

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary 2022-23

General Information

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

What if this school encouraged scholars to reflect on how they learn and become innovators in society? We are a professional community, administration, faculty, and staff are expected to serve with creativity, honesty, opportunity, integrity, collaboration, and enthusiasm. These core values of CHOICE are the driving core values that will inspire and influence our decision-making as we co-create our school culture, traditions, and experience. As the world is constantly changing through innovation and technology, our scholars must be prepared to be global citizens equipped with skills that allow them to be complex problem solvers, critical thinkers, creative producers, collaborators who embrace emotional intelligence, possess a service orientation, and embody cognitive flexibility as identified by the World Economic Forum.

Reflections: Successes

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

Due to the COVID-19 pandemic, Academy of Media Arts and all schools across the country did not report to the California dashboard. However, based on local data, AMA experienced success with the following:

While analyzing our ELA reading and language usage data, we searched for leverage in the same three methods. We immediately noticed that a fewer number of our students fell in the BB and FBB bands, and 19% in the basic range, while 26% of our students fell in the proficient band. Compared to mathematics, this ELA data showed potential as a possible lever. Delineating this data by domain, a

much clearer picture began to emerge. Most of our scholars (over 50%) fell in the basic and proficient bands. Fewer students, out of the 31 tested, fell in the BB and FBB range, 42%. The other two domains (Literature and Informational text) were slightly behind. We needed a theory to explain this gap, that is because the majority of our students' Lexile levels fall four grade levels below, they are not able to access grade level text presented in literature and in informational text. The ELA language usage data, indicated, however, that our scholars fare well in writing and organization. This clearly indicated to us a leverage area. That is, our plan must be to get our students to write more and read more, beginning with personal stories, and transitioning to more complex literature and informational text. With regards to Career Technical Education (CTE) AMA conducted an eight-week virtual internship with eight companies who focused on: 3D Design, Animation, Virtual Reality, Gaming, Human resource and Creative Directors. During the virtual internship AMA scholars completed assessments aligned to our six Key Performance Indicators: College & Career Readiness, A-G, Expanded Definition of Success (curiosity, growth mindset, and self-efficacy), CHOICE core values (creativity, honesty, opportunity, integrity, collaboration, enthusiasm), CTE Readiness, STEM & Career Connections. AMA assessments were called learning journeys and scholars completed the learning journey for each career pathway discipline.

Reflections: Identified Need

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

Due to the COVID-19 pandemic, Academy of Media Arts and all schools across the country did not report to the California dashboard. However, based on local data, AMA will need improvement on the following:

To measure growth in math achievement, we use three methods: (1). Looking at the Mean RIT, the higher this value is, the indication that our scholars are able to demonstrate progress towards proficiency. On the other hand, the lower this value is, the indication that our scholars are away from demonstrating proficiency. 2: The gap between the Mean RIT and the Norm Grade Level Mean RIT, this indicates how far we need to bring our scholars up to close the achievement gap between their current level and their grade level counterparts. The closer this range is, the indication of the progress towards closing the achievement gap. 3. On the bar-spectrum from red to orange, to yellow, to green and to blue; progress towards proficiency is made from left to right. We want to reduce the number of students in red (Far Below Basic) and orange (Below Basic), but increase the number of students in yellow (Basic), green (Proficient) and blue (Advanced). The Mean RIT for AMA was 209.2 and the Norm Grade Level Mean RIT was 226.4. 83% of students were far below basic and 10% were proficient. In the process of analyzing data, oftentimes aggregate data is not granular enough to demonstrate areas of strength and needed improvement. Thus, delineating data by cluster and by claim can reveal deeper insights. In looking at our math data, however, we noticed that all areas of mathematics: operations and algebraic thinking, the real and complex number systems, geometry and statistics and probability were nearly identical. We concluded, therefore, that there was a need for improvement in all areas of mathematics.

LCAP Highlights

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

Academy of Media Arts (AMA) Virtual internship was a huge success for our school community. It really emphasized AMA's ability to provide scholars with exposure to real-world learning through AMA's partnership with International businesses. It also supported the AMA career technical education model that demonstrated to scholars how interdisciplinary skills required within their core subjects are transferrable to real-world learning.

Comprehensive Support and Improvement

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

Schools Identified

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

Academy of Media Arts is currently a single-site high school.

Support for Identified Schools

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

AMA will continue to evaluate its LCAP goals against its strategic plan. AMA's core behaviors of collaboration are essentials to its school community success to ensure we remain flexible if we need to make adjustments during AMA's implementation of its Praxis.

Monitoring and Evaluating Effectiveness

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

AMA will continue to survey its community stakeholders on its effectiveness in reaching its Key performance indicators. AMA program quality pre and post-assessment provided to scholars serve as valuable data points on achieving AMA's efforts to outcomes. AMA customized assessments also provide specific data points on how we progress towards our Key performance indicators schoolwide.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Due to the covid-19 pandemic, AMA utilized technology to engage its stakeholder of parents, instructors, and scholars. AMA's Director issued surveys to its community stakeholders. AMA administrative reviewed and analyzed the data received to ensure it supported the goals and actions of AMA's 2021-24 LCAP.

A summary of the feedback provided by specific educational partners.

AMA scholars requested some extracurricular activities for their high school experience. While the AMA administration acknowledges the need for scholars to have extracurricular activities, we believe more support is needed within the AMA school community to have the same voice when communicating about AMA extracurricular activities. AMA extracurricular activities are built into its Career technical education design. They include the Innovation X Speaker series, Tiny Desk Sessions, Virtual Internships; University Partnership programs specific to a scholar career pathway, Corporate and community-based partnership design to address scholar's college career preparation, and leadership training.

AMA administration acknowledges the importance of training its instructional team to provide communication that enables scholars to understand how AMA's extracurricular activities align with its CTE model.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Scholars within the gentrified Los Angeles community of Crenshaw I Baldwin Village strongly desire to understand how their core subjects are aligned to the real world. They are especially eager to understand how they can duplicate startup companies' success like Snapchat, tik tok, and discord for their own economic sustainability. AMA's 2021-24 LCAP focuses on Real World learning and 21-century skill necessary to develop scholars into independent thinkers to use their intelligence to build companies and acquire the necessary knowledge to become lifelong learners. AMA investment in customized assessment is crucial to serving as evidence of how AMA's project-based learning curriculum provides assessments of scholar's 21-century skills that prove that they have the necessary skills to innovate new industries within the digital era.

Goals and Actions

Goal

Goal #	Description
Goal 1	Students are educated and supported by highly effective teachers, administrators and support staff, and have access to standards-aligned instructional materials to support their academic and social emotional needs.

An explanation of why the LEA has developed this goal.

Academy of Media Arts (AMA) seeks to provide a safe, nurturing learning environment for scholars who come from traditional district schools with more personalized attention and high-quality teachers. Due to high turnover of school leadership and instructional staff and the challenges incurred from the global pandemic between the 2019-2021 school years, AMA will retain this original goal to ensure its commitment to its petition.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Credentialed Teachers and Support Staff Certification Review - 100% of core academic teachers, CTE instructors, counselor(s) and administrator(s) will hold valid credentials and EL authorization	100% of core academic teachers and academic counselor hold valid subject matter credentials, CTE instructors and administrator are in the process of obtaining credentials and EL authorization.	100% of core academic teachers and academic counselor hold valid subject matter credentials, CTE instructors and administrator are in the process of obtaining credentials and EL authorization.	[[Intentionally Blank]]	[[Intentionally Blank]]	100% of core academic teachers, CTE instructors, counselors, and administrators will hold valid subject matter credentials and EL authorization

Standards-aligned instructional materials and technology - 100% of students	100% of students with access to standards-aligned instructional materials and technology	100% of students with access to standards-aligned instructional materials and technology	[Intentionally Blank]	[Intentionally Blank]	100% of students with access to standards-aligned instructional materials and technology
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Actions

Action #	Title	Description	Total Funds	Contributin
Action #1	Credentialed Teachers and Support Staff Certification Review	<ul style="list-style-type: none"> • Hire single subject credentialed teachers with English Learner authorizations for all core academic classes. • Teachers providing CTE instruction will hold the appropriate certification. • All teachers who are retained at the end of each year will hold the appropriate credentials. • Hire and maintain effective administrative leadership and support staff 	\$626,900.00	No
Action #2	Standards-aligned instructional materials and technology	<ul style="list-style-type: none"> • AMA will purchase the required number of texts for all grades to ensure full access by all students, including materials necessary to meet the needs of English learners, students with disabilities, and those in need of targeted instruction • An annual audit will be conducted each June to determine the purchase of replacement materials • AMA will assign a technology tool (i.e., desktop, laptop, Chrombook, or iPad) to each students for usage 	\$100,000.00	No

Action #	Title	Description	Total Funds	Contributin
Action #3	Professional Development and Planning	All teachers will engage in grade level and departmental planning to: <ul style="list-style-type: none"> • Outline long term annual outcomes • Develop units of study, including project-based learning units • Address differentiation for all identified subgroups All administrators, counselors and teachers will participate in and complete professional development sessions that are relevant to their learning of content, instruction and assessment that occurs during their school year. This will include but not be limited to: <ul style="list-style-type: none"> • Common Core State Standards • NGSS • CTE Model Standards • Instructional Methodologies and Strategies • ELD Integrated and Designated Instruction • Special Education: IEPs and Accommodations • NWEA Map • Advanced Placement • Multiple Tiers Multiple Domains for Student Success (MTMDSS) 	\$60,000.00	Yes

Goal Analysis 2021-22

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

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

School enrollment grew again in 2021-22 with the addition of 11th grade. There were no substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

While the school's enrollment grew, we were able to manage instructional staffing a little more efficiently and the actual expenditures in Action #1 were a little lower than budgeted.

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

Student achievement measured by the NWEA, iReady, and other instruments improved and the number of students Below Basic and Far Below Basic have decreased.

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

While the school continues to add a final grade in enrollment (12), there are no planned changes to the goal, metrics, desired outcomes or actions for the coming year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
Goal 2	Increase student achievement in English/Language Arts and Mathematics through the use project-based learning (PBL) and impactful instructional supports.

An explanation of why the LEA has developed this goal.

As a High School only campus, we encounter scholars who enter with various experiences, depths of knowledge, and prior knowledge. In order to meet the needs of all learners, we will use the project-based learning framework which embeds the principles of universal design for learning into its model. Due to high turnover of school leadership and instructional staff and the challenges incurred from the global pandemic between the 2019-2021 school years, AMA will retain this original goal to ensure its commitment to its petition.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

Students performing meets/exceeds on SBAC ELA	Establish baseline in 2021-22 (when AMA will grow and offer an 11th grade class eligible for testing)	No data available this year.	[Intentionally Blank]	[Intentionally Blank]	Continued improvement with students performing at "meets" or "exceeds" SBAC ELA standards
Students performing at meets/exceeds on SBAC Mathematics	Establish baseline in 2021-22 (when AMA will grow and offer an 11th grade class eligible for testing)	No data available this year.	[Intentionally Blank]	[Intentionally Blank]	Continued improvement with students performing at "meets" or "exceeds" SBAC Math standards
Students performing at meets/exceeds on CAST Science	Establish baseline in 2021-22 (when AMA will grow and offer an 11th grade class eligible for testing)	No data available this year.	[Intentionally Blank]	[Intentionally Blank]	Continued improvement with students performing at "meets" or "exceeds" CAST Science standards
NWEA English/Language Arts growth from Fall to Spring	While analyzing our ELA reading and language usage data, we searched for leverage in the same three methods. We immediately noticed that a fewer number of our	In the Spring of 2021 to 2022; 9th Grade English I, two scholars met growth projection that was in the 1% growth percentile. The 10th Grade, 7 of	[Intentionally Blank]	[Intentionally Blank]	Continued improvement with students performing at "meets" or "exceeds" NWEA English/Language Arts assessment standards

students fell in the BB and FBB bands, and 19% in the basic range, while 26% of our students fell in the proficient band. Compared to mathematics, this ELA data showed potential as a possible lever. Delineating this data by domain, a much clearer picture began to emerge. Most of our scholars (over 50%) fell in the basic and proficient bands. Fewer students, out of the 31 tested, fell in the BB and FBB range, 42%. The other two domains (Literature and Informational

our scholars met growth projection and was in the 30th growth percentile. Our 11th grade scholars performed 8 points above the 50% percent national average which put them in 66% growth percentile in English Language Arts. AMA tested 95% during Spring of 2022 which demonstrated an 85% participation improvement between 2019-20 and 2020-21 school year.

text) were slightly behind. We needed a theory to explain this gap, that is because the majority of our students' Lexile levels fall four grade levels below, they are not able to access grade level text presented in literature and in informational text. The ELA language usage data, indicated, however, that our scholars fare well in writing and organization. This clearly indicated to us a leverage area. That is, our plan must be to get our students to write more and read more, beginning with personal

	stories, and transitioning to more complex literature and informational text.				
NWEA Math growth from Fall to Spring	To measure growth, we use three methods: (1). Looking at the Mean RIT, the higher this value is, the indication that our scholars are able to demonstrate progress towards proficiency. On the other hand, the lower this value is, the indication that our scholars are away from demonstrating proficiency. 2: The gap between the Mean RIT and the Norm Grade Level Mean RIT, this indicates how far we need to bring	Algebra 1, two scholars met growth projection that was in the 5% growth percentile. In Algebra 2, 8 scholars met growth above the national normal. This placed them at 66% growth percentile. And in Geometry 5 scholars met growth, which was 34% growth percentile. AMA tested 95% during Spring of 2022 which demonstrated an 85% participation improvement between 2019-20 and	[Intentionally Blank]	[Intentionally Blank]	Continued improvement with students performing at "meets" or "exceeds" NWEA Math assessment standards

our scholars up to close the achievement gap between their current level and their grade level counterparts. The closer this range is, the indication of the progress towards closing the achievement gap. 3. On the bar-spectrum from red to orange, to yellow, to green and to blue; progress towards proficiency is made from left to right. We want to reduce the number of students in red (Far Below Basic) and orange (Below Basic), but increase the number of students in

2020-21 school year.

yellow (Basic), green (Proficient) and blue (Advanced). The Mean RIT for AMA was 209.2 and the Norm Grade Level Mean RIT was 226.4. 83% of students were far below basic and 10% were proficient. In the process of analyzing data, oftentimes aggregate data is not granular enough to demonstrate areas of strength and needed improvement. Thus, delineating data by cluster and by claim can reveal deeper insights. In looking at our math data, however, we noticed that

	<p>all areas of mathematics: operations and algebraic thinking, the real and complex number systems, geometry and statistics and probability were nearly identical. We concluded, therefore, that there was a need for improvement in all areas of mathematics.</p>				
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<p>NWEA Science growth from Fall to Spring</p>	<p>Due to challenges with virtual learning, AMA only focused on NWEA Math and ELA and did not administer NWEA Science to establish a baseline</p>	<p>NWEA Science testing showed that 35% of students tested in grades 9 and 10 met their growth objectives. AMA tested 95% during Spring of 2022 which demonstrated an 85% participation improvement between 2019-20 and 2020-21 school year.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>Continued improvement with students performing at "meets" or "exceeds" NWEA Science assessment standards</p>
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<p>ELPAC Assessment</p>	<p>AMA only had 1 scholar who was assessed Summative ELPAC 6-8 grade Reading test: 33.33% Writing test: 33.33% Summative ELPAC 9-10 Listening test: 50.00 % Writing Test: 50.00%</p>	<p>No additional information was available this year.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>Continued improvement with students performing from "minimally developed" to "somewhat developed" to "moderately developed" to "well developed" oral (listening and speaking) and written (reading and writing) skills on the ELPAC summative assessment.</p>
<p>Reclassification of English Learners</p>	<p>AMA only had 1 scholar who was assessed from its founding school year: Summative ELPAC 6-8 grade Reading test: 33.33% Writing test: 33.33% Summative ELPAC 9-10 Listening test: 50.00 % Writing Test: 50.00%</p>	<p>No additional information was available this year.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>Continued improvement with students receiving an ELPAC Overall PL 4 to be considered for RFEP reclassification</p>

Actions

Action #	Title	Description	Total Funds	Contributin
Action #1	NWEA MAP: ELA, Math, Science	<ul style="list-style-type: none"> • Administer the NWEA MAP assessments three (3) times per year • Provide professional development for teachers to understand the assessment, use of data, use of NWEA resources and administration • Ongoing review of curriculum materials, lesson plans and data. • Students in need of intervention and/or support will participate in Incubator Labs • Use NWEA results during parent conferences and send reports home. 	\$4,000.00	Yes
Action #2	ELA, Math, Science Formative Assessments	<ul style="list-style-type: none"> • Regular curriculum reviews will occur to ensure standards are being addressed during the teaching and learning process • Provide professional development to build and maintain teacher knowledge, skills and abilities for strong Common Core implementation of English, Language Arts, Mathematics and Next Generation Science Standards • Regularly scheduled formative assessments (e.g., common interim assessments) will be administered to monitor students' progress (advisory teachers will lead this effort) 	\$4,000.00	Yes
Action #3	English Learner Supports	<ul style="list-style-type: none"> • Teachers will participate in professional development ("PD") focused on increasing their competencies in providing integrated and designated ELD instruction, using the ELA/ELD framework, understanding the ELPAC and how to monitor and document the progress of English learners • English Learners will be provided integrated and designated ELD instruction • Designate one person to serve as a coordinator to lead implementation (Health and Wellness Counselor/ EL Specialist) 	\$4,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #4	Supports to Increase Student Achievement	Additional support will be provided to enable student achievement by providing a part-time counselor (at least two days/week), continue availability of laptop computers for all students, and enabling student attendance and timely arrival using group transportation.	\$395,000.00	Yes

Goal Analysis 2021-22

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

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

While state testing returned this spring, the school continued to provide support to students through our planned measures. This way, we were able to have results that could be compared with prior year data.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Formative assessments were completed without any additional costs. Also, with the small number of EL students, spending was also a little lower than planned. There were no changes in services to students.

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

The work of the school counselor in support of foster youth, EL, and low-income students was very successful. We were able to maintain enrollment and attendance rates in order to support student learning and improvement.

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

The planned spending on counseling support and transportation will increase with the addition of another grade (12th). There are no other planned changes in this goal.

A report of the Total Estimated Actual Expenditures

for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
Goal 3	Increase student preparation for the world of work through a focus on college and career-readiness pathways project-based learning (PBL).

An explanation of why the LEA has developed this goal.

Central to AMA's PBL and CTE model is exposing scholars to various experiences and opportunities on their journey to college, career, and postsecondary life preparedness. Due to high turnover of school leadership and instructional staff and the challenges incurred from the global pandemic between the 2019-2021 school years, AMA will retain this original goal to ensure its commitment to its petition.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Master Schedule with a broad course of study aligned to A-G requirements and PBL - 100% of students will be enrolled in a broad course of study which employs project-based learning	Academy of Media Arts Buck institute project-based learning curriculum syllabus grading scale outline consists of the following areas of focus: Growth & Learning Outcomes (GLO)	All students were enrolled in a broad course of study employing project-based learning and met the goal of presenting real-world learning projects to the industry and community.	[[Intentionally Blank]]	[[Intentionally Blank]]	100% of students will be enrolled in a broad course of study which employs project-based learning

Participation, Engagement & Preparedness (PEP) AMA's outcome project-based learning curriculum design provides our school community to assess mastery of learning through AMA's exhibition of learning. AMA's learning exhibition was conducted at the end of each semester and accounted for 30% of the scholar's grade. Scholars presented their real-world learning projects to industry leaders, community stakeholders, and parents.

	Due to the Covid-19 pandemic, AMA conducted its Exhibition of Learning virtually.				
Capstone presentation aligned to career pathway - 100% of students will participate in capstone presentations through forum	Due to the COVID -19 pandemic, AMA implemented its career technical education internship program earlier than expected. Typically, scholars would have needed to wait until their 11th-grade year to participate in off-site internships that align with their career pathway. However, due to virtual learning, AMA provided scholars in grades 9th-10th the opportunity to	AMA achieved its expected outcome of 100% scholars participating in capstone presentations.	[Intentionally Blank]	[Intentionally Blank]	100% of students will participate in capstone presentations through forum

	<p>participate in virtual internships with eight companies. In addition, AMA has partnered with an international production studio that provided scholars with virtual internships focused on CG Supervisor, VFX Directors, Marketing Directors, Animation/ Rigging, Creative Directors, and AR/ VR Development. As a result, AMA achieved its expected outcome of 100% scholars participating in capstone presentations.</p>				
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<p>UC/CSU Eligibility - Students who desire to be eligible for UC/CSU admission will complete the 15 required A-G courses with a C or better, and complete 11 of them by the end of the 11th grade.</p>	<p>Establish baseline in 2021-2022 school year</p>	<p>This was the first year for students in 11th grade.</p>	<p>[[Intentionally Blank]]</p>	<p>[[Intentionally Blank]]</p>	<p>Students who desire to be eligible for UC/CSU admission will complete the 15 required A-G courses with a C or better, and complete 11 of them by the end of the 11th grade.</p>
<p>Advanced Placement (AP) exam passage with "3" or better</p>	<p>Establish baseline in 2021-2022 school year</p>	<p>AP exams were not administered in 2021-22.</p>	<p>[[Intentionally Blank]]</p>	<p>[[Intentionally Blank]]</p>	<p>Continued improvement with AP exam passage rates</p>
<p>Cohort Graduation Rate</p>	<p>Establish baseline in 2022-23</p>	<p>With only grades 9-11 in 2021-22, no one has graduated. Baseline will be developed in Year 2 with completion of 12th grade and graduation of students.</p>	<p>[[Intentionally Blank]]</p>	<p>[[Intentionally Blank]]</p>	<p>Continued improvement on graduation rate</p>

<p>A-G Enrollment & Completion</p>	<p>35% of scholars earned a grade of “B” or better in ELA 54% of scholars earned a grade of “B” or better in Algebra 45% of scholars earned a grade of “B” or better in Biology 51% of scholars earned a grade of “B” or better in Ethnic Studies 70% of scholars earned a grade of “B” or better in Media Arts</p>	<p>9th - 94.4% earned a C or better in ELA, Algebra, and Biology. 97.2% earned a C or better in Ethnic Studies 10th - 96.7% earned a C or better in ELA and Geometry. 100% earned a C or better in Chemistry and World History. 11th - 100% earned a C or better in ELA, Algebra, and US History. 96.3% earned a C or better in Physics.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>Maintain or improve rate of students who earn a grade of “B” or better in foundation courses (e.g. English, math, science, etc.)</p>
<p>High School Dropout Rate</p>	<p>Establish baseline in 2022-2023 school year with the first graduating class</p>	<p>First graduating class will not occur until Year 2. There is no data until then.</p>	<p>[Intentionally Blank]</p>	<p>[Intentionally Blank]</p>	<p>Maintain or decrease high school dropout rate</p>

Actions

Action # Title	Description	Total Funds	Contributin
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Action #	Title	Description	Total Funds	Contributin
Action #1	New Media Arts CTE	<ul style="list-style-type: none"> Teachers will provide instruction in the content, skills and technologies associated with the new media arts offerings of 3D game design, music production, computer science and leveled design/architecture. Students will engage in mentoring, job shadowing, internships and other community-based learning Presentation days will be scheduled and community members will be invited to participate in the forums 	\$221,000.00	No
Action #2	Broad course of study aligned to A-G requirements and PBL	<ul style="list-style-type: none"> A course of study will be offered that includes all of the required core academics, as well as foreign language, AP course and the new media arts Offer a variety of AP courses for students to choose from beginning in grade 10 Provide support and test prep to all students in Incubator Lab, Study Sessions or Practice Exams Provide scholarships to finance test participation PSAT and SAT preparation will be provided Teachers will engage in PD with the Buck Institute each year followed by coaching and at least one site visit from Buck Institute personnel. They will utilize established units and also plan their own for utilization Students will complete a minimum of two project-based learning that integrate the content, skills and activities from multiple content areas, using appropriate processes and protocols 	\$0.00	No

Action #	Title	Description	Total Funds	Contributin
Action #3	Course Completion	<ul style="list-style-type: none"> • Students' personalized learning plans will be set, reviewed and updated regularly to ensure all students are on pace for completion. • Annual audits will be conducted to ensure students are progressing towards meeting all criteria and requirements for earning their high school diploma • Credit recovery opportunities will be provided • Student achievement will be monitored through the use of formative and summative assessments (SBAC/AP) • An annual audit of student records will be conducted that includes A-G requirements and any dual enrollment courses • Students in grade 12 will participate in and complete their capstone class and community-based learning experience 	\$0.00	No

Goal Analysis 2021-22

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

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

There were no substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There was a slight difference between budgeted and actual expenditures in Action #1 due to the early departure of one staff member.

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

The media staffing member are integral to the successful operation of the CTE portion of the program at AMA. Over the past three years this has been a very stable group of instructional staff members. Student participation in the media arts curriculum helps support their success in the core academic program.

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

Additional staff members will be added as the school grows for another year. Otherwise, there are no changes planned to the goal, metrics, desired outcomes, or actions for the coming year resulting from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
Goal 4	Educate students in a safe environment and establish a positive school climate (e.g. safe, responsive, supportive, engaging) which encourages and values the input of students, parents and staff.

An explanation of why the LEA has developed this goal.

For learning to take place, all team members must collaborate to create a safe and supportive school climate and culture to support scholars' academic, socio-emotional, and college/career development. Due to high turnover of school leadership and instructional staff and the challenges incurred from the global pandemic between the 2019-2021 school years, AMA will retain this original goal to ensure its commitment to its petition.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

Annual Stakeholder Survey Items (related to school climate, facilities, and curricular/instructional program) - 80% of stakeholders indicate “agree”/”strongly agree”	AMA achieved its expected outcome by implementing its annual end-of-year feedback survey. AMA was also successful with implementing its staff survey that focused on AMA school climate, facilities, and curricular/instructional program.	Due to issues with COVID-19, the stakeholder survey was not administered this year.	[Intentionally Blank]	[Intentionally Blank]	80% of stakeholders indicate “agree”/”strongly agree” on Annual Stakeholder Survey Items (related to school climate, facilities, and curricular/instructional program)
Average Daily Attendance (ADA) - 95% Average Daily Attendance	Due to the covid-19 pandemic, the state did not implement its ADA reporting	Monthly ADA ranged from 88% to 99% throughout the year. Average monthly ADA was 92.6%.	[Intentionally Blank]	[Intentionally Blank]	Achieve a 95% Average Daily Attendance
Chronic Absenteeism Rate - Chronic absenteeism rate below 7%	Due to the covid-19 pandemic, the state did not implement its ADA reporting.	Chronic absenteeism rate was below 7% for the year.	[Intentionally Blank]	[Intentionally Blank]	Achieve a chronic absenteeism rate below 7%

<p>School Site Council</p>	<p>Established a school site council with multiple committees</p>	<p>The School Site Council nomination and election process was successfully conducted; however meeting attendance was limited due to the COVID-19 pandemic.</p>	<p>[[Intentionally Blank]]</p>	<p>[[Intentionally Blank]]</p>	<p>School site council plays an active role in the growth and development of AMA</p>
<p>Parent Participation in school events</p>	<p>AMA achieved its expected outcome through its implementation of an annual meeting with AMA's Parent Academy. AMA's Parent Academy consist of the following committee groups: 1. Fundraiser Committee 2. Recruitment Committee 3. WASC committee 4. Volunteer committee. Each committee group meets once per</p>	<p>Due to COVID-19, parent participation was reduced this year.</p>	<p>[[Intentionally Blank]]</p>	<p>[[Intentionally Blank]]</p>	<p>Continuous growth and improvement in parent participation rates</p>

	<p>month and designs strategies to support the AMA school community for their committee goals and objectives. In addition, AMA annual was successful with implementing the following annual schoolwide events: 1. Family Orientation: designed for newly enrolled families 2. Back to school night 3. Scholar lead conference 4. Exhibition of Learning 5. Club Renaissance 6. Virtual Internships 7. Innovation X Speaker Series</p>				
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Suspension Rate - Suspension rate not to exceed 1%	AMA achieved its expected outcome by having zero suspensions.	There were zero suspensions in 2021-22.	[Intentionally Blank]	[Intentionally Blank]	Suspension rate not to exceed 1%
Expulsion Rate - Expulsion rate not to exceed 1%	AMA achieved its expected outcome by having zero expulsions.	There were zero expulsions in 2021-22.	[Intentionally Blank]	[Intentionally Blank]	Expulsion rate not to exceed 1%

Actions

Action #	Title	Description	Total Funds	Contributin
Action #1	Facilities	<ul style="list-style-type: none"> AMA will conduct a monthly walkthrough of the facility to ensure all items are functioning in working order (e.g., lights, plumbing, etc.) All repairs entered into the Maintenance Log will be completed within 90 days of discovery AMA will complete an Annual Survey regarding the facility that includes input from staff, students, parents, and Board members 	\$290,000.00	No
Action #2	Stakeholder Survey	AMA will give two surveys a year: A mid-year ten question survey and an end of year extended survey to gain feedback on strengths and areas for improvement	\$0.00	No

Action #	Title	Description	Total Funds	Contributin
Action #3	Professional Development	<ul style="list-style-type: none"> All staff will participate in annual PD that develops their cultural sensitivity, cultural competence and interpersonal skills, including Positive Behavioral Interventions and Supports; Restorative Practices/Justice, the Eight (8) Principles of Cultural Responsiveness and Responsive Classroom Management Strategies The Health and Wellness Center will support teachers with identifying students who have exceptional needs through individualized treatment plans that utilize human and other resources to systematically address the issues 	\$84,000.00	Yes

Action #	Title	Description	Total Funds	Contributin
Action #4	Student Supports	<ul style="list-style-type: none"> • Individual supports will be provided to address academic, physical and social-emotional needs • Teacher advisors will identify and together with the Health and Wellness Center monitor and address the needs of students who are facing overwhelming challenges, appear emotionally vulnerable and/or are chronically truant • Implement tiered interventions with identified students • Communicate with the parents to determine a plan of action • Automated phone calls will be made each day that a student misses any part of the school day • A personal phone call will be made to the parents of students who miss more than one day or consistently miss a particular period of the day or day of the week • A conference will be held with students and parents when attendance reaches 5% or greater • High attendance levels will be rewarded on a monthly basis • The Health and Wellness Center will identify and address the needs of students who have a high rate of absenteeism focused on mitigating the cause • Develop and implement a Chronic Absenteeism Rate (CAR) plan that meets with parents to create a plan of action in which all stakeholders have a part 	\$60,000.00	No

Action #	Title	Description	Total Funds	Contributin
Action #5	School Site Council and Parental Involvement	<ul style="list-style-type: none"> • AMA will conduct the election process for parent members on the School Site Council (“SSC”) each year, as needed. • SSC meetings will be held on a monthly basis with a focus on parent participation through ongoing communication. • Parents will be invited to participate on other committees (e.g., New Media Arts Ambassadors) • AMA will hold at least 4 parent/family events to increase parental engagement. These events will include but not be limited to: <ul style="list-style-type: none"> - Parent Orientation - Family Nights designed to support parents’ understanding of the subjects their students are learning and tips on how to help them - Parents sharing their funds of knowledge in classrooms (e.g., culture, careers, etc.) Workshops to address the needs of our special populations (i.e., unduplicated pupils and individuals with exceptional needs) - Workshops to further their own education 	\$0.00	No

Goal Analysis 2021-22

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

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

There were no substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There was a small difference between the budgeted expenditures and actual expenditures in the area of professional development. All of the planned goals were achieved, but at a lower cost.

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

We were able to manage the successful operation of the school in the rented space available. As the school grew by another grade and enrollment and attendance rates were maintained, students and staff were constrained by the available space. The school culture remains strong thanks to the hard work of the staff. The health & wellness center did an amazing job of remaining connected to parents and families and encouraging students to come to school on a regular basis. Parents are very supportive of the culture and academic program at the school.

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

There were no changes made to the planned goal, metrics, desired outcomes, or actions for the coming year based on reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Base Grant	Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,790,014.00	\$476,881.00	\$58,899.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year

125%	0%	\$0.00	0%
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The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

With an unduplicated count of over 73%, the needs of foster youth, English learners, and low-income students were considered first to provide daily transportation support to insure these students, and all students, would arrive at school on time every day. Providing transportation in order that students may attend school every day and have a greater opportunity to succeed and learn.

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

Additional transportation is being provided to the new school site. With over 73% of students being in the group of foster youth, English learners, and low-income students, this service will enable those who can least afford it the ability to be at school, on time every day.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Counseling services are being expanded to provide more support throughout the week and year to students who are foster youth, English learners, and low-income.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		19.5:1

Staff-to-student ratio of certificated staff providing direct services to students		17.5:1
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2022-23 Data Entry Table: Inclusion as part of the LCAP Template is optional

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2022-23	\$1,790,014.00	\$476,881.00	26.64%	0.00%	26.64%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	Credentialed Teachers and Support Staff Certification Review	All student groups	No	Schoolwide	Low Income and EL	Academy of Media Arts	2021-22, 2022-23, 2023-24
1	2	Standards-aligned instructional materials and technology	All student groups	No	Schoolwide	Low Income and EL	Academy of Media Arts	2021-22, 2022-23, 2023-24
1	3	Professional Development and Planning		Yes	Schoolwide	Low Income and EL	Academy of Media Arts	2021-22, 2022-23, 2023-24

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
2	1	NWEA MAP: ELA, Math, Science	All student groups	Yes	Schoolwide	Low Income and EL	Academy of Media Arts	2021-22, 2022-23, 2023-24
2	2	ELA, Math, Science Formative Assessments	All student groups	Yes	Schoolwide	Low Income and EL	Academy of Media Arts	2021-22, 2022-23, 2023-24
2	3	English Learner Supports		Yes	Schoolwide	English Learner	Academy of Media Arts	2021-22, 2022-23, 2023-24
2	4	Supports to Increase Student Achievement		Yes	Schoolwide	Low income, EL and foster youth	Academy of Media Arts	2021-22, 2022-23, 2023-24
3	1	New Media Arts CTE	All student groups	No			Academy of Media Arts	2021-22, 2022-23, 2023-24
3	2	Broad course of study aligned to A-G requirements and PBL	All student groups	No			Academy of Media Arts	2021-22, 2022-23, 2023-24
3	3	Course Completion	All student groups	No			Academy of Media Arts	2021-22, 2022-23, 2023-24

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
4	1	Facilities	All student groups	No			Academy of Media Arts	2021-22, 2022-23, 2023-24
4	2	Stakeholder Survey	All student groups	No			Academy of Media Arts	2021-22, 2022-23, 2023-24
4	3	Professional Development		Yes	Schoolwide	Low Income and EL	Academy of Media Arts	2021-22, 2022-23, 2023-24
4	4	Student Supports	All student groups	No			Academy of Media Arts	2021-22, 2022-23, 2023-24
4	5	School Site Council and Parental Involvement	All student groups	No			Academy of Media Arts	2021-22, 2022-23, 2023-24

2022-23 Data Entry Table Continued

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services (%)
1	1	\$626,900.00	\$0.00	\$406,900.00	\$140,000.00	\$0.00	\$80,000.00	\$626,900.00	00%
1	2	\$0.00	\$100,000.00	\$50,000.00	\$0.00	\$0.00	\$50,000.00	\$100,000.00	00%
1	3	\$0.00	\$60,000.00	\$60,000.00	\$0.00	\$0.00	\$0.00	\$60,000.00	00%
2	1	\$0.00	\$4,000.00	\$4,000.00	\$0.00	\$0.00	\$0.00	\$4,000.00	0%
2	2	\$0.00	\$4,000.00	\$4,000.00	\$0.00	\$0.00	\$0.00	\$4,000.00	0%

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services (%)
2	3	\$0.00	\$4,000.00	\$4,000.00	\$0.00	\$0.00	\$0.00	\$4,000.00	0%
2	4	\$175,000.00	\$220,000.00	\$395,000.00	\$0.00	\$0.00	\$0.00	\$395,000.00	0%
3	1	\$221,000.00	\$0.00	\$221,000.00	\$0.00	\$0.00	\$0.00	\$221,000.00	0%
3	2	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0%
3	3	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0%
4	1	\$80,000.00	\$210,000.00	\$80,000.00	\$210,000.00	\$0.00	\$0.00	\$290,000.00	0%
4	2	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0%
4	3	\$0.00	\$84,000.00	\$84,000.00	\$0.00	\$0.00	\$0.00	\$84,000.00	0%
4	4	\$60,000.00	\$0.00	\$60,000.00	\$0.00	\$0.00	\$0.00	\$60,000.00	0%
4	5	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0%

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	\$1,368,900.00	\$350,000.00	\$0.00	\$130,000.00	\$1,848,900.00	\$1,162,900.00	\$686,000.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Credentialed Teachers and Support Staff Certification Review	All student groups	\$406,900.00	\$140,000.00	\$0.00	\$80,000.00	\$626,900.00
1	2	Standards-aligned instructional materials and technology	All student groups	\$50,000.00	\$0.00	\$0.00	\$50,000.00	\$100,000.00
1	3	Professional Development and Planning		\$60,000.00	\$0.00	\$0.00	\$0.00	\$60,000.00
2	1	NWEA MAP: ELA, Math, Science	All student groups	\$4,000.00	\$0.00	\$0.00	\$0.00	\$4,000.00
2	2	ELA, Math, Science Formative Assessments	All student groups	\$4,000.00	\$0.00	\$0.00	\$0.00	\$4,000.00
2	3	English Learner Supports		\$4,000.00	\$0.00	\$0.00	\$0.00	\$4,000.00

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	Supports to Increase Student Achievement		\$395,000.00	\$0.00	\$0.00	\$0.00	\$395,000.00
3	1	New Media Arts CTE	All student groups	\$221,000.00	\$0.00	\$0.00	\$0.00	\$221,000.00
3	2	Broad course of study aligned to A-G requirements and PBL	All student groups	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3	Course Completion	All student groups	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	1	Facilities	All student groups	\$80,000.00	\$210,000.00	\$0.00	\$0.00	\$290,000.00
4	2	Stakeholder Survey	All student groups	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	3	Professional Development		\$84,000.00	\$0.00	\$0.00	\$0.00	\$84,000.00
4	4	Student Supports	All student groups	\$60,000.00	\$0.00	\$0.00	\$0.00	\$60,000.00
4	5	School Site Council and Parental Involvement	All student groups	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

2022-23 Contributing Actions Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1 plus 5)
\$1,790,014.00	\$476,881.00	26.64%	0.00%	26.64%	\$551,000.00	00.00%	30.78%

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$551,000.00	\$551,000.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$551,000.00	\$551,000.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	3	Professional Development and Planning	Yes	Schoolwide	Low Income and EL	Academy of Media Arts	\$60,000.00	0%
2	1	NWEA MAP: ELA, Math, Science	Yes	Schoolwide	Low Income and EL	Academy of Media Arts	\$4,000.00	0%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2	ELA, Math, Science Formative Assessments	Yes	Schoolwide	Low Income and EL	Academy of Media Arts	\$4,000.00	0%
2	3	English Learner Supports	Yes	Schoolwide	English Learner	Academy of Media Arts	\$4,000.00	0%
2	4	Supports to Increase Student Achievement	Yes	Schoolwide	Low income, EL and foster youth	Academy of Media Arts	\$395,000.00	0%
4	3	Professional Development	Yes	Schoolwide	Low Income and EL	Academy of Media Arts	\$84,000.00	0%

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	\$1,287,468.00	\$1,211,334.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Credentialed Teachers and Support Staff Certification Review	No	\$695,018.00	\$605,318.00
1	2	Standards-aligned instructional materials and technology	No	\$72,032.00	\$86,424.00
1	3	Professional Development and Planning	Yes	\$24,600.00	\$36,212.00
2	1	NWEA MAP: ELA, Math, Science	Yes	\$2,000.00	\$1,097.00
2	2	ELA, Math, Science Formative Assessments	Yes	\$2,000.00	\$0.00
2	3	English Learner Supports	Yes	\$2,000.00	\$980.00
2	4	Supports to Increase Student Achievement	Yes	\$137,000.00	\$161,850.00
3	1	New Media Arts CTE	No	\$148,850.00	\$136,163.00
3	2	Broad course of study aligned to A-G requirements and PBL	No	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3	Course Completion	No	\$0.00	\$0.00
4	1	Facilities	No	\$140,968.00	\$157,035.00
4	2	Stakeholder Survey	No	\$0.00	\$0.00
4	3	Professional Development	Yes	\$63,000.00	\$26,255.00
4	4	Student Supports	No	\$0.00	\$0.00
4	5	School Site Council and Parental Involvement	No	\$0.00	\$0.00

2021-22 Contributing Actions Annual Update Table

Totals	6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
Totals	\$247,418.00	\$230,600.00	\$226,394.00	\$4,206.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Professional Development and Planning	Yes	\$17,100.00	\$36,212.00	0.00%	0.00%
2	1	NWEA MAP: ELA, Math, Science	Yes	\$2,000.00	\$1,097.00	0.00%	0.00%
2	2	ELA, Math, Science Formative Assessments	Yes	\$2,000.00	\$0.00	0.00%	0.00%
2	3	English Learner Supports	Yes	\$2,000.00	\$980.00	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
2	4	Supports to Increase Student Achievement	Yes	\$137,000.00	\$161,850.00	0.00%	0.00%
4	1	Professional Development	Yes	\$63,000.00	\$26,255.00	0.00%	0.00%

2021-22 LCFF Carryover Table

	9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover - Percentage (Input from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current Year (6 divided by 9 plus Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
Totals	\$848,107.00	\$247,418.00	0.00%	29.17%	\$226,394.00	0.00%	26.69%	\$21,033.00	2.48%

Instructions

- Plan Summary
- Engaging Educational Partners
- Goals and Actions
- Increased or Improved Services

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any

performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes

Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward

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

Reflections: Identified Need

Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights

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

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified:

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

Support for Identified Schools:

Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness:

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs

are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and districtlevel goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local

indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- ***Consistently low-performing student group(s) goal requirement:*** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- ***Goal Description:*** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- ***Explanation of why the LEA has developed this goal:*** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the

“All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- *Low-performing school(s) goal requirement:* A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- *Goal Description:* Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- *Explanation of why the LEA has developed this goal:* Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of

the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22.	Enter information in this box when completing the LCAP for 2021–22.	Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions:

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

Actions for English Learners:

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

Actions for Foster Youth:

School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for

unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective

as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective:

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

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

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

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

- After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
- In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

- These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students.

(Measurable Outcomes [Effective In])

COEs and Charter Schools:

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%:

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

Unduplicated Percentage < 55%:

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are 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 learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for

unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the

number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- *LCAP Year:* Identify the applicable LCAP Year.
- *1. Projected LCFF Base Grant:* Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- *2. Projected LCFF Supplemental and/or Concentration Grants:* Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the

basis of the number and concentration of unduplicated students for the coming school year.

- *3. Projected Percentage to Increase or Improve Services for the Coming School Year:* This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- *LCFF Carryover — Percentage:* Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- *Total Percentage to Increase or Improve Services for the Coming School Year:* This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

Goal #:

Enter the LCAP Goal number for the action.

Action #:

Enter the action's number as indicated in the LCAP Goal.

Action Title:

Provide a title of the action.

Student Group(s):

Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

Contributing to Increased or Improved Services?:

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

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

Scope:

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

Unduplicated Student Group(s)

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

Location:

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

Time Span:

Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.

Personnel Expense:

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

Total Personnel:

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

Total Non-personnel:

This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

LCFF Funds:

Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- *Note:* For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

Other State Funds:

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

Local Funds:

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

Federal Funds:

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

Total Funds:

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

Planned Percentage of Improved Services:

For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

4. Total Planned Contributing Expenditures (LCFF Funds)

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

5. Total Planned Percentage of Improved Services

- This percentage is the total of the Planned Percentage of Improved Services column

Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

6. Estimated Actual LCFF Supplemental and Concentration Grants

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

4. Total Planned Contributing Expenditures (LCFF Funds)

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

7. Total Estimated Actual Expenditures for Contributing Actions

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

5. Total Planned Percentage of Improved Services (%)

- This amount is the total of the Planned Percentage of Improved Services column

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

- This amount is the total of the Estimated Actual Percentage of Improved Services column

Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

13. LCFF Carryover — Percentage (12 divided by 9)

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education January 2022

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Academy of Media Arts

CDS Code: 19647330139055

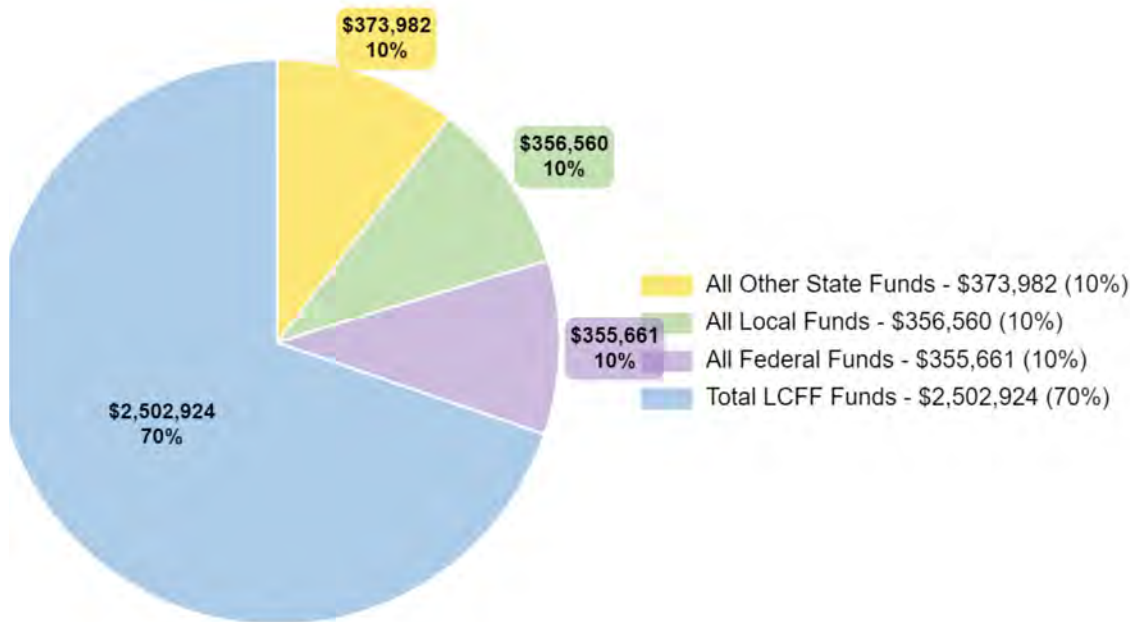
School Year: 2022-23

LEA Contact Information: Dana Hammond | dana.h@academyofmediaarts.org | (310) 429-7126

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

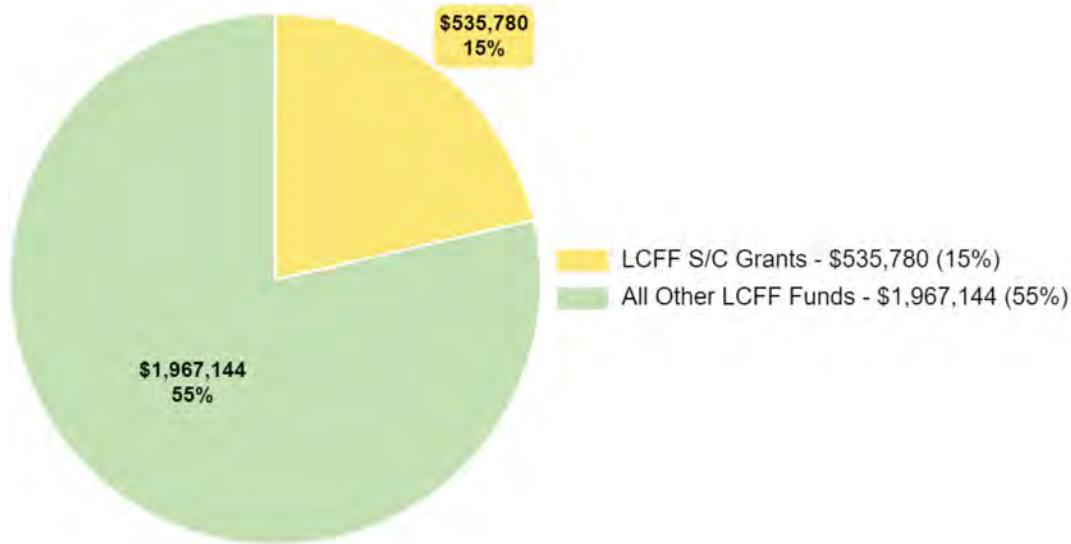
Budget Overview for the 2022-23 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$373,982	10%
All Local Funds	\$356,560	10%
All Federal Funds	\$355,661	10%
Total LCFF Funds	\$2,502,924	70%

Breakdown of Total LCFF Funds



Source	Funds	Percentage
LCFF S/C Grants	\$535,780	15%
All Other LCFF Funds	\$1,967,144	55%

These charts show the total general purpose revenue Academy of Media Arts expects to receive in the coming year from all sources.

The total revenue projected for Academy of Media Arts is \$3,589,127, of which \$2,502,924 is Local Control Funding Formula (LCFF), \$373,982 is other state funds, \$356,560 is local funds, and \$355,661 is federal funds. Of the \$2,502,924 in LCFF Funds, \$535,780 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP



This chart provides a quick summary of how much Academy of Media Arts plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

Academy of Media Arts plans to spend \$3,568,562 for the 2022-23 school year. Of that amount, \$1,848,900 is tied to actions/services in the LCAP and \$1,719,662 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Academy of Media Arts (AMA) operational support includes legal expenses, insurance expenses, communication expenses, student transportation, and security.

As a slow growth model school, we also incur expenses associated with equipment maintenance, software licensing fees, and technology maintenance support.

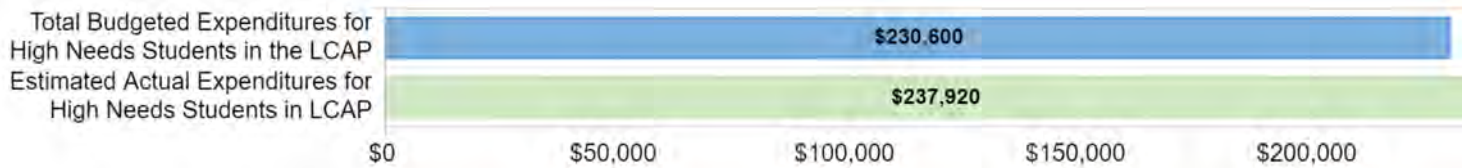
These ongoing expenses are associated with adding a grade level each year, which incurs ongoing expenses to maintain AMA's operations.

Increase or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Academy of Media Arts is projecting it will receive \$535,780 based on the enrollment of foster youth, English learner, and low-income students. Academy of Media Arts must describe how it intends to increase or improve services for high needs students in the LCAP. Academy of Media Arts plans to spend \$551,000 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2021-22

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



This chart compares what Academy of Media Arts budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Academy of Media Arts estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2021-22, Academy of Media Arts's LCAP budgeted \$230,600 for planned actions to increase or improve services for high needs students. Academy of Media Arts actually spent \$237,920 for actions to increase or improve services for high needs students in 2021-22.

Instructions

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.

**NOTE:* The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.

LEA Information

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

Coming School Year: This information is automatically generated.

Current School Year: This information is automatically generated.

Projected General Fund Revenue for the 2022–23 School Year

All amounts should be entered in the boxes below the corresponding amount title. The coming school year (as indicated above) means the fiscal year for which an LCAP is adopted or updated by July 1.

- *Total LCFF Funds:* This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California Education Code (EC) sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).
- *LCFF Supplemental & Concentration Grants:* This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5), pursuant to EC sections 2574 and 42238.02, as applicable for the coming school year.
- *All Other State Funds:* This amount is the total amount of other state funds (do not include LCFF funds) the LEA estimates it will receive.
- *All Local Funds:* This amount is the total amount of local funds and entitlements the LEA estimates it will receive.
- *All Federal Funds:* This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

- *Brief description for General Fund Expenditures:* Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan. The LEA's response for this prompt is limited to 450 characters.

Total Budgeted Expenditures for the 2022–23 School Year

- *Total Budgeted General Fund Expenditures:* This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- *Total Budgeted Expenditures in the LCAP:* This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.
- *Total Budgeted Expenditures for High Needs Students in the LCAP:* This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07.
- *Expenditures Not in the LCAP:* This amount is automatically calculated.
- *Brief description for High Needs Students:* If the amount in "Total Budgeted Expenditures for High Needs Students in the LCAP" is less than the amount in "LCFF Supplemental & Concentration Grants", a prompt will appear and the LEA must provide a brief description of the additional

actions it is taking to meet its requirement to increase or improve services for high needs students.

Note: If no prompt appears, the LEA is not required to supply a description.

Expenditures for High Needs Students in the 2021–22 School Year

- *Total Budgeted Expenditures for High Needs Students in the LCAP:* This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07 for the current school year.
- *Actual Expenditures for High Needs Students in the LCAP:* This is the total of the estimated actual expenditures of LCFF funds to implement the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07, as reflected in the Annual Update for the current LCAP year.
- *Brief description for actual expenditures for high needs students:* If the amount in “Total Budgeted Expenditures for High Needs Students in the LCAP” for the 2021–22 school year is greater than the amount in “Actual Expenditures for High Needs Students in LCAP”, a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to EC Section 42238.07.

Note: If no prompt appears, the LEA is not required to supply a description.

California Department of Education December 2021

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Academy of Media Arts	Dana Hammond Chief Executive Officer	dana.h@academyofmediaarts.org (310) 429-7126

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP)

Due to the pandemic, AMA utilized technology to engage its stakeholders of parents, instructors, and scholars. AMA's Director issued surveys to its community stakeholders. AMA's administrative team reviewed and analyzed the data received to ensure it supported the goals and actions of the 2021-24 LCAP.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

AMA used additional concentration grant add-on funding to increase the amount of counseling services available to students as students returned to campus.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

AMA is planning additional course offerings in summer school 2022 to support recovery from the pandemic and the adverse impacts of distance learning on pupils. Information was shared with parents and discussed in the regular meetings between parents and the CEO.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

AMA is managing the availability of additional funding with its eye on the variety of grant end dates to insure that funds go more to support students and improve educational outcomes.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

AMA has been following its 2021-24 LCAP in directing the use of funding during the 2021-22 school year.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: “A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the

Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: “A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans

in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education November 2021