Salary, Benefits, Contracted Service	\$2,900 from LCFF, certificated hourly and benefits
The District will send staff to "Get Focused/Stay Focused" to provide college/career readiness strategies for K-12 students (5th and 6th grade teachers will attend this year).	\$9,500.00 LCFF (RS 0000) Certificated Hrly, Benefits, Travel & Conference Expense, Instructional Materials	\$988 Title II Travel & Conference Expenses

The District will implement Career Day	2,000 LCFF (RS 0000) Contracted Service, Supplies, Meeting Refreshments	0 expenditures
Provide supplementary resources, programs and materials to support common core state standards	\$50,000 Royalties (RS 0001) Other Books	\$70,515 LCFF, Potash
NGSS and Social Science textbook adoptions	\$50,000 Restricted Lottery (RS 6300) LCFF (RS 0000) Textbooks	0 expenditures
Continue to update the school libraries with current resources to support the Common Core State Standards	20,000 Unrestricted Lottery (RS 1100) Other Books	\$2,594 Unrestricted Lottery (RS 1100), LCFF
Expand CTE classes and pathways aligned to the CTE plan	\$136,621 Royalties (RS 0001) and RS 0000 Teacher Salaries, Benefits, Supplies, Travel & Conferences, Equipment Repair	103,554 Potash RS 0001 Teacher Salaries, Benefits, Supplies, Rentals & Equipment Leases
District will maintain and, as necessary, expand 1:1 devices Acquire necessary licenses and fees Teacher and student training on incorporating technology within the curriculum	\$55,000 Royalties (RS 0001) Computer Software, Computer Devices and Hardware, Travel and Conference Expense	\$59,650 LCFF, Potash, Title IV
District teachers will continue to attend technology workshops, conferences, and symposiums to provide support and guidance in enhancing instruction with technology	\$4,000 LCFF (RS 0000) Travel and Conference Expense	0 expenditures
District leadership team will attend leadership retreats, trainings, to align efforts with district strategic plan and LCAP,	\$3,500 Royalties (RS 0001) Travel	0 expenditures

as well as refine leadership skills	& Conference Expense, Contract Service, Meeting Refreshments	
District leadership will attend leadership conferences to build strong leadership and remain current on public education issues.	\$30,000 Royalties (RS 0001) Travel & Conference Expense	\$150.00 Title II
Parents and community members will continue to be involved (LCAP, Open House, Back to School, Curriculum Nights, Banquets, ALICE) in the decision-making process to develop strong programs that meet the needs of the community	\$5,000 Royalties (RS 0001) Meeting Refreshments	0 expenditures
Students will attend field trips, trainings and job shadowing assignments that will promote college and career readiness.	15,000 LCFF (RS 0000) Royalties (RS 0001) Student Field Trips, Registrations/Fees, Contract Services, Cert Hrly Salary & Benefits	\$57 Pot Ash Student Field Trips Fees
Staff will be required to wear specific attire throughout the year (badges, lanyards, gowns, polos, t-shirts, etc). This is being done to promote school safety, community and school spirit.	\$12,000 Royalties (RS 0001) Other Services	0 expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

This year because of the earthquake that forced the high school to move onto the elementary campus and covid-19, many of our staff, students and families struggled. The earthquake forced administration and all teachers to focus on moving furniture, materials to new locations and ensuring that technology was available to teachers. Because of this, teachers did not have their usual time to update and refine common core curriculum maps. The math department was able to align curriculum and collaborate before the earthquakes, although it was not to the extent desired (meaning only a few teachers participated). By the end of the year of 2019-2020, due to the earthquake and covid TJUSD had to delay adopting new curriculum and wait for the following year.

Although, we had some leadership trainings for NGSS, overall the focus of the earthquakes and covid became a priority. We did not attend many trainings this year but rather chose to focus on ensuring both students and staff were prepared and successful. We were able to send students to soft skills training that was put on by San Bernardino County, the L.A.

Zoo and other field trip experiences before COVID-19, but sadly many were cancelled.

We were not able to provide in person intervention but were able to provide before school, during and after tutoring hours for students during COVID. Additional hours were given to teachers and paraprofessionals to provide virtual tutoring. By march of 2020, TJUSD focused on preparing student, teachers and parents for distance learning. The district put on trainings for Google classroom and bought programs to support distance learning. Time was also given to teachers and paraprofessionals to prepare for online instruction. Paraprofessionals were also calling home and making contacts with students and families, providing extra help and support. Monies were prioritized to ensure safety on campus, making sure everything was cleaned frequently and the air quality was safe. We continued to meet with parents virtually to keep them updated and informed. We purchased hotspots and chrome books to ensure students were able to learn from home. In addition, we bought headphones and school supplies for every student. Monies that were allocated for actions not implemented were not spent or moved for other expenditures. The devastating earthquake and the pandemic resulted in many expenditures for the year 2020-2021 not being fulfilled for the planned actions (ie trainings, textbook adoptions).

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The challenge of this year was COVID-19 and the earthquakes. This not only put many of our programs to a halt but made us focus on making distance learning a success. There were many challenges of implementing the actions and services of this goal. Having everything shut down made it difficult to continue training and getting needed supplies. One of the first challenges we had was making sure every student had access to the internet. We had a difficult time finding available hotspots. We purchased over 75 hotspots and around 30 satellite internet for our students during distance learning. Once we had eliminated many of the barriers (hotspots, chromebooks), the next challenge was making sure students were logging on and learning from home. This was a tremendous challenge. Many students were struggling to work from home, no space, as well as other challenges that could get in the way of learning. The district gave out over 75 desks to families to help provide workstations for students. We had many families struggling, parents working and not being able to be home to help their children. The district offered certificated teachers and paraprofessionals extra duty hours to work with students virtually. Lastly, because we lost the ability to provide onsite intervention, we are able to implement a different form of intervention. Online tutoring, before, during and after school, has been different but beneficial for students. This leads us into one of the successes of the year. We had the majority of our teachers here on campus working with students and trying to make distance learning and small cohorts be successful. Administration and teachers made home visits trying to reach many of our students. Our hope was that our visits to households would remind students that we care about them. We even had a car rally at the end of the year, where our teachers and staff rode around the town with signs waiving and motivating students that we are all in this together, and that even though this is challenging we can get through this together. In addition, the district had to purchase pre-package food for COVID-19 safety concerns which cost more money. We also delivered food every day to many families.

Goal 2

All students in need, including low-income, English learners, and foster youth, will achieve high, rigorous standards.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

4
6
8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric: 100% of students will meet or exceed Literacy and Math standards on the standardized test (Priority 4) Baseline: 10% of students met or exceeded Literacy and Math standards on the standardized test 2019-20: 40% of students met or exceeded Literacy and Math standards on the standardized test</p>	<p>In the 2019-2020 school year, the state suspended the state test. It was not taken by students.</p>
<p>Metric: 100% of 9th grade High School students will prepare 10-year plan as per the “Get Focused, Stay Focused career and college program (Priority 8) Baseline: 100% 9th grade High School students will prepare 10-year plan as per the “Get Focused” 2019-20: 100% 9th grade High School students will prepare 10-year plan as per the “Get Focused”</p>	<p>In the 2019-2020 school year, 40% of 9th grade High School students prepared 10-year plan as per the “Get Focused, Stay Focused” college and career program</p>
<p>Metric: 100% of IEP’s will be in compliant Priority #6 Other Local Measures Baseline: 90% of IEP’s are in compliant 2019-20: 100% of IEP’s are in compliant</p>	<p>In the 2019-2020 school year, 100% of IEP’s are in compliant</p>
<p>Metric: 100% of parents will reported feeling supported in assisting their children to succeed in school (Priority #6 Other Local Measure) Baseline: 80% of parents will reported feeling supported in assisting their children to succeed in school 2019-20: 92% of parents will reported feeling supported in assisting their children to succeed in school</p>	<p>In the 2019-2020 school year, 98% of parents reported feeling supported in assisting their children to succeed in school (priority 6)</p>

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Staff will provide intervention and enrichment in literacy, math, and 21st century skills at the elementary school and high school	\$20,000 LCFF (RS 0000) Books and Supplies, Travel & Conference Exp, Cert. Hrly Salary, Benefits, Computer Related Service	\$5,000 Potash
District staff will team up regularly, with special education teachers, regular ed teachers and paraprofessionals, will provide Response to Intervention (Rtl) services.	\$27,000 LCFF (RS 0000) Special Education (RS 6500) Royalties (0001) Certificated Staff Development Day, Classified Hrly Salary, Employee Benefits, Travel & Conference Exp	\$2,340 Title I
District will pay for students to take PSAT & SAT tests	\$3,000 LCFF (RS 0000) Instructional Materials, Other Services	0 expenditures
Special Education teachers, regular ed teachers and paraprofessionals will be provided on-going training to conduct and assist IEPs, modifications, appropriate assessments, and stay current on special education practices	\$5,500 Special Education (RS 6500) Certificated Staff Development, Employee Benefits, Travel Expense	\$485.00 Potash, Title IV
After-School Tutoring will be provided at the schools providing academic support to students by certificated teachers, paraprofessionals, and student tutors	\$30,500 LCFF (RS 0000) Title I (RS 3010) Cert. Hrly Salaries, Student Workers, Employee Benefits, Instructional Materials	\$22,253 Title I

Summer School will be offered to provide students with credit recovery advancement and creative enrichment	\$18,040 Title 1 (RS 3010) Cert. Salaries, Employee Benefits,	\$11,717 Title I, SB 117 Covid-19 (RS 7388)
The District will provide parenting classes (parent project, loving solutions) to support parents as well as promote home-school partnerships. These classes will include lessons to support parents of low-income students, foster youth, and at-risk students. In addition, a Spanish-speaking presenter will provide support for parents of English learners.	\$7,000 LCFF (RS 0000) Royalties (RS 0001) Cert. Hrly Salary, Employee Benefits, Books and Supplies, Other Services	0 expenditures
The principals will have meetings throughout the year with students to evaluate student perception on rigor and to ensure that students have support.	\$5,000 Royalties (RS 0001) Contract Services, Meeting Refreshments, Books and Supplies, Other Services	0 expenditures

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

This year, due to the earthquake that forced the high school to move onto the elementary campus and COVID-19, many of our staff, students and families struggled. The earthquake forced administration and all teachers to focus on moving furniture and materials to new locations, while ensuring that technology was available for the learning process. The district spent monies on interactive displays for classrooms who had none. In addition, the district rented 5 portables to house all of our students in the smaller elementary facility. Moving into a smaller facility and sharing with the elementary school made it difficult for everyone given the limited resources. The district was still able to provide programs such as clubs (hiking club, photography, etc.) which helped students feel connected and promoted social and healthy development. Field trips and activities were offered for example a “bit of reality” which exposes students to real world issues and financial literacy. But because of the lockdown many activities were canceled or postponed. The district was still able to provide recognition for student achievement. We had virtual assemblies and mailed certificates and awards home. The district purchased ALICE, which is our shooter on campus training but were not able to do the full day drill we had planned because of the COVID lockdown. It was imperative to continue this training because students and parents have mentioned this made them feel safe and empowered. Overall, the devastating earthquake and the pandemic resulted in much of the expenditures for the year 2019-2020 not being fully realized for the planned actions.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The challenge of this year was the effects of COVID-19 and the earthquake on the Trona community. This not only put many of our programs to a halt but made TJUSD focus on making distance learning a success. There were many challenges of implementing the actions and services of this goal. Despite those challenges, the district was still able to provide services that led to some successes. Intervention and after school tutoring was available before and during COVID-19. Staff were able to attend some of the training pertaining to special education and IEP compliance. Even though it was virtual, summer school was offered to extend learning for many students. Intervention and providing more opportunities for students to learn and catch up was a priority and really successful. We were not able to provide the parenting classes because of the lockdowns. The goal is to start this back up once COVID-19 guidelines are lifted.

Goal 3

All students will develop skills necessary to be productive members of the community (productive citizens both in and out of school).

State and/or Local Priorities addressed by this goal:

State Priorities:

5

6

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Required State Metric: Pupil Engagement (Priority 5): N/A Metric: 95% attendance rate or greater Baseline: 94% attendance rate or greater 2019-2020: 97% attendance rate or greater	In the 2019-2020 school year, TJUSD had a 93% attendance rate in the district
Metric: The District will decrease the number of students with "chronic absenteeism" Baseline: The District has 3% of students with "chronic absenteeism" 2019-2020: The District has 1% of students with "chronic absenteeism"	In the 2019-2020 school year, the District has 5% of student with chronic absenteeism
Metric: Graduation rate will remain above 90% Baseline: Graduation rate is at 94% 2019-2020:	In the 2019-2020 school year, Graduate rate is 65%

Graduation rate is at 97%	
Metric: High school dropout rates will not exceed 5%. Baseline: High school dropout rate is at 3% 2019-2020: High school dropout rate is at 0%	In the 2019-2020 school year, High School dropout rate is at 1%
Required State Metric: (Priority 6) N/A Metric: The District will maintain a less than 10% suspension rate Baseline: The District suspension rate is at 12% 2019-2020: The District suspension rate is at 5%	In the 2019-2020 school year, the District suspension rate is at 7%
Metric: The District will maintain a less than 2% expulsion rate. Baseline: The District expulsion rate is at 3%. 2019-2020: The District expulsion rate is at 0%	In the 2019-2020 school year, the District expulsion rate is at 0%
Metric: 100% of students surveyed will report feeling safe at school Baseline: 94% of students surveyed will report feeling safe at school 2019-2020: 100% of students surveyed will report feeling safe at school	In the 2019-2020 school year, 90% of students reported feeling safe at school
Metric: 100% of students surveyed will report feeling supported at school Baseline: 93% of students surveyed feel supported at school 2019-2020: 99% of students surveyed feel supported at school	In the 2019-2020 school year, 95% of students reported feeling safe at school
Metric: 100% of students will feel comfortable approaching an adult at school with problems Baseline: 92% of students will feel comfortable approaching an adult at school with problems 2019-2020: 98% of students will feel comfortable approaching an adult at school with problems	92% of students reported feeling comfortable approaching an adult at school with problems

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The District will continue to support programs during and after the regular school day for students to acquire the building blocks of healthy and social development (clubs).	\$25,358. Royalties (RS 0001) Certificated Teacher Stipends,	\$36,375 Royalties (RS 0001) Certificated Teacher Stipends,

	Employee Benefits	Employee Benefits
The District will fund field trips and activities pertaining to becoming a member of the global community (bite of reality).	\$15,000 Royalties (RS 0001) Transportation, Field Trip Fees, Teacher Stipend	\$697 Royalties (RS 0001) Transportation, Field Trip Fees
Trainings and Supplies (signs) for PBIS, instruction, social-emotional learning and synergy will be provided.	\$21,000 Royalties (RS 0001) Cert Staff Development Salary, Employee Benefits, Books and Supplies	\$0
District will provide funds for recognition of student achievement in academics, athletics and citizenship	\$20,000 LCFF (RS 0000) Royalties (0001) Instructional Materials, Other Services	\$15,056 Royalties (RS 0001) Instructional Materials
District will provide incentives for positive attendance	\$5,000 LCFF (RS 0000) Royalties (RS 0001) Instructional Materials, Other Services	\$200 Royalties (RS 0001) Instructional Materials
The District will provide active shooter training for all staff	\$5,000 One Time Royalties Travel and Conference	\$450 Pot Ash Royalties Travel & Conference
Trainings will be offered to staff in leading student assistance groups (crisis team, grief, divorce, etc).	\$8,000.00 LCFF (RS 0000) Meeting Refreshments, Travel & Conferences, Other Services	\$550 Pot Ash (RS 0001) Travel & Conferences
Schools will conduct team-building and climate improving activities with staff	\$2,500 One Time Royalties Contracted Services	\$0
Schools will continue to install and implement school climate	\$28,500 Royalties	\$0

enhancing items throughout the schools to improve school climate and culture (murals, water-faucets, bulletin boards, etc.) .	(RS 0001) Repairs, Equipment (fund 14)	
Resource/SARB officer will be hired to improve student attendance.	\$55,105. Royalties (RS 0001) Classified Salaries Benefits	\$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

This year because of the earthquake that forced the high school to move onto the elementary campus and the COVID-19 pandemic, many of our staff, students and families struggled. The earthquake forced administration and all teachers to focus on moving furniture, materials to new locations and ensuring that technology was available for the learning process. Moving into a smaller facility and sharing with the elementary school, made it difficult for everyone given the limited resources. The district was still able to provide programs such as clubs (such as Photography and Hiking, which were provided virtually) which helped students feel connected and promoted social and healthy development. Field trips and activities were offered for example a “bit of reality” which exposes students to real world issues and financial literacy. But because of the lockdown many activities were canceled or postponed. The district was still able to provide recognition for student achievement. We had virtual assemblies and mailed certificates home. We were not able to attend PBIS trainings out of town which saved monies on gas, food and housing. We were able to do many trainings virtually including PBIS. We did purchase ALICE, which is our shooter on campus training but were not able to do the full day drill we had planned because of the COVID lockdown. It was imperative to continue this training because students and parents have mentioned this made them feel safe and empowered. In addition, TJUSD made it a priority to have teachers on campus, thus opening up the supervision room was necessary for staff, to allow them to enroll their own children in these support supervision services. Allowing teachers and paraprofessional to have a place to bring their children so they could focus on serving our students and families. Overall, the devastating earthquake and the pandemic resulted in much of the expenditures for the year 2019-2020 not being fully realized for the planned actions.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The challenge of this year was covid-19 and the earthquake. This not only put many of our programs to a halt but made us focus on making distance learning a success. There were many challenges of implementing the actions and services of this goal. Because of COVID-19 and mental health issues, it was a great success to continue clubs virtually. This provided so much support and meaningful connectivity for students and staff. This allowed many of our students to continue to be successful during distance learning. The district was still able to recognize students for success virtually. The district was able to have virtual assemblies and recognize students on the marquee which showed to all stakeholders just how proud we are of their triumphs. We continued to work on implementation of PBIS. We held virtual meetings both with staff and the county team on how to improve behavior on campus. COVID-19 and the earthquakes changed things for some of the

actions. Because the high school merged with the elementary school campus the need for a Resource/SARB officer lowered. We put that on hold and chose not to pursue it any longer. The relocation of the school also postponed murals and bulletin boards.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Reopening public health safety equipment and supplies were purchased	18302	24267	N
After-School tutoring for students showing learning loss	12953	14850	Y
Summer School offering	16949	19625	N
Additional Tech equipment for distance learning	91818	68690	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were not substantive differences between the planned actions and/or budgeted expenditures or in-person instruction. Our team planned and focused on these In Person Instructional Offerings. We spent the money allocated for these actions.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Successes

Trona Joint Unified School District offered -and continues to offer- In-Person instruction when the California State and San Bernardino Health Departments deemed it to be safe. When this opportunity was available, TJUSD followed all safety

precautions with frequently disinfecting all common surface areas, distancing students at all times and in all areas, providing face masks/shields to students and staff, staggered arrival and dismissal times, and limited outdoor playtime.

TJUSD had started with Distance Learning. As a result, teachers had a live interaction daily with their students as well as with their peers. Teachers, classified staff, administration, school counselor, school psychologist, intervention teacher/team, and the special education team were working together to ensure students' needs (both academically and socially emotionally) were being addressed. This was accomplished through Google Classroom, Google Meets, Zoom meetings, emails, home visits (utilizing safety precautions and with parent approval), small group or individualized instruction, and personal phone calls.

Students were assessed at the start of school while learning in their homes and at the end of each quarter using i-Ready in order to identify student strengths and areas of need. Throughout each quarter, teachers held daily live sessions in all core classes using the adopted district curriculum, which fortunately had digital components adaptable to distance learning. While providing curriculum-based instruction, teachers were using a variety of formative and summative assessments to check for student understanding and progress towards grade-level standards. In addition, supplemental programs in math and ELA were purchased to provide additional practice for both advanced and struggling students. Teachers used data collected from the assessments to help them plan or pace lessons, decide on the composition of small groups, determine who might need individual help or referral to a student study team. The student study team works with teachers, parents, and students to determine what Response to Intervention or Multi-Tiered strategies could be implemented to provide support for the teacher and students. Students who are new to Trona and are English Language Learners were also assessed with the Initial ELPAC State Assessment. This assessment was given virtually. Extra support was provided to students by the teacher and/or paraprofessionals. Parents and students were communicated with regularly through phone calls by staff and small group breakout sessions for personalized instruction and support. Instructional lessons were also recorded for students to review at a later time.

TJUSD transferred to a Blended Learning Model offering classroom-based instruction for all students then to full in-person as soon as it was safe to do so according to the state and county health department guidelines. The students were divided into an A group and a B group. No more than 14 students were in each group (This is the most desks we can fit in a classroom while keeping them 6 feet apart and all facing the same direction. While group A was in the classroom receiving synchronous instruction, Group B was participating asynchronously. Each group had 2 synchronous days and 2 asynchronous days per week. The 5th day was used for tutoring and intervention for students who have experienced learning loss or are at a greater risk academically. Teachers, as well as paraprofessionals, were working with students in person, one on one, or in small groups to support the students' academic needs. Most importantly, communication was frequent between staff members to ensure all needs were being met for our students.

93% percent of parents believe that the school is building a trusting and respectful relationship with our families. 80% of families reported that had good connectivity and internet connection. For the 20% having difficulty with connectivity, the district provided internet services through the local internet company that serves Trona.

92% of our families received meals from our school district.

Challenges:

It was difficult for the teachers to move their classes online right away, having no additional training and extra budget. In addition, some students didn't have access to devices at home and had no internet connection.

Teachers attended virtual school, parents, and student meetings, trying to handle the amount of information they were facing and decide on the teaching strategy. They stay online 10 hours per day to clean up this mess, set up, streamline the processes making online learning more efficient. And this isn't the full list of challenges in online teaching, from students not showing up to connectivity issues.

Fortunately, our schools moved quickly and provided support immediately. We bought new devices and provided additional financial support to areas of need.

After parent surveys, 14% of parents stated that there was not enough communication between parents and teachers. This is an area where we will continue to work with teachers to reach our families in order to improve communication.

Connectivity

Our students were faced with technical difficulties because of the high usage rate of online learning systems, video streaming software, & other digital tools. The platforms were overloaded: poor quality video and audio, internet problems. Internet connection was either unstable, or the current data plan is not enough to cover the progressive e-learning needs. Our district proactively reached out for hot spots and worked with our local internet provider in order to provide access to our students.

Computer literacy

It's hard for teachers, students, and parents to start using a learning management system or any other digital tool out of nowhere without additional training. It was overwhelming and frustrating at the same time, not being able to deal with going digital and facing the unknown. The TJUSD provides additional technology classes additional to computer literacy for both teachers and students. Besides, many digital tool providers offer customer support as well as a large learning base to their users to get armed with tutorials.

A parent survey shows that 98.7 % agreed that the school offered technical support for their child's needs in school.

Data privacy

From the very beginning of the school shutdown, teachers and students have been connected using multiple digital tools without paying due attention to the amount and nature of the personal data they collect. Reaching the main objective of a quick transition to online learning, we had to neglect our privacy, especially when large e-learning software suppliers offer temporary free subscription plans. Our district moved quickly to provide training on safety protocols and purchased a security system to protect privacy and data systems.

We at TJUSD reminded our students not to use suspicious websites and applications; and to not follow suspicious links. In addition, we were reminded not to open emails from unknown senders and to be responsible about what websites they were connecting to.

Ever-changing guidelines

The most challenging task for us was to keep up with the ever-changing CDC guidelines either at the state or local level. This caused us to be under constant uncertainty and created confusion among our stakeholders.

Stakeholders input:

Parents, students, and staff members were surveyed. 85% of parents, 80% of teachers, and classified personnel were in favor of in-person learning.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

New ipads and Chromebooks were purchased to ensure every student had a working device	40272	40930	Y
Hotspots purchased to ensure all students had internet access	23196	32829	Y
Internet service provider contracts purchased for areas where hotspots don't work	5250	15305	Y
Web cameras for teachers	20450	20451	N
Contract for Acellus for parents who wish to keep students home until a vaccine is found. Parents had opportunity to select the educational program of their choice and we ensure continuous support for the selected program.	8750	8750	N
Professional Development	18851	25150	Y
District wide Screencastify contract	4500	3500	N
Additional supplemental apps purchased to provide extra practice and enhance reading & math skills	21235	32293	Y
Instructional Aides for students that have been affected by learning loss	281395	388908	Y
Additional Summer School Teachers were hired at the end of the 2019 school year	16949	10811	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The District did not have substantive differences between the planned actions and what was implemented, some actions required more spending that was was budgeted.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Successes:

Distance learning is defined by students receiving instruction from a location away from campus. Our expectation was that the 2020-2021 school year was starting with a distance learning the model under Stage 2 conditions (pursuant to California Department of Public Health (CDPH)

guidance), bargaining unit members worked remotely or may access and worked from their assigned classroom/workspace during regular school hours, however the District encouraged teachers to work from their assigned classroom/office. Unit members electing to work remotely until the county says otherwise, submitted a completed "Remote Work Agreement" to their supervisor.

Our biggest success was that immediately after we started distance learning, the State and County of Public Health approved our waiver for elementary school and to allow bring back cohorts of students at the High School level, this was a great opportunity for our students to catch up and not to get behind academically.

New Ipads and Chromebooks were purchased to ensure every student had a working device

Hotspots were provided to ensure all students had internet service

Internet service provider contracts were purchased for areas where hotspots did not work

Web cameras for each teacher were purchased to improve distance learning connectivity

Contract for Acellus for parents to have options on how they wanted to have distance learning

Professional Development was successfully available to all stakeholders

District-wide Screencastify was provided to facilitate virtual learning. It allowed teachers and students to edit videos and presentations

Additional supplemental apps were purchased to provide extra practice and enhance reading & math

Instructional Aides were utilized to provide extra support for students that were affected with learning loss

Additional summer school teachers were hired to mitigate learning loss

Challenges:

Distractions were a reality of remote learning and can be disruptive for everyone involved, especially for virtual classroom sessions. As a result of these distractions - and possibly having additional responsibilities - it becomes more challenging. Time management was perhaps the most difficult challenge for students to overcome because it depends entirely on self-monitoring. Students took on more responsibility for their education, including learning how to manage time and set their daily schedule. For this reason, our teachers worked diligently to ensure in giving specific directives for students to support their focus and academic achievement. Given that students were not attending class at a set time on a physical campus, finding the motivation to get started on coursework was difficult.

Other Challenges: Technical Issues

Unfortunately, technical issues were bound to happen in an online-only environment. This may sound obvious but technical issues only add to the online environment's frustration and could interrupt home learning sessions. Students' computers shut down, there were issues with Wi-Fi being spotty that could make it difficult to keep up with virtual classmates and lessons.

Students with particular needs

A challenge was to provide service to students with unique needs during the distance learning program. Some students receiving special education services had to adapt to the distance learning model. However, as soon as we received approval for the elementary waiver and the high school cohorts we moved quickly to bring students back immediately.

Stakeholder Surveys on the following were considered in developing this plan:

Continuity of Instruction 85% of parents were happy with the educational program selected.

Access to Devices and Connectivity (93% of parents received support and agreed that this worked well)

Pupil Participation and Progress (260 students were included in the educational program and our participation rate was 85% according to our attendance records)

Distance Learning Professional Development (95% of teachers attended our professional development on distance learning).

Staff Roles and Responsibilities (100 % of staff were surveyed about their roles and responsibilities and 90% agreed to include all students in this program/process).

Support for Pupils with Unique Needs 100% of students with unique needs were participating in this program. Data use is the attendance records and reports.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchased Waterford Early Learning for grades K-2 for personalized online math support to supplement our GoMath curriculum	2500	2500	Y
Purchased iReady Math and Reading Assessment for benchmark testing	2300	2300	Y
Purchased Prodigy for 3rd grade for personalized online math support to supplement our GoMath curriculum	360	360	Y
Hired an additional tutor	31175	39311	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The District implemented all the actions as expressed in the LCP. Due to the fluidity of the State and Federal Support, certain actions needed additional monies to provide academic support for students. For example, additional tutoring hours were needed for students. The District used COVID grants to implement these much-needed services.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Success;

We successfully were able to move quickly into distance learning, then to the waiver and cohorts implementation as well as in-person learning. This quick turnaround was due to the fact that our curriculum is extremely flexible and includes online resources as well. The district purchased Waterford Early Learning for grades K-2 which was used for personalized online math support to supplement our GoMath curriculum. The district purchased iReady Math and Reading Assessment for benchmark testing and monitoring students' progress. The district also purchased Prodigy for 3rd grade for

personalized online math support to supplement our GoMath curriculum to enhance Math instruction and practice in order to enhance the learning process, As well as hiring additional tutors to provide extra support to students identified requiring this extra help.

Challenges:

The biggest challenge for the district was the constant change in policy and expectations in regard to dealing with the pandemic. This constant change of guidelines created confusion, anxiety, and uncertainty among all stakeholders. Our internal data showed a decrease in academic achievement, both in ELA and Math. Our iReady and Star 360 reports show that 20% of students are at grade level in ELA and 15% in Math. It matches our state data report of 25% ELA and 11% in Math (CAASSP). The reports show a significant decrease across all subgroups. The low socioeconomic subgroup showed about a 50% decrease in ELA and Math as compared with the CAASSP report from the 2018-2019 school year.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes:

All district staff including teachers, paraprofessionals, secretaries, and administrators received training on the Second Step Social-Emotional Learning curriculum. Grades K-8th were provided with Second Step social-emotional Classroom Kits and online resources. Grades K-5 were provided with the Second Step Bullying Prevention and Child Protection curriculum. Teachers were required to spend twenty minutes every day on social-emotional curriculum, relationship building, and classroom community building. High school students were participating in social-emotional activities and community rebuilding activities. The counselor provided virtual Second Step Middle School Advisory groups. Parents have been provided with an online training titled "Supporting Social Emotional Learning at Home." The district created a Parent Resource page on the website with links to online social-emotional resources that include, Second Step resources, Mind Yeti, and other resources. The district monitored implementation by participating in and observing SEL lessons and reviewing teacher lesson plans.

Challenges:

In regards to Mental Health, our biggest challenge was the isolation and lack of resources in the Trona community. 95% of staff members participated in the professional development opportunities and received mental health assistance. Parent surveys showed the need to provide mental health services for our students. Care Solace, Second Step, and the services provided by our SELPA were available for our students and families. Our parents' survey showed that 93% of parents acknowledge and agree that TJUSD is building trusting and respectful relationships with families and students which contributes to improvements in mental health.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes:

Attendance for high school students has been taken every period and daily at the elementary level. As soon as a student

is marked absent, paraprofessionals and secretaries call home to inform parents that their child has not logged in. All seat/virtual face-to-face-based attendance was taken by using Infinite Campus. Infinite Campus was used as a tool to monitor attendance district-wide. Elementary teachers were taking attendance 3x/day on a Google Sheets shared with the school secretary who logged the correct attendance into Infinite Campus. Teachers had the capability in Google Sheets to mark whether a student is tardy and what time they entered a session.

The secondary took attendance every period, with the ability to enter notes for each student's daily attendance to track if students logged in late or left early with the capability to track the time. The teacher notes were automatically uploaded into our attendance tracking program, which will help office staff.

Site attendance clerks will take all teacher entered absences and verify the reasons by calling the parent as a 1st step intervention.

Once a student reaches the 60% disengaged level, their name and demographic data, including attendance records were loaded into Infinite Campus which will trigger the 1st intervention which was a phone call or a letter. The call is to be positive and helpful in any way to re-engage the student and check that student's device and internet are working. Paraprofessionals were required to complete a "Weekly Engagement Record" for each student they worked with, to be a compliment to the attendance reporting.

If a student was not engaging after all the attempts by school personnel, the SARB process began.

In addition to the aforementioned policy or steps, Trona Joint Unified School District subscribes to Attendance Works and uses suggestions or recommendations found at the site to make the idea of attending school more rewarding. We have had attendance contests, attendance awards, held virtual school scavenger hunts, and organized school spirit days.

Challenges:

Many families were afraid to send their students to in-person learning once this was implemented.

85% of parents were happy with the services provided. Our attendance fluctuated between 85-95%.

86% of parents surveyed stated that their child was using virtual tutoring and received support from TJUSD. Multiple staff members were available for supporting students when needed.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Trona Joint Unified School District has been providing meals that follow the NSLP and SBP meal guidelines. TJUSD participates in the CEP provision and therefore all of our students have access to free meals. Trona Joint Unified School District is providing "grab and go" meals to all students in the district with minimal contact between cafeteria staff and families. Today's lunch and tomorrow's breakfast are available for pick up each day. Meals are also being delivered to families unable to pick up meals. The district is promoting the program by putting the menu on the website and announcing it to students in the daily bulletin and we have advertised on our marquee the meal pick-up times. The only challenge was in staffing and support for the program.

Stakeholders' input was used in a survey on nutrition services. 100% of our parents were happy with our nutrition services support. 92% of families were receiving meals every day.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	N/A	0	0	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The District did not plan for additional actions to implement the Learning Continuity Plan. We strictly focused on our plan to be implemented. There were no additional expenditures related to nutrition services. We were on the target in this area.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The distance and in-person learning programs helped us to better plan and understand how technology can be used to enhance learning. In addition, the success of our implementation of distance learning and in-person learning programs was that the district adopted a curriculum that was both flexible and also had an online component.

The district recognized that we needed to provide additional intervention during the school day in order to mitigate learning loss; therefore the High School has included in the day an intervention period and in the elementary was a process for implementing reading intervention. TJUSD responded to the needs of the students in order to improve academic achievement and mitigate learning loss.

All students received support during the instructional day, particularly the following groups: Low income, English learners, and students with special needs were prioritized. Services were offered to

Foster Youth and students experiencing homelessness as a priority for in-person learning.

In the 2021-2024 LCAP TJUSD is proactively providing support in order to assist all students and mitigate learning loss, which is deeply embedded in the focus of the new LCAP in all goals (both academic and social and emotional support). Our MTSS framework implementation will facilitate the development of a strong system of supports for all students. In addition, we are improving how we prepare students to transition after high school, for example, bank accounts, identification cards, driver's licenses, etc.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

A Collaborative Process

The Trona Joint Unified School District encourages parents, teachers, and support staff participation in the decision-making process. We work in a collaborative process, encourage innovation and extend opportunities to connect and interchange ideas in order to better serve our students.

Parents:

Our parents are crucial in the development of services for our students. We have held parent meetings -and will continue-

as a way to gather input, share information and ideas conducive to meet the needs of our students. Parents and community partnerships will enhance the quality of education and will create a welcoming environment for families to live and work together. These partnerships will support extended services for children and families, including supervision of children during distance learning, extended learning opportunities, and focus on supporting the students that need it the most.

Our district is committed to providing parent training projects throughout the 2021-2020 school year. During this professional learning network, our parents will be analyzing data, engaged in professional discussions guided by our school counselor, and determine the best ways to support our students. These professional opportunities for our parents will be available next school year.

We have received input from parents through different venues: Formal and informal meetings. School Site Council, Google meets zoom, IEP, teacher conferences, and individual parent meetings. In addition, our school Board has provided ample opportunities for parents to provide input during the Board meetings as well as Board members being open to meet and interact with parents and community members.

Teachers:

Our teachers are committed to delivering high-quality instruction supported by partnerships with colleagues, other districts, counties, parents, community members, higher education institutes, businesses, and other educational agencies. Our teachers are eager to provide and participate in professional development designed for adult learning and to deliver research-based practices that support our wide range of diverse learnings. During our Professional Learning Community meetings, staff meetings, individual and or grade level meetings, we discuss data and identify students that need additional support. Our open-door policy enhances and supports a collaborative process that facilitates and accelerates targeted support for our students. It is important to mention that teachers participate in the selection process of students needing additional services. It is highly recommended to follow our student study team process as a vehicle to better identify and monitor students' learning. Our internal and external data help us understand and identify the particular needs of our students and to monitor their academic and social-emotional progress.

School Staff:

District staff participated in the development of this plan. Our staff model how to learn, to nurture curiosity and creativity as well as being part of the community at large. Collaboration is highly recommended and encouraged so ideas, concerns, and strategies to support students can be shared and clarified. Staff participates in many different ways, emails, staff meetings, professional learning community processes, google meets phone calls, reports, and individualized meetings.

Together, all students, staff, parents, and community stakeholders participate in the brainstorming, development, and implementation of the plans to better support students and the community at large. Our relationship in the TJUSD generates respect for our community, pursuing excellence in education by involving families, students, staff, and community members as a way to create a high quality expected for our students.

A description of how students will be identified and the needs of students will be assessed.

District-wide model to promote students' success

A major concern for parents, teachers, and school personnel, is to support students who are experiencing difficulties in school. A multi-tiered System of Supports (RTI) is a multi-step approach geared to providing support for struggling students. The process of MTSS (RTI) emphasizes how well a student responds to specific changes in instruction. The essentials of a Response to Intervention approach are:

1. Provide high-quality research-based instruction and interventions in general education.

2. Monitor and measure student progress in response to the instruction and interventions as well as social-emotional services.

3. Using these measures of student progress to shape instruction and make educational decisions.

This approach to intervention with struggling students can help address students' individual needs while still in the general education setting. It will also help prevent unnecessary referrals for special education services while increasing the number of students who are successful within regular education.

The TJUSD has decided to continue working in developing Professional Learning Communities (PLC) to help address the educational needs of all students. At each school and across schools, groups of teachers meet regularly as a team to identify needs, develop common formative assessments, analyze current levels of achievement, set achievement goals, share strategies, and then create lessons to improve upon those levels. The MTSS (RTI) -Three-Tier Model will continue being used by PLCs as a guide to determine how to respond to intervention/instruction when students are not achieving expected levels. The goal of this model is to address students' needs as soon as they experience difficulties, rather than waiting for students to fail.

Our district is already implementing universal screenings, we use i-ready and Star 360 in order to identify students who are struggling. They are also using test data to identify students that are at risk of not meeting grade-level standards. Once a need is identified, research-based interventions will be implemented, and regular progress monitoring can help determine the effectiveness of instruction. The extended learning opportunity grant will help us to provide support to identified students during the Summer and the 2021-2022 school year.

The Three-Tier Model is based on a Pyramid of Intervention. As we go up the pyramid, the intensity of the intervention increases.

Here is how it works:

Tier 1

Universal Core Classroom Instruction-80-90% of students

For students that presented difficulties in the general curriculum, consultation between teacher and parent will/must occur. Teachers will implement strategies in the classroom to address needs such as literacy instruction, curriculum differentiation, etc. If the problem persists after the intervention, teachers will consult with their grade level teachers to develop additional interventions and will continue to monitor student progress. Additionally, the teacher may develop a success plan in consultation with the parent and the student. Many students have struggled during distance learning so our district has decided to provide extended learning opportunities during the Summer and next school year implementing the MTSS at both High and Elementary Schools.

Tier 2

Targeted intervention: 10-15 % of students may need additional targeted interventions to help improve their performance. These are students that are not currently successful in the regular curriculum and will need a Personal Education Plan. Some examples of targeted interventions are: reading resource groups, tutoring in small groups. Grade level PLC may suggest additional interventions. Use of a problem-solving model, a consultation with specialists as needed, such as speech pathologist, school counselor, school psychologist, school social worker, school nurse, etc. Teachers monitor and

document the progress of students to monitor goals. Then follow to tier 3 as necessary.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There are no substantive differences between planned actions and/or budgeted expenditures.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The implementation of the 2019-2020 LCAP and the challenges presented provided additional data and reports that were utilized in the planning of this current plan. The 2019-2020 focus was on programs and services to meet the academic, social, emotional, and physical needs of our students reflected in various indicators. Our graduation rate continues to be a challenge we are at a 69% graduation rate. Our emphasis on rigorous teaching and learning, field trips, and access to an abundance of programs in the visual and performing arts, career technical education, and athletics help prepare our students for life beyond high school and allows them to leave our system with the knowledge and skills to choose from a variety of postsecondary options. Through our continued focus on developing Systems of Support, we've added both academic and social and emotional supports to ensure the success of all students, including low-income students, English learners, and foster youth.

During the Learning Continuity and Attendance Plan, we identified the same areas of need: Absenteeism, suspension, attendance, and lower academic progress in Mathematics. We were very fortunate to implement distance learning as soon as we were able to implement the waiver for elementary school and the cohorts groups for our high school students. In addition, having an online curriculum available, our programs were strong, consistent, and meeting the needs of our students. However, most students were barely able to maintain their academic progress so for this reason, and as the data reports show, we still have challenges presented during the reports of the 2019 LCAP plan. Listed below is a summary of steps we will take to address these areas in the new LCAP:

To reduce chronic absenteeism, TJUSD developed systems to identify students who are absent and intervene in productive ways. We hired an extra certificated employee to support a district-wide home visit protocol and phone calls for students who have missed 10% of school days year to date. We launched a district-wide attendance campaign that included schools competing to achieve the highest attendance rates during each month. To reduce our suspension rate, we've convened a climate and culture committee in order to build school cultures that support productive behaviors. The group identified alternatives to suspension, focusing on determining the function of problem behaviors and intervening early to support students. Trona provided support to each of its sites to build out the Positive Behavioral Supports and Interventions initiative, with an emphasis on data-driven systems to prevent problem behaviors.

To increase performance in mathematics, we will continue ongoing, job embedded professional learning around mathematics. We monitor performance for these and other indicators on a regular basis through our local data and assessment system and adjust practice based on feedback.

The Site leadership team including site administration, SELPA administrator, teachers, and family representation, and district representation engaged in a collaborative process to develop strategies to better support our students using the data obtained from the LCAP, Learning Continuity Plan, and feedback from all stakeholders including the school site council and parent meetings. In addition to the before-mentioned, other types of data to analyze included the following: CAASPP ELA and math scores

iReady district universal screener for math and ELA data \

Star 360 (High School)

Attendance and chronic absenteeism rates

ELA and math adoption materials

Professional Learning offerings

student, staff, and parent survey results

Grade Level Data Days focused on analyzing formative assessments and developing specific plans to address needs through instructional strategies Development of Tier II behavior interventions through the site's climate and culture team and strengthened implementation of Second Step Social Emotional Learning curriculum. In addition, evidenceBased Interventions were included such as:

PBIS Checkin Check Out for students who need Tier II behavior supports

Kagen Instructional Strategies

Second Step Social Emotional Learning Curriculum

Resource Inequities

Reviewing the curriculum, instruction, and socialemotional needs of students at Care Solace -where support is provided-; we identified a need for training of instructional aides in deescalation strategies for responding to the behavioral needs of students. We also identified a need for staff professional development on the implementation of PBIS, and second-step instructional strategies to increase student engagement and mastery of learning.

Monitoring and Evaluation Plan

The TJUSD monitors and evaluates the implementation of our plan by doing the following:

Using the CA Dashboard is utilized as a source of data for determining the implementation and effectiveness of the LCAP plan. In addition, our revision of the internal assessments, as well as parent support, is considered when decisions are made and strategies to support students are recommended.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.
- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning

Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

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	Dr. Jairo Arellano Superintendent	jarellano@tjUSD.net (760) 372-2861

Plan Summary 2021-24

General Information

A description of the LEA, its schools, and its students.

Trona Joint Unified School District is a small, rural school district in the upper Northwest corner of San Bernardino County. Our geographic border encompasses two Southern California counties (San Bernardino and Inyo) and covers nearly 1,600 square miles. The small unincorporated town of Trona has nearly 2,000 residents and Trona Schools have approximately 270 students Kindergarten through 12th grade. The main industry in town is Searles Valley Minerals Incorporated. The current company is an

extension of a series of companies that have been in operation for over 100 years in Searles Valley. At its peak employment period in the '50s and '60s, there were several thousand employees that worked at the "plant" and that lived in Trona. Through the automation of several of the mineral extraction processes over the years, the number of employees has shrunk by nearly 75%. As the number of employees has decreased, so has the number of students in Trona Schools.

Trona Schools is the second largest employer in town. Trona Elementary serves students from Pre-school through 12th grade. Many of the current residents of Trona have attended Trona Schools. There is a strong sense of pride for Trona Schools in the community. This year, we have conducted community forums in which we have asked for input on how we can better serve our student population. Turnout to these events was down from last year due to pandemic, however, we have encouraged input and we have received critical information that will be included in this document.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Trona Schools have made significant strides towards moving teachers to data-driven instruction. Our teachers are becoming more proficient in utilizing the elements of the Professional Learning Communities concepts. An observable and documented result of this move has been a significant decrease in our students who are on ineligibility lists. Our student lists of "C" or higher have risen by 25%. At Trona High School we have implemented an intervention program called Tornado Boost. We have developed a daily period of planned intervention for any academic area where if a student is receiving a D" or an "F", they are mandated to attend the intervention period for that area. As a result of this improvement, the culture of the schools has indicated, via surveys, that they see a positive difference in the school. The elementary school has also seen improvement in overall students achieving grade level mastery in reading and mathematics. As indicated in our State Dashboard last year, we were in the Red" for suspensions and expulsions. Our suspensions have dropped dramatically and our expulsions were "O". We attribute much of this success to our participation in the PBIS program through Desert Mountain SELPA. PBIS is Positive Behavior Interventions and Supports and it is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. Across the schools, the district has made a concerted effort to increase security measures. Both schools have new, more secure entry gating scenarios. The district also will be investing in electronic entry systems for both campuses. The district has undergone 'active shooter' training with the nationally acclaimed company ALICE. (Alert, Lockdown, Inform, Counter, Evacuate). Among students and staff, there is a greater sense of security at school.

Our efforts to produce curriculum maps for the core academic areas have resulted in more "articulation". between grade levels. The district is working more as a unified school district than ever before to determine the academic needs of students. With this in mind, we are more effective than ever in positioning our students to enter the workforce or attend post-high school education or training.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our Dashboard shows a need to continue working on suspension, chronic absenteeism, and Mathematics. Overall, our school district is in the "yellow", despite significant progress we still have an opportunity for improvement. In addition to universal access support for all elementary and credit recovery and tutoring for our High school students, we have implemented the Second Step and Care Solace programs in order to support the Whole Child.

As per the California Dashboard, the three areas of concern are:

Chronic Absenteeism (red)

Suspension Rates (orange)

Mathematics (yellow)

Chronic Absenteeism (red) - We are continuing to increase our efforts to provide positive reinforcements for good attendance. Rewards and incentives for good attendance for each school will be implemented. We are fine-tuning our

SARB process to include a stronger presence from local law enforcement and from the San Bernardino County District Attorney's Office. Toward the end of last year, began to see positive improvement in the area of Chronic Absenteeism. Suspension Rates (Orange) - Trona Schools will continue to pursue positive discipline approaches that will allow us to continue to limit the number of suspensions and expulsions. We continue to contract with the San Bernardino Office of Education for leading the Trona staff through PBIS training. Staff members have attended training on Restorative Practices and Restorative Justice strategies for student discipline matters. We will continue to provide professional development support to our staff.

Mathematics (yellow) is an area of focus as well. We are investigating the implementation of the MultiTiered Systems of Supports(MTSS) framework and the designation of Universal Access throughout the day in the elementary school. In addition, we have hired a certificated staff member to provide credit recovery opportunities, tutoring and monitor students' progress.

Mathematics will continue to be the focus of our intervention program for students.

Both elementary and high school remains committed to exploring more effective ways to provide math instruction. The board of education approves a plan to mandate three years of math for our high school students. This is a significant first step in addressing this critical need. Having our students reading at grade level remains a need. While we have significantly increased our efforts to address the need to have elementary students reading at grade level by third grade, there remains work to be done in this area.

Through our community out-reach efforts, teaching our students "life skills" has been recognized as a major need. Staff and administration have isolated several "life skills" that will be taught next year to our students.

It remains a challenge to attract and retain qualified staff for our students. We will continue to seek ways to improve our recruiting of highly qualified teachers.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

This LCAP will feature on-going efforts to improve and maintain our capacity to offer the latest in educational and instructional technology. Also, it will include our continued effort to provide the latest in training that will support its use in the classroom. Educational technology will enable students to become better connected to the curriculum and we strongly believe the improved connection will result in increased grades and test scores.

We continue to see improvement in our intervention strategies with elementary and high school students. This is evidenced by improved academics across the board. We will continue these efforts and improve where we see the need.

Improvement of our facilities continue to be greatly appreciated by students, staff and the community. We will continue our plan to provide upgrades to facilities to both campuses. Upgrades to facilities will include improvements to our safety measures which will include a comprehensive inter-campus communication network. In light of current safety concerns, Trona Schools are continually seeking ways to improve the safety features of our campuses.

Input from the community strongly suggests we incorporate curriculum at the high school which will include training for success at careers that do not require a college degree. We will, of course, continue a focus on college preparedness, but will also provide guidance in addressing the fact that not all students will go to college. We have begun working with a program called "Get Focused, Stay Focused" which helps ninth grade students prepare a 10 year plan of how they can accomplish their goals in life and whether that plan involves college or not.

We continue to see that motivated students will continue to improve in the classroom. We have begun a vibrant incentive program that rewards academics and positive work ethics. We have also begun to see that a motivated and positive work force will also go the extra mile to accomplish the goals set by the school and district, which is supported through our

LCAP.

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.

None of the schools have been identified as needing comprehensive support and improvement assistance.

Support for Identified Schools

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

None of the schools have been identified as needing comprehensive support and improvement assistance.

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The LCAP has been a living document at the TJUSD, we constantly analyze and revise strategies of supports for our students, our priority has been to keep our focus on helping our students to achieve their expected goals. The LCAP is reviewed with staff from both LEA schools and all staff members have been provided with an opportunity to share input on ideas into the process. The staff members are reminded that the LCAP is a living document and can change with the identified needs of the district. Collaboration and input are highly encouraged throughout the school year.

There were planned and informational meetings throughout the school year, particularly during the last couple of months in order to solidify our plan and ensure participation from all staff members. During the meeting, our main focus was to brainstorm ideas, based on data, develop a cohesive plan, and identify the areas of focus.

Meetings were conducted in order to share the state's priorities and the focus of the district. attendees included parents and guardians of our students (including parents of low-income), English Learners, and Foster Youth) and students, principal/administrators, teachers classified employees and members of both bargaining units. These attendees were provided with an opportunity to provide input into each of the eight State priorities. The input provided for these areas is

included in this document. In addition, our district maintains a website where the LCAP is posted for the public, and input can be provided. At the link, there is an opposite for the website visitors to take a survey and provide feedback concerning the LCAP. Students were able to provide input through surveys, two a year. This allows them to speak on topics like campus security, cultural activities, academics, sports, etc.

In Trona, there is a Senior Committee Council that meets on a monthly basis. Members of the Senior Council include community members and relatives of students at our school. At least four times during the year, the Superintendent provides an update on the District's LCAP. An overview of the LCAP is provided and the purpose is discussed. An overview of the eight State Priorities is discussed and members are asked to complete a survey. The meetings are scheduled for the 4th Wednesday of each month.

TJUSD has elected a School Site Council that reviews the LCAP and is provided an opportunity to provide input. The SSC met five times throughout the year. Board members have attended the LCAP informational meetings and have set an example of providing input into the LCAP process. The Trona High School principal and the tech support personnel have developed a student survey that solicits input from the 5-12 grades, items of discussion include student's perceptions on climate, support, and collaboration. Our school site council serves as our parents' advisory committee. We keep consulting with our SELPA in order to provide support to our SPED students. We have standing biweekly meetings where updates to SPED are shared and discussed.

A summary of the feedback provided by specific stakeholder groups.

During our conversation with the different stakeholders and through input obtained from the surveys, there are there main areas our stakeholders identified that they wanted our district to address:

Counseling Services

Student surveys, parent input, and staff have all suggested that emotional well-being is a critical area of concern. This area has been particularly the one with the most concerns from our stakeholders, especially during the pandemic and post-pandemic challenges. There were concerns about the upper elementary, middle school, and high school girls needing ongoing counseling support. Our district counselor has been addressing these needs, but additional support has been added, programs such as Care Solace has been implemented and a second-step program is included in every classroom. We have added other elements of counseling that have addressed stakeholder concerns. Gender identity, life skills, and relationships matters are areas that have been raised. Career and college readiness has been added to the LCAP with a focus on our program "Get focused Stay focused" GFSF is a program that helps high school students being the process of learning about themselves and realizing what it takes to get into a particular career where it is a college pathway or a trade tech or life experience pathway. Another goal in the LCAP is that all students will be prepared for college and career. A critical part of that goal is a student's social and emotional well-being. We are adding goals that will strengthen the schools' ability to meet the challenge of promoting students' emotional and social well-being.

81% of parents agreed that TJUSD creates a welcoming environment for all families in the community. 93% of parents stated that staff is available for meeting to discuss progress. 86% of students stated that teachers and staff make them feel safe at school.

Safety

Student Surveys suggested that students felt safe on our campus. Students said that the program ALICE which deals with active shooter training empowered the students. Training videos and a parent portal were sent out to parents and

guardians. Our entire school district has been trained in ALICE (an active shooter training program). School Safety is also included adding increased security measures o our existing entry systems, door, and get hardware, and our video surveillance systems. This is an action in the LCAP to continue this program.

86% of students stated that teachers and staff make them feel safe at school.

Curriculum

Input from different stakeholders mentioned that curriculum implementations must happen in order to ensure that our students are on track to achieve academic standards. Our team has committed to implement a rigorous curriculum focused on the state standard sn and frameworks. Our staff will be participating in professional development to address core curriculum implementation and other opportunities to improve academic achievement. One area that students mentioned in the survey are creating more options for elective classes. We have placed this in the LCAP and set aside monies to find creative ways to bring more options given the size of our school.

70% of students stated that their classes are challenging, in response to this percentage TJUSD has teamed up with CaHELP in order to provide professional development on Universal Design for Learning and MTSS.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Trona values and appreciates the input from all stakeholders. In the past year, we have been able to reshape the focus and align services to better support our students. We have had at least two board meetings to seek input from stakeholders on the LCAP. During these meetings, the public and stakeholders (parents, guardians, community members, and staff) have mentioned concerns on school safety, social-emotional well-being, and academic opportunities. In addition, student surveys and identified these areas as needs. The three main areas identified are counseling services, safety, and curriculum implementation.

As a result, our plan has decided to focus on the implementation of the Multi-Tiered Systems of supports. The reason for this is that both in ELA and Math, 70% or more are below standard. Our strategy is to fully implement the MTSS framework which will provide targeted intervention; This framework will allow us to develop strategies and protocols to support, implement, and monitor the areas of need. We have allocated monies within the LCAP to hire a reading team to provide this type of system of support. As of now, 30% of our students are meeting standards both in ELA and Math. Our goal is with the MTSS and commitment to small class size, students will be provided with more support and we expect to see a 10% increase which should take the district in the green for Math and ELA on the dashboard.

Metrics: TJUSD will use iReady and Star 360 (ELA and Math) in order to monitor student progress and provide intervention as needed. additionally, we will use state data (CAASP) and curriculum embedded assessment in order to triangulate data and provide proactive support to students that will need it.

In addition, because stakeholders shared concerns of social and emotional well-being, we have put in place a second step which is the social-emotional curriculum and Care Solace, a counseling support provider in order to meet the social-emotional needs of our students. In goals 3 actions 1 and 7, the district is committed to continuing social-emotional learning.

To improve in the area of safety, we have implemented PBIS as well as revising our safety protocols and ALICE training. For the curriculum area, our focus is to implement the State standards and frameworks and monitor students' progress using our internal universal screeners, and providing tutoring as soon as the need gets identified. The District has had a decrease of .5% in 2019 in suspension rate and no expulsions. With the third year of PBIS coming up we expect to decrease suspensions by 5%.

Goals and Actions

Goals

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

An explanation of why the LEA has developed this goal.

Based off the California School Dashboard, Trona High School has a 65% graduating rate (this occurred due to a number of special education students receiving certificates of completions). The district is committed to providing students with the skills needed for college and career. The goal was developed to improve the graduation rate and to help students see the benefits of college and career as it relates to the type of lifestyle they can have as adults. These actions and metrics grouped together will allow us to achieve this goal.

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 assignment/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	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of teachers will be appropriately assigned (with NSS exception)
Required State Metric: Implementation of the academic content and performance standards adopted	2 times out of the school year teachers teaching math				4 times out of the school year teachers teaching math

by the State Board (Priority 2): 4 times out of the school year teachers teaching math will participate in CCSS math staff development and collaboration	will participate in CCSS math staff development and collaboration. 2019-2020	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	will participate in CCSS math staff development and collaboration
Local Metric: 100% of teachers will turn in/display student samples of AVID/Effective teaching strategies semesterly.	70% of teachers will turn in/displayed student samples of AVID/Effective teaching strategies semesterly. 2019-2020	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of teachers will turn in/display student samples of AVID/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	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	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.	40% of students demonstrated proficiency (C or Higher) on performance tasks. 2019-2020	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of students will demonstrate proficiency (C or Higher) on performance tasks.
State Required Metric (Priority 4):	40% of juniors and seniors took a				75% of juniors and seniors will

75% of juniors and seniors will take a CTE/Career Elective pathway class and will successfully complete the course.	CTE/Career Elective pathway class and successfully completed the course. 2019-2020	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	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	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	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	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	80% of students are college and career aware as measured by LCAP survey
Local Metric: 100% of students will have a 10 year plan	75% of students have a 10 year plan 2019-2020	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of students will have a 10 year plan
Local Metric: All graduates are in college or have a job by September	The data will be pulled in September 2021	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	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 coursework. 2019-2020	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	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	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	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% compliance with the Williams Act, as it relates to student access to standards-aligned instructional materials and facilities in good repair.	District reported 100% compliance with the Williams, as it relates to student access to standards-aligned instructional materials and facilities in good repair. 2019-2020	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	District will continue to report 100% compliance with the Williams Act, as it 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	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	10% will pass Advance 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	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Middle School dropout rate will be at 0% High School dropout rate will be at 0%

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Curriculum Maps	Staff will assess and refine curriculum maps to align the adopted curriculum with standards to improve instruction for improved student outcomes and achievement.	\$5,000.00	No
Action #2	Data	Staff will develop and implement a clearly delineated process for continuous review of data, including but not limited to: benchmarks, performance tasks, and smarter balanced assessments. This can include PLC and data program training (iReady). This data will be used to inform instruction and identify students needing support.	\$5,000.00	No
Action #3	Field Trips	Low-income, English learners and foster youth students will participate, in field trips and other events pertaining to college and career readiness. These experiences will prepare our students to better transition after graduation. It will provide opportunities to develop a better understanding of the content being taught in the classroom, for a real-life connection.	\$14,000.00	Yes
Action #4	AVID/GFSF	The district will send staff to "Get focused stay focused" and AVID trainings to provide college/career readiness for low income, foster youth, and English learners, by providing instructional strategies to scaffold supports and interventions for these unduplicated student groups.	\$10,000.00	Yes
Action #5	Career Day	The District will provide low-income, foster youth, and English learner students with expanded opportunities to learn about a variety of different careers (both at the Elementary and High School). These opportunities will expose and provide a deeper understanding of career options for unduplicated students.	\$2,500.00	Yes
Action #6	Supplementary Materials	Staff will be provided with resources, trainings, 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.	\$10,000.00	Yes

Action #7	CTE/Career Electives	The High School staff will maintain and expand CTE/Career elective classes and pathways to provide students with career education options.	\$92,552.00	No
Action #8	Technology Master Plan	The District is committed to supplying every 7th and 10th grader with a new device to support one to one technology for all students. The District has implemented a cohort model which will ensure every student receives access to current 21st-century technology. It is our purpose to allow students to continue learning from home and provide expand learning opportunities.	\$55,000.00	No
Action #9	Leadership	The District leadership team will attend leadership retreats and trainings to align efforts with the district strategic plan and the LCAP, as well as refine leadership skills, to better support student achievement across the district.	\$3,500.00	No
Action #10	Parent Engagement	The District will prioritize meetings with parents/guardians to act as an intervention to support low income, foster youth, and english learner students. Informational nights will also be provided to help improve parent and school engagement for our unduplicated student groups. Parents and community members will continue to be involved in the decision making process to develop strong programs that meet the needs of our unduplicated student groups.	\$1,000.00	Yes
Action #11	Small Class Sizes	The District is committed to keeping small classes to support foster youth, English learners, and low-income students. The District will utilize the small class sized to provide enrichment opportunities and intervention supports for unduplicated student groups to better support graduating college and career ready.	\$675,458.00	Yes
Action #12	Identification	All seniors will have an opportunity to acquire an identification (ID) by the time they graduate, to support college and career readiness.	\$1,000.00	No

Goal Analysis 2021-22

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.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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.

[Intentionally Blank]

Goal #	Description
Goal 2	Broad Goal: All students in need, including Low-Income, English learners, and foster youth, 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.

An explanation of why the LEA has developed this goal.

TJUSD unduplicated pupils as well as all students need to achieve high, rigorous standards. ELA and Math scores on the dashboard show 30% of students are meeting standards. This goal will provide support for these students. These actions and metrics will support the district in achieving this goal.

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	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of students will meet or exceed ELA and Math standards on the standardized test
	60% of students				100% of

Local Metric: 100% of students will prepare a 10 year plan as per the Get Focused stay focused career and college plan.	prepared a 10 year plan as per the Get Focused stay focused career and college plan. 2019-2020	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	students will prepare a 10 year plan as per the Get Focused stay focused career and college plan.
Local Metric: 100% of IEP's are compliant	94% of IEP's are compliant 2019-2020	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of IEP's are compliant
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	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of parents will report feeling supported in assisting their children to succeed in school, and participating in the decision making process.
State Required Metric: (Priority 4): All students who are on track to complete A-G will take the SAT	50% students on track to complete A-G took the SAT 2019-2020	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% students who are on track to complete A-G will take the SAT
State Required Metric (Priority 7): Broad course of					

<p>study that includes all the subject areas described in 51210 and 51220(a)(i), including programs and services developed and provided to unduplicated students and students with exceptional needs.</p>	<p>100% have access and are enrolled to all required courses of study</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>100% have access and are enrolled to all required courses of study</p>
<p>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 EL students)</p>	<p>100% of teachers have implemented the academic content and performance standards, including ELD</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>100% of teachers have implemented the academic content and performance standards, including ELD</p>
<p>State Required Metric (Priority4): Percentage of English learners making progress toward English proficiency as measured by the state language proficiency</p>	<p>ELPAC writing levels are at 1 and 2</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>Increase ELPAC writing levels to 3 and 4</p>

assessment (ELPAC)					
State Required Metric (Priority 4): English learner reclassification rate	0 students reclassified	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Move each student a minimum of one level towards reclassification
State Required Metric (Priority4): 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	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase ELPAC writing levels to 3 and 4
State Required Metric (Priority 4): English learner reclassification rate	0 students reclassified	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Move each student a minimum of one level towards reclassification
State Required Metric (Priority4): 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	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase ELPAC writing levels to 3 and 4
State Required Metric (Priority 4): English learner reclassification rate	0 students reclassified	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Move each student a minimum of one level

reclassification rate					towards reclassification
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Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Intervention	TJUSD will provide intervention and enrichment for foster youth, English learners, and low-income students in literacy, math, and 21st-century skills at the elementary and high school (MTSS). Unduplicated students will receive targeted intervention using research-based strategies during the school day, to support improved access and achievement.	\$165,000.00	Yes
Action #2	SAT and PSAT	The District will pay for Low-Income, Foster Youth, and English learners to take the PSAT and SAT to prepare them for UC, CSU admission.	\$5,000.00	Yes
Action #3	Special Education Trainings	Special Education teachers and paraprofessionals will be provided ongoing training to conduct and assist IEP's, appropriate assessments, and stay current on special education practices. This training and collaboration will improve staff skills which will transfer to improving SPED services for all SPED students.	\$1,500.00	No
Action #4	After School Tutoring	The district will provide after-school tutoring for low-income, foster youth, and the English learners to provide academic support to unduplicated students by certificated teachers, paraprofessionals, and student tutors. The purpose of this action is to enhance, support, and provide academic access to unduplicated student groups and all students.	\$35,000.00	No
Action #5	Summer School	Summer School will be offered to provide credit recovery advancement and creative enrichment. Additional one on one paraprofessionals and certificated staff will be hired to support low-income, foster youth, and English learners in achieving high rigorous standards.	\$57,500.00	Yes
Action #6	Parent Classes	The District realizes the various challenges of low-income, foster youth, and English learners. Thereby, the District will provide supports such as parenting classes to better support the unduplicated	\$3,000.00	Yes

		student groups with improving the home to school connection.		
Action #7	Student Proposal Project	Students will create a proposal for a real-life project to support an improvement in the district that will include improving their education experience. The Board of Education will evaluate the top 3 proposals and determine which project will possibly become initiate into a real-life project.	\$5,000.00	No

Goal Analysis 2021-22

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.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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.

[Intentionally Blank]

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

An explanation of why the LEA has developed this goal.

All stakeholders would like to see students learning in a safe and caring environment. We do have chronic absenteeism and TJUSD can improve on our attendance rate. Surveys showed that 78% of students say that their teachers and staff help them me feel safe at school. 68% of students and parents feel welcomed and encouraged to participate at TJUSD. In addition, 81% of the students and parents say that school staff create a welcoming environment for all families in the community. The data shows we can improve on making all stakeholders feel safe and cared for. The intention with this goal will be towards improving the environment for all students and stakeholders. These actions and metrics together will help the district in achieving this goal.

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.	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	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"	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	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%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Graduation rate will be above 90%
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)	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	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	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100% of students report feeling safe at school
Local Metric: 100% of seniors will	90% of seniors completed	[Intentionally	[Intentionally	[Intentionally	100% of seniors will

complete all community service hours.	community service hours.	Blank]	Blank]	Blank]	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%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	The district expulsion rate will remain at 0% during the 2023-2024 school year.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	PBIS/SEL/SYNERGY	The District will continue Positive Behavior Intervention and Supports (PBIS), social-emotional learning, and Synergy to support low-income, foster youth, and English learners. The purpose is to support and improve our unduplicated students' mental health and well-being. In addition, we expect to create a supportive and inclusive environment.	\$2,500.00	Yes
Action #2	Student Recognition	The District will provide funds for a variety of recognitions for student achievement in academics, athletics, and citizenship. The purpose is to recognize and acknowledge student achievement for continued improved outcomes for our students.	\$5,000.00	No
Action #3	Attendance	The District will provide incentives for positive attendance. The purpose is to motivate and increase attendance district-wide for all students.	\$2,500.00	No
Action #4	ALICE	The District will provide training for staff on the active shooters. The purpose is to prepare students and staff for emergency situations.	\$1,000.00	No
Action #5	Team Building	Schools will conduct team building and climate improving activities with staff. The purpose is to build a collaborative and supportive teams in order to better serve students and create more inclusive environments.	\$4,000.00	No
Action #6	Climate and Culture Improvement	Schools will continue to install and implement school climate-enhancing items to improve school climate and culture. The purpose of this action is to create a supportive environment where students	\$5,000.00	No

		thrive and feel included and proud to be part of a positive school community.		
Action #7	Social Emotional	The school principal will have monthly meetings with low-income, foster youth, and English learner students to check on their social emotional well being, to build deeper connections to school staff and the overall school community.	\$2,500.00	Yes

Goal Analysis 2021-22

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.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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.

[Intentionally Blank]

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
24.66%	\$706,999.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1, Action 3: Field Trips

Goal 1, Action 4: AVID/GFSF

Goal 1, Action 5: Career Day

Goal 1, Action 6: Supplementary Materials

Goal 1, Action 10: Parent Engagement

Goal 1, Action 11: Small Class Sizes

Needs, Conditions, and Circumstances:

Trona is a remote area with very little resources. Stakeholders have given input on wanting TJUSD to provide more opportunities to expose students post-graduate experiences. Current data shows on the CA Dashboard that only 4.3% prepared on the College and Career Indicator, and that only 20% of graduates enroll in a four year university, providing a need to expose students to new environments, jobs and skills. Providing smaller class sizes, supplemental materials, as well as engaging parents will provide greater access and opportunity to provide these experiences for our unduplicated student groups.

Purpose:

TJUSD want to provide a comprehensive program serving students to be ready for any post graduate journey. These programs are principally directed toward providing our low income, English Learners, and foster youth students with opportunities for career exploration activities for all students, internships, volunteer work, job shadowing and college exposures, which includes the following actions:

Goal 1 Action 3: Providing low income, English learner, and foster youth students field trips and other events pertaining to college and career readiness. These experiences will prepare unduplicated student groups better transition after graduation and opportunities to develop better understanding of the content being taught in the classroom, for real-life connections.

Goal 1 Action 4: The district will provide "Get focused stay focused" and AVID trainings to provide college/career readiness for low income, foster youth and English learner student groups.

Goal 1 Action 5: The district will provide low income, foster youth and English learner students opportunities to learn about a variety of different careers, at the elementary, middle and high school. These opportunities will expose and provide deeper understandings of possible careers.

Goal 1 Action 6: The staff will be provided resources, trainings, and research-based materials to support unduplicated student groups with Multi-Tiered Systems of Supports framework.

Goal 1 Action 10: The District will prioritize meetings with Parents/Guardians as an intervention for unduplicated student groups. These informational nights will support and improve home to school connection and engagement, and to include parents as involved members of the decision making process to develop strong programs that support the needs of unduplicated student groups.

Goal 1 Action 11: The district is committed to smaller class sizes to support unduplicated student groups with enrichment opportunities that support graduation and college and career readiness.

Justification to Continue Action/Measure of Effectiveness:

To support unduplicated students that are at-risk of failing or leaving high school or not having enough experiences and skills to be successful post-graduation, TJUSD has determined the need for providing these supports and actions/services, which have been determined to be both principally-directed and effective in supporting our unduplicated student groups needs. TJUSD will measure and monitor these actions for effectiveness through the metrics in Goal 1 of the LCAP and through the California Dashboard, with the following indicators: Graduation Rate, Academic Indicators and Attendance Rates. We also look for the actions to support improving the A-G rate from 25% to 50%.

Goal 2, Action 1: Intervention

Goal 2, Action 2: SAT and PSAT

Goal 2, Action 5: Summer School

Goal 2, Action 6: Parent Classes

Needs, Conditions, and Circumstances:

Trona, being a remote area with very little resources, has impact on our low income families and students for the resources needed that would provide more academic support, opportunities and experiences. CA Dashboard data shows that socioeconomically disadvantaged students, compared to all students, shows a need in the data for ELA and Math achievement. As in ELA, low income students are achieving at 27.9 points below standard, as opposed to all students at 24.7 points below standard. In Math, low income students are achieving at 56.9 points below standard, as opposed to all students achieving at 48.2 points below standard, showing a discrepancy in the data and a need for these intervention supports. Many of our families cannot afford or have access for tutors, SAT and PSAT, or summer school programs. In addition, we have many young families and providing parenting classes help create parent help groups.

Purpose:

TJUSD want to provide a comprehensive program serving students to be ready for any post graduate journey. These programs are principally directed toward providing our low income, English Learners, and foster youth students with opportunities to be successful academically and begin reading for college and career.

Goal 2 Action 1: TJUSD will provide intervention and enrichment for low income, foster youth, and English learners in literacy, math, and 21st century skills at the elementary and high school (MTSS) through targeted interventions and research-based supports during the school day.

Goal 2 Action 2: The district will support low income, foster youth, and English learners to take PSAT and SAT to prepare for UC, CSU admission.

Goal 2 Action 5: Summer school will be provided to support unduplicated student groups with academic support to enhance, support, and provide improved academic access for unduplicated student groups.

Goal 2 Action 6: The district will provide parenting classes to better support the unduplicated student groups with the home to school connection.

Justification to Continue Action/Measure of Effectiveness:

The understanding that many of our students are at risk of failing or leaving high school or not have enough experiences and skills to be successful post-graduation supports the need to provide these actions, which are considered to be principally directed and effective. The district will monitor and measure the effectiveness of these actions through the metrics in the LCAP for Goal 2 and the California Dashboard Academic Indicators. The projected outcome is to improve Math score by 20 points and ELA by 10 points.

Goal 3, Action 1: PBIS/SEL/SYNERGY

Goal 3, Action 7: SOCIAL EMOTIONAL

Needs, Conditions, and Circumstances:

Trona is a remote area with very little resources. Staff, students and families have gone through a variety of traumas over the last two years (Earthquake and Pandemic). The community has dealt with two devastating earthquakes which ruined the high school (requiring the building of a new high school/ high school is providing instruction on the elementary campus), in addition to businesses and homes in the community. COVID has caused a tremendous amount of anxiety. The need to provide emotional and behavioral support for the unduplicated student groups is more crucial than ever, which has been shown in survey data (72%) from stakeholder input and feedback.

Purpose:

TJUSD want to provide a comprehensive program serving students to be ready for any post graduate journey. These programs are principally directed toward providing our low income, English Learners, and foster youth students with emotional and behavioral support.

Goal 3 Action 1: The district will provide Positive Behavior Intervention and Supports (PBIS), social and emotional learning, and Synergy supports for unduplicated student groups to improve mental health and well-being, as well as creating a more supportive and inclusive environment.

Goal 3 Action 7: The school principal will meet ongoing with unduplicated students to check on emotional well-being and to support student connection to staff, school and the learning community.

Justification to Continue Action/Measure of Effectiveness:

The understanding that many of our students do not have emotional support or know how to cope with challenging times, as provided through surveys of stakeholder input, has created the need to provide these actions and supports, which have been determined to be principally directed and effective. The district will continue to measure and monitor these actions through the metrics in Goal 3 of the LCAP and the California Dashboard: Suspension Indicator, Attendance and Chronic absenteeism. The actions are aimed at improving Attendance rate by 2% and the Suspension rate will drop to 5%.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Trona Joint Unified School District has a minimum proportionality of 24.66%. The LEA and School wide actions described above for the unduplicated student groups, grouped together, allows the district to meet or exceed its percentage to increase or improve services of 24.66% quantitatively. The actions and services to support TJUSD's unduplicated student groups are principally directed and effective to support improved outcomes for our low income, English learners and foster youth through expanded opportunities, specialized supports and interventions, and social and emotional supports and learning, thereby providing our unduplicated student groups access to a high quality and rich educational experience.

Total Expenditures Table

Goal	Action	Action	Student	LCFF	Other State	Local	Federal	Total
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#	#	Title	Group(s)	Funds	Funds	Funds	Funds	Funds
1	1	Curriculum Maps	All students	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
1	2	Data	all students	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
1	3	Field Trips		\$14,000.00	\$0.00	\$0.00	\$0.00	\$14,000.00
1	4	AVID/GFSF		\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00
1	5	Career Day		\$2,500.00	\$0.00	\$0.00	\$0.00	\$2,500.00
1	6	Supplementary Materials		\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00
1	7	CTE/Career Electives	high school students	\$0.00	\$0.00	\$0.00	\$92,552.00	\$92,552.00
1	8	Technology Master Plan	All Students	\$0.00	\$0.00	\$0.00	\$55,000.00	\$55,000.00
1	9	Leadership	None	\$0.00	\$0.00	\$0.00	\$3,500.00	\$3,500.00
1	10	Parent Engagement		\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
1	11	Small Class Sizes		\$675,458.00	\$0.00	\$0.00	\$0.00	\$675,458.00
1	12	Identification	All students	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
2	1	Intervention		\$5,000.00	\$0.00	\$0.00	\$160,000.00	\$165,000.00
2	2	SAT and PSAT	All eligible students	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
2	3	Special Education Trainings	Special Education Students	\$0.00	\$0.00	\$0.00	\$1,500.00	\$1,500.00
2	4	After School Tutoring	Low Performing	\$0.00	\$0.00	\$0.00	\$35,000.00	\$35,000.00
2	5	Summer School	Low Performing	\$27,500.00	\$0.00	\$0.00	\$30,000.00	\$57,500.00
2	6	Parent Classes		\$3,000.00	\$0.00	\$0.00	\$0.00	\$3,000.00
		Student						

2	7	Proposal Project	All students	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
3	1	PBIS/SEL/SYNERGY		\$500.00	\$0.00	\$0.00	\$2,000.00	\$2,500.00
3	2	Student Recognition	All Students	\$0.00	\$0.00	\$0.00	\$5,000.00	\$5,000.00
3	3	Attendance	All Students	\$0.00	\$0.00	\$0.00	\$2,500.00	\$2,500.00
3	4	ALICE	All Students	\$0.00	\$0.00	\$0.00	\$1,000.00	\$1,000.00
3	5	Team Building	None	\$0.00	\$0.00	\$0.00	\$4,000.00	\$4,000.00
3	6	Climate and Culture Improvement	All Students	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00
3	7	Social Emotional		\$2,500.00	\$0.00	\$0.00	\$0.00	\$2,500.00
LCFF Funds		Other State Funds		Local Funds		Federal Funds		Total Funds
\$777,458.00		\$0.00		\$0.00		\$392,052.00		\$1,169,510.00
Total Personnel					Total Non-Personnel			
\$861,212.00					\$308,298.00			

Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	Field Trips	Schoolwide	Low-Income, Foster Youth, English Learner	Trona High School	\$14,000.00	\$14,000.00
1	4	AVID/GFSF	Schoolwide	Low-Income, Foster Youth, English Learner	Trona High School	\$10,000.00	\$10,000.00
1	5	Career Day	Schoolwide	Low-Income, Foster Youth, English	High School	\$2,500.00	\$2,500.00

				Learner			
1	6	Supplementary Materials	LEA-wide	Low-Income, Foster Youth, English Learner	District Wide	\$10,000.00	\$10,000.00
1	10	Parent Engagement	LEA-wide	Low-Income, Foster Youth, English Learner	District Wide	\$1,000.00	\$1,000.00
1	11	Small Class Sizes	LEA-wide	Low-Income, Foster Youth, English Learner	District Wide	\$675,458.00	\$675,458.00
2	1	Intervention	LEA-wide	Low-Income, Foster Youth, English Learner	Elementary and High School	\$5,000.00	\$165,000.00
2	2	SAT and PSAT	LEA-wide	Low-Income, Foster Youth, English Learner	High School	\$5,000.00	\$5,000.00
2	5	Summer School	LEA-wide	Low-Income, Foster Youth, English Learner	High School and Elementary School	\$27,500.00	\$57,500.00
2	6	Parent Classes	LEA-wide	Low-Income, Foster Youth, English Learner	High School and Elementary school	\$3,000.00	\$3,000.00
3	1	PBIS/SEL/SYNCRONY	LEA-wide	Low-Income, Foster Youth, English Learner	District Wide	\$500.00	\$2,500.00
3	7	Social Emotional	LEA-wide	Low-Income, Foster Youth, English Learner	District Wide	\$2,500.00	\$2,500.00
Totals by Type			Total LCFF Funds			Total Funds	
Total:							

LEA-wide Total:	\$729,958.00	\$921,958.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$26,500.00	\$26,500.00

Annual Update Table Year 1

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]
Totals		Planned Expenditure Table		Estimated Actual Total	
Totals		[Intentionally Blank]		[Intentionally Blank]	

Instructions

- Plan Summary
- Stakeholder Engagement
- Goals and Actions
- Increased or Improved Services

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California Education Code [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance

data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 perse stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from

stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information

Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes

Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need

Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

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:

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

Support for Identified Schools:

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:

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a. Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b. If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c. Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d. Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e. Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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.

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

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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2020–21. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2021–22, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2022–23 LCAP year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the	Enter information in this box when completing the	Enter information in this box when completing the LCAP for 2021–	Enter information in this box when completing the LCAP for 2022–	Enter information in this box when completing the LCAP for 2023–	Enter information in this box when completing the

LCAP for 2020–21 .	LCAP for 2020–21 .	22. Leave blank until then.	23. Leave blank until then.	24. Leave blank until then.	LCAP for 2020–21 .
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Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

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 self-reflection tool for local indicators within the Dashboard.

Actions:

Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners:

School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year

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.

- 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.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- 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.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services:

Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:

Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2020–23 LCAP from the 2017–20 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective:

An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

- After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
- In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))
- These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that

the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools:

Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and Charter Schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%:

For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%:

For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils:

Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the

services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.

Increased / Improved:

Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is not included as contributing to meeting the increased or improved services.

If "Yes" is entered into the Contributing column, then complete the following columns:

Scope:

The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

Unduplicated Student Group(s)

Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

Location:

Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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".

Personnel Expense:

This column will be automatically calculated based on information provided in the following columns:

Total Personnel:

Enter the total amount of personnel expenditures utilized to implement this action.

Total Non-personnel:

This amount will be automatically calculated.

Other State Funds:

Enter the total amount of Other State Funds utilized to implement this action, if any.

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).

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.