LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Trona JUSD		
Contact Name and Title	Keith Tomes Superintendent	Email and Phone	ktomes@tjusd.net (760) 372-2861

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

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 250 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 50's and 60's, there were several thousand employees that worked at the "plant" and that lived in Trona. Through the years, because of the automation of the mineral extraction processes, the number of employees has shrunk by nearly 75%. As the number of employees have 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 6th grade. Trona High School serves students 7th grade through 12th grade. Many of the current residents of Trona are products of Trona Schools. There is a strong sense of pride in the schools and many have rather strong opinions of how they feel the schools should be promoting education. This year, we have conducted several community forums in which we have asked for input of how we can better serve our student population. Turnout to these events have been encouraging as we have received critical information that will be included in this document.

LCAP HIGHLIGHTS

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

This LCAP will feature some on-going efforts to improve our capacity to offer the latest in educational technology and up to date 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.

As a result of our increased efforts to improve our intervention strategies with elementary and high school students, we saw improved academics across the board. We will continue these efforts and improve where we see the need.

The efforts to improve our facilities were greatly appreciated by students, staff and the community. We will continue our plan to provide upgrades to both campuses. Upgrades to facilities will include improvements to our safety measures which will include a comprehensive inter-campus communication network.

In addressing concerns and input from the community, we will be incorporating curriculum at the high school which will include training for success at careers that do not require a college degree. We, of course, will continue a focus on college preparedness, but will also provide guidance in addressing the fact that not all students will go to college. We will begin

working with a program called “Get Focused, Stay Focused” which helps us walk a student through a 10 year plan and how they can accomplish their goals whether they involve college or not.

Our intervention strategies for college and career readiness can be found in Goal #2 (2.2, 2.3)and Goal #3(3.2).

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

We’ve created an intervention system where fewer students have fallen through the cracks academically. At the high school the system is called “Tornado Boost”. The goal was to limit the number of “0’s” students were getting as grades. Any “0” earned will be given a chance to be made up. Included in the intervention program is an enrichment component that allows students to explore areas of interest (enrichment).

K-3 reading instruction has increased efforts to discover and intervene with all struggling K-3 readers. Preliminary results on reading scores are promising.

Our technology upgrades have received rave reviews from students, staff and community. We will continue to explore improvements in technology. The professional development provided to staff has been significant. We not only want to provide world class technology but we also want to provide our staff with the know-how to use the technology effectively in the classroom.

The improvements made to the elementary and high school facilities were highly appreciated and has sparked discussion for what the next steps are for upgrades.

The staffs at both schools made great strides to become data-based decision makers. Almost all staff members attended training in how to create Professional Learning Communities. Both elementary and high school staffs developed systems in which they collaborated to analyze student data and then based on that data, made future curricular decisions.

Parents noted, when given an opportunity at community forums and parent LCAP nights that they have seen a marked improvement with the culture of learning at the school and encouraged the school to continue to seek ways to motivate students to succeed.

The newly issued Equity Report (California School Dashboard) highlighted efforts to improve in the area of English/Language Arts. Math instruction remains a challenge for Trona and more will be done to improve math instruction throughout the grades.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Based on the CA School Dashboard concerning suspensions and expulsions, Trona High School needs to pursue positive discipline plans that will allow us to limit the current number of suspensions and expulsions.

During our first year of providing interventions and enrichments, we realized a more concerted effort needs to be made with our enrichment offerings.

Both elementary and high school needs to explore more effective ways to provide math instruction. Across the board, our math performance is lower and has continues to remain low for several years.

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. Along this line, we also need to improve our substitute pools across the board.

On the newly issued California School Dashboard, mathematics was an orange colored item and remains an area of concern for Trona Schools. Goal #1 (1.4) addresses the concern by developing a mathematics master plan.

Referring to the LCFF Evaluation Rubrics, identify 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 performance gaps?

PERFORMANCE GAPS

Trona does not have any student groups that are two or more performance levels below the "all student" performance level. This does not prevent us from seeking areas of improvement for all Trona Students.

Overall, our school needs to address the graduation rates of our significant sub-groups. We will continue our efforts to intervene with any student struggling with low grades. We will continue to provide incentives for improved grades and test scores.

The number of students involved in post-secondary education is low. With our adoption of the "Get Focused-Stay Focused" curriculum, we strongly feel our number of students going on to get more training or college after high school will increase.

A number of students are scoring below proficient in mathematics at most grade levels. The district will be exploring a comprehensive math supplemental program to assist in bridging the gap in math performance.

The number of suspensions and expulsions have increased this year and district administration has been looking to select a positive behavior plan. A positive approach to improving behavior has been proven through research to work in decreasing student behavior issues.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

The district will increase opportunities for credit recovery for disadvantaged and low-income youth.

The district will continue to contract with outside service providers to come and administer basic dental and medical services to low-income and foster youth.

The district will explore ways to provide on-line resources for low-income, EL, and foster youth at their homes. We will also develop programs to allow these students an opportunity to "access and utilize" school technology to take to their homes.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$ 8,671,424
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$ 2,410,512

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Several items of the overall General Fund Budget are not included in the LCAP.
Administrative salaries
Superintendent
High School Principal
Elementary Principal
Certificated Salaries (non-Special Education)
Classified Salaries (non-Special Education Paraprofessionals and support staff)
Classified management Salaries
Business Manager
Superintendent Secretary
Maintenance Foreman
General Maintenance
Transportation Expenditures
Maintenance supplies
Utilities
Food Services
Food Purchases
Athletics
Coaching stipends
Supplies

$ 3,159,653	Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: XXXX–XX

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1	All students will be prepared for success in college and career.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Required State Metric: Rate of teacher misassignment: 100% of teachers will be appropriately assigned (with NSS exception)	Achieved — District adopted new ELA curriculum for 2017-18 school year.
Required State Metric: Standards-aligned instructional materials: 100% of students will have state-adopted text	
Required State Metric: Implementation of State Standards: 100% of teacher teaching math will participate in CCSS math staff development and collaboration 100% of teachers will participate in CCSS ELA and Literacy staff development and collaboration 100% of teachers will have implemented AVID strategies (WICOR) in their classes 100% of High School ELA and Math curriculum maps will be aligned to the CCSS 100% of core academic teachers will have implemented quarterly performance tasks aligned to the CCSS in their classes. 100% of teachers of science will participate in NGSS staff development	100% of teachers participated in CCSS ELA and Math Professional development. 100% of teachers have implemented AVID/WICOR strategies in their classes. 100% of teachers have implemented quarterly performance tasks aligned to CCSS. High School science teacher has participated in NGSS staff development. Elementary teachers have not participated in NGSS staff participation.
Required State Metric: Course Access: 50% of juniors and seniors will participate in ROP/CTE career pathway classes 20% of high school students will be enrolled in an AP class or in advanced coursework 100% of students taking an AP course will take the AP exam	50% of juniors and seniors participated in ROP/CTE career pathway classes. 5% of high school seniors were enrolled in an AP class. 100% of students taking AP courses took the AP exam.
Required State Metric: Pupil achievement: Score on academic performance index(suspended) Share of EL becoming English proficient Share of students that passed advanced placement of exams with 3 or higher	35% of High School Students are on track to fulfill UC/CSU (A-G) requirements. 33% of high school seniors will complete the A-G requirements. 15% of high school seniors met the EAP requirements. 90% of the high school CTE/ROP did not complete the CTE course. Almost all of the Cyber Security course students dropped the class taught by a first year teacher. 37% of high school seniors took the SAT

Goals for ELA standardized test scores will be established Goals for Math standardized test scores will be established Share of students that are college and career ready: 70% of high school students will be on track to fulfill UC/CSU requirements (A-G) 50% of high school seniors will complete the A-G requirements 50% of high school seniors will meet EAP requirements (California High School students no longer required to take the CAHSEE exam as a requirement for graduation) 90% of high school CTE/ROP students will successfully "complete" CTE course requirements 50% of seniors will take the SAT EL reclassification rate of EL students increasing one level per year as determined by CELDT Required State Metric: Other Pupil Outcomes: 100% of students will score a "3" or better using local writing rubrics on their performance task writing portion 100% of students will be reading at grade level by grade 3 100% of students in grades 4-12 will meet their individual reading comprehension target 100% of students in grades K-12 will meet their individual math target Staff will establish baseline technology benchmark scores for grades 3, 6, 8 and 12. There will be an increase of grades of "C" or better in core academic classes Student college and career awareness will increase as measured by survey Required State Metric: Parent Involvement 90% of DAG/SSC meetings will have all parent members in attendance	EL reclassification rate for EL students did increase by one level per year. 50% of high school students scored 3 or higher on a performance task writing portion. Reading data from an iReady reading assessment indicated that 3rd grade 10% reading at grade level 4th grade 15% reading at grade level 5th grade 30% reading at grade level 6th grade 31% reading at grade level No High School metric was used to score reading grade levels. Our "D's and "F's were cut in half from the previous year. 90% of DAG/SSC meetings had parent members in attendance. A survey issued through the WASC program determined that awareness increased among students in high school. We do not have previous year data, but from recollection, this year's data showed that 90% of students felt they were made aware of college and career opportunities.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1.1

	PLANNED	ACTUAL
Actions/Services	Assess and refine Common Core curriculum maps.	Training provided by district was during Wednesday minimum day schedules. No substitutes were required
	BUDGETED	**ESTIMATED ACTUAL**
Expenditures	Certificated Substitute for teacher release time or over- contract pay Title II 1100 $2,526 3000 $474	Certificated Substitute for teacher release time or over- contract pay Title II 1100 $0 3000 $0

Action 1.2

	PLANNED	ACTUAL
Actions/Services	Implement Next Generation Science Standards per implementation plan. Develop curriculum maps aligned to the NGSS.	The High School Science teacher did attend trainings and was given time to develop curriculum maps.
Expenditures	BUDGETED Certificated Substitute for teacher release time or over- contract pay Title II 1100 $1,684 3000 $316	ESTIMATED ACTUAL Certificated Substitute for teacher release time or over- contract pay Title II 1100 $3123.00 3000 $0

Action 1.3

	PLANNED	ACTUAL
Actions/Services	Develop and implement a clearly delineated process for continuous review of data, including but not limited by revised benchmarks, performance tasks and Smarter Balanced assessments, that will drive curriculum and instruction. Illuminate training PLC training	Staff members attended conference on implementing the program Illuminate. One staff member that has been identified as the Illuminate point person, has attended specific Illuminate trainings. Most Elementary and High School Staff attended PLC training during the summer of ’16.
Expenditures	BUDGETED Certificated Substitute for teacher release time or over- contract pay Title II 1100 $4,210 3000 $790	ESTIMATED ACTUAL Certificated Substitute for teacher release time or over- contract pay Title II 1100 $ 2185.00 3000 $0

Action 1.4

Actions/Services	PLANNED Assess and revise Mathematics master plan.	ACTUAL Substitute was provided to allow high school math teacher to go to the elementary school to observe math instruction. Next Gen Math subscription has been utilized for Trona teachers.
Expenditures	BUDGETED Certificated Substitute for teacher release time or over- contract pay Title II 1100 $1,263 3000 $237	ESTIMATED ACTUAL Title II 1100 $1500 3000 $0

Action 1.5

Actions/Services	PLANNED The District will contract with AVID to continue providing AVID services and support for rigorous instruction and college/career readiness.	ACTUAL The District contracted with AVID to continue to provide support for rigorous instruction and college and career readiness.
Expenditures	BUDGETED AVID Contract Title I 5810 $7,000	ESTIMATED ACTUAL AVID Contract Title I 5810 $11,309

Action 1.6

Actions/Services	PLANNED Provide a relocation bonus to new teachers to seek additional incentives tied to recruiting and retaining teachers. -Negotiated with ATA (2016)	ACTUAL Provided relocation bonus to one high school teacher. Provided signing bonuses to two high school teachers and two elementary teachers.
Expenditures	BUDGETED Relocation Bonus and Incentives Title II 1100 $11,788 3000 $2,212	ESTIMATED ACTUAL Relocation Bonus and Incentives Title II 1100 $6,000 3000 $1500

Action 1.7

Actions/Services	PLANNED The District will attend job fairs to recruit highly qualified teachers.	ACTUAL District officials did not attend job fairs this school year. Many of the available positions at both schools were filled in-house
Expenditures	BUDGETED Registration, Travel, and Lodging Title II 5200 $2,000	ESTIMATED ACTUAL Registration, Travel, and Lodging Title II 5200 $0

Action **1.8**

Actions/Services	PLANNED Provide supplementary resources and materials to support Common Core State Standards.	ACTUAL District purchased on-line subscriptions that assisted in the presentation of Common Core State Standards. Accelerated Reader on-line subscription. Next Gen Math iReady DigiCore turnitin.com DBQ - Data Based Questioning Next Gen Science Standards materials
Expenditures	BUDGETED CCSS Resources and Materials One-Time Royalties $2000 Restricted Lottery $23,000 4310 $25,000	ESTIMATED ACTUAL CCSS Resources and Materials One-Time Royalties $ 2585 Restricted Lottery $0 4310 $24,150

Action **1.9**

Actions/Services	PLANNED Prepare for additional textbook adoptions, including digital options.	ACTUAL Pearson ELA textbook adoption for elementary and high school. Includes all books and digital/on-line options.
Expenditures	BUDGETED Textbooks Unrestricted Lottery 4100 $50,000	ESTIMATED ACTUAL Textbooks Unrestricted Lottery 4100 $82,000

Action **1.10**

Actions/Services	PLANNED Provide resources for the implementation of the Next Generation Science Standards. Establish modern classroom for the teaching of NGSS. Provide updated materials and equipment for the teaching of NGSS.	ACTUAL The district plans to purchase digital science curriculum from OnPoint.
Expenditures	BUDGETED Science resources Unrestricted Lottery 4100 $50,000	ESTIMATED ACTUAL Science resources Unrestricted Lottery 4100 $0

Action **1.11**

Actions/Services	PLANNED Update school libraries as necessary to support the CCSS. Provide newer, up-to-date books for students.	ACTUAL Library is in transition. A major renovation is being planned for the summer and when the renovation is complete, significant resources will allocated to modernize the library.
Expenditures	BUDGETED Library Resources and Materials Restricted Lottery 4200 $10,000	ESTIMATED ACTUAL Library Resources and Materials Restricted Lottery 4200 $0

Action **1.12**

Actions/Services	PLANNED Expand ROP/CTE classes and pathways aligned to the CTE/ROP plan.	ACTUAL Teachers were provided to teach ROP/CTE classes this year at Trona High School. Equipment for the school's Automotive class were provided. Equipment and supplies were provided for the Entrepreneur class. An ROP class was also provided in the area of Cyber Security.

Expenditures	BUDGETED CTE Grant $6,100 One-Time Royalties $51,600 Teacher Salaries and Benefits 1100 $2,273 3300 $427 Instructional Materials 4300 $20,000 Equipment 4400 $35,000	ESTIMATED ACTUAL CTE Grant $ 6100 One-Time Royalties $0 Teacher Salaries and Benefits 1100 $ 0 3300 $ 1083 Instructional Materials 4300 $ 2381 Equipment 4400 $62,585

Action **1.13**

Actions/Services	PLANNED The District will maintain and, as necessary, expand 1:1 devices. Acquire necessary licenses and fees. Teacher training on incorporating technology within the curriculum.	ACTUAL District purchased additional iPads for the elementary school along with storage carts. High School acquired additional Chromebooks along with storage carts. We have contracted with OnPoint to provide teacher training on incorporate technology with the curriculum.
Expenditures	BUDGETED 1:1 Devices One Time Royalties 1100 $4,210 3000 $790 5800 $50,000	ESTIMATED ACTUAL 1:1 Devices One Time Royalties 1100 $0 3000 $0 5800 $60,400

Action **1.14**

Actions/Services	PLANNED The District will provide classrooms with interactive capabilities to provide a more engaging 21st century learning environment.	ACTUAL Room 9 in the A of Trona Elementary School wing at the elementary will be upgraded to include interactive technologies. The District Auditorium was upgraded with new audio-visual equipment.
Expenditures	BUDGETED Interactive Software Unrestricted Lottery 4300 $10,000	ESTIMATED ACTUAL Interactive Software Unrestricted Lottery 4300 $1725

Action 1.15

	PLANNED	ACTUAL
Actions/Services	The District will provide technology subscription services for the purposes of communication and resource organization.	District contracted with firm to develop new district web site. District maintenance department purchased School Dude - a task management program. District contracts with San Bernardino County Superintendent of Schools for technology services that include internet connection management. Trona Schools purchased Illuminate SIS management systems. Trona School libraries purchased Destiny Library management systems.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Subscriptions Unrestricted Lottery 4400 $10,000	Subscriptions Unrestricted Lottery 4400 $ $10,481

Action 1.16

	PLANNED	ACTUAL
Actions/Services	Staff will attend the Science conferences in preparation for implementation of the Next Generation Science Standards.	High School Science teacher attended national and state level Science conferences.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	NSTA Conference Registration, Travel and Lodging Title I 5200 $5,000	NSTA Conference Registration, Travel and Lodging Title I 5200 $1,185

Action 1.17

	PLANNED	ACTUAL
Actions/Services	Teachers, including CTE teachers, administrators, and any new paraprofessionals will attend AVID trainings, institutes, and/or workshops to promote rigorous instruction across the curriculum.	Seven staff members attended a summer AVID institute in San Diego.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	AVID Conference Registration, Travel, Lodging Title I 5200 $25,000	AVID Conference Registration, Travel, Lodging Title I 5200 $11,199

Action 1.18

Actions/Services	PLANNED District teachers will continue to attend technology workshops, conferences, and symposiums to provide support and guidance in enhancing instruction with technology.	ACTUAL Elementary technology teacher attended several technology summits, including Google Classroom and Illuminate trainings.
Expenditures	BUDGETED Tech conference registration, lodging, travel Title II 5200 $4,000	ESTIMATED ACTUAL Tech conference registration, lodging, travel Title II 5200 $1725

Action 1.19

Actions/Services	PLANNED Teachers will receive training in Professional Learning Communities as a process to strategically analyze student data to drive instruction.	ACTUAL Almost all staff attended a PLC conference during the summer of '16. The two sites were at Las Vegas and San Jose.
Expenditures	BUDGETED PLC Conference registration, lodging, travel One-Time Royalties 5200 $7,000	ESTIMATED ACTUAL 5200 $7,500

Action 1.20

Actions/Services	PLANNED District leadership will attend leadership retreats/meetings to align efforts with the district strategic plan and LCAP, as well as refine leadership skills.	ACTUAL District personnel attended County sponsored LCAP training.
Expenditures	BUDGETED Training, Travel, Lodging One-Time Royalties 5200 $3,000 Leadership materials One-Time Royalties 4300 $500	ESTIMATED ACTUAL Training, Travel, Lodging One-Time Royalties 5200 $ 0 Leadership materials One-Time Royalties 4300 $0

Action 1.21

Actions/Services	PLANNED District leadership will attend leadership conferences to build strong leadership and remain current on public education issues. AVID Supt. Symposium CASBO IPL SELPA Stirring SSDA	ACTUAL District personnel attended AVID Summer Institute in San Diego. Superintendent attended the annual ACSA Superintendent's Symposium. Elementary Principal regularly attends Desert Mountain SELPA meetings. District Superintendent and one board member attended CSBA annual conference. District personnel attended the annual SSDA conference. District personnel attended the annual CARSNet conference in September '16.
Expenditures	BUDGETED CSBA Registration, Lodging, Travel One-Time Royalties 5200 $10,000 Leadership Training, Conferences and/or Symposium One-Time Royalties 5200 $15,000	ESTIMATED ACTUAL CSBA Registration, Lodging, Travel One-Time Royalties 5200 $ 2616.00 Leadership Training, Conferences and/or Symposium One-Time Royalties 5200 $ 0

Action 1.22

Actions/Services	PLANNED The Governing Board will have consulting services provided as necessary.	ACTUAL District contracts with San Bernardino County Superintendent of Schools for Board governance services. District contracts with San Bernardino County Superintendent of Schools for Business Advisory and Budget services.
Expenditures	BUDGETED County Consulting One-Time Royalties 5800 $3,000	ESTIMATED ACTUAL County Consulting Title I 5300 $6275

Action 1.23

Actions/Services	PLANNED Parents and community members will continue to be involved in the decision-making process to develop strong programs that meet the needs of the community.	ACTUAL Conducted regular parent/community meetings to discuss LCAP and other vital issues surrounding the schools. Contracted with noted motivational speaker to conduct three evening meetings with parents, students and community.

	BUDGETED	ESTIMATED ACTUAL
Expenditures	Refreshments Title I 4300 $1,000	Refreshments Title I 4300 $83.00

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Our greatest success was implementing a data-driven instructional approach to school improvement. Professional Learning Communities helped us focus on student learning and provide intervention when it was determined students weren't learning. At both schools, intervention models are in place and teachers are implementing the data-driven instructional model. The District made great strides in equipping the staff with the latest in instructional and educational technology. Our goal was to not only provide 1:1 devices for students but also to provide our teachers with the latest in instructional strategies as it relates to utilizing technology in the classrooms.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Through analyzing student data, the number of students with increased grades, increased performance on tests, and increased performance on state tests has increased significantly. AVID strategies have assisted in improving the overall increase in student performance. The number of D/F grades have decreased which has led in a decrease in Summer School enrollment. Staff morale has improved because of the efforts improve facilities and technology.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Many of the expenditures anticipated in last year's LCAP were readjusted when we realized that many of the costs could be offset with in-house efforts. For example, many of the substitute costs anticipated were either handled during scheduled minimum days or through on-site, in classroom trainings.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Going through the LCAP process and creating the LCAP document this year has allowed us to take a very critical look at the expected outcomes and the metrics used to determine success. For each goal, '17 and '18, the LCAP team developed modified baselines and then projected our expected annual outcomes according to our new and (what we consider) more realistic outcomes.

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 ☐ 1 ☐ 2 ☒ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Required State Metric: Course Access	50% of juniors and seniors did participate in ROP/CTE pathway classes.
50% of unduplicated students will participate in ROP/CTE career pathway classes	
15% of unduplicated high school students will be enrolled in an AP class or in advanced coursework	This did not happen, but the school is taking measures to try to provide AP coursework in the future.
Required State Metric: Pupil Achievement	
ELA standardized test score goals will be established for unduplicated students	50% of students will meet or exceed standards for ELA testing.
Math standardized test score goals will be established for unduplicated students	50% of students will meet or exceed standards for Math testing.
Share of students that are college and career ready:	
Score on Academic Performance Index (Suspended)	
Share of ELs becoming English proficient	35% of EL student became proficient.
Share of students that pass Advanced Placement of exams with a 3 or higher	
50% of unduplicated high school students will complete the A-G requirements	33% of unduplicated high school students have completed the A-G requirements.
90% of unduplicated high school CTE/ROP students will successfully “complete” CTE course requirements	One ROP class was discontinued during the school year and the remaining classes were completed at least 90%.
50% of unduplicated high school seniors will meet EAP requirements	13% of seniors met EAP requirements.
EL reclassification rate of EL students increasing one level per year as determined by CELDT	The EL reclassification rate did increase by one level.
	100% of Special Education parents feel supported. No metric is available for general.
Required State Metric: Parental Involvement	
90% of parents will report feeling supported in assisting their children to succeed in school	Parent Project/Loving was not offered during the ’16-’17 school year. It will be offered during the ’17-’18 school year.

At least 25 parents will participate in Parent Project/Loving Solutions 100% of elementary parents will participate in parent-teacher conferences 100% of freshman parents will participate and provide input in 9th grade advisement 100% of high school AVID parents will participate in AVID parent night	80% of elementary parents participated either in person or via telephone for parent-teacher conferences. Trona High is a 7-12 school and a 7th grade orientation is held. 84% of parents participated. Did not have a AVID parent night. AVID is being dissolved.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 2.1

	PLANNED	ACTUAL
Actions/Services	A certificated teacher will provide intervention in literacy, math, and 21st century skills at the elementary school.	Kindergarten teacher has students half day. The remaining portion of the day, the teacher provides intervention services for K-2 students. Other K-6 teachers provide after-school tutoring as needed.
Expenditures	BUDGETED Certificated salary and benefits LCFF Supp/Conc. 1100 $67,361 3000 $12,639	ESTIMATED ACTUAL Certificated salary and benefits LCFF Supp/Conc. 1100 $45,500 3000 $ 0

Action 2.2

	PLANNED	ACTUAL
Actions/Services	A collaborative services delivery model, teaming regular education teachers with special education teachers, paraprofessionals, will provide Response to Intervention (RtI) services.	The District anticipated utilizing the resources outside of the scheduled day. Instead, our RtI model was implemented during the school day. No additional resources were used to provide this service.
Expenditures	BUDGETED Special Education Certificated Staff AB602 $100,660 LCFF $103,372 1100 $143,854 1200 $10,089 1300 $3,222 3000 $46,867 Paraprofessional Salary and Benefits LCFF $49,175 2100 $33,526 3000 $15,649	ESTIMATED ACTUAL Special Education Certificated Staff AB602 $122,337 LCFF $ 0 1100 $ 0 1200 $ 0 1300 $ 0 3000 $ 0 Paraprofessional Salary and Benefits LCFF $0 2100 $33526 3000 $15649

Action 2.3

Actions/Services	PLANNED The AVID Elective Class will provide academic support for students identified as underserved in college preparation classes.	ACTUAL AVID tutors were hired to assist in college preparation classes. An AVID field trip was provided for students.
Expenditures	BUDGETED AVID Tutors Title I 2900 $5,108 3000 $392 Resources and Supplies Title I 4300 $1,500 Field Trips Title I 5800 $5,000 Parent Night Refreshment Title I 4300 $500	ESTIMATED ACTUAL AVID Tutors Title I 2900 $7849 3000 $ 0 Resources and Supplies Title I 4300 $1359 Field Trips Title I 5800 $1547 Parent Night Refreshment Title I 4300 $85.42

Action 2.4

Actions/Services	PLANNED Special Education Teachers will be provided training to conduct IEPs, appropriate assessments, and stay current on special education practices.	ACTUAL Special Education teachers have been provided training on how to conduct IEP's according to the SELPA's specifics. Training was held over the summer, no registration costs or substitute costs needed.
Expenditures	BUDGETED Substitute and Registration Costs SPED IDEA 1300 $421 3000 $79	ESTIMATED ACTUAL Substitute and Registration Costs SPED IDEA 1300 $ 0 3000 $0

Action 2.5

Actions/Services	PLANNED The district will contract out for psychological and other health services.	ACTUAL The District has a contract with an out-side psychologist to provide testing services for our Special Education population. The District contracts with the San Bernardino County Superintendent of Schools for health screening services for elementary and high school students.
Expenditures	BUDGETED Psychologist Contract SPED IDEA 5800 $10,000 Public Health Contract One-Time Royalties 5800 $5,000	ESTIMATED ACTUAL Psychologist Contract SPED IDEA 5800 $6000 Public Health Contract One-Time Royalties 5800 $7956

Action 2.6

	PLANNED	ACTUAL
Actions/Services	Special Education resources and materials will be provided to support special education and intervention services.	Special Education resources and materials have been provided to support special education and interventions services.
Expenditures	BUDGETED Materials and Resources SPED IDEA 4300 $5,000	ESTIMATED ACTUAL Materials and Resources SPED IDEA 4300 2091.00

Action 2.7

	PLANNED	ACTUAL
Actions/Services	After-School Tutoring will be provided at the schools providing academic support to students by certificated teachers and student tutors.	After school tutoring has been provided at both schools offering academic support to students in need.
Expenditures	BUDGETED Certificated Tutors Title I 1100 $16,840 3000 $3,160	ESTIMATED ACTUAL Certificated Tutors Title I 1100 $2520 3000 $0

Action 2.8

	PLANNED	ACTUAL
Actions/Services	Summer School will be offered to provide high school students with credit recovery advancement, and middle and elementary school students with academic and creative enrichment.	Summer school was provided for high school students to assist with credit recovery.
Expenditures	BUDGETED Certificated Summer School Staffing Title I 1100 $10,800 3000 $1,927 Classified Summer School Staffing Title I 2100 $1,129 3000 $185 Materials and Resources Title I 4300 $5,000	ESTIMATED ACTUAL Summer school was paid for by the Charter School. $25,314.00

Action 2.9		
Actions/Services	PLANNED The Parent and Family Resource Center will provide parents and families with support materials and resources to promote effective parenting, strong parent-school partnerships, and increase student achievement. These resources will include resources for parents of low-income students, English learners, and foster youth.	ACTUAL The Parent and Family Resource Center continues to provide parents and families with support materials. A committee has been established to make some needed changes in the Resource center to make it more appealing for parents to visit.
Expenditures	BUDGETED Materials and Resources Title I 4300 $500	ESTIMATED ACTUAL Materials and Resources Title I 4300 $0
Action 2.10		
Actions/Services	PLANNED The District will provide parenting classes 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.	ACTUAL No parenting classes were provided this year. The District offers parenting classes on alternate years and next year if the year these will be offered to our parents.
Expenditures	BUDGETED Facilitator Training Title I 5200 $1,500 Refreshments Title I 4300 $1,500	ESTIMATED ACTUAL Facilitator Training Title I 5200 $0 Refreshments Title I 4300 $0

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We created in-school intervention strategies for all students in need. Many of the plans to hire extra personnel to perform these functions were not realized. Administration discovered ways to implement the services by developing master plan that created intervention opportunities for teachers within their school day.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	We experienced more students with success in achieving "C's or higher than ever before. Our built-in, in-house interventions for struggling students saw more students achieving higher grades than they have ever had. More students attended summer school and were successful. We are experiencing a 94% graduation rate. Many of the actions outlined to meet this goal received critical evaluation throughout the year. Many of the services and the personnel anticipated to carry out the services were determined to be accomplished with existing personnel. Instead of hiring new personnel to provide the service, in many cases, we have decided to compensate our existing staff to provide the extra service.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Many of the expenditures anticipated in last year's LCAP were readjusted when we realized that many of the costs could be offset with in-house efforts. For example, we utilized our kindergarten teacher to provide Intervention services instead of hiring a new teacher. Another anticipated expense was providing parenting classes to support parents as well as promote home-school partnerships. Unfortunately, because of a lack of parents to sign up, we are now offering these courses every other year. .
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	A clear change made to Goal #2 was a response to input given by parents and community at scheduled meetings and forums. The school will implement a program called "Get Focused Stay Focused" for the '17 and '18 school year. Through "Get Focused, Stay Focused" we will be able to help students identify and prepare for life beyond Trona.

Goal 3

All students will develop skills necessary to be productive members of the community.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Required State Metric: Pupil Engagement: 95% attendance rate or greater The District will decrease the number of students with "chronic absenteeism" Graduation rates will remain above 90% Middle school dropout rates will not exceed 5% High school dropout rates will not exceed 5% Required State Metric: School Climate: The District will maintain a less than 10% suspension rate The District will maintain a less than 2% expulsion rate. 100% of students surveyed will report feeling safe at school 100% of students surveyed will report feeling supported at school 100% of students will feel comfortable approaching an adult at school with problems	Attendance rate for Trona Elementary was 93.7% Attendance rate for Trona High School was 94% High School graduation rate is 94% Middle school drop out rate is 0% High School drop out rate is 6% District's suspension rate is 13% Trona schools had a 0% expulsion rate for '16-'17 school year. No Survey was administered to report feelings or impressions of students this year.

ACTIONS / SERVICES

Action **3.1**

	PLANNED	ACTUAL
Actions/Services	A District-wide Wellness Committee will meet throughout the year to promote physical fitness and healthy choices, update the District Wellness Plan, and provide input on district and school plans.	The Wellness Plan was presented at the quarterly school site council meetings. The plan was approved by the school site council and the board of education. No meetings were conducted to promote the plan to the community.
Expenditures	BUDGETED Refreshment Title I 4300 $500 Over-Contract Hours Title I 1100 $842 3000 $158	ESTIMATED ACTUAL Refreshment Title I 4300 $0 Over-Contract Hours Title I 1100 $842 3000 $0

Action **3.2**

	PLANNED	ACTUAL
Actions/Services	The District will implement programs during and after the regular school day for students to acquire the building blocks of healthy development.	District did implement programs during the school day that assisted students in acquiring the building blocks of healthy development. During our "Tornado Boost" program at the high school, students had access to classes that addressed healthy development.
Expenditures	BUDGETED Over-Contract hours to conduct student assistance groups, anger management classes, and drug/alcohol training Title I 1100 $1,684 3000 $316	ESTIMATED ACTUAL Over-Contract hours to conduct student assistance groups, anger management classes, and drug/alcohol training Title I 1100 $0 3000 $0

Action **3.3**

	PLANNED	ACTUAL
Actions/Services	Staff will receive training in Positive Behavior Support Systems.	Staff was not trained in positive behavior support systems.

Expenditures	BUDGETED Release Time Title II 5800 $2,500	ESTIMATED ACTUAL Release Time Title II 5800 $0

Action 3.4

Actions/Services	PLANNED The District will provide recognition to students for achievement in academics, athletics, and citizenship.	ACTUAL District made a significant effort this year to provide meaningful recognition to students for achievement in academics, athletics and citizenship.
Expenditures	BUDGETED Student Awards and Recognition Unrestricted Lottery 4300 $10,000	ESTIMATED ACTUAL Student Awards and Recognition Unrestricted Lottery 4300 $6204

Action 3.5

Actions/Services	PLANNED The District will provide incentives for positive attendance.	ACTUAL Both school campuses provided incentives for positive attendance.
Expenditures	BUDGETED Attendance Incentives Unrestricted Lottery 4310 $2,000	ESTIMATED ACTUAL Attendance Incentives Unrestricted Lottery 4310 $ 0

Action 3.6

Actions/Services	PLANNED Staff members will attend Crisis Team training to implement the District Crisis Management Plan.	ACTUAL No staff members were trained in crisis team management
Expenditures	BUDGETED Registration, Lodging and travel Title I 5200 $2,000	ESTIMATED ACTUAL Registration, Lodging and travel Title I 5200 $ **0**

Action 3.7

Actions/Services	PLANNED Additional staff will be trained in student assistance groups.	ACTUAL No additional staff was trained in student assistance groups.
Expenditures	BUDGETED Release Time One-Time Royalties 2100 $1,917 3000 $583	ESTIMATED ACTUAL Release Time One-Time Royalties 2100 $ 0 3000 $ 0

Action **3.8**

Actions/Services	PLANNED School will conduct team-building and climate improving activities with staff.	ACTUAL The District conducted no team-building activities with staff.
Expenditures	BUDGETED Consultant One-Time Royalties 5800 $2500	ESTIMATED ACTUAL Consultant One-Time Royalties 5800 $0

Action **3.9**

Actions/Services	PLANNED Schools will install murals throughout both school campuses to improve school climate and culture.	ACTUAL Murals were installed at the High School campus. Students reported an improved school climate.
Expenditures	BUDGETED Artists and materials One-Time Royalties 5800 $15,000	ESTIMATED ACTUAL Artists and materials One-Time Royalties 5800 $ 2116 6100 $335.00

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	There were several of the actions that were not addressed during the '16-'17 LCAP. We wish to continue several of the actions over into the '17-'18 LCAP. Many of the parent and staff trainings and workshops planned will be continued during the '17-'18 school year. Many of the actions listed, are incorporated on a bi-annual basis. The actions that were implemented had a very positive effect on the campus. The addition of murals at the high school and the implementation of incentives for positive behavior and academic effort have been well received.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Much work remains to be done in this area. While positive steps were taken to assist the students in becoming productive members of the community, assisting all stakeholders in realizing their role in the development of the student remains a goal. We will continue to communicate with community members, staff and students our goal to help them be strong productive members of society.
Explain the material differences between Budgeted Expenditures and Estimated Actual Expenditures.	To increase school culture, the high school and elementary had several murals painted throughout the campuses. The cost of these murals came out to be less than anticipated. Some of our goals weren't addressed because the programs hadn't been fully developed. We anticipate our wellness plan to be implemented this year. We plan to begin compensating our teachers to conduct during school and after school activities that will promote healthy life choices.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We have decided to increase our efforts to improve the overall moral of the student body by celebrating success. We believe in the old adage that success breeds success. Changes and modifications to this goal can be found in our goals that discuss ensuring success in academics and improving teaching strategies and behavior plans among students. In Goal #3 (3.4, 3.5, 3.8, and 3.9) efforts will be made to promote a positive school.

Goal 4	All students will have access to modern and technologically advanced classrooms.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
Required State Metric: Facilities maintained in good repair Williams quarterly assessments will report that facilities are in good repair Staff, students, and parents will report that facilities offer 21st century learning opportunities Annual facility report to the board will show progress on all actions and services to be provided	Williams quarterly reports confirm that facilities are in good repair. In parent meetings, staff meeting and student meetings, it is reported that facilities offer a 21st century learning opportunity. State of the District report to the Board reported progress on all actions and services.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 4.1

Actions/Services	PLANNED	ACTUAL
	The district will address immediate facility needs.	Elementary parking lot resurfaced. Elementary and High School heating and cooling systems were serviced and repaired. No concrete repairs were made.

Expenditures	BUDGETED One-Time Royalties Asphalt Repair 5600 $80,000 Concrete Repair 5600 $50,000 Heating/Cooling 6100 $20,000	ESTIMATED ACTUAL One-Time Royalties Asphalt Repair 5600 $99,985 Heating/Cooling 5600 $1,450

Action 4.2

Actions/Services	PLANNED The District will contract for services to provide technology infrastructure monitoring and maintenance.	ACTUAL The District contracted with an outside technology monitoring firm. Firm assisted with trouble-shooting internet access issues.
Expenditures	BUDGETED Managed Technology Services Contract One-Time Royalties 5800 $30,000	ESTIMATED ACTUAL Managed Technology Services Contract One-Time Royalties 5800 $24,086

Action 4.3

Actions/Services	PLANNED The District will contract for technology repair services as needed.	ACTUAL The District contracted with a technology support firm. Usage was minimal due to hiring an in-house technology support person.
Expenditures	BUDGETED Technology Hardware Service One-Time Royalties 5800 $10,000	ESTIMATED ACTUAL Technology Hardware Service One-Time Royalties 5800 $2,075

Action 4.4

Actions/Services	PLANNED Furniture needs will be addressed following the facility master planning with staff input. Classroom modernization.	ACTUAL Classrooms at the High School and the Elementary school have been remodeled or are slated to be remodeled. Furniture was purchased for classes at High School and Elementary.

Expenditures	BUDGETED One-Time Royalties 6200 $700,000	ESTIMATED ACTUAL One-Time Royalties 6200 $720,000

Action **4.5**

Actions/Services	PLANNED Audio-Visual upgrades	ACTUAL No audio-visual upgrades were done
Expenditures	BUDGETED One-Time Royalties 6400 $15,000	ESTIMATED ACTUAL $0

Action **4.6**

Actions/Services	PLANNED Paint upgrades at both schools.	ACTUAL Painting upgrades were made at high school campus. Elementary campus received painting upgrades.
Expenditures	BUDGETED One-time Royalties 5600 $20,000	ESTIMATED ACTUAL One-time Royalties 6250 $7,619

Action **4.7**

Actions/Services	PLANNED Shade structures.	ACTUAL No shade structures were purchased.
Expenditures	BUDGETED One-time Royalties 6100 $50,000	ESTIMATED ACTUAL $0

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The implementation of the actions in this goal are a good start in creating modern, technologically advanced classrooms for Trona students. The actions performed were effect in getting the students, staff and community excited about the future for Trona Schools. The effort will be a multi-year process with annual progress expected. Each of the actions listed are designed to promote a process of assisting our campuses to become modern and technologically advanced.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	In community meetings and parent forums, stakeholders expressed positive comments concerning the direction of the school. They specifically talked about the new interactive technology and the improved facilities. These community gatherings have been reaffirming and they have also provided the school with a positive direction.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Almost all the goals in this section received attention. We do plan to continue to pursue adequate shade structures for both campuses. Our efforts were hampered by being able to find the appropriate DSA approved structures that will with stand the often high winds experienced in Trona.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	The majority of this goal is being continued into the next year. There remains great need to upgrade our aging facility.

Stakeholder Engagement

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Throughout the ’16-’17 school year, Trona administration conducted parent informational meetings and community forums to discuss the elements of the LCAP and what type of input needed to complete the ’17-’18 LCAP. Once in the Fall of ’16 and twice in the Spring of ’17 we combined an LCAP information meeting with a motivational speaker. Information about the LCAP would be presented and then parents, students, and community members were given opportunity to share areas they thought should receive focus in the LCAP. Throughout the year, the superintendent is invited to attend a community meeting sponsored by the Trona Seniors Center. It is a way for the superintendent and/or site administrators to share with the community matters at the school. At these meetings, community members are invited to provide input to the LCAP process and to discuss any other issue concerning the school that they want. The LCAP was also a discussion/action item at our quarterly PAC/School Site Council meeting. Our school site council is made up of El, FY, and LI parents, our principals/administrators, as well as classified employees.

Many meaningful and productive meetings were conducted with members of the community, parents, staff, students, and local bargaining units.

First, the Superintendent is invited to monthly meetings of the town council. At these meetings, a brief update of the LCAP has been provided and the superintendent has given the members of the council reminders of the 8 State mandates and how the school is addressing them. The council meets on the fourth Wednesday of the month at noon and Trona Schools always has a place on the agenda.

Two times this year, once on October 20th and once on April 20th the school district contracted with motivational speaker Dr. F. Hill from Florida (former member of the 80’s Funk band The Gap Band) came to the campus to provide motivation to students, parents and community members on two occasions. Before Dr. Hill spoke to the audience, (40 in attendance in Oct. 55 in attendance in April) the administrative staff conducted an LCAP seminar to inform parents of the process and to solicit input into the process. Many great ideas were gained from these meetings.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

The parent meetings and community forums yielded valuable information as to the direction the school is to go. There was a clear message that the school look heavily into career and career pathways education. The exclusive focus on college preparedness was not favorably received. While college prep will still be a major element of K-12 focus, we have dedicated ourselves to preparing our students to be successful in life whether they choose to go to college or not. We were strongly encouraged to invest in teaching “life-skills” and those work force skills necessary to be successful in college and beyond.

Specifically, “life-skills” identified included interview skills, resume building skills, how to dress for success, public speaking and other skills perceived to be needed to be successful. Because of this need, we have allocated funds in the current and subsequent years in our LCAP. In goals that list intervention strategies and incentives based on academic performance, many of the classes we offer students that are meeting their academic goals, these skills will be taught in an enrichment program.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	☐ New ☐ Modified ☒ Unchanged
Goal 1	All students will be prepared for success in college and career.

State and/or Local Priorities Addressed by this goal:	STATE X☐ 1 X☐ 2 X☐ 3 X☐ 4 ☐ 5 ☐ 6 X☐ 7 X☐ 8 COE ☐ 9 ☐ 10 LOCAL
Identified Need	There continues to be great need in increasing our efforts to prepare our students for success in college and career. Trona's first dashboard from the State indicated that areas of concern are math instruction and performance. Also, an area of concern is student discipline and in particular with the percentage of suspensions. Improving school climate and culture remains an area of need.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Required State Metric: Rate of teacher assignment: (Priority 1)				
100% of teachers will be appropriately assigned (with NSS exception)	75% of teachers will be appropriately assigned (with NSS exception)	85% of teachers will be appropriately assigned (with NSS exception)	95% of teachers will be appropriately assigned (with NSS exception)	100% of teachers will be appropriately assigned (with NSS exception)
Required State Metric: Standards-aligned instructional materials: 100% of students will have state-approved text	100% of students will have state-adopted text	100% of students will have state-adopted text	100% of students will have state-adopted text	100% of students will have state-adopted text
Required State Metric: Implementation of State	100% of classrooms implement State Standards	100% of classrooms implement State Standards	100% of classrooms implement State Standards	100% of classrooms implement State Standards

Standards: (including EL) (Priority 2)				
4 times out of the school year teachers teaching math will participate in CCSS math staff development and collaboration	Teachers teaching math participated in CCSS math staff development and collaboration 2 times	Teachers teaching math participated in CCSS math staff development and collaboration 3 times	Teachers teaching math participated in CCSS math staff development and collaboration 4 times	Teachers teaching math participated in CCSS math staff development and collaboration 5 times
4 times out of the school year teachers will participate in CCSS ELA and Literacy staff development and collaboration	Teachers participated in CCSS ELA and Literacy staff development and collaboration 2 times	Teachers participated in CCSS ELA and Literacy staff development and collaboration 3 times	Teachers participated in CCSS ELA and Literacy staff development and collaboration 4 times	Teachers participated in CCSS ELA and Literacy staff development and collaboration 5 times
100% of teachers will turn/display in student samples of AVID strategies Monthly	50% of teachers turned/displayed student samples of AVID strategies Monthly	70% of teachers turned/displayed student samples of AVID strategies Monthly	80% of teachers turned/displayed student samples of AVID strategies Monthly	100% of teachers turned/displayed student samples of AVID strategies Monthly
100% of ELA and Math students will meet unit assessment standards	10% of ELA and Math students will meet unit assessment standards	20% of ELA and Math students will meet unit assessment standards	30% of ELA and Math students will meet unit assessment standards	40% of ELA and Math students will meet unit assessment standards
100% of students will demonstrate proficiency (C or higher) on quarterly performance tasks	50% of students demonstrated proficiency (C or higher) on quarterly performance tasks	70% of students demonstrated proficiency (C or higher) on quarterly performance tasks	85% of students demonstrated proficiency (C or higher) on quarterly performance tasks	100% of students demonstrated proficiency (C or higher) on quarterly performance tasks
100% of teachers of science will participate in NGSS staff development	10% of teachers of science will participate in NGSS staff development	50% of teachers of science will participated in NGSS staff development	70% of teachers of science will participated in NGSS staff development	100% of teachers of science will participated in NGSS staff development
Required State Metric: Course Access: (Priority 7)				
50% of Juniors and Senior will take an ROP/CTE career pathway class	30% of Juniors and Seniors will take an ROP/CTE career pathway class	50% of Juniors and Seniors will take an ROP/CTE career pathway class	50% of Juniors and Seniors will take an ROP/CTE career pathway class	50% of Juniors and Seniors will take an ROP/CTE career pathway class
20% of high school students will be enrolled in an honors class or in advanced coursework	0% of high school students were enrolled in an honors class or in advanced coursework	10% of high school students were enrolled in an honors class or in advanced coursework	20% of high school students were enrolled in an honors class or in advanced coursework	30% of high school students were enrolled in an honors class or in advanced coursework

Required State Metric: Pupil achievement: (Priority 4)				
Score on Academic Performance Index (Suspended)				
Share of ELD becoming English proficient is based on CELDT report	33% of ELD students are proficient.	43% of ELD students are proficient.	53% of ELD students are proficient.	63% of ELD students are proficient.
Share of students that pass Advanced Placement of exams with 3 or higher	0% of students took the Advanced Placement exam	5% of students took the Advanced Placement exam	10% of students took the Advanced Placement exam	15% of students took the Advanced Placement exam
100% of students will meet or exceed ELA and Math standardized test scores	15% of students met or exceeded ELA and Math standardized test scores	40% of students met or exceeded ELA and Math standardized test scores	60% of students met or exceeded ELA and Math standardized test scores	100% of students met or exceeded ELA and Math standardized test scores
Share of students that are college and career ready:				
70% of high school students will be on track to fulfill UC/CSU requirements (A-G) requirements	33% of high school students are on track to fulfill UC/CSU requirements (A-G) requirements	43% of high school students are on track to fulfill UC/CSU requirements (A-G) requirements	53% of high school students are on track to fulfill UC/CSU requirements (A-G) requirements	70% of high school students are on track to fulfill UC/CSU requirements (A-G) requirements
50% of high school seniors will meet EAP requirements	5% of high school seniors will meet EAP requirements	25% of high school seniors will meet EAP requirements	35% of high school seniors will meet EAP requirements	50% of high school seniors will meet EAP requirements
(California High School students no longer required to take the CAHSEE exam as a requirement for graduation)				
90% of high school students enrolled in CTE/ROP will successfully “complete” CTE course requirements	50% of high school students enrolled in CTE/ROP successfully completed CTE course requirements	60% of high school students enrolled in CTE/ROP successfully completed CTE course requirements	70% of high school students enrolled in CTE/ROP successfully completed CTE course requirements	90% of high school students enrolled in CTE/ROP successfully completed CTE course requirements

100% of seniors will take the SAT	30% of seniors took the SAT	50% of seniors took the SAT	75% of seniors took the SAT	100% of seniors took the SAT
EL reclassification rate of EL students increasing one level per year as determined by CELDT	0% of EL students were reclassified Baseline will change if student population changes.	0% of EL students were reclassified	0% of EL students were reclassified	0% of EL students were reclassified
Required State Metric: Other Pupil Outcomes:				
100% of students will score a “3” or better using local writing rubrics on their performance task writing portion	50% of students will score a “3” or better using local writing rubrics on their performance task writing portion	70% of students will score a “3” or better using local writing rubrics on their performance task writing portion	80% of students will score a “3” or better using local writing rubrics on their performance task writing portion	100% of students will score a “3” or better using local writing rubrics on their performance task writing portion
100% of students will be reading at grade level by grade 3	10% of students are reading at grade level by grade 3 based on multiple measures	30% of students are reading at grade level by grade 3 based on multiple measures	50% of students are reading at grade level by grade 3 based on multiple measures	100% of students are reading at grade level by grade 3 based on multiple measures
100% of students in grades 4-12 will meet their individual reading comprehension target	20% of students in grades 4-12 met their individual reading comprehension target based on multiple measures	40% of students in grades 4-12 met their individual reading comprehension target based on multiple measures	65% of students in grades 4-12 met their individual reading comprehension target based on multiple measures	100% of students in grades 4-12 met their individual reading comprehension target based on multiple measures
100% of students in grades K-12 will meet their individual math target based on multiple measures	15% of students in grades K-12 met their individual math target based on multiple measures	40% of students in grades K-12 met their individual math target based on multiple measures	75% of students in grades K-12 met their individual math target based on multiple measures	100% of students in grades K-12 met their individual math target based on multiple measures
Staff will establish baseline technology benchmark scores for grades 3, 6, 8 and 12.	Staff has not established baseline technology benchmark scores for grades 3, 6, 8 and 12.	Staff has established baseline technology benchmark scores for grades 3, 6, 8 and 12.	Staff will establish baseline technology benchmark scores for grades 3, 6, 8 and 12.	Staff will establish baseline technology benchmark scores for grades 3, 6, 8 and 12.
There will be an increase of grades of “C” or better in core academic classes 4-12 grade	50% of students have C’s better in core academic classes.	60% of students have C’s better in core academic classes.	70% of students have C’s better in core academic classes.	80% of students have C’s better in core academic classes.
Student college and career awareness will increase as measured by survey	90% of Students are college and career aware as measured by student survey	93% of Students are college and career aware as measured by student survey	95% of Students are college and career aware as measured by student survey	97% of Students are college and career aware as measured by student survey

Required State Metric: Parent Involvement and promotion of parental participation in efforts to seek parent input				
90% of DAG/SSC meetings will have all parent members in attendance	50% of DAG/SSC meetings will have all parent members in attendance	60% of DAG/SSC meetings will have all parent members in attendance	65% of DAG/SSC meetings will have all parent members in attendance	70% of DAG/SSC meetings will have all parent members in attendance

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1.1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Assess and refine Common Core curriculum maps.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$3,000	Amount	$3,000	Amount	$3,000
Source	Title II	Source	Title II	Source	Title II
Budget Reference	Teacher Salaries and Benefits	Budget Reference	Teacher Salaries and Benefits	Budget Reference	Teacher Salaries and Benefits

Action 1.2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Implement Next Generation Science Standards per implementation plan. Develop curriculum maps aligned to the NGSS.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,000	Amount	$2,000	Amount	$2,000
Source	Title II	Source	Title II	Source	Title II
Budget Reference	Teacher Salaries and Benefits	Budget Reference	Teacher Salaries and Benefits	Budget Reference	Teacher Salaries and Benefits

Action 1.3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Develop and Implement a clearly delineated process for continuous review of data, including but not limited by revised benchmarks, performance tasks and Smarter Balanced assessments, that will drive curriculum and instruction Illuminate training PLC training		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	Title II, Royalties	Source	Title II, Royalties	Source	Title II, Royalties
Budget Reference	Teacher Salaries and Benefits	Budget Reference	Teacher Salaries and Benefits	Budget Reference	Teacher Salaries and Benefits

Action 1.4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Assess and revise Mathematics master plan.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,500	Amount	$1,500	Amount	$1,500
Source	Title II	Source	Title II	Source	Title II
Budget Reference	Teacher Salaries and Benefits	Budget Reference	Teacher Salaries and Benefits	Budget Reference	Teacher Salaries and Benefits

Action 1.5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
The District will contract with AVID to continue providing AVID services and support for rigorous instruction and college/career readiness. The District will also contract with "Get Focused/Stay Focused" to provide college and career readiness strategies for K-12 students. Even though AVID is being faded out school wide, AVID strategies will still be utilized among teaching staff.	The District will contract with Get Focused/ Stay focused to provide college and career readiness strategies for K-12 students.	

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$7,000	Amount	$7,000	Amount	$7,000
Source	Title I	Source	Title I	Source	Title I
Budget Reference	Contracted Services	Budget Reference	Contracted Services	Budget Reference	Contracted Services

Action 1.6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to provide a relocation bonus to new teachers and seek additional incentives tied to recruiting and retaining teachers.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$14,000	Amount	$14,000	Amount	$14,000
Source	Title II	Source	Title II	Source	Title II
Budget Reference	Teacher Salaries and Benefits	Budget Reference	Teacher Salaries and Benefits	Budget Reference	Teacher Salaries and Benefits

Action **1.7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
The District will attend job fairs to recruit highly qualified teachers.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,000	Amount	$2,000	Amount	$2,000
Source	Title II	Source	Title II	Source	Title II
Budget Reference	Travel and Conference	Budget Reference	Travel and Conference	Budget Reference	Travel and Conference

Action 1.8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide supplementary resources and materials to support Common Core State Standards.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$50,000	Amount	$50,000	Amount	$50,000
Source	Royalties, Restricted Lottery	Source	Royalties, Restricted Lottery	Source	Royalties, Restricted Lottery
Budget Reference	Books and Supplies	Budget Reference	Books and Supplies	Budget Reference	Books and Supplies

Action 1.9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Prepare for additional textbook adoptions, including digital options.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$50,000	Amount	$50,000	Amount	$50,000
Source	Unrestricted Lottery, Royalties	Source	Unrestricted Lottery, Royalties	Source	Unrestricted Lottery, Royalties
Budget Reference	Books and Supplies (Textbooks)	Budget Reference	Books and Supplies (Textbooks)	Budget Reference	Books and Supplies (Textbooks)

Action 1.10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Provide resources for the implementation of the Next Generation Science Standards.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$50,000	Amount	$50,000	Amount	$50,000
Source	One Time Royalties	Source	One Time Royalties	Source	One Time Royalties
Budget Reference	Books and Supplies (Textbooks)	Budget Reference	Books and Supplies (Textbooks)	Budget Reference	Books and Supplies (Textbooks)

Action **1.11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue to update the school libraries with current resources to support the Common Core State Standards.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$50,000	Amount	$50,000	Amount	$50,000
Source	One Time Royalties	Source	One Time Royalties	Source	One Time Royalties
Budget Reference	Other Books	Budget Reference	Other Books	Budget Reference	Other Books

Action 1.12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged
Expand ROP/CTE classes and pathways aligned to the CTE/ROP plan.	Continue to develop and refine career pathways to enhance Career-Technical Education. Continue to provide CTE/ROP classes aligned to the CTE/ROP plan.	

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$133,800	Amount	$133,800	Amount	$133,800
Source	One Time Royalties, Title II	Source	One Time Royalties	Source	One Time Royalties
Budget Reference	Teacher Salaries, Benefits, and Books and Supplies	Budget Reference	Teacher Salaries, Benefits, and Books and Supplies	Budget Reference	Teacher Salaries, Benefits, and Books and Supplies

Action 1.13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
The District will maintain and, as necessary, expand 1:1 devices. Acquire necessary licenses and fees Teacher training on incorporating technology within the curriculum		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$55,000	Amount	$55,000	Amount	$55,000
Source	One Time Royalties	Source	One Time Royalties	Source	One Time Royalties
Budget Reference	Teacher Salaries, Benefits, Equipment, and Contracted Services	Budget Reference	Teacher Salaries, Benefits, Equipment, and Contracted Services	Budget Reference	Teacher Salaries, Benefits, Equipment, and Contracted Services

Action 1.14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____
Location(s)	☒ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
The District will provide classrooms with interactive software to provide a more engaging 21st century learning environment.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	One Time Royalties	Source	One Time Royalties	Source	One Time Royalties
Budget Reference	Books and Supplies	Budget Reference	Books and Supplies	Budget Reference	Books and Supplies

Action 1.15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
The District will provide technology subscription services for the purposes of communication and resource organization.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$10,000	Amount	$10,000	Amount	$10,000
Source	Unrestricted Lottery	Source	Unrestricted Lottery	Source	Unrestricted Lottery
Budget Reference	Books and Supplies	Budget Reference	Books and Supplies	Budget Reference	Books and Supplies

Action 1.16

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Staff will attend the National Science Teacher Association Annual Conference in preparation for implementation of the Next Generation Science Standards.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	Title I	Source	Title I	Source	Title I
Budget Reference	Travel and Conference	Budget Reference	Travel and Conference	Budget Reference	Travel and Conference

Action **1.17**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Teachers, including CTE teachers, administrators, and any new paraprofessionals will attend AVID trainings, institutes, and/or other workshops that promote rigorous instruction across the curriculum.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$25,000	Amount	$25,000	Amount	$25,000
Source	Title I	Source	Title I	Source	Title I
Budget Reference	Travel and Conference	Budget Reference	Travel and Conference	Budget Reference	Travel and Conference

Action 1.18

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
District teachers will continue to attend technology workshops, conferences, and symposiums to provide support and guidance in enhancing instruction with technology.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$4,000	Amount	$4,000	Amount	$4,000
Source	Title II	Source	Title II	Source	Title II
Budget Reference	Travel and Conference	Budget Reference	Travel and Conference	Budget Reference	Travel and Conference

Action 1.19

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Teachers will receive training Professional Learning Communities as a process to strategically analyze student data to drive instruction.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$7,000	Amount	$7,000	Amount	$7,000
Source	One Time Royalties	Source	One Time Royalties	Source	One Time Royalties
Budget Reference	Travel and Conference	Budget Reference	Travel and Conference	Budget Reference	Travel and Conference

Action **1.20**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
District leadership team will attend leadership retreats, trainings to align efforts with district strategic plan and LCAP, as well as refine leadership skills.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$3,500	Amount	$3,500	Amount	$3,500
Source	One Time Royalties	Source	One Time Royalties	Source	One Time Royalties
Budget Reference	Books and Supplies, Travel and Conference	Budget Reference	Books and Supplies, Travel and Conference	Budget Reference	Books and Supplies, Travel and Conference

Action 1.21

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
District leadership will attend leadership conferences to build strong leadership and remain current on public education issues. AVID, Get Focused/Stay Focused, Supt. Symposium, CASBO, IPL, SSDA, CSBA		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$25,000	Amount	$25,000	Amount	$25,000
Source	One Time Royalties	Source	One Time Royalties	Source	One Time Royalties
Budget Reference	Travel and Conference	Budget Reference	Travel and Conference	Budget Reference	Travel and Conference

Action 1.22

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
The Governing Board will have consulting services provided as necessary.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$3,000	Amount	$3,000	Amount	$3,000
Source	One Time Royalties	Source	One Time Royalties	Source	One Time Royalties
Budget Reference	Contracted Services	Budget Reference	Contracted Services	Budget Reference	Contracted Services

Action **1.23**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Parents and community members will continue to be involved in the decision-making process to develop strong programs that meet the needs of the community.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,600	Amount	$2,600	Amount	$2,600
Source	Title I	Source	Title I	Source	Title I
Budget Reference	Books and Supplies (FN 2495)	Budget Reference	Books and Supplies (FN 2495)	Budget Reference	Books and Supplies (FN 2495)

☐ New ☒ Modified ☐ Unchanged

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 ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☒ 6 ☐ 7 ☒ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

We need to continue to fine-tune our efforts to meet the needs of all learners. Certain programs are being limited and/or discontinued because of their demonstrated lack of effectiveness with learners. We've seen that a singular focus on college prep has been a disservice to our students.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of students will meet or exceed Literacy and Math standards on the standardized test. (Priority #4)	10% of students met or exceeded Literacy and Math standards on the standardized test	20% of students met or exceeded Literacy and Math standards on the standardized test	30% of students met or exceeded Literacy and Math standards on the standardized test	40% of students met or exceeded Literacy and Math standards on the standardized test
100% of High School students will prepare 10 year plan as per the "Get Focused , Stay Focused" career and college program (Priority #8)	100% of High School students will prepare 10 year plan as per the "Get Focused.	100% of High School students will prepare 10 year plan as per the "Get Focused.	100% of High School students will prepare 10 year plan as per the "Get Focused.	100% of High School students will prepare 10 year plan as per the "Get Focused.
100% of IEP's are compliant Priority #6 Other Local Measures)	90% of IEP's are in compliant	94% of IEP's are in compliant	97% of IEP's are in compliant	100% of IEP's are in compliant
100% of parents will report feeling supported in assisting their children to succeed in school (Priority #6 Other Local Measures)	80% of parents reported feeling supported in assisting their children to succeed in school	84% of parents reported feeling supported in assisting their children to succeed in school	88% of parents reported feeling supported in assisting their children to succeed in school	92% of parents reported feeling supported in assisting their children to succeed in school

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 2.1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Staff will provide intervention and enrichment in literacy, math, and 21st century skills at the elementary school and high school.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$20,000	Amount	$20,000	Amount	$20,000
Source	LCFF, SUPP/CONC., Royalties	Source	LCFF, SUPP/CONC., Royalties	Source	LCFF, SUPP/CONC., Royalties
Budget Reference	Books and Supplies	Budget Reference	Books and Supplies	Budget Reference	Books and Supplies

Action **2.2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
A collaborative services delivery model, teaming regular education teachers with special education teachers, paraprofessionals, will provide Response to Intervention (RtI) services.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$506,414	Amount	$506,414	Amount	$506,414
Source	LCFF, Special Ed AB602	Source	LCFF, Special Ed AB602	Source	LCFF, Special Ed AB602
Budget Reference	Certificated Salaries, Classified Salaries, and Benefits	Budget Reference	Certificated Salaries, Classified Salaries, and Benefits	Budget Reference	Certificated Salaries, Classified Salaries, and Benefits

Action **2.3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] 7-12 Grade

Location(s): ☐ All schools ☒ Specific Schools: Trona High School ☒ Specific Grade spans: 7-12 Grade

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Freshmen will take a mandatory class that will help them develop a 10-year plan that will assist in college and or career preparation. K-6 will address components of the Get Focused Stay focused curriculum and 7-8 graders will be introduced college and career preparation. 10-12 graders will continue to modify and fine tune their 10-year plan with seniors using their plan as a part of their senior project. (PSAT, SAT)		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$32,740	Amount	$32,740	Amount	$32,740
Source	Title I	Source	Title I	Source	Title I

Budget Reference	Classified Salaries, Benefits, Books and Supplies, Contracted Services	Budget Reference	Classified Salaries, Benefits, Books and Supplies, Contracted Services	Budget Reference	Classified Salaries, Benefits, Books and Supplies, Contracted Services

Action **2.4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☒ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Special Education Teachers and paraprofessionals will be provided on-going training to conduct and assist IEPs, appropriate assessments, and stay current on special education practices.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$5,500	Amount	$5,500	Amount	$5,500
Source	Federal Special Ed IDEA	Source	Federal Special Ed IDEA	Source	Federal Special Ed IDEA
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries

Action **2.5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
The district will contract out for psychological and other health services.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$15,000	Amount	$15,000	Amount	$15,000
Source	LCFF, Special Ed AB602	Source	LCFF, Special Ed AB602	Source	LCFF, Special Ed AB602
Budget Reference	Contracted Services	Budget Reference	Contracted Services	Budget Reference	Contracted Services

Action 2.6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Resources and materials will be provided to support special education and Response to Intervention services (paraprofessionals)		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	Federal Special Ed IDEA	Source	Federal Special Ed IDEA	Source	Federal Special Ed IDEA
Budget Reference	Books and Supplies	Budget Reference	Books and Supplies	Budget Reference	Books and Supplies

Action 2.7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
After-School Tutoring will be provided at the schools providing academic support to students by certificated teachers, para-professionals and student tutors.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$20,000	Amount	$20,000	Amount	$20,000
Source	Title I	Source	Title I	Source	Title I
Budget Reference	Teacher Salaries and Benefits	Budget Reference	Teacher Salaries and Benefits	Budget Reference	Teacher Salaries and Benefits

Action **2.8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] Grades 6-11
Location(s)	☐ All schools ☒ Specific Schools: Trona High School ☒ Specific Grade spans: Grades 6-11

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Summer School will be offered to provide high school students with credit recovery advancement, and middle school students with academic recovery and creative enrichment.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$19,041	Amount	$19,041	Amount	$19,041
Source	Title I	Source	Title I	Source	Title I
Budget Reference	Teacher Salaries, Classified Salaries, Benefits, Books and Supplies	Budget Reference	Teacher Salaries, Classified Salaries, Benefits, Books and Supplies	Budget Reference	Teacher Salaries, Classified Salaries, Benefits, Books and Supplies

Action **2.9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
The Parent and Family Resource Center will provide parents and families with support materials and resources to promote effective parenting, strong parent-school partnerships, and increase student achievement. These resources will include resources for parents of low-income students, English learners, and foster youth.	The Parent and Family Resource Center will continue to provide parents and families with support materials and resources to promote effective parenting, strong parent-school partnerships, and increase student achievement. These resources will include resources for parents of low-income students, English learners, and foster youth.	The Parent and Family Resource Center will continue to provide parents and families with support materials and resources to promote effective parenting, strong parent-school partnerships, and increase student achievement. These resources will include resources for parents of low-income students, English learners, and foster youth.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$3,000	Amount	$3,000	Amount	$3,000
Source	Title I	Source	Title I	Source	Title I
Budget Reference	Books and Supplies	Budget Reference	Books and Supplies	Budget Reference	Books and Supplies

Action 2.10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
The District will provide parenting classes 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.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$3,000	Amount	$3,000	Amount	$3,000
Source	Title I	Source	Title I	Source	Title I
Budget Reference	Books and Supplies, Travel and Conference	Budget Reference	Books and Supplies, Travel and Conference	Budget Reference	Books and Supplies, Travel and Conference

☐ New ☒ Modified ☐ Unchanged

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 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

Students in Trona need assistance in developing healthy life habits and lifestyle choices.

Area business leaders and stakeholders have told us in the meetings we held throughout the year that the most important thing we can impart to our students are life skills that will help them be successful in the work place. Some of these skills include punctuality, listening skills, and how to interact in a professional manner. We will re-adjust our efforts to only focus on Trona students to become college ready. We will have an increased effort to improve their career preparedness.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Required State Metric: Pupil Engagement: (Priority 5)				
95% attendance rate or greater	94% attendance rate or greater	95% attendance rate or greater	96% attendance rate or greater	97% attendance rate or greater
The District will decrease the number of students with “chronic absenteeism”	The District has 3% of students with “chronic absenteeism”	The District has 2% of students with “chronic absenteeism”	The District has 2% of students with “chronic absenteeism”	The District has 1% of students with “chronic absenteeism”
Graduation rate will remain above 90%	Graduation rate is at 94%	Graduation rate will be at 95%	Graduation rate will be at 96%	Graduation will be at 97%
Middle school dropout rates will not exceed 5%	Middle school dropout rate is at 2%	Middle school dropout rate is at 1%	Middle school dropout rate is at 0%	Middle school dropout rate is at 0%

High school dropout rates will not exceed 5%	High school dropout rate is at 3%	High school dropout rate is at 2%	High school dropout rate is at 1%	High school dropout rate is at 0%
Required State Metric: School Climate: (Priority 6)				
The District will maintain a less than 10% suspension rate	The District suspension rate is at 12%	The District suspension rate is at 9%	The District suspension rate is at 7%	The District suspension rate is at 5%
The District will maintain a less than 2% expulsion rate.	The District expulsion rate is at 3%	The District expulsion rate is at 2%	The District expulsion rate is at 1%	The District expulsion rate is at 0%
100% of students surveyed will report feeling safe at school	94% of students surveyed will report feeling safe at school	96% of students surveyed will report feeling safe at school	98% of students surveyed will report feeling safe at school	100% of students surveyed will report feeling safe at school
100% of students surveyed will report feeling supported at school	93% of students surveyed feel supported at school	95% of students surveyed feel supported at school	97% of students surveyed feel supported at school	99% of students surveyed feel supported at school
100% of students will feel comfortable approaching an adult at school with problems	92% of students feel comfortable approaching an adult at school with problems	94% of students feel comfortable approaching an adult at school with problems	96% of students feel comfortable approaching an adult at school with problems	98% of students feel comfortable approaching an adult at school with problems

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **3.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
A District-wide Wellness Committee will continue to meet throughout the year to promote physical fitness and healthy choices, update the District Wellness Plan, and provide input on district and school plans		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,500	Amount	$1,500	Amount	$1,500
Source	Title I	Source	Title I	Source	Title I
Budget Reference	Teacher Salaries, Benefits, Books and Supplies	Budget Reference	Teacher Salaries, Benefits, Books and Supplies	Budget Reference	Teacher Salaries, Benefits, Books and Supplies

Action 3.2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☒ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
The District will continue to support programs during and after the regular school day for students to acquire the building blocks of healthy development.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,000	Amount	$2,000	Amount	$2,000
Source	Title I	Source	Title I	Source	Title I
Budget Reference	Teacher Salaries and Benefits	Budget Reference	Teacher Salaries and Benefits	Budget Reference	Teacher Salaries and Benefits

Action **3.3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Staff will receive training in positive behavior support systems and social-emotional learning.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$10,000	Amount	$10,000	Amount	$10,000
Source	Title II	Source	Title II	Source	Title II
Budget Reference	Sub Teacher Salaries	Budget Reference	Sub Teacher Salaries	Budget Reference	Sub Teacher Salaries

Action **3.4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
The District will provide funds for recognition of student achievement in academics, athletics, and citizenship.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$20,000	Amount	$20,000	Amount	$20,000
Source	One Time Royalties	Source	One Time Royalties	Source	One Time Royalties
Budget Reference	Books and Supplies	Budget Reference	Books and Supplies	Budget Reference	Books and Supplies

Action 3.5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
The District will provide incentives for positive attendance		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	One Time Royalties	Source	One Time Royalties	Source	One Time Royalties
Budget Reference	Books and Supplies	Budget Reference	Books and Supplies	Budget Reference	Books and Supplies

Action 3.6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Staff members will receive Crisis Team training to implement the District Crisis Management Plan.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	One Time Royalties	Source	One Time Royalties	Source	One Time Royalties
Budget Reference	Travel and Conference	Budget Reference	Travel and Conference	Budget Reference	Travel and Conference

Action **3.7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Additional staff and outside experts will join existing staff to be trained in leading student assistance groups.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$1,917	Amount	$1,917	Amount	$1,917
Source	One Time Royalties	Source	One Time Royalties	Source	One Time Royalties
Budget Reference	Classified Salaries and Benefits	Budget Reference	Classified Salaries and Benefits	Budget Reference	Classified Salaries and Benefits

Action **3.8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Schools will conduct team-building and climate improving activities with staff.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$2,500	Amount	$2,500	Amount	$2,500
Source	One Time Royalties	Source	One Time Royalties	Source	One Time Royalties
Budget Reference	Contracted Services	Budget Reference	Contracted Services	Budget Reference	Contracted Services

Action **3.9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Schools will continue to install and implement school climate enhancing items throughout the schools to improve school climate and culture.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$15,000	Amount	$15,000	Amount	$15,000
Source	One Time Royalties	Source	One Time Royalties	Source	One Time Royalties
Budget Reference	Contracted Services	Budget Reference	Contracted Services	Budget Reference	Contracted Services

☐ New ☐ Modified ☒ Unchanged

Goal 4

All students will have access to modern and technologically advanced classrooms.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

There is a continued need to improve and renovate an aging facility. The high school facility is 75 years old and hasn't had major upgrades in many years. The elementary school is 50 years old and again hasn't had major upgrades in its history. Some of the renovations are due to very old electrical work completed a half century ago.

Throughout the Stakeholder reporting process, members of the community have consistently noted that facilities need to be monitored to insure they are in good repair. Providing and maintaining technology for instruction and student learning needs to be a continued priority for the school district.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Required State Metric: Facilities maintained in good repair (Priority 1)				
Williams quarterly assessments will report that facilities are in good repair	Williams quarterly assessments reported that facilities are in good repair.	Williams quarterly assessments will report that facilities are in good repair.	Williams quarterly assessments will report that facilities are in good repair.	Williams quarterly assessments will report that facilities are in good repair.
Staff, students, and parents will report that facilities offer 21st century learning opportunities	This year, Staff, students, and parents reported that facilities offer 21st century learning opportunities. A metric will be developed to survey staff, students and parents to report their opinions on learning opportunities.	Staff, students, and parents will report that facilities offer 21st century learning opportunities.	Staff, students, and parents will report that facilities offer 21st century learning opportunities.	Staff, students, and parents will report that facilities offer 21st century learning opportunities.

Annual Director of Maintenance facility report to the board will show progress on all actions and services to be provided.	Annual Director of Maintenance facility report to the board showed progress on all actions and services that are provided to students and staff.	Annual facility report to the board will show progress on all actions and services to be provided	Annual facility report to the board will show progress on all actions and services to be provided	Annual facility report to the board will show progress on all actions and services to be provided

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **4.1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
The District will continue to address immediate facility needs.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$150,000	Amount	$150,000	Amount	$150,000
Source	One Time Royalties	Source	One Time Royalties	Source	One Time Royalties
Budget Reference	Repairs, Capital Outlay	Budget Reference	Repairs, Capital Outlay	Budget Reference	Repairs, Capital Outlay

Action **4.2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
The District will contract for services to provide technology infrastructure monitoring and maintenance.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$30,000	Amount	$30,000	Amount	$30,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Contracted Services	Budget Reference	Contracted Services	Budget Reference	Contracted Services

Action **4.3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
The District will contract for technology repair services as needed.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$10,000	Amount	$10,000	Amount	$10,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Contracted Services	Budget Reference	Contracted Services	Budget Reference	Contracted Services

Action **4.4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Furniture and classroom modernization needs will continue to be addressed following the facility master planning with staff input.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$900,000	Amount	$900,000	Amount	$900,000
Source	One Time Royalties	Source	One Time Royalties	Source	One Time Royalties
Budget Reference	Capital Outlay	Budget Reference	Capital Outlay	Budget Reference	Capital Outlay

Action **4.5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____

Location(s): ☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
District will purchase, install and maintain a communication system to improve safety and security.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$52,000	Amount	$52,000	Amount	$52,000
Source	One Time Royalties	Source	One Time Royalties	Source	One Time Royalties
Budget Reference	Capital Outlay	Budget Reference	Capital Outlay	Budget Reference	Capital Outlay

Action **4.6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Paint upgrades at both schools.		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$20,000	Amount	$20,000	Amount	$20,000
Source	One Time Royalties	Source	One Time Royalties	Source	One Time Royalties
Budget Reference	Repairs	Budget Reference	Repairs	Budget Reference	Repairs

Action 4.7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☒ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Shade structures at both schools. Trona High School Trona Elementary School		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$50,000	Amount	$50,000	Amount	$50,000
Source	One Time Royalties	Source	One Time Royalties	Source	One Time Royalties
Budget Reference	Capital Outlay	Budget Reference	Capital Outlay	Budget Reference	Capital Outlay

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year	☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:	$ 289,781	Percentage to Increase or Improve Services:	11.43 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Many of the students in Trona Joint Unified School District not identified as "students in need" have similar needs to those targeted for supplemental and concentration grant funding. This funding will provide services and support for targeted students but will be available for all students as needed.

A focus remains on early literacy development, supporting targeted intervention in the primary grades in the afternoon utilizing the morning kindergarten teacher, and an additional personnel support to provide intensive intervention throughout the school day in grades K-6, incorporating technology to improve literacy, mathematical understanding, and 21st century skills. There continues to be a strong demand for continued professional development in the areas of curriculum development and implementation, how to use and integrate technology in the classroom and how to be a data-driven instructor.

At the high school level, we are in the second year in implementing our Response to Intervention (RTI) model. We provided intervention through collaboration among regular classroom teachers, the special education teacher, special education paraprofessionals, and an additional paraprofessional. A "no zero" policy drove the high school's efforts in providing intervention for each class to have at least once a week of direct intervention with any student in any subject area to have an opportunity to make up any homework or classwork assignment missed. The number of "D's and F's" dropped dramatically as a result of the intervention. Those students that didn't have missing assignments were able to participate in "Tornado Boost". Tornado Boost is an enrichment program where the staff is able to provide the critical "life-skills" instruction that has been highlighted in this LCAP.

There has also been a concerted push at both schools to utilize computer-based assessments that provide the background for data-driven instruction. Resources identified through the analysis of student data will be provided to assist in the development of academic skills and promote literacy proficiency for the Common Core State Standards. Additional focus will be placed on the social-emotional needs of our students. As the district has maintained a superintendent/high school principal for the past three years resulting in the district counselor providing additional administrative support, the district added a high school principal, eliminating the principal duties from the superintendent position. This move resulted in less of a need for the counselor to provide administrative support and allowed that position to focus on programs to support the social-emotional needs of students and provide support to parents.

While there are currently only two English learner pupils in the district, the district will also provide native language and English development support materials as well as maintaining English learner authorization for all certificated teachers. Re-designated fluent English proficient students will be provided additional counselor support, as well as opportunities to participate in AVID college and cultural field trip events.

The facility needs of the school remain high. While the campus is well maintained, the need for modernization is quite obvious. Significant resources are allocated to continue the remodeling efforts of the Director of Maintenance. Trona High School Library and the High School science lab will undergo major renovations this year as well as a number of classrooms. Trona Elementary Library will also undergo some renovation this summer with the bulk of the remodeling work to be accomplished next school year. Several classrooms at Trona Elementary will be renovated this school year. Along with classroom renovations, the district will also invest in security and communications systems to improve our ability to communicate across the entire campus. Also, other general maintenance items like concrete repairs, asphalt repairs and general painting will be continued on for the school year.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary
Annual Update
Stakeholder Engagement
Goals, Actions, and Services
Planned Actions/Services
Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local

bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "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.

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "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.

> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either

would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR)* Section 15496(a)(5).

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).

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 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services 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.

For school districts only, identify in the description those services 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 services 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 services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster

children, including educational status and progress information that is required to be included in court reports;

C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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