

# 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 2021-22

### General Information

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

CHIME Institute's Schwarzenegger Community School launched in 2001 with the mission of creating an inclusive school that offered a high-quality education for all students. Today our nationally renowned model has been praised by countless educators and families; CHIME was 2004 and 2016 California Charter school of the Year and 2013 California Department of Education G.O.A.L award winner (Grazer Outstanding Achievement in Learning). Our K-8 school nestled in the west San Fernando Valley offers a dynamic, nurturing, and challenging education program for children ages 4-14. As an educational partner with Michael D. Eisner's College of Education at Cal State, Northridge, we pride ourselves in putting on display researched based educational approaches for the benefit of our 785 students as well as for the dozens of student teachers, fieldwork students, and educators who visit our programs every year. CHIME's charter school program draws students from across the San Fernando Valley (serving approximately 42 different zip codes) and given this serves an intentionally diverse range of student families representing a wide variety of ethnic, cultural, linguistic and socioeconomic backgrounds. Enrollment 785 Black or African American 5% American Indian or Alaska Native 1% Asian 6% Filipino 1% Hispanic or Latino 22% Native Hawaiian or Pacific Islander 1% White 61% Two or More Races 3% Socioeconomically Disadvantaged 17.3% English Learners 7.7% Foster Youth .3% Students with Disabilities 18%

### Reflections: Successes

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

The 2019-2020 administration of the SBAC and other state testing was canceled due to the COVID-19 pandemic and school closure. However, in the prior administration of the assessments CHIME increased across demographic groups and elevated their dashboard color indicator on both English Language Arts and Math. CHIME also meets criteria across all local indicators with a strong and engagement academic program which promotes a positive student climate on a 6.5-acre campus in Woodland Hills.

# 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.

Stakeholders utilized the successes and challenges of the 20-21 school year to inform the goals of the 21-22 through 23-24 LCAP. Emphasizing learning loss supports, SEL supports, teacher retention, and increased adult support in the classrooms, stakeholder used the experience of the 20-21 school year as well as the current data and their perceptions of the data regarding student needs.

# LCAP Highlights

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

CHIME stakeholders identified the following areas to inform LCAP Goals and action for the 21-22 LCAP plan along with their corresponding state priorities:

- Increase teacher compensation to comparable rates with local school districts (1)
- Establish consistent communication and learning platforms for students and families (3):
  - a. Establish new website
  - b. Parent liaison or parent question portal
  - c. Training for staff and families on technology platforms
- Invest in supports and training to address student learning loss (4 and 5)
- Community training on issues relating to Restorative Justice, PBIS, Social Justice, LGBTQ+, Trauma informed practices, Cultural Responsiveness (6)
- Continue to build relationships with CSUN to feed paraprofessional hiring pipeline (1)
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- All classroom teachers will hold a valid CA Teaching Credential as defined by the CA commission on Teacher Credentialing and appropriate EL authorization; all teachers will be appropriately assigned. (1)
- 100% of students, including all unduplicated students and students with exceptional needs, will have access to standards-aligned (including Common Core) materials and additional instructional materials as outlined in our charter petition. (2)
- School facilities are clean and maintained in good repair with twice daily spot checks and Site Inspection Lists with >90% of items in compliance or good standing. (1)

Suspension and expulsion rates will be maintained at < 1% (6)

- Continue to provide exciting and engaging academic and enrichment opportunities for all students (7 and 8)
- CHIME will continue to maintain a high rate of ADA (5)
- All students, including all unduplicated students and students with exceptional needs, will meet or exceed targets identified growth targets in the areas of English Language Arts/Literacy and Mathematics (4)

# 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.

N/A

## Support for Identified Schools

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

N/A

## Monitoring and Evaluating Effectiveness

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

N/A

# Stakeholder Engagement

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

CHIME Charter School serves a population that is extremely diverse ethnically, socially, and developmentally. Serving over 780 students ages 4 - 14 who hail from over 42 zip codes in the San Fernando Valley, CHIME is truly an inclusive community dedicated to helping each child and their families discover the potential each child possesses. To develop this LCAP, CHIME has engaged stakeholders, including those representing parents of English Language Learners, children with disabilities, typically developing students, and highly gifted students. CHIME administration also engaged the LCAP Advisory Committee (CCA) and ELL Advisory Committee (Diversity by Design) as well as held a public meeting (June 1, 2021 CHIME Board Meeting) to discuss the LCAP plan and solicit feedback and conducted a stakeholder survey. In addition, CHIME Charter Community Association Executive meetings, Community Education Evenings, and regularly scheduled informational meetings have been held throughout the school year to inform parents and community members about the Local Control Funding Formula and CHIME's LCAP and related actions and to help CHIME accomplish its goals and actions from this year's Learning Continuity and Attendance Plan. CHIME also maintains a website that is continuously updated with information about the school's curriculum, student achievement and required reports (e.g., SARC, EPA spending plan report, etc.) and information about California's Common Core State Standards. CHIME's LCAP plan is also posted on the website and community members are able to contact administration with feedback about the LCAP plan via the website. CHIME used a wide variety of information to monitor progress towards its LCAP goals and to evaluate the impact of implementation of our plan.

Stakeholders reviewed and discussed the LCAP and related issues in the following stakeholder meetings

CHIME Community Association Meeting May 27, 2021

Diversity by Design Committee April 16, 2021

Staff meetings March, April, May, 2019

Muti-tiered Systems of Support Meeting May 12, 2021

Stakeholder Surveys June 2021

CHIME Board Meetings April 6, May 4, June 1, 2021

Director's Leadership Advisory Committee January, February, March, April, and May 2021

A summary of the feedback provided by specific stakeholder groups.

CHIME stakeholder feedback focused on several key points: Increasing teacher compensation, streamlining parent and school communication, increased training and programming relating to SEL and Restorative Justice issues, and increased interventions and supports to address learning loss due to school closure.

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

The feedback regarding from stakeholders was deeply integrated into the actions devised for this year's LCAP. Truly the stakeholder feedback provided the basis by which new goals were developed and old goals either retained or deleted.

# Goals and Actions

## Goal

Goal #	Description
[1]	CHIME will increase investment in teacher salary compensation to ensure recruitment and retention of highly qualified teachers (State Priority 1).

An explanation of why the LEA has developed this goal.

CHIME wishes to attract and retain high quality teachers in order to promote the highest possible student achievement.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CHIME's teacher salary scale listed annual compensation compared to the average salary of five geographically and demographically comparable school districts or charter schools.	CHIME teacher's salary is within a range of 80% of the average salary of five geographically and demographically comparable school districts or charter schools.				CHIME teacher's salary will be compensated within a range of 90-100% of the average salary of five geographically and demographically comparable school districts or charter schools.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher Salary Expenditures	Increase investment in teacher compensation	2,700,000	N
2	Teacher Benefits	Maintain investment in teacher benefits that are comparable to local schools and districts	400,000	N

Action #	Title	Description	Total Funds	Contributing
3	Teacher Pension	Commensurate with salary increases, invest in teacher pension according to the policies of the CHIME teacher pension plan	200,000	N

## Goal

Goal #	Description
2	<ul style="list-style-type: none"> <li>- CHIME will maintain that 100% of classroom teachers will hold a valid CA Teaching Credential as defined by the CA commission on Teacher Credentialing and appropriate EL authorization; all teachers will be appropriately assigned. (State Priority 1)</li> </ul>

An explanation of why the LEA has developed this goal.

This goal ensures that every student is assigned a high quality teacher and that CHIME stays in compliance with all applicable credentialing requirements.

# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of classroom teachers will hold a valid CA Teaching Credential as defined by the CA commission on Teacher Credentialing and appropriate EL authorization.	Currently 100% of classroom teachers will hold a valid CA Teaching Credential as defined by the CA commission on Teacher Credentialing and appropriate EL authorization; all teachers will be appropriately assigned. (State Priority 1)				CHIME will maintain that 100% of classroom teachers will hold a valid CA Teaching Credential as defined by the CA commission on Teacher Credentialing and appropriate EL authorization; all teachers will be appropriately assigned. (State Priority 1)

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Credentialing technical assistance and professional development	CHIME will contract with a local agency to provide technical assistance for credentialing along with professional development to appropriate staff.	\$5,000	N
2	Human Resources	Human Resources Staff	\$65,000	N
3	Human Resources benefits	Human Resources Benefits	\$7,000	N

## Goal

Goal #	Description
3	Establish consistent communication and learning platforms for students and families (State Priority 3)

An explanation of why the LEA has developed this goal.

Clear and effective communication is critical for school families to remain informed and engaged in the school community and in the process of their children’s education.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of CHIME staff will utilize the Parent Square communication system for home-school communications.	92% of CHIME staff utilize the Parent Square communication system for home-school communications.				100% of CHIME staff will utilize the Parent Square communication system for home-school communications.
Percentage of all families will be registered with and receive communication from the Parent Square communication system.	94% of all families are registered with and receive communication from the Parent Square communication system.				100% of all families will be registered with and receive communication from the Parent Square communication system.
Parent satisfaction rating on the annual stakeholder survey	Parent satisfaction with the CHIME website will be 70% Satisfied or Very Satisfied as per stakeholder survey				Parent satisfaction with the CHIME website will be 85% Satisfied or Very Satisfied as per stakeholder survey

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Invest in Parent Square Communication Software	Utilizing Parent Square to coordinate communication for school and home.	\$8,000	N
2	Invest in Parent Square Communication Software stakeholder training	Provide training and support for all stakeholders for utilizing Parent Square	\$4,000	N
3	New Website	Launch and maintain new website for school and Institute programs	\$8,000	N

## Goal

Goal #	Description
4	Invest in training and supports to address learning loss. (State Priorities 4 and 5)

An explanation of why the LEA has developed this goal.

CHIME will increase investment in intervention programs, tutoring supports, and additional adult staffing to ensure in order to mitigate and reverse learning loss that may have occurred in during school closure and distance learning.

# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of progress toward target in a grade level ELA and Math skills relative to time between initial Fall and second spring formative assessments which beginning in the 2021-22 school year will be the CA standards aligned iReady assessment program.	Students currently averaged 80-85% progress on ELA and Math skills relative to time between initial Fall and second spring formative assessments (e.g. 4 months of progress academically across six months) as measured by the last administration of IAB interim assessments				Students will make 95-100% progress on ELA and Math skills relative to time between initial Fall and second spring formative assessments (e.g 5.7 to 6 months of progress) on the the CA standards aligned iReady assessment program.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Intervention Labs	CHIME will continue investments in before school, after school, and online reading and math intervention labs.	\$15,000	Y
2	Additional Adult Support	Additional adult support in the form of tutoring (online and in person) will occur after school to support at risk students.	\$180,000	Y
3	Additional In-class support	CHIME will continue to invest in additional classroom support to increase learning access for all students.	\$900,000	N

## Goal

Goal #	Description
5	CHIME will invest in community training on issues relating to Restorative Justice, PBIS, Social Justice, LGBTQ+, Trauma informed practices, and Cultural responsiveness (State Priority 6)

An explanation of why the LEA has developed this goal.

CHIME will increase investment in community training on issues that have been shown to have apposite impact on school climate, attendance rate, and positive SEL outcomes.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students rating that they feel safe on campus	Student ratings of feeling safe on campus is 90% as measured on the most recent administration of the Healthy Kids Survey				Student ratings of feeling safe on campus will be > 95% on the Healthy Kids survey or other school climate tool

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Staff, Student, and parent training programs	CHIME will arrange and host training on issues relating to Restorative Justice, PBIS, Social Justice, LGBTQ+, Trauma informed practices, and Cultural responsiveness.	\$50,000	N

## Goal

Goal #	Description
6	CHIME will maintain investment to further develop relationship with California State University, Northridge to grow paraprofessional and teacher hiring opportunities. (State Priority 1)

An explanation of why the LEA has developed this goal.

Development of a consistent hiring pipeline for teachers and paraprofessionals helps to maintain high quality instruction and supports in the classroom and improve pupil learning.

# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of overall candidate referrals for paraprofessional and teacher openings sourced from our CSUN partnerships	CHIME currently has 10% of candidate referrals for paraprofessional and teacher openings sourced from our CSUN partnerships				CHIME will have 20% of candidate referrals for paraprofessional and teacher openings sourced from our CSUN partnerships

## Actions

Action #	Title	Description	Total Funds	Contributing
1	CSUN Collaboration Activities	Per the CHIME CSUN MOU, CHIME will fund a collaboration liaison and other coordinating activities as a professional development schools	\$20,000	N

## Goal

Goal #	Description
7	100% of students including all unduplicated students will continue to have access to standards-aligned materials and additional instructional materials as outlined in our charter petition. (State priority 2)

An explanation of why the LEA has developed this goal.

CHIME students require access to high quality, standards aligned materials to promote positive student learning outcomes

# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students including all unduplicated students have access to standards-aligned materials and additional instructional materials as outlined in our charter petition	100% of students including all unduplicated students currently have access to standards-aligned materials and additional instructional materials as outlined in our charter petition				100% of students including all unduplicated students will continue to have access to standards-aligned materials and additional instructional materials as outlined in our charter petition

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Standards aligned materials	CHIME will ensure all students have access to standards aligned instructional materials	\$129,518	N
2	Administrative Oversight and Coordination (Staff)	Administrative Oversight and Coordination (Staff)	\$400,616	N
3	Administrative Oversight and Coordination (Staff)	Administrative Oversight and Coordination (Staff Benefits)	\$80,000	N
4	Instructional Equipment and rental	Instructional Equipment and Rental	\$175,000	N

## Goal

Goal #	Description
8	School facilities will continue to be clean, well maintained, and in good repair as evidence by daily inspection conducted by maintenance staff ensuring >90% of all facilities are in compliance and good standing. (State Priority 1)

An explanation of why the LEA has developed this goal.

CHIME students require a clean, safe and well maintained campus facility as a core condition of learning.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage rating of facilities in good repair as measure by the facility manager's daily review	Currently School facilities are clean, well maintained, and in good repair as evidence by daily inspection conducted by maintenance staff ensuring >90% of all facilities are in compliance and good standing.				School facilities will continue to be clean, well maintained, and in good repair as evidence by daily inspection conducted by maintenance staff ensuring >90% of all facilities are in compliance and good standing.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Custodial Staff Salaries	Custodial Staff Salaries	\$91,196	N
2	Custodial Staff Benefits	Custodial Staff Benefits	\$19,500	N
3	Facility utilities, repairs and maintenance	Facility utilities, repairs and maintenance.	\$230,000	N

## Goal

Goal #	Description
9	Suspension and expulsion rates will be maintained at <1% (State Priority 6)

An explanation of why the LEA has developed this goal.

Low suspension and expulsion rates are key indicators of positive school climate as well as positive student learning and achievement outcomes.

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## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension and expulsion rates	Suspension and expulsion rates are currently less <1%				Suspension and expulsion rates will be maintained at <1%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	SEL Curriculum	CHIME will continue investments in social emotional curriculum.	\$5,000	N
N	Social Emotional Support Staff	Provide robust support staff for counseling and instruction to promote social emotional learning and to guide alternatives to suspension.	\$190,000	N
3	Social Emotional Support Staff benefits	Benefits for counseling staff	\$38,500	N

## Goal

Goal #	Description
10	<ul style="list-style-type: none"><li>- Continue to provide exciting and engaging academic and enrichment opportunities for all students (State Priorities 7 and 8)</li></ul>

An explanation of why the LEA has developed this goal.

CHIME will continue to provide enrichment opportunities and engaging curriculum including art, music, PE, library, field trips and other learning opportunities. These opportunities provide a well-rounded and enriched curriculum for all students.

# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students mastered scheduled with classes involving art, music, physical education and other opportunities.	Currently 100% of CHIME students will have the opportunity to engage in curriculum involving art, music, physical education and other opportunities.				100% of CHIME students will continue to have the opportunity to engage in curriculum involving art, music, physical education and other opportunities.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Staffing to support full inclusion in enrichment opportunities	Staffing to support full inclusion in enrichment opportunities	\$250,000	Y
2	Benefits for staff to support full inclusion in enrichment opportunities	Benefits for staff to support full inclusion in enrichment opportunities	\$50,000	Y
3	Fieldtrips	Fieldtrips	\$10,000	N

## Goal

Goal #	Description
11	CHIME will continue to maintain a high rate of ADA and reduced chronic absenteeism by >50% (State Priority 5)

An explanation of why the LEA has developed this goal.

High daily attendance results in positive learning outcomes and promotes a positive school climate for all learners.

# Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ADA rate for CHIME Chronic Absenteeism rate for CHIME	CHIME most currently reported ADA rate was 95.5% and its most recently reported chronic absenteeism rate was 4.58%				CHIME will have an ADA of >94% and a chronic absenteeism rate of less than 2%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Attendance and office staff	Attendance and office staff to help track and support high attendance rate of students.	\$295,000	N
2	Attendance and office staff benefits	Attendance and office staff to help track and support high attendance rate of students.	\$60,000	N
3	MS SEL Support	Staff to support the unique SEL needs of MS and promote their attendance at school	\$35,000	N
4	MS SEL Support Benefits	Staff to support the unique SEL needs of MS and promote their attendance at school	\$7,000	

## Goal

Goal #	Description
12	<ul style="list-style-type: none"> <li>All students, including all unduplicated students and students with exceptional needs, will meet or exceed targets identified growth targets in the areas of English Language Arts/Literacy and Mathematics and as appropriate make progress on the ELPAC assessment by an increase of 10% and increase the schools English Learner Reclassification rate by increase of 10% (State Priority 4)</li> </ul>

An explanation of why the LEA has developed this goal.

It is critical that students who are at-risk receive supports and instruction that mitigate learning loss and support their acquisition of knowledge and skills.

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## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Growth targets in the areas of English Language Arts/Literacy and Mathematics on the CAASP state assessment ELPAC Progress percentage EL Reclassification rate	On the most recent administration of the CAASP All students scored 4 points above standard for ELA and 15 points below standard for Math and were both Green. ELPAC Progress percentage was 34.3% EL Reclassification rate was 28%				100% students, including all unduplicated students and students with exceptional needs, will meet or exceed targets identified growth targets with a dashboard color of green or better and All students category averaging above standard with an ELPAC English Learner progress percentage of 45% and a reclassification rate of 38%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development to support teachers skills in working with at-risk students	Professional Development to support teachers skills in working with at-risk students	\$15,000	Y
2	Intervention software and curriculum	Intervention software and curriculum	\$25,000	Y

## Goal Analysis [LCAP Year]

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.

[Respond here]

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

[Respond here]

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

[Respond here]

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.

[Respond here]

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
[4.94]%	\$313,666

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

## Required Descriptions

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

In the 2020-21 year CHIME added instructional support to the TK-8 program, again provided reading intervention in before and after school reading labs, invested in reading intervention software and participated in a trial of new reading intervention software which had been developed at Cornell University. In grade K-3 CHIME invested in materials and training for Foundations a researched based reading instruction program. CHIME continued to invest in staff resources to maintain a low student to staff ratio in order to support students who are at risk or are acquiring language proficiency. In addition during the 2019-20, CHIME will partner with our local state university (CSU, Northridge) to provide counseling and SEL supports through the Mitchell Family Clinic. CHIME will also be increasing our investments in technology to ensure the students have access to a variety of web based learning applications. This increase in technology on campus will also allow the school to develop a shorter and more equitable state assessment schedule for our students who will benefit from the increased instructional time prior to assessment. CHIME charter school is a national model for fully inclusive education. all students regardless of ability or designation are educated together throughout the day and services and service providers are brought together in a highly collaborative model, all in the general education classroom, to provide service and instruction. In this collaborative and consultative model all students (including those with special needs, ELL students, and other at-risk youth) benefit from the expertise and attention of all educators in the school environment. Because if this model it is most appropriate to expend large portions of LCFF concentration and supplemental grants in a school-wide manner.

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

In the 2020-21 school year CHIME continued its increased its instructional support, conducted intervention school reading and math labs for grades TK-8 services and will continue these investments in the 2021-22 school year. CHIME will also continue to invest in increased funding for in-class reading and math intervention curriculum at the elementary level by investing in purchasing training and materials for the FunDations reading program from Wilson Reading. CHIME also will continue to invest in robust staffing support to ensure an increased level

of service delivery. Staffing time will also be invested to ensure a high level of attendance for students who are at-risk and to provide a positive school climate to promote attendance and learning. We will also continue our increase in programming for families and students in the areas of social skills, Restorative Justice, and diversity and tolerance. These supports will ensure that students who are at-risk maintain a high level of attendance, receive the social and emotional supports they need in the school environment, and are provided with the proper academic supports to meet and exceed state benchmarks. CHIME will also continue to meet the needs of students who are at-risk by continuing our investment in our nutritional services program to ensure those basic needs are met for our students

# Instructions

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[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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](mailto:lcff@cde.ca.gov).

# Introduction and Instructions

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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

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 stakeholders and the public.

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

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

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Stakeholder Engagement

### Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

### Requirements and Instructions

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

#### **Local Control and Accountability Plan:**

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

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

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

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

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

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

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 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.

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

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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year

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

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

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

### **Purpose**

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

### **Requirements and Instructions**

This section must be completed for each LCAP year.

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

**Percentage to Increase or Improve Services:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 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% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

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

## Expenditure Tables

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

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

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

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.

- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **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:** This amount is automatically calculated based on amounts entered in the previous four columns.