§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Trona Joint Unified School District Contact: David Olney, Superintendent david_olney@trona.k12.ca.us (760) 372-2861 LCAP Year: 2014

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

***Basic**: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

***Implementation of State Standards**: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

***Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

***Expelled pupils (for county offices of education only)**: coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

***Foster youth (for county offices of education only)**: coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

***Pupil achievement**: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

***Other pupil outcomes**: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parent involvement*: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement*: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate*: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
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 Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
Trona Joint Unified School District is a small, rural district in the northern desert region of San Bernardino County. With approximately 260 students K-12, there are two comprehensive schools: Trona Elementary, serving pre-K to grade 6, and Trona High, serving grades 7-12. With the small population and the schools situated adjacent to each other and the district office, Trona JUSD has been granted a waiver to establish a single school site council, comprised of representatives from both schools, that also serves as the district advisory council (DAC). In December, 2012, a community forum was held to gather input from members of the community to identify the strengths and areas of growth. The topics addressed clearly align with the *eight state priorities*. In the Spring of 2013, the district embarked on a strategic planning process that brought parents, local industry representatives, students, and all staff together to identify key objectives and outcomes resulting in district adopted goals and the development of action plans to meet the goals. A second community forum was held in February of 2014 that introduced the district goals and surveyed the community in current district efforts in meeting the *eight state priorities*, as well as identifying needed areas of growth. This series of information gathering, along with district-wide staff meetings and school site council meetings, has resulted in alignment efforts culminating in this Local Control Accountability Plan to effectively meet the state priorities. In the Trona Joint Unified School District, approximately 73% of the student population has been identified as coming from low-income families. At the present time, there are only two English language learners, and six redesignated	Engagement with all stakeholders, as described in the adjacent *Involvement* Process, has been on-going in the Trona Joint Unified School District. Parents of students at both the elementary and high school, as well as community members from local industry, have continuously been involved in opportunities to inform and advise district operations in the development of this Local Control Accountability Plan through community forums, strategic planning, School Site Council, and district surveys. Parents and Community Members have identified the following as strengths in the district: • Small class sizes and personalized education • Use of technology, particularly with the Infinite Campus student information system • Students providing community service Parents and Community Members have identified the following areas of need for the district: • Further implementation of technology and the development of technology skills for the students • Communication from the district about events • Materials for at-home learning • The need for more parents to be involved and the need for the district to welcome parent involvement • The development of an AVID program • Updating and modernizing facilities, including the

fluent English pupils, and no foster youth. With 73% of the students identified as low-income, services to address that targeted population are also available to all students as needed, providing needed support for students in this remote location. While English language learners are not a "significant subgroup," all certificated staff have English learner authorization, materials will continue to be available to serve English language learners, and updated training to contextualize lessons will continue to be offered. Services to promote literacy, college and career readiness, and socio-developmental support for our targeted students will also be applicable to serve any foster children that may enroll in our schools in the future.

Community Forum – Dec. 2012

- Parents
- Students
- Community Members

Initial assessment workshop identifying strengths and areas of need in the district in the following categories:
Academic Programs (priorities 1,2, 4, 7, 8)
Parent Support (priorities 3, 5, 6)
Communication (priorities 1, 2, 3,4,5,6,7,8)
Volunteers and Participation (priorities 3,6)
Learning at Home (priorities 3, 6,7)
Decision-making and Advocacy (priorities 3,6, 8)
Connecting (priorities 3,6)
Relationship Building (priorities 3,6)

science facilities
- The need for college readiness to prepare students for the jobs in the region requiring degrees
- Developing students' life skills
- Expanded elective offerings at the high school
- Greater student recognition

Students, from both the elementary and secondary level, have been involved in the strategic planning process, a high school student representative serves on the school site council, and students have taken surveys to provide valuable input into district strengths and needs.

Elementary and high school students have identified the following strengths in the district:

- Safety
- College awareness
- Teachers care about their students
- There has been an increase in technology

Elementary and high school students have identified the following areas of need for the district:

- Updating and modernizing facilities and technology
- More elective offerings
- More field trips
- School pride

Staff members have been involved in a number of activities to advise the district. All staff, certificated, classified, and management, was afforded the

Strategic Planning: 2013-14
• Classified staff
• K-12 Certificated staff
• Management
• Students
• Parents
  ○ General Education
  ○ Special Education
  ○ Low SES
• Community Members
  ○ Local Industry
 	
Community Forum – Feb. 2014
• Parents
• Students
• Community Members
	Seven district objectives developed:
	1) Maintain a clear focus on student achievement through powerful instructional practices.
	2) Ensure comprehensive accountability and remain responsive to student needs.
	3) Ensure the long-term fiscal integrity of the district.
	4) Maintain and improve facilities.
	5) Establish effective two-way communication throughout the school community.
	6) Promote parent and community involvement in the schools, as well as school involvement in the community.
	7) Develop leadership capacity throughout the district to further the mission of educating and empowering all students to be successful in college, career, and community in the 21st Century.
	
	Workshop introducing board-adopted district goals resulting from the district strategic planning process and components of the Local Control and Accountability Plan, as well as strengths and needs assessments of the eight state priorities listed in Education Code sections 52060 and 52066.
		opportunity to be involved in the strategic planning process. As Trona JUSD is so small, all elementary and high school teachers meet regularly to provide input and plan. Both elementary and high school teachers sit on the school site council. High school teachers are also currently all involved in the WASC accreditation process.
		
		Staff has identified the following strengths in the district:
		• Staff cares about the students
		• Staff works together collaboratively
		• Improvement in technology
		• Improvement in communication – voices are heard
		
		Staff has identified the following areas of need in the district:
		• Implementation of the Common Core State Standards
		• Updating and improving instructional materials
		• Modernizing facilities and technology
		• Improved assessments with timely feedback
		• Development of critical thinking and problem-solving skills
		• Improved student recognition
		
		The common and recurring themes from all stakeholders (parents, community members, K-12 staff, management, and board members) are listed below and integrated into the goals and actions in this document:
		• Appropriate implementation of the Common Core State Standards

Parent Surveys	WASC parent surveys distributed to high school parents providing input on conditions of learning, pupil outcomes, and engagement (including parent involvement and school climate).	• Adequate and appropriate instructional materials • Technology and the development of 21st Century skills • Communication among all stakeholders • Improved assessments with timely feedback • Parent support and parent involvement • Life skills • Active Learning • Critical thinking and problem-solving • College and Career Readiness • AVID Implementation • Updating science classes and labs • Professional collaboration • Expanded after-school tutoring • Student recognition • Expanded elective offerings • Modernizing facilities • Modernized heating and cooling
Student Surveys	WASC student surveys at the high school (grades 7-12) providing input on conditions of learning, pupil outcomes, and engagement (including parent involvement and school climate).	
Staff Surveys	WASC process for all certificated staff involving peer observations and analysis of Common Core State Standards units culminating with a Socratic Seminar discussion of strengths and areas of growth in regards to teaching and learning (priorities 1, 2, 4, 5, 7).	
Staff Meetings • All certificated staff	Certificated staff analyzing data and developing teaching and learning goals (priorities 4, 8) Examining Common Core State Standards, developing an implementation plan, and identifying appropriate resources (priorities 1, 2, 7).	

School Site Council • Administration • K-12 Certificated Staff • Classified Staff • K-12 Parents • High School Student	SSC meetings in the 2013-14 school year included presentations on the LCFF and the LCAP. In May 2014, the SSC reviewed the draft LCAP, discussing services provided to all students and "targeted students."	
Board Meetings • Governing Board • Management • Public at large	Formal adoption of district goals. Presentations on student data, district programs and services, LCFF, LCAP, and final adoption of the LCAP and district budget.	

Section 2: Goals and Progress Indicators

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for ***each*** *state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil 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 the goal.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been indentified and what metrics are used to measure progress?)	Goals			**Annual Update**: Analysis of Progress	**What will be different/improved for students?** (based on identified metric)			**Related State and Local Priorities** (Identify specific state priority. For district and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	**Applicable Pupil Subgroup(s)** (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	**School(s) Affected** (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example)		**LCAP YEAR Year 1: 2014-2015**	**LCAP YEAR Year 2: 2015-2016**	**LCAP YEAR Year 1: 2016-2017**	
Need: All students must succeed in the most rigorous curriculum and be prepared for postsecondary opportunities **Metrics:** -Williams Textbook reports -Credential Audit - Common Core State Standards Curriculum Maps -State standardized assessments -Academic Performance Index	**1. All students will be prepared for success in college and career.** (The Trona JUSD strategic planning process articulated clear district objectives stemming from the adopted mission of "educating and empowering all students for success in college, career and community in the 21st Century." This goal is clearly aligned with the first	ALL	ALL		Updated textbooks aligned to the Common Core State Standards Attract and hire fully credentialed teachers in their subject areas to fill vacancies Full implementation of the Common Core State Standards Identification of	Updated textbooks aligned to the Common Core State Standards 10 % increase in proficiency in Common Core literacy and math as measured by the Smarter Balance Assessment; School s and district will meet or exceed API target;	Updated textbooks aligned to the Common Core State Standards 10 % increase in proficiency in Common Core literacy and math as measured by the Smarter Balance Assessment; School s and district will meet or exceed API target;	State Priorities: 1 Basic 2 Implementation of State Standards 3 Parent Involvement 4 Pupil Achievement 8 Other Pupil Outcomes

(API) - Quarterly Benchmarks and other formative assessments - Writing Samples - Grades -A-G completion rate -AP Participation and passing rate - EAP passing rates - University Acceptance - Student Surveys -ROP/CTE participation and certification -Student Technology Standards (ISTE) as applicable; -Parent involvement attendance reports and Parent Surveys	objective: To maintain a consistent and clear focus on student achievement through powerful instruction practices.)				areas of need as determined by the Smarter Balance Assessment; Rebenchmarking of the API; Increase in grades of "C" or better in core academic content areas; Baselines established on revised formative assessments and progress measured aligned to the CCSS; Higher college and career awareness as measured by student surveys; Increase in percentage of students passing the EAP in math and English; Increase in the	Increase in grades of "C" or better in core academic content areas; Progress measured on revised formative assessments; Students will participate in advanced or AP classes; Higher college and career awareness as measured by student surveys; Increase in number of percentage of students passing the EAP in math and English; Increase in the percentage of ROP students fulfilling ROP completion	Increase in grades of "C" or better in core academic content areas; Progress measured on revised formative assessments; Increase in number of students taking advanced classes and/or AP classes with passing rate of 3 or better on AP exams; Higher college and career awareness as measured by student surveys; Increase in percentage of students passing the EAP in math and English; Increase in the	

					percentage of ROP students fulfilling ROP completion requirement; Increase in percentage of students taking the SAT; Increase in number of college acceptances; Increase in parent participation in school site council and community forums/ strategic planning meetings; Increase in parent participation in classrooms and district programs; Baseline student technology skills will be established using the ISTE standards	requirement; Increase percentage of students taking the SAT; Increase in number of college acceptances; Increase in parent participation in school site council and community forums/ strategic planning meetings; Increase in parent participation in classrooms and district programs; Student technology skills will increase by 10% as measured by the ISTE standards	percentage of ROP students fulfilling ROP completion requirement; Increase percentage of students taking the SAT; Increase in number of college acceptances; Increase in parent participation in school site council and community forums/ strategic planning meetings; Increase in parent participation in classrooms and district programs; Student technology skills will increase by 10%	

							as measured by the ISTE standards	
Need: Students of need, including low-income, English learners, and foster youth, must be provided the support to succeed in the most rigorous curriculum and be prepared for postsecondary opportunities **Metric:** -Disaggregated Smarter Balanced Assessment - Quarterly Benchmarks and other formative assessments - Writing Samples - Grades -A-G completion rates - EAP passing rates - University Acceptance -Early Literacy benchmarks; -Graduation rates; -Parent involvement	**2. All students in need, including low-income, English learners, and foster youth, will achieve high, rigorous standards.** (The second objective in the district strategic planning process states: To maintain comprehensive accountability and remain responsive to student needs.)	ALL Low SES Special Education	ALL	N/A	Decrease of the gap in standardized testing, EAP passing rates, and college acceptance between targeted students and all students. Greater participation in advanced coursework, such as AP classes, and AVID; Increase in number of students having access to and completing graduation and A-G requirements; Increased participation of parents in parent programs and parent	Decrease of the gap in standardized testing, EAP passing rates, and college acceptance between targeted students and all students. Greater participation in advanced coursework, such as AP classes, and AVID; Increase in number of students having access to and completing graduation and A-G requirements; Increased participation of parents in parent programs and	Decrease of the gap in standardized testing, EAP passing rates, and college acceptance between targeted students and all students. Increased participation in advanced coursework and/or AP classes with a score of 3 or better on the AP exam. Decrease in the attrition rate from AVID; Increase in number of students having access to and completing graduation and A-G requirements;	State Priorities: 3 Parent Involvement 4 Pupil Achievement 7 Course Access 8 Other Pupil Outcomes

attendance reports and surveys - CELDT					resource center; EL reclassification of at least one level per year for each EL learner	parent resource center; EL reclassification of at least one level per year for each EL learner	Increased participation of parents in parent programs and parent resource center as monitored by sign-in sheets; EL reclassification of at least one level per year for each EL learner	
Need: Students must be productive members of their community and society. **Metric:** -Infinite campus discipline reports -Attendance rates -chronic absenteeism rates; -graduation rates -drop-out rates -Student Surveys	**3. All students will develop skills necessary to be productive members of the community.** (District strategic planning highlights the importance of community both in the district mission statement as well as described in outcome 5 which states: To promote parent and community involvement in the schools, as well as school involvement in the community.)	ALL	ALL	N/A	Decrease in discipline referrals and suspension/ expulsion rates shall remain low; Attendance rates will increase above 95%; Chronic absenteeism will decrease by 10%; Graduation rates will remain above 90% and drop-out rates will decrease	Decrease in discipline referrals and suspension/ expulsion rates shall remain low; Attendance rates will increase above 95%; Chronic absenteeism will decrease by 10%; Graduation rates will remain above	Decrease in discipline referrals and suspension/ expulsion rates shall remain low; Attendance rates will increase above 95%; Chronic absenteeism will decrease by 10%; Graduation rates will remain above	State Priorities: 5 Pupil Engagement 6 School Climate

					(graduation and drop-out rates are not a significant measure in Trona JUSD due to the small student population)	90% and drop-out rates will decrease (graduation and drop-out rates are not a significant measure in Trona JUSD due to the small student population)	90% and drop-out rates will decrease (graduation and drop-out rates are not a significant measure in Trona JUSD due to the small student population)	
Need: District facilities must be capable of providing our students with the most innovative instruction. **Metric:** -Facility Master Plan -Williams Quarterly Assessments -21st Century Technology Assessments	**4. All students will have access to modern and technologically advanced classrooms.** (The fourth strategic planning outcome describes maintaining and improving facilities while actions throughout the plan emphasize technology, 21st Century skills and modernizing facilities.)	ALL	ALL	N/A	Wireless Connectivity accessibility will be established; Facility Assessment completed; Immediate Facility Needs Addressed; Continued clear Williams assessments	Wireless Connectivity effectiveness will be monitored and assessed Progress made on the facility master plan evaluated annually; Continued clear Williams assessments	Wireless Connectivity effectiveness will be monitored and assessed Progress made on the facility master plan evaluated annually; Continued clear Williams assessments	State Priority: 1 Basic

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code 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?
2) How do these actions/services link to identified goals and performance indicators?
3) 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?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code 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?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1 – All students will be prepared for success in college and career. **2**- All students in need, including low-income, English learners, and foster youth, will achieve high, rigorous standards.	**State Priority** 2 Implementation of State Standards 8 Other Pupil Outcomes	**Fully implement the Common Core State Standards throughout the district for all students, including special education students, English learners, low-income, and foster youth.**	LEA		**Implement newly developed curriculum maps aligned to the CCSS. Assess implementation throughout the year. Revise, as necessary in May 2015.** Release Time and over-contract for content area teachers. $5,000 Title II	**Analyze data from the Smarter Balanced assessment and adjust curriculum maps to address identified needs. Assess curriculum maps implementation throughout the year. Revise, as necessary, in May of 2016.** Release Time and over-contract for content area teachers. $2,500 Title II	**Analyze data from the Smarter Balanced assessment and adjust curriculum maps to address identified needs. Assess curriculum maps implementation throughout the year. Revise, as necessary, in May of 2017.** Release Time and over-contract for content area teachers. $2,500 Title II

1 – All students will be prepared for success in college and career. **2**- All students in need, including low-income, English learners, and foster youth, will achieve high, rigorous standards.	**State Priority** 1 Basic 2 Implementation of State Standards 8 Other Pupil Outcomes	**State and district adopted textbooks aligned to the Common Core State Standards will be used in all content area classrooms, as well as CCSS aligned supplementary resources and materials.**	LEA		**Utilize the CCSS toolkit process to examine, analyze, and adopt state approved math textbooks and related resources** Textbooks $50,000 CCSS Funding/Lottery **Identify/purchase supplementary materials to address the shift to a literacy focus on non-fiction materials** Supplementary Instructional Materials $25,000 One-Time Royalties	**Utilize the CCSS toolkit process to examine, analyze, and adopt state approved English-Language Arts textbooks and related resources** Textbooks $50,000 CCSS Funding/Lottery	**Examine site text and resource needs, addressing any state direction in textbook adoption.**
1 – All students will be prepared for success in college and career.	**State Priority** 1 Basic 8 Other Pupil Outcomes	**Supplemental Text will be provided to enrich classroom instruction with skills necessary for success in the CCSS**	LEA		**Skills-based CCSS supplemental resources, such as those by Curriculum Associates**	**Skills-based CCSS supplemental resources, such as those by Curriculum Associates**	**Skills-based CCSS supplemental resources, such as those by Curriculum Associates**

2- All students in need, including low-income, English learners, and foster youth, will achieve high, rigorous standards.	8 Other Pupil Outcomes				Skills-based Supplementary Materials $5,000 LCFF	Skills-based Supplementary Materials $5,000 LCFF	Skills-based Supplementary Materials $5,000 LCFF
1 – All students will be prepared for success in college and career. **2**- All students in need, including low-income, English learners,	**State Priority** 1 Basic 2 Implemen-tation of State Standards 8 Other Pupil Outcomes 8 Other Pupil Outcomes	**District science classes will be aligned to the Next Generation Science Standards.**	LEA		**Curriculum maps will be developed addressing grade level areas of focus, as well as a k-12 continuum. Develop a plan to integrate technology into the science curriculum.** Teacher Release Time $600 Title II	**Analyze benchmark data to revise science curriculum maps as necessary.** **Modernize science labs and classes with appropriate technology.** Science Resources $25,000 One-Time Royalties	**Analyze benchmark data to revise science curriculum maps as necessary. Assess technology in science classes and identify needs in resources and training.**

and foster youth, will achieve high, rigorous standards.						Staff Development in Science Technology $2,000 Title II	
1 – All students will be prepared for success in college and career.	**State Priority** 1 Basic	**Maintain highly qualified teachers and provide incentive to attract new highly qualified teachers to the Trona Joint Unified School District**	LEA		**Provide competitive compensation to certificated teachers.** Salary and benefits $1,475,000 LCFF $180,000 One-Time Royalties **Provide a relocation bonus to new teachers** Relocation Bonus $3,000 Title II	**Provide competitive compensation to certificated teachers.** Salary and benefits $1,490,000 LCFF TBD One-Time Royalties **Provide a relocation bonus to new teachers** Relocation Bonus $3,000 Title II	**Provide competitive compensation to certificated teachers.** Salary and benefits $1,505,000 LCFF TBD One-Time Royalties **Provide a relocation bonus to new teachers** Relocation Bonus $3,000 Title II
1 – All students will be prepared for success in college	**State Priority** 1 Basic 8 Other Pupil Outcomes	**School libraries will provide students with access to updated reading materials, including literature, non-**	LEA		**Library will update their circulation** Library books and resources $10,000 One-Time	**Library will update their circulation** Library books and resources $10,000 One-Time	**Library will update their circulation** Library books and resources $10,000 One-Time

and career. **2**- All students in need, including low-income, English learners, and foster youth, will achieve high, rigorous standards.	8 Other Pupil Outcomes	**fiction, and periodicals**			Royalties	Royalties	Royalties
1 – All students will be prepared for success in college and career. **2**- All students in need, including low-income,	**State Priority** 8 Other Pupil Outcomes 7 Course Access 8 Other Pupil Outcomes	**High school students will have the opportunity to develop career-ready skills in web design, fire and emergency preparedness, and office technology.**	Grades 11-12		**ROP classes will be offered in the areas of web design, fire and emergency preparedness, and office technology.** ROP Staffing and Materials $62,014 ROP **Preparation skills for specific career**	**The Career Technical Education plan will be implemented based on the regional CTE/ROP configuration or local plan.** Funding Amount TBD Estimated at $14,303 Funding Source – LCFF CTE	**The Career Technical Education plan will be assessed and revised based on the regional CTE/ROP configuration or local plan.** Funding Amount TBD Estimated at $14,403 Funding Source – LCFF CTE Augmentation Funding PLUS One-Time Royalties

English learners, and foster youth, will achieve high, rigorous standards.					**pathways will be identified using an outcome based design and linking learning to regional industry.** **A Career Technical Education Plan will be developed.**	Augmentation Funding PLUS One-Time Royalties	
1 – All students will be prepared for success in college and career. 2- All students in need, including low-income, English learners, and foster youth, will achieve	**State Priority** 1 Basic 2 Implementation of State Standards 8 Other Pupil Outcomes	**Students will have greater access to technology to develop 21st Century Skills and promote proficiency in the Common Core State Standards**	LEA		**The district will provide students with 1:1 devices; either laptops, chromebooks, or tablets.** Hardware $ 250,000 One-Time Royalties **Appropriate academic software will be provided for the devices to ensure students are developing a variety**	**Hardware will be upgraded or replaced as necessary.** Hardware $ 25,000 One-Time Royalties **An analysis of software will provide information on additional or replacement**	**Hardware will be upgraded or replaced as necessary.** Hardware $ 25,000 One-Time Royalties **An analysis of software will provide information on additional or replacement software needs**

high, rigorous standards. 4 – All students will have access to modern and technologically advanced classrooms	1 Basic				**of 21st century skills.** Software $50,000 One-Time Royalties **Staff will be provided training to ensure comprehensive application of technology.** Technology Staff Development $5,000 Title II **With Trona being small, we will contract out for technology support** Technology Support $15,000 One-Time Royalties	**software needs** Software $10,000 One-Time Royalties **Staff will continue to be provided with training to best utilize technology.** Technology Staff Development $5,000 Title II **With Trona being small, we will contract out for technology support** Tech Support $15,000 One-Time Royalties	Software $10,000 One-Time Royalties **Staff will continue to be provided with training to best utilize technology.** Technology Staff Development $5,000 Title II **With Trona being small, we will contract out for technology support** Tech Support $15,000 One-Time Royalties
1 – All students will be prepared for success in college and career.	**State Priority** 1 Basic	**Teachers will have access to classroom technology to create 21st Century learning**	LEA		**Classrooms will be equipped with up-to-date computers for teachers along with interactive whiteboards or**	**Classroom technology will be updated or replaced as necessary.**	**Classroom technology will be updated or replaced as necessary.**

2- All students in need, including low-income, English learners, and foster youth, will achieve high, rigorous standards. **4 –** All students will have access to modern and technologically advanced classrooms	8 Other Pupil Outcomes 1 Basic	**environment to promote engaged and technologically proficient students.**			**interactive projectors.** Instructional Technology Hardware $100,000 One-Time Royalties **Teachers will have classroom software to maximize 1:1 devices and interactive technologies.** Software $25,000 One-Time Royalties	Instructional Technology Hardware $25,000 One-Time Royalties **Instructional software will be updated as necessary.** Software $10,000 One-Time Royalties	Instructional Technology Hardware $25,000 One-Time Royalties **Instructional software will be updated as necessary.** Software $10,000 One-Time Royalties
1 – All students will be prepared for success in	**State Priority** 4 Pupil Achievement 8 Other Pupil Outcomes	**On-line classes will be used to provide students with access to course offerings to ensure a broad**	LEA		**On-line and computer based learning, such as PLATO, APEX, etc.** On-Line	**On-line and computer based learning, such as PLATO, APEX, etc.** On-Line	**On-line and computer based learning, such as PLATO, APEX, etc.** On-Line

college and career. **2** - All students in need, including low-income, English learners, and foster youth, will achieve high, rigorous standards.	4 Pupil Achievement 7 Couse Access 8 Other Pupil Outcomes	**course of study, including advanced course and AP offerings**			Subscriptions $30,000 Royalty	Subscriptions $30,000 Royalty	Subscriptions $30,000 Royalty
1 – All students will be prepared for success in college and career. **2** - All students in need, including low-	**State Priority** 4 Pupil Achievement 8 Other Pupil Outcomes 4 Pupil Achievement 7 Couse Access 8 Other Pupil Outcomes	**Primary grade teachers and the child development center will focus on early literacy development using on-line and computer based resources.**	Grades Pre K - 6		**On-line and computer based learning, such as Waterford** On-Line Subscriptions $10,000 Title I	**On-line and computer based learning, such as Waterford** On-Line Subscriptions $10,000 Title I	**On-line and computer based learning, such as Waterford** On-Line Subscriptions $10,000 Title I

income, English learners, and foster youth, will achieve high, rigorous standards.							
1 – All students will be prepared for success in college and career. **2** - All students in need, including low-income, English learners, and foster youth, will achieve high, rigorous	**State Priority** 2 Implemen-tation of State Standards 4 Pupil Achievement 8 Other Pupil Outcomes 4 Pupil Achievement 8 Other Pupil Outcomes	**On-line and computer-based formative assessment will be used to assess student progress in the CCSS**	LEA		**Computer-based assessments for reading, writing, and math K-12.** On-Line Subscriptions $5,000 LCFF **Effectiveness of assessments will be analyzed in May 2015.** **Assessment results will be analyzed to revise CCSS curriculum maps.**	**Computer-based assessments for reading, writing, and math K-12.** On-Line Subscriptions $5,000 LCFF **Assessment results will be analyzed to revise CCSS curriculum maps.**	**Computer-based assessments for reading, writing, and math K-12.** On-Line Subscriptions $5,000 LCFF **Assessment results will be analyzed to revise CCSS curriculum maps.**

standards.							
1 – All students will be prepared for success in college and career. **2** - All students in need, including low-income, English learners, and foster youth, will achieve high, rigorous standards.	**State Priority** 1 Basic 4 Pupil Achievement 8 Other Pupil Outcomes 4 Pupil Achievement 8 Other Pupil Outcomes	**Computer-based and on-line tutorial support will be utilized in after-school tutoring and to supplement classroom instruction in the CCSS**	LEA		**Computer-based tutorial programs** On-Line Subscriptions $10,000 Title I	**Computer-based tutorial programs** On-Line Subscriptions $10,000 Title I	**Computer-based tutorial programs** On-Line Subscriptions $10,000 Title I
1 – All students will be prepared for success in college and career.	**State Priority** 1 Basic 2 Implemen-tation of State Standards 4 Pupil	**Staff will use AVID methodologies to promote rigorous instruction and learning with the Common Core**	LEA		**AVID Training** Staff Development Registrations, Travel, and Lodging $25,000 Title I	**Training** Staff Development Registrations, Travel, and Lodging $25,000 Title I	**Training** Staff Development Registrations, Travel, and Lodging $25,000 Title I

2 - All students in need, including low-income, English learners, and foster youth, will achieve high, rigorous standards.	Achievement 8 Other Pupil Outcomes 4 Pupil Achievement 8 Other Pupil Outcomes	**State Standards**			**AVID Weekly** On-Line Subscriptions $1,000 LCFF	**AVID Weekly** On-Line Subscriptions $1,000 LCFF	**AVID Weekly** On-Line Subscriptions $1,000 LCFF
1 – All students will be prepared for success in college and career. **2** - All students in need, including low-income,	**State Priority** 4 Pupil Achievement 8 Other Pupil Outcomes 4 Pupil Achievement 7 Course Access 8 Other Pupil Outcomes	**The AVID elective will be provided at the secondary level to provide support to students historically underserved at the university level**	Grades 7-12		**College students will be hired as AVID tutors for the AVID elective classes.** AVID Tutors $10,000 Title I	**College students will be hired as AVID tutors for the AVID elective classes.** AVID Tutors $10,000 Title I	**College students will be hired as AVID tutors for the AVID elective classes.** AVID Tutors $10,000 Title I

English learners, and foster youth, will achieve high, rigorous standards							
1 – All students will be prepared for success in college and career. **2** - All students in need, including low-income, English learners, and foster youth, will achieve high,	**State Priority** 4 Pupil Achievement 8 Other Pupil Outcomes 4 Pupil Achievement 8 Other Pupil Outcomes	**Staff will be provided support and training in a consistent organization and writing process**	LEA		**Thinking Maps, Write from the Beginning (elementary), and Write for the Future (high school) training for newer teachers. On-going support for all teachers.** Materials and Training $500 Title II	**Thinking Maps, Write from the Beginning (elementary), and Write for the Future (high school) training for newer teachers. On-going support for all teachers.** Materials and Training $500 Title II	**Thinking Maps, Write from the Beginning (elementary), and Write for the Future (high school) training for newer teachers. On-going support for all teachers.** Materials and Training $500 Title II

rigorous standards.							
1 – All students will be prepared for success in college and career. **2** - All students in need, including low-income, English learners, and foster youth, will achieve high, rigorous standards	**State Priority** 4 Pupil Achievement 8 Other Pupil Outcomes 4 Pupil Achievement 8 Other Pupil Outcomes	**Teachers will develop lessons to develop student proficiency in academic language**	LEA		**Staff will receive instruction in effective academic vocabulary instruction.** Instructional Resources and Training $2,500 Title II	Instructional Resources $250 Title II	Instructional Resources $250 Title II
1 – All students will be prepared for success in college and	**State Priority** 2 Implemen-tation of State Standards 4 Pupil Achievement 8 Other Pupil Outcomes	**Staff will utilize a "Professional Learning Communities" model to analyze student data and develop plans to address student**	LEA		**Teachers will be trained in PLCs** Staff Development $10,000 Title II	**On-going PLC training** Staff Development $2,000 Title II	**On-going PLC training** Staff Development $2,000 Title II

career. **2** - All students in need, including low-income, English learners, and foster youth, will achieve high, rigorous standards.	4 Pupil Achievement 8 Other Pupil Outcomes	**needs.**					
1 – All students will be prepared for success in college and career. **2** - All students in need, including low-income, English learners,	**State Priority** 2 Implemen-tation of State Standards 4 Pupil Achievement 8 Other Pupil Outcomes 4 Pupil Achievement 8 Other Pupil Outcomes	**Teachers will incorporate "performance tasks" aligned to the Common Core State Standards across the curriculum to assess critical thinking and writing.**	LEA		**Cross curricular performance tasks aligned to CCSS and quarterly writing prompts will be developed and implemented.** No Cost	**Cross curricular performance tasks aligned to CCSS and quarterly writing prompts will be refined and implemented.** No Cost	**Cross curricular performance tasks aligned to CCSS and quarterly writing prompts will be refined and implemented.** No Cost

and foster youth, will achieve high, rigorous standards.							
1 – All students will be prepared for success in college and career. **2** - All students in need, including low-income, English learners, and foster youth, will achieve high, rigorous standards.	**State Priority** 3 Parent Involvement 4 Pupil Achievement 8 Other Pupil Outcomes 3 Parent Involvement 4 Pupil Achievement 8 Other Pupil Outcomes	**Student data systems will provide staff, students, and parents with up to date student information**	LEA		**The district will continue to utilize Infinite Campus as its on-line scheduling, grading, attendance, and communication tool. The district will also investigate other Infinite Campus components that may be implemented.** Infinite Campus Subscription $10,000 Lottery	**The district will continue to utilize Infinite Campus as its on-line scheduling, grading, attendance, and communication tool. The district will also investigate other Infinite Campus components that may be implemented.** Infinite Campus Subscription $10,000 Lottery	**The district will continue to utilize Infinite Campus as its on-line scheduling, grading, attendance, and communication tool. The district will also investigate other Infinite Campus components that may be implemented.** Infinite Campus Subscription $10,000 Lottery
1 – All students	**State Priority** 2 Implemen-	**Special Education students will**	LEA		**Continue collaborative efforts**	**Continue collaborative efforts**	**Continue collaborative efforts**

will be prepared for success in college and career. **2** - All students in need, including low-income, English learners, and foster youth, will achieve high, rigorous standards.	tation of State Standards 4 Pupil Achievement 8 Other Pupil Outcomes 4 Pupil Achievement 7 Course Access 8 Other Pupil Outcomes	**receive support to achieve success in Common Core State Standards instruction in either an intensive small group setting (pull out) or in a collaborative services delivery model, always considering the least restrictive environment.**			**at the elementary school and dedicate class periods at the high school for specific collaboration opportunities to provide special education services in the regular classroom environment.** Special Education Staff $140,000 Special Education Funds	**at the elementary school and high school, assessing effectiveness of inclusion efforts.** Special Education Staff $140,000 Special Education Funds	**at the elementary school and high school, assessing effectiveness of inclusion efforts.** Special Education Staff $140,000 Special Education Funds
2 - All students in need, including low-income, English learners,	**State Priority** 7 Course Access 8 Other Pupil Outcomes	**Students receiving speech and language services will be served either during the school day or after school using an on-line speech**	LEA		**Presence Learning on-line speech will be utilized as an option for speech students identified as in need of speech services beyond the services currently**	**Presence Learning on-line speech will be utilized as an option for speech students identified as in need of speech services beyond the services currently provided by**	**Presence Learning on-line speech will be utilized as an option for speech students identified as in need of speech services beyond the services currently**

and foster youth, will achieve high, rigorous standards.		**program.**			**provided by the county speech therapist.** On-Line Consultant Services $7,500 Special Education	**the county speech therapist.** On-Line Consultant Services $7,500 Special Education	**provided by the county speech therapist.** On-Line Consultant Services $7,500 Special Education
2 - All students in need, including low-income, English learners, and foster youth, will achieve high, rigorous standards.	**State Priority** 4 Pupil Achievement 8 Other Pupil Outcomes	**Technology will be utilized to provide special education students with personalized instruction.**	LEA		**On-line and computer-based applications, such as FastForward, will be utilized to provide individualized instruction in auditory discrimination and other literacy skills.** On-line subscriptions and software. $5,000 Special Education Funds	**On-line and computer-based applications, such as FastForward, will be utilized to provide individualized instruction in auditory discrimination and other literacy skills.** On-line subscriptions and software. $5,000 Special Education Funds	**On-line and computer-based applications, such as FastForward, will be utilized to provide individualized instruction in auditory discrimination and other literacy skills.** On-line subscriptions and software. $5,000 Special Education Funds
1 – All students will be prepared for success in college and	**State Priority** 8 Other Pupil Outcomes	**Hearing and Vision assessments will be conducted for all special education students, as well as targeted grade**	LEA		**The district will contract out for hearing and vision screenings.** County Health Services $1,000	**The district will contract out for hearing and vision screenings.** County Health Services $1,000	**The district will contract out for hearing and vision screenings.** County Health Services $1,000

career. **2** - All students in need, including low-income, English learners, and foster youth, will achieve high, rigorous standards.	8 Other Pupil Outcomes	**levels.**			General Fund/Special Education Funds	General Fund/Special Education Funds	General Fund/Special Education Funds
2 - All students in need, including low-income, English learners, and foster youth, will achieve high, rigorous standards.	**State Priority** 4 Pupil Achievement 8 Other pupil Outcomes	**All special education teachers will receive training to conduct Individualized Education Plans and appropriate assessments.**	LEA		**The new special education teacher will receive IEP training, and all special education teachers will receive additional training as needed.** Staff Development and Related Costs $5,000 Special Education Funds	**Special Education staff will receive training as necessary to stay current with special education legal requirements.** Staff Development and Related Costs $5,000 Special Education Funds	**Special Education staff will receive training as necessary to stay current with special education legal requirements.** Staff Development and Related Costs $5,000 Special Education Funds
2 - All	**State Priority**	**The district will**	LEA		**A psychologist will**	**A psychologist will be**	**A psychologist will**

students in need, including low-income, English learners, and foster youth, will achieve high, rigorous standards.	4 Pupil Achievement 8 Other Pupil Outcomes	**contract out for psychologist services.**			**be contracted on an as needed basis for psychological assessments as needed.** Psychologist Consultation Services $10,000 Special Education Funds	**contracted on an as needed basis for psychological assessments as needed.** Psychologist Consultation Services $10,000 Special Education Funds	**be contracted on an as needed basis for psychological assessments as needed.** Psychologist Consultation Services $10,000 Special Education Funds
1 – All students will be prepared for success in college and career. **2** - All students in need, including low-income, English learners,	**State Priority** 4 Pupil Achievement 8 Other Pupil Outcomes 4 Pupil Achievement 8 Other Pupil Outcomes	**After School Tutoring will be offered in the High School Library, providing students with assistance from teachers as well as student tutors**	Grades 7-12		Certificated teachers and student tutors hourly wages $10,000 Title I	Certificated teachers and student tutors hourly wages $10,000 Title I	Certificated teachers and student tutors hourly wages $10,000 Title I

and foster youth, will achieve high, rigorous standards.							
1 – All students will be prepared for success in college and career. **2** - All students in need, including low-income, English learners, and foster youth, will achieve high, rigorous standards.	**State Priority** 4 Pupil Achievement 8 Other Pupil Outcomes 4 Pupil Achievement 8 Other Pupil Outcomes	**After School enrichment will be offered**	Grades 1-6		Certificated teachers hourly wages $10,000 Title I	Certificated teachers hourly wages $10,000 Title I	Certificated teachers hourly wages $10,000 Title I
1 – All students	**State Priority** 4 Pupil	**Summer school will be offered to**	LEA		**Certificated summer school teachers and**	**Certificated summer school teachers and**	**Certificated summer school**

will be prepared for success in college and career. **2** - All students in need, including low-income, English learners, and foster youth, will achieve high, rigorous standards.	Achievement 8 Other Pupil Outcomes 4 Pupil Achievement 7 Course Access 8 Other Pupil Outcomes	**provide students with opportunities to receive remediation and advancement, as well as credit recovery**			**administration will be hired as needed.** Summer school staffing $15,000 Title I	**administration will be hired as needed.** Summer school staffing $15,000 Title I	**teachers and administration will be hired as needed.** Summer school staffing $15,000 Title I
2 - All students in need, including low-income, English learners,	4 Pupil Achievement 8 Other Pupil Outcomes	**Primary elementary students in need will receive afternoon reading/literacy intervention from a certificated**	Grades 1-2		**The morning kindergarten teacher provides reading intervention to grades 1 and 2 in the afternoon** Over-contract	**The morning kindergarten teacher provides reading intervention to grades 1 and 2 in the afternoon** Over-contract	**The morning kindergarten teacher provides reading intervention to grades 1 and 2 in the afternoon**

and foster youth, will achieve high, rigorous standards.		**teacher.**			$2,000 Title I	$2,000 Title I	Over-contract $2,000 Title I
1 – All students will be prepared for success in college and career. **2** - All students in need, including low-income, English learners, and foster youth, will achieve high, rigorous standards.	**State Priority** 4 Pupil Achievement 8 Other Pupil Outcomes 4 Pupil Achievement 8 Other Pupil Outcomes	**A certificated teacher will provide intervention in literacy, math, and 21st Century skills**	Grades K-6		Certificated Salary and Benefits $80,000 – LCFF	Certificated Salary and Benefits $80,000 – LCFF	Certificated Salary and Benefits $80,000 – LCFF
2 - All students	**State Priority** 4 Pupil	**The high school will utilize a**	Grades 7-12		Paraprofessional Salary and Benefits	Paraprofessional Salary and Benefits	Paraprofessional Salary and Benefits

in need, including low-income, English learners, and foster youth, will achieve high, rigorous standards.	Achievement 7 Course Access 8 Other Pupil Outcomes	**collaborative services delivery model using the special education teacher in a regular education setting following a Response to Intervention (RTI) model to provide intervention as needed. A paraprofessional will also be used in this model.**			$30,000 – LCFF	$30,000 – LCFF	$30,000 – LCFF
1 – All students will be prepared for success in college and career. **2** - All students in need, including low-income, English	**State Priority** 8 Course Access 8 Course Access	**Student Wellness Committee will work to implement healthy choices in fitness and nutrition.**	LEA		**A district-wide wellness committee will meet throughout the year to promote physical fitness and healthy choices. Physical education classes will include instruction on health and fitness. The high school physical education class will include fitness assessments at the beginning, middle, and end of the year**	**A district-wide wellness committee will meet throughout the year to promote physical fitness and healthy choices.** **Physical education classes will include instruction on health and fitness. The high school physical education class will include fitness assessments at the**	**A district-wide wellness committee will meet throughout the year to promote physical fitness and healthy choices.** **Physical education classes will include instruction on health and fitness. The high school physical education class will include fitness assessments**

learners, and foster youth, will achieve high, rigorous standards. **3 –** All students will develop skills necessary to be productive members of their community and society	6 School Climate				**to chart progress.** P.E. Equipment: $25,000 One-Time Royalties **Drug and alcohol prevention instruction will be incorporated into classroom instruction at the elementary level and in physical education and health classes at the high school.** Drug and alcohol program materials. $2,500 Title I **Students, while in**	**beginning, middle, and end of the year to chart progress.** **Drug and alcohol prevention instruction will be incorporated into classroom instruction at the elementary level and in physical education and health classes at the high school.** Drug and alcohol program materials. $2,500 Title I **Students, while in grade six through twelve, will complete at least two sex education courses.** Sex Education Staff Training $500 Title I	**at the beginning, middle, and end of the year to chart progress.** **Drug and alcohol prevention instruction will be incorporated into classroom instruction at the elementary level and in physical education and health classes at the high school.** Drug and alcohol program materials. $2,500 Title I **Students, while in grade six through twelve, will complete at least two sex education courses.** Sex Education Staff Training $500 Title I

					grade 6-12, will complete at least two sex education courses. Sex Education Staff Training $500 Title I		
3 – All students will develop skills necessary to be productive members of their community and society	**State Priority** 6 School Climate	**The District will implement programs during and after the regular school day for students to acquire the building blocks of healthy development**	LEA		**Programs, such as Developmental Assets, will be integrated into the curriculum.** Developmental Assets materials $500 Title I **Staff will be trained in student assistance groups and conduct weekly groups to provide students with opportunities to productively discuss issues.** Staff Development $2,000 Title I Over Contract Hours	**Programs, such as Developmental Assets, will be integrated into the curriculum.** Developmental Assets materials $500 Title I **Staff will be trained in student assistance groups and conduct weekly groups to provide students with opportunities to productively discuss issues.** Staff Development $2,000 Title I Over Contract Hours	**Programs, such as Developmental Assets, will be integrated into the curriculum.** **Staff will be trained in student assistance groups and conduct weekly groups to provide students with opportunities to productively discuss issues.** **Anger management classes will be offered to students.** Over-Contract hours for facilitation and Materials

					to conduct student assistance groups $2,000 Title I **Anger management classes will be offered to students.** Over-Contract hours for facilitation and Materials $1,500 Title I	to conduct student assistance groups $2,000 Title I **Anger management classes will be offered to students.** Over-Contract hours for facilitation and Materials $1,500 Title I	$1,500 Title I
3 – All students will develop skills necessary to be productive members of their community and society	**State Priority** 6 School Climate	**The district will provide anti-bullying and anti-harassment education for students.**	LEA		**The elementary school and high school will conduct assemblies promoting acceptance and tolerance.** Assembly Costs $1,000 Lottery **Instructional materials promoting anti-bullying and tolerance will be examined and implemented.** Program Materials $1,000 Lottery	**The elementary school and high school will conduct assemblies promoting acceptance and tolerance.** Assembly Costs $2,000 Lottery **Programs will be evaluated, updated and, as necessary, revised to meet the needs of the student population.** No cost	**The elementary school and high school will conduct assemblies promoting acceptance and tolerance.** Assembly Costs $2,000 Lottery **Programs will be evaluated, updated and, as necessary, revised to meet the needs of the student population.** No cost

3 – All students will develop skills necessary to be productive members of their community and society	**State Priority** 6 School Climate	**Schools will implement positive behavior systems to promote a positive culture.**	LEA		**A discipline analysis will be conducted at each site to determine discipline trends.** No cost	**Staff will be trained in positive behavior systems, such as P.B.I.S. and Capturing Kids' Hearts.** $2,000 Lottery	**Staff will be trained in positive behavior systems, such as P.B.I.S. and Capturing Kids' Hearts.** $2,000 Lottery
1 – All students will be prepared for success in college and career. **2** - All students in need, including low-income, English learners,	**State Priority** 4 Pupil Achievement 4 Pupil Achievement	**The district will provide recognition to students for achievement in academics, athletics, and citizenship.**	LEA		**Students of the Month** **Students of the Quarter** **Honor Roll – Semester and Cumulative** **Blanket** **Shout Out** Certificates and	**Students of the Month** **Students of the Quarter** **Honor Roll – Semester and Cumulative** **State Test Proficiency or above** **Blanket** Certificates and Various Awards $5,000 Lottery	**Students of the Month** **Students of the Quarter** **Honor Roll – Semester and Cumulative** **State Test Proficiency or above** **Blanket** Certificates and Various Awards $5,000 Lottery

and foster youth, will achieve high, rigorous standards. **3** – All students will develop skills necessary to be productive members of their community and society	5 Pupil Engagement 6 School Climate				Various Awards $5,000 Lottery		
3 – All students will develop skills necessary to be productive members of their community and society	**State Priority** 5 Pupil Engagement	**The District will provide incentives for positive attendance.**	LEA		**Weekly, monthly and biannual attendance incentives will be awarded to students.** Student Incentives $2,000 Lottery	**Weekly, monthly and biannual attendance incentives will be awarded to students.** Student Incentives $2,000 Lottery	**Weekly, monthly and biannual attendance incentives will be awarded to students.** Student Incentives $2,000 Lottery
1 – All	**State Priority**	**Parents and**	LEA		**SSC**	**SSC**	**SSC**

students will be prepared for success in college and career. **2** - All students in need, including low-income, English learners, and foster youth, will achieve high, rigorous standards.	3 Parent Involvement	**community members will be involved in program development and district decision-making.**			**Community Forum/Strategic Planning** Refreshments and incentives $500 Title I	**Community Forum/Strategic Planning** Refreshments and incentives $500 Title I	**Community Forum/Strategic Planning** Refreshments and incentives $500 Title I
1 – All students will be prepared for success in college	**State Priority** 3 Parent Involvement	**The Parent and Family Resource Center will provide parents and families with support materials and resources to**	LEA		**Resource materials on parenting and child/adolescent issues will be available.** Books and pamphlets	**Additional resources will be identified.**	**Additional resources will be identified.**

and career. **2** - All students in need, including low-income, English learners, and foster youth, will achieve high, rigorous standards.	3 Parent Involvement	**promote effective parenting, strong parent-school partnerships, and increase student achievement. These resources will include support for parents of low-income students, English learners, or foster youth.**			$500/Title I **Software will be available for the parent computers to enable parents to have word processing, resume development, and other parent and family resources.** Software $500/Title I **A child's area will be available for parents to bring their small children.** Children's resources $250 Title I		
1 – All students will be prepared for success in college	**State Priority** 3 Parent Involvement **6**	**The District will provide parenting classes to support parents as well as promote home-school partnerships.**	LEA		**One additional facilitator of Parent Project/Loving Solutions will be trained.** Stipend	**One additional facilitator of Parent Project/Loving Solutions will be trained.** Stipend	**One additional facilitator of Parent Project/Loving Solutions will be trained (as needed)** Stipend

and career. **2** - All students in need, including low-income, English learners, and foster youth, will achieve high, rigorous standards. **3** – All students will develop skills necessary to be productive members of their community and society	3 Parent Involvement 6 School Climate	**These classes will include lessons to support parents of low-income students, foster youth, and challenging adolescents. In addition, one of our trainers is fluent in Spanish and can support Spanish speaking parents of English learners.**			$1,500 Title I **Parent Project will be offered in the Fall to parents of adolescents.** Materials $500 Title I Supplies $200 Title I Refreshments $1,000 Title I Facilitator Stipends $3,000 Title **Loving Solutions will be offered to parents of elementary and preschool students.** Materials $500 Title I Supplies $200 Title I Refreshments	$1,500 Title I **Parent Project will be offered in the Fall to parents of adolescents.** Materials $500 Title I Supplies $200 Title I Refreshments $1,000 Title I Facilitator Stipends $3,000 Title **Loving Solutions will be offered to parents of elementary and preschool students.** Materials $500 Title I Supplies $200 Title I Refreshments	$1,500 Title I **Parent Project will be offered in the Fall to parents of adolescents.** Materials $500 Title I Supplies $200 Title I Refreshments $1,000 Title I Facilitator Stipends $3,000 Title **Loving Solutions will be offered to parents of elementary and preschool students.** Materials $500 Title I Supplies $200 Title I

					$500 Title I	$500 Title I	Refreshments $500 Title
4 – All students will have access to modern and technologically advanced classrooms	**State Priority** 1 Basic	**TJUSD will establish a district-wide wireless internet environment.**	LEA		**Wireless Preparation and installation** $45,000 One-Time Royalties	**Assessment of wireless effectiveness and upgrades** TBD	**Assessment of wireless effectiveness and upgrades** TBD
4 – All students will have access to modern and technologically advanced classrooms	**State Priority** 1 Basic	**A district facility master plan will be developed.**	LEA		**An architectural firm will conduct a facility needs assessment to determine immediate needs, demolition of the old elementary school, and modernization. A long-term facility master plan will be developed** Architectural Services $25,000 One-Time Royalties **The facility master plan, to be completed by**	**The facility master plan will be reviewed and revised as necessary.** **Projects aligned to the facility master plan will be scheduled as determined.**	**The facility master plan will be reviewed and revised as necessary.** **Projects aligned to the facility master plan will be scheduled as determined.**

					December 2014, will be assessed to begin initial projects. Cost and scope to be determined.		
4 – All students will have access to modern and technologically advanced classrooms	**State Priority** 1 Basic	**The district will address immediate facility needs.**	LEA		**Gym roof** $750,000 One-Time Royalties **High School Heaters** $15,000 One-Time Royalties **Additional needs** TBD	**Miscellaneous facility needs** $150,000 One-Time Royalties	**Miscellaneous facility needs** $150,000 One-Time Royalties
4 – All students will have access to modern and technologically advanced classrooms	**State Priority** 1 Basic	**Furniture**	LEA		**Furniture needs, as determined following the facility master planning and with staff input, will be addressed.** Immediate furniture needs. $50,000 One-Time Royalties	**Furniture needs, as determined following the facility master planning and with staff input, will be addressed.**	**Furniture needs, as determined following the facility master planning and with staff input, will be addressed.**
1 – All students will be	**State Priority** 1 Basic 2 Implementation of State	**District leadership will be developed and provided**	LEA		**The elementary principal will complete AVID**	**Board members will attend receive training on current**	**The School Board will have consulting services provided as**

prepared for success in college and career.	Standards	**training to effectively lead the district in powerful instructional practices to ensure student success in college and career readiness**			**Elementary District Liaison training.** Travel/Conference $2,000 Title II **The School Board will have consulting services provided as necessary.** County consulting contract and Training $4,500 One-Time Royalties **District leadership planning meetings** Leadership Materials $500 One-Time Royalties **District leadership attends leadership conferences to build strong district leadership and remain current on public education**	**education issues and governance.** Travel/Conference Expenses $5,000 One-Time Royalties **The School Board will have consulting services provided as necessary.** County consulting contract and Training $4,500 One-Time Royalties **District leadership will meet for planning** Leadership Materials $500 One-Time Royalties **District leadership will attend leadership conferences to build**	**necessary.** County consulting contract and Training $4,500 One-Time Royalties **District leadership will meet for planning** Leadership Materials $500 One-Time Royalties **District leadership will attend leadership conferences to build strong district leadership and remain current on public education issues.** Conference and travel expenses $10,000 Title II/One - time Royalties

					issues. Travel/Conference $10,000 Title II/One - time Royalties	**strong district leadership and remain current on public education issues.** Conference and travel expenses $10,000 Title II/One - time Royalties	

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP Year Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
2- All students	**State Priority**	For low income	LEA		**Implement newly**	**Analyze data**	**Analyze data from**

in need, including low-income, English learners, and foster youth, will achieve high, rigorous standards.	**8 Other Pupil Outcomes**	pupils: **Fully implement the Common Core State Standards throughout the district for all students, including special education students, English learners, low-income, and foster youth.**			**developed curriculum maps aligned to the CCSS. Assess implementation throughout the year. Revise, as necessary in May 2015.** See Expenditures in Section 3A	**from the Smarter Balanced assessment and adjust curriculum maps to address identified needs. Assess curriculum maps implementation throughout the year. Revise, as necessary, in May of 2016.** See Expenditures in Section 3A	**the Smarter Balanced assessment and adjust curriculum maps to address identified needs. Assess curriculum maps implementation throughout the year. Revise, as necessary, in May of 2017.** See Expenditures in Section 3A
1 – All students will be prepared for success in college and career. **2**- All students in need, including low-income, English learners, and foster youth,	**State Priority** 1 Basic 2 Implemen-tation of State Standards 8 Other Pupil Outcomes 8 Other Pupil Outcomes	For low income pupils: **Students will have greater access to technology to develop 21st Century Skills and promote proficiency in the Common Core State**	LEA		**The district will provide students with 1:1 devices; either laptops, chromebooks, or tablets.** See Expenditures in Section 3A	**Hardware will be upgraded or replaced as necessary.** See Expenditures in Section 3A **An analysis of software will provide information on**	**Hardware will be upgraded or replaced as necessary.** See Expenditures in Section 3A **An analysis of software will provide information on**

will achieve high, rigorous standards. **4 –** All students will have access to modern and technologically advanced classrooms	1 Basic	**Standards**			**Appropriate academic software will be provided for the devices to ensure students are developing a variety of 21st century skills.** See Expenditures in Section 3A **Staff will be provided training to ensure comprehensive application of technology.** See Expenditures in Section 3A **With Trona being small, we will contract out for technology support** See Expenditures	**additional or replacement software needs** See Expenditures in Section 3A **Staff will continue to be provided with training to best utilize technology.** See Expenditures in Section 3A **With Trona being small, we will contract out for technology support** See Expenditures	**additional or replacement software needs** See Expenditures in Section 3A **Staff will continue to be provided with training to best utilize technology.** See Expenditures in Section 3A **With Trona being small, we will contract out for technology support** See Expenditures

					in Section 3A	in Section 3A	in Section 3A
1 – All students will be prepared for success in college and career. **2** - All students in need, including low-income, English learners, and foster youth, will achieve high, rigorous standards.	**State Priority 4,7,8** 4 Pupil Achievement Other Pupil Outcomes 4 Pupil Achievement 7 Course Access 8 Other Pupil Outcomes	For low income pupils: **The AVID elective will be provided at the secondary level to provide support to students historically underserved at the university level**	Grades 7-12		**College students will be hired as AVID tutors for the AVID elective classes.** See Expenditures in Section 3A	**College students will be hired as AVID tutors for the AVID elective classes.** See Expenditures in Section 3A	**College students will be hired as AVID tutors for the AVID elective classes.** See Expenditures in Section 3A
1 – All students will be prepared for success in college and career. **2** - All students in need,	**State Priority** 1 Basic 2 Implement-tation of State Standrads 4 Pupil Achievement 8 Other Pupil Outcomes 4 Pupil Achievement	For English learners: **Trona JUSD does not have a significant subgroup of English Language Learners at this time; however, language**	LEA		**Needs of English Language Learners will be assessed and appropriate language acquisition and native language instructional materials will be purchased.**	**Needs of English Language Learners will be assessed and appropriate language acquisition and native language instructional materials will be purchased.**	**Needs of English Language Learners will be assessed and appropriate language acquisition and native language instructional materials will be purchased.** Native language

including low-income, English learners, and foster youth, will achieve high, rigorous standards.	8 Other Pupil Outcomes	**acquisition and native language instructional materials will be purchased. All certificated teaching staff have English learner authorization.**			Native language Common Core Instructional Materials $1,000 – LCFF	Native language Common Core Instructional Materials $1,000 – LCFF	Common Core Instructional Materials $1,000 – LCFF
		For foster youth: **Trona JUSD does not currently have any foster youth, however services provided for "students in need" will be available for any foster youth who become enrolled in the district, including academic, social development, or home support.**					
2 - All students	**State Priority**	For redesignated			**RFEP students**	**RFEP students**	**RFEP students will**

in need, including low-income, English learners, and foster youth, will achieve high, rigorous standards.	3 Parent Involvement 4 Pupil Achievement 8 Pupil Outcomes	fluent English proficient pupils: **Trona JUSD currently has only six redesignated fluent English proficient pupils, however many of the services provided to students in the district, such as AVID and tutoring, would serve the needs of redesignated students. In addition, Trona maintains a low counselor to student ratio and provides all students, beginning in elementary school, with information regarding A-G**			**will be identified by the counselor to provide progress checks and suggest appropriate supports, such as AVID and tutoring. RFEP students will have the opportunity to participate in AVID college field trips.** RFEP field trip costs $1000 LCFF	**will be identified by the counselor to provide progress checks and suggest appropriate supports, such as AVID and tutoring. RFEP students will have the opportunity to participate in AVID college field trips.** RFEP field trip costs $1000 LCFF	**be identified by the counselor to provide progress checks and suggest appropriate supports, such as AVID and tutoring. RFEP students will have the opportunity to participate in AVID college field trips.** RFEP field trip costs $1000 LCFF

		and college requirements. The parent resource center will also provide parents of RFEP students with information and resources.					

C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration

funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Trona Joint Unified School District has projected an LCFF revenue increase of approximately $123,000 in the 2014-15 school year for a total of $2,749,704 in LCFF funding. Approximately $176,000 of the total LCFF revenue has been calculated to be the supplemental and concentration allocation for low income, foster youth, and English learner pupils. Approximately 73% of students in the Trona Joint Unified School District are identified as low-income, there is not a significant subgroup of English learner pupils, and there are not currently any documented foster children.

As the Trona Joint Unified School District is an isolated rural district, and many of the students 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 will be on early literacy development, supporting targeted intervention in the primary grades in the afternoon utilizing the morning kindergarten teacher, and an additional certificated teacher to provide intensive intervention throughout the school day in grades K-6, incorporating technology to improve literacy, mathematical understanding, and 21st century skills. At the high school level, a collaborative services Response to Intervention (RTI) model will be implemented to paraprofessional to provide intervention through collaboration among regular classroom teachers, the special education teacher, the special education paraprofessional and an additional paraprofessional. Computer-based assessments and resources to develop skill and literacy proficiency for the Common Core State Standards will also be provided. 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. Redesignated fluent English proficient students will be provided additional counselor support, as well as opportunities to participate in AVID college and cultural field trip events.

D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the

proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

In factoring the Minimum Proportionality Percentage (MPP), the proportional increase or improvement of services offered for "students in need" is calculated at 8.15%. Intervention for students will increase substantially with the appointment of the elementary intervention teacher, providing the elementary with an 86% increase of certificated intervention instruction, and with the implementation of the high school RTI model increasing certificated special education services by 40% along with additional paraprofessional support.