### 2022-23 Contributing Actions Tables

Ensuring wrap-around services of academic, socio-emotional learning, and behavior support for each and every foster youth

**Required Percentage to Increase or Improve Services for the LCAP Year**

Issues for students that we had not dealt with before. This was offset with the hiring of a full-time counselor.

**Support:** SJCC+CS was unable to build out the framework for MTSS. The team focused on the processes, procedures and forms specifically related to analyzing data on consistent cycles.

Based on analysis of data and observed student ability levels, students often present significant gaps in learning. It is imperative that we identify and utilize performance data that is valid.

**Goal**

The goals and actions in the 2021-2024 LCAP were directly influenced by stakeholder input.

**Explore school models that allow for more flexibility of student schedules**

These consultations helped to inform the creation of the LCAP/Annual review for the upcoming year by identifying particular areas of growth and student needs.

**Faculty and Staff meetings January-May**

Resource inequities—being a small school site, our special education students are streamlined with the

As a Charter School, we are our own LEA. We conducted a needs assessment with each of our

The special education team will become familiar with the MLCSD MTSS framework and structures.

**Goal 1**

Instruction and interventions that support students.

Needs to be implemented with fidelity and the team must work together to use this data to create

Students in the classroom.

**Reflections: Successes**

Local Control and Accountability Plan

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students for

**Action #4**

**Baseline**

Desired Outcome for 2023-2024

Means to Assess Improvement:

**Goal 3**

Students' reading and math levels

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

A summary of the feedback provided by specific educational partners.

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

**Goal 2**

Income, Student with Disabilities

Disabilities

Income, Student with

Disabilities

English Learners,

All students including

English Learners,

All students including

Income, Student with

Disabilities

Foster Youth, Low

Income, Student with

Disabilities

Foster Youth, Low

Income, Student with

Disabilities

**Percentage**

**Local Funds**

**Expenditures (Total Funds)**

**Last Year's Total Planned**

**Total Funds**

**State Funds**

**Federal Funds**

**Supplemental and/or Local Funds**

**Total Funds**

**Year 3 Outcome**

**2021-22 Annual Update Table**

**2022-23 Data Entry Table:** Inclusion as part of the LCAP Template is optional

**Means to Assess Improvement:**

Monitoring of student progress on student Individual Learning Plans, Student Success Assessments, Student Summative Assessments, Student Individualized Education Plans, Student Evaluation Data.
is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that will need to be provided on an LEA-wide or schoolwide basis, or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English language learners, students who are homeless, or students with disabilities.

### Required Descriptions:

- **Use of funds**: The LEA must describe in detail how the funds are being used to meet the requirements, including the specific actions taken and the expected outcomes.
- **Impact on students**: The LEA should provide evidence that these actions are having a positive impact on student performance and outcomes.
- **Monitoring and evaluation**: The LEA must describe how they are monitoring and evaluating the effectiveness of these actions.

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to stakeholders. The LEA should consider providing a narrative that explains the rationale behind the actions and how they align with the LEA’s overall goals.

**Example**

- **Goal**: Develop a common list of digital literacy terms.
  - **Action**: Develop assessments demonstrating student understanding.
  - **Explanation**: This action is designed to improve academic success and engagement to support a positive school environment.

### Additional Information

- **Low-performing school(s) criteria**:
  - In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the 2021–22 school year, LEAs are required to report on progress towards meeting the goal of increasing or improving services for low-performing students.

- **Focus Goal**: The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame for achieving it. The goal should be measurable and attainable within the timeline of the LCAP.

- **Steps and actions**: The LEA should outline the specific steps and actions they will take to achieve the goal, including any related metrics and timelines.

- **Monitoring and evaluation**: The LEA must describe how they will monitor and evaluate the implementation and effectiveness of the goal.

### Local Control and Accountability Plan (LCAP)

- **Purpose**: The LCAP serves as a tool for local education agencies (LEAs) to engage in a continuous process of goal setting, strategic planning, and performance monitoring.

- **Including actions**: The LEA might enter “1 Year”, or “2 Years”, or “6 Months”.

- **Explanation of why the LEA has developed this goal**: The LEA should explain the rationale behind the goal, including any data or evidence supporting its development.

### Additional Resources

- **Dashboard**: Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Green” category, and (b) any LEA indicator for which overall performance was in the “Red” or “Green” category.

- **For additional questions or technical assistance related to the completion of the LCAP template**, please contact the local COE, or the California Department of Education’s (CDE’s) Local Control Accountability and Reporting System (LCARS) team.

### Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- **Sections**
  - Title:
  - Subtotal:
  - Totals:
  - LCFF Supplemental Expenditures:
  - LCFF Carryover — Percentage:
  - LCFF Support Services Expenditures:
  - LCFF Support Services Expenditures:
  - LCFF Support Services Expenditures:

- **Goal #**
  - Description:
  - Explanation of why the LEA has developed this goal:

- **Action #**
  - Description:
  - Explanation of why the LEA has developed this goal:

- **Total Personnel**
  - LCFF Supplemental Expenditures:
  - LCFF Support Services Expenditures:
  - LCFF Support Services Expenditures:

- **Location**
  - LCFF Supplemental Expenditures:
  - LCFF Support Services Expenditures:
  - LCFF Support Services Expenditures:

- **Summary**
  - LCFF Supplemental Expenditures:
  - LCFF Support Services Expenditures:
  - LCFF Support Services Expenditures:

### Section 52064[e][1]

- Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard data that is available as indicators of student achievement and instructional program effectiveness, as well as other indicators derived from the state’s academic performance standards. LEAs should use this information to determine whether they are meeting their educational goals and the required interim targets as set forth in the LCAP.

### LCAP Development Process

- The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC sections 52064[b][1] and [2]).


### Contributing Actions Table

In the Contributing Actions Annual Update Table, the check the "Contributing to Increased or Improved Services?" column to ensure that all actions with a "Yes" display are included in the calculation and that all actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

#### Calculations in the Action Table

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Contributing Actions Table, and the Contributing Actions Annual Update Table. As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that all actions with a "Yes" are displayed and that all actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

### LCFF Carryover Table

In an LEA's LCFF Carryover Table, provide the total amount of LCFF funding for the current school year, excluding the supplemental and concentration grants, and the date of the Targeted Instructional Improvement Grant Program and the home run to School Transportation Program, pursuant to CCR Section 80846.8(a). This percentage is calculated based on the amounts of the Total Planned Contributing Expenditures (4) or less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Contributing Expenditures (5) or less than the Total Estimated Actual Percentage of Improved Services (8).

### LCFF Carryover Table

For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned expenditures for the action. For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the planned expenditures for the action. For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned expenditures for the action.

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### Contributing Actions Annual Update Table

To pursue the action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned expenditures for the action.

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