

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

CHIME Institute's Schwarzenegger
Community

Contact Name and Title

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

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 44 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%

LCAP Highlights

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

2019-20 LCAP plan themes and major objectives

Increase teachers salary compensation to attract and maintain highly qualified staff

Invest in technology to increase student access to curriculum and create a more equitable testing window for our students

Invest in facilities improvements including a new play structure, roofing permanent bungalows, and classroom painting.

Invest in a new website and parent communication software

Invest in Foundations curriculum roll up to 3rd grade

Invest in new SEL and Restorative Justice Curriculum

Maintain investments in staffing for extra-curricular programs, attendance monitoring staff and facilities staffing.

Review of Performance

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

Greatest Progress

CHIME continued to make progress in all of its LCAP goal areas in this past school year. CHIME increased its investment in the teacher salary scale in the the 2018-19 school year. Each "square" on CHIME's salary scale was increased and employees with five years of service or more were provided a \$1,000 loyalty bonus which was deposited in their 403B retirement account. The intent of these investments were to help recruit and retain highly qualified teachers. Leading up to the 2019-20 school year CHIME need to hire only three new teachers. Two teachers are leaving their positions

due to family reasons and one teacher was promoted to an administrative position. No teachers left citing compensation as a reason for leaving.

CHIME continued to provide students access to high quality common core curriculum and a wide variety of curricular programming and opportunities. CHIME's elementary program offered music, art, library programs, and physical education in addition to core curricular program. CHIME's middle school program offered electives such as Band, Choir, Leadership, Conversational French, Art, Dance, and Ceramics. CHIME also offered a wide number of extra curricular activities including a full sports program, a dram production program, and student counsel.

CHIME also improved its facilities in the past year. CHIME worked in partnership with LAUSD to install a new playground and matting surface in the TK/Kindergarten yard. This installation improved the safety of the playground area and offered a wider variety of playground structures for the students. CHIME intends to partner again with LAUSD in the 2019-20 FY to install a new elementary yard structure.

CHIME continues to meet its LCAP goal of >95% ADA for attendance. CHIME also continues to meets goal of reclassification rates of EL students at or above the district average rate of reclassification. CHIME also implemented additional curriculum in the area of social emotional learning in the middle school program by adding SEL programs from the Sandy Hooks Foundation. CHIME also initiated in partnership with CHIME parents an ad hoc committee, Diversity by Design, to examine the ways in which CHIME could improve its culturally competent and responsive programming by in its curricular and extra curricular programs.

CHIME's parent participation in events held at school continued to exceeds its LCAP participation rate goal and in the most recent survey of stakeholders issued in May of 2019, over 90% of respondents reported satisfaction or high rates of satisfaction with the CHIME program, teachers, and administration.

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

Greatest Needs

CHIME's ELA and Math dashboard indicators were both Orange for the 2018 school year. While the composite scores for the school exceed the LAUSD average scores for both ELA and Math and exceed the state average scores for Math, our overall indicators were in the Orange portion of the scoring rubric. CHIME's largest demographic subgroup was in in the yellow indicator for the rubric; however, students with disabilities and English Learners were in the Orange for Math and Red and Orange respectively for ELA. These are the next two largest subgroups for CHIME and given this it is certainly an area of greatest need for improvement. Socioeconomically disadvantaged students also scored in the Orange indicator level for Math. CHIME took steps in the 2018-19 to help address these issues. We provided students with the opportunity to have increased exposure to the problem types and formats of the test by using the CAASP interim assessments. These assessments also provided formative feedback for the teachers to guide instruction. As we enter the 2019-20 school year we will again use the interim assessments in a proactive way to support the teaching and learning process and provide support to develop the Cognitive Academic Language Production skills of our English Learners.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

In the state indicator of Suspension student subgroups of White, Students with Disabilities, and English Learners were in the Orange rubric performance rating. All other students were in the blue rubric performance rating. The overall suspension rate continued to be below 1%. In the coming year, CHIME is planning investments in training and materials for Restorative Justice for students, parents, and staff. This school-wide program will provide alternatives to suspension and will help us address this disparity and help lower our school suspension rate even further.

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.

CHIME Institute's Schwarzenegger Community School was not identified for CSI, but was identified for ATSI for Students with Special Needs. Their performance rubric scores were Red for ELA and Orange for Math and the scores for both indicators declined for two consecutive years.

Support for Identified Schools

Describe how the LEA supported 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.

CHIME conducted a data analysis of its Dashboard indicators for all students including Students with Special Needs in partnership with EdTec who assisted with the data disaggregation so that we could be able to identify struggling learners, their subgroups, and their cohort progress across three consecutive years of CAASP testing. This data was then shared with the teachers and other stakeholders and CHIME utilized this data to conduct a school-wide needs assessment to determine what curricular material and instructional choices may have lead to the decline in scores and what changes or supports may be needed to bring about improvement. This led to a plan of supporting students with disabilities by providing additional opportunities to interact academic language and problem solving methods to bring about great proficiency with academic standards based materials. Given CHIME's model of full inclusion where all students are fully included in the general education classroom and students are fully availed to all of the curricular programs and supports through co-teaching and collaborative programming, no resource inequities were found.

Monitoring and Evaluating Effectiveness

Division principals will conduct data reviews with teachers on a quarterly basis and examine the student progress across the areas of ELA and Math with an emphasis of monitoring students with disabilities and determining instructional changes that may need to be during instructional units.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

All 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 and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic
Local Priorities: Recruiting and retaining highly qualified teachers.

Annual Measurable Outcomes

	Expected	Actual
100% of teacher hold an approved teaching credential as defined by the CA CTC.	2018-19 100% of teacher hold an approved teaching credential as defined by the CA CTC.	100% of all teachers at CHIME in the 2018-19 school year held an approved teaching credential as defined by the CA CTC.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Invest in on going CCSS and other standards aligned professional development training for teachers.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>CHIME provided teachers with ongoing professional development in ELA and Math and other standards areas. Trainings included professional development in Foundations, Moby Max, and trainings on gender and language and anti-bullying of LGBTQ youth.</p>	<p>\$10,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$10,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Increase current teacher salary scale in order to attract and retain high quality teaching staff.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>CHIME increased teacher compensation by raising the salary scale and providing loyalty bonuses to teachers with tenure at CHIME of 5 years or greater.</p>	<p>\$2,697,605 - LCFF - 1000-1999 Certificated Salaries - Teacher Salaries (repeated expenditure) \$330,000 - LCFF - 3000-3999 Employee Benefits - teacher Health Insurance (repeated expenditure) \$279,000 - LCFF - 3000-3999 Employee Benefits - Pension</p>	<p>\$2,873,028 - LCFF - 1000-1999 Certificated Salaries (repeated expenditure) \$324,000 - LCFF - 3000-3999 Employee Benefits (repeated expenditure) \$253,824 - LCFF - 3000-3999 Employee Benefits (repeated expenditure)</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The CHIME Board of Directors approved a raise of \$500 per square to the existing CHIME pay scale and provided a loyalty bonus for all returning teachers of 5 years of CHIME teaching or greater which was deposited on their behalf into their 403B retirement fund.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The efforts to increase compensation for teachers was well received by staff and the community. CHIME intends to continue increasing its investment in teacher compensation. Only three teaching positions were left by existing CHIME teachers at the end of the 2018-19 school year and none of them were due to issues with compensation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made.

Goal 2

100% of students 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.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards

Local Priorities: Evaluating and implementing standards aligned science and social studies curriculums.

Annual Measurable Outcomes

Expected

100% of students will have access to standards and CCSS aligned curriculum. 2018-19
100% of students will have access to standards and CCSS aligned curriculum.

Actual

All students had access to curriculum aligned with the Common Core State Standards.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Review and purchase additional standards aligned social studies curriculum curriculum</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Curriculum for the social studies program was not purchased. Instead funds were invested in the K-2 reading program for Foundations.</p>	<p>\$36,000 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$12,000 - LCFF - 4000-4999 Books and Supplies</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Invest in additional new technology for full implementation of CCSS curriculum and instruction.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>CHIME made several investments in technology to increase access to the curriculum (online activities for the CCSS curriculum) as well access to CAASP interim assessments.</p>	<p>\$27,000 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$28,500 - LCFF - 4000-4999 Books and Supplies</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Invest in staff services for technology implementation and maintenance.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>CHIME employed staff in the 2018-19 school year to maintain our technology equipment and software programs on campus.</p>	<p>\$57,000 - LCFF - 2000-2999 Classified Salaries</p>	<p>\$62,000 - LCFF - 2000-2999 Classified Salaries</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

CHIME was able to continue to add to its technology assets in the 2018-19 school year and increase the access students had to CCSS aligned curriculum and assessments. CHIME has determined that more needs to be done in this area to ensure that all students have fair and equitable access to the technology needed and that the technology is up to date. CHIME continued to fully staff an Information Technology Director.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The technology additions increased the level of access for all students; however, CHIME has determined that additional investments in technology are necessary to provide full and equitable access to all students to CCSS aligned curriculum and assessments.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Fewer dollars were allocated in the curricular acquisitions since a full social studies curricular adoptions was not made in this school year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Social studies curriculum was not selected or purchased for this school year; however, additional literacy programs were added to the program.

Goal 3

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.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic

Local Priorities: Maintain clean facilities in good repair in light of growing enrollment.

Annual Measurable Outcomes

Expected

Actual

Facilities Staff will complete a facility Inspection report with > 90% compliance/ good standing weekly including twice daily spot checks.

2018-19

Facilities Staff will complete a facility Inspection report with > 90% compliance/ good standing weekly including twice daily spot checks.

Facilities staff routinely inspected the facility twice daily to ensure that the facility and grounds were in compliance and good standing greater than 90% of the time.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Increase staffing and increase pay rate to attract and train high quality facilities staff and allow for adequate staffing to maintain a facility that is clean and in good repair.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>All facilities staff received and increase in pay to begin the 2018-19 school year. CHIME staffed a total of 8 daily hours of staff and 16 hours of evening staff time to clean and maintain the campus.</p>	<p>\$155,000 - LCFF - 2000-2999 Classified Salaries \$52,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$150,000 - LCFF - 2000-2999 Classified Salaries \$60,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All facilities staff were retained coming into the 2018-19 school year and the campus was in good repair and condition throughout the school year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The investments in this area achieved the goal of maintenance of the facility Coming into the 2019-20 SY improvements and repairs to the campus have been including adding a new Elementary play structure, painting six classrooms, and conducting roofing repairs on two bungalows on campus.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences occurred because a second summer daytime staff was not hired this past school year. Also several repairs on the original campus were required. Given the age of the campus it is important to note that these kinds of significant repairs may become more common in the

coming years.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no changes to goals, outcomes, or metrics.

Goal 4

Parent involvement will continue to be a cornerstone of CHIMEs school operations, with parent representatives on the Board of Directors, CCA Governance Council, and CCA School Site Council, volunteering at school and engaged via frequent and myriad home-school communications.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement
Local Priorities:

Annual Measurable Outcomes

Expected

Actual

At least 87% of parents will attend 2018-19 at least two school events each year; 95% will attend parent-teacher conferences, and 93% will attend student-led conferences.

At least 88% of parents will attend at least two school events each year; 95% will attend parent-teacher conferences, and 94% will attend student-led conferences.

Parent participation in two or more school events exceeded 88%. Participation in parent-teacher conferences and student led portfolio conferences exceeded 90%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Invest in parent education workshops on stakeholder identified issues including bullying and internet safety.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>CHIME provide parent workshop this year on topics including bullying and internet safety, cultural competency, child development, and supporting struggling learners.</p>	<p>\$10,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$10,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

CHIME provided a wide variety of parent workshops on topics including bullying and internet safety, child development and supporting struggling learners, and cultural competency.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Parents continue to be highly involved and engaged in the life of the school at CHIME. Parent volunteerism was high with parents supporting classrooms, school wide events, and admissions events throughout the school year. Parent participation in formal activities such as back to school night, parent teacher conferences, and student led conferences remained over 90%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material difference.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no changes in goal, outcomes, or metrics.

Goal 5

Parent involvement will continue to be a cornerstone of CHIMEs school operations, with parent representatives on the Board of Directors, CCA Governance Council, and CCA School Site Council, volunteering at school and engaged via frequent and myriad home-school communications.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Three or more parents will serve on the CHIME Community Association (CCA) Governance Council and 3 parents will lead the CHIME Community Association (CCA) School Site Council, at least one will be a parent of a child with a disability. Parent satisfaction rates, based on annual surveys, will be > 85%. Satisfaction surveys have been implemented since year 2002.</p> <p>2018-19</p> <p>Three or more parents will serve on the CHIME Community Association (CCA) Governance Council and 3 parents will lead the CHIME Community Association (CCA) School Site Council, at least one will be a parent of a child with a disability.</p> <p>Parent satisfaction rates, based on annual surveys, will be > 87%. Satisfaction surveys have been implemented since year 2002.</p>	<p>Three or more parents served on the CCA Governance Council (Executive Committee) and lead the CCA Community Association Committee and one was the parent of a child with a disability.</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Invest in parent communication software program</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>CHIME invested in the following parent communication software programs in the prior school year to encourage participation in school functions and committees: ParentSquare, Go Dady email, and PhoneVite.</p>	<p>\$4,500 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$4,500 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

CHIME invested in the following parent communication software programs in the prior school year to encourage participation in school functions and committees: ParentSquare, Go Dady email, and PhoneVite.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

CHIME continued to have robust participation for both active members of the CHIME CCA Executive Board and the CCA committee. The communication software investments played a critical role in the success of the the CCA activities and parent involvement in those activities throughout the year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were not changes made to the goal, expected outcomes or metrics.

Goal 6

All students, including all unduplicated students and students with exceptional needs, will meet or exceed targets for growth once set by the State assessments in the areas of English Language Arts/Literacy and Mathematics.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (not less than +1%)

2018-19

School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (not less than +1%)

Not all subgroups met their growth targets for the prior year's CAASP assessments. All students in aggregate declined in ELA and Math.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide high quality education support personal (Special Education staff, psychologist, counselor, physical therapist, counselor, speech pathologist, occupational therapist).</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>CHIME employed 11 special education teachers, one school psychologist, one school counselor, one school psych intern, a full time speech pathologist and SLPA, and a full time OT in the 2018-19 SY.</p>	<p>\$1,025,500 - LCFF - 1000-1999 Certificated Salaries \$177,000 - LCFF - 5000-5999 Services and Other Operating Expenses \$205,100 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$1,075,000 - LCFF - 1000-1999 Certificated Salaries \$177,000 - LCFF - 5000-5999 Services and Other Operating Expenses \$215,000 - LCFF - 3000-3999 Employee Benefits</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

CHIME employed 11 special education teachers, one school psychologist, one school counselor, one school psych intern, a full time speech pathologist and SLPA, and a full time OT in the 2018-19 SY.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Through its significant investment in itinerant services and CHIME inclusive and collaborative service delivery model, CHIME was able to provide a wide variety and levels of support to all students throughout the school program. However, these supports did not yield and increase in results as measured by the CASSP state assessments. While certainly positive impacts were yielded from these efforts they did not seem to impact the scores in this particular testing year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was a small material difference in cost as a paid psych-intern was added to the staffing.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no changes made to the goal, expected outcomes or metrics.

Goal 7

School will meet the annual California Dash board goals (Green level or higher in measurable categories), or equivalent, as mandated by the CA State Board of Education.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement

Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
ncrease API and AYP, meeting annual API Growth Target (or equivalent) based on new SBAC/CAA measures.	2018-19 Increase California Dash Board target (or equivalent) based on new SBAC/ CAA measures.	CHIME All students category did not meet the green level indicator in ELA or Math for the 2018 -19 SY. CHIME ALL students met the Orange indicator in ELA and Math.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Increase investment in before and after school reading and math labs for at-risk students</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>CHIME continued to operate a before and after school reading lab for grades K-8. CHIME did not operate a math lab for the 2018-19 SY, but did employ a middle school math coach to support the middle school math teachers and students.</p>	<p>\$16,000 - LCFF - 4000-4999 Books and Supplies</p>	<p>\$10,000 - LCFF - 4000-4999 Books and Supplies</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

CHIME implemented two reading lab sessions in the 2018-19 SY in both the fall and the spring utilizing materials and instruction focused on decoding and phonics as well as fluency. CHIME also utilized the reading fluency intervention software Read Live as part of its reading lab intervention services. CHIME did not run a math lab program in the 2018-19 SY but did employ a middle school math coach to support the middle school math teachers and students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Students showed decoding , vocabulary, and reading fluency growth during their time in reading lab sessions.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences were present because a math lab was not offered. Additional personal expense were incurred with the hiring of a math coach for the middle school program.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goals were not achieved relative to the math lab specifically.

Goal 8

EL students will advance at least one grade level on the ELPAC (or other available external and internal assessments) each year and CHIMEs reclassification rate will meet or exceed the Districts rate; ELs will meet annual AMAOs.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Achieve similar or higher rate of EL growth on the CELDT (or similar) scale each year and meet or exceed the Districts EL reclassification rate; meet or exceed annual AMAOs.

2018-19

Achieve similar or higher rate of EL growth on the ELPAC (or similar) scale each year and meet or exceed the Districts EL reclassification rate; meet or exceed annual AMAOs.

EL students at CHIME achieved a reclassification rate the exceeded the reclassification rate of the local school district.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Professional development investments in implementation of ELA methods and materials for new CCSS aligned curriculum.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Teachers were provided professional development on the new ELPAC assessment, guidelines, and record keeping systems for English Learners.</p>	<p>\$3,500 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$3,500 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Teachers were provided professional development on the new ELPAC assessment, guidelines, and record keeping systems for English Learners. CHIME also invested in an ELPAC testing coordinator to ensure timeliness and consistency of assessment.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

CHIME completed all aspects of the new ELPAC assessment program and achieved a reclassification rate greater than the local school district.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no changes made.

Goal 9

School will continue to maintain a high ADA rate.

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement
Local Priorities:

Annual Measurable Outcomes

Expected

Actual

School will continue to maintain an ADA rate of >94%.

2018-19
School will continue to maintain an ADA rate of > 94% .

CHIME's ADA rate was 95.4%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Invest in attendance monitoring staff time and monitoring software.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>CHIME invested in attendance monitoring staff time and monitoring software to ensure a high rate of attendance.</p>	<p>\$465,000 - LCFF - 2000-2999 Classified Salaries \$3,500 - LCFF - 4000-4999 Books and Supplies \$93,000 - LCFF - 3000-3999 Employee Benefits</p>	<p>\$465,000 - LCFF - 2000-2999 Classified Salaries \$3,500 - LCFF - 4000-4999 Books and Supplies \$93,000 - LCFF - 3000-3999 Employee Benefits</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

CHIME utilize attendance monitoring software throughg it student information system PowerSchool and utilized front office staff, teachers, and back office staff to monitor and execute our attendance monitoring system.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

CHIME continued to maintain an ADA rate of over 95%

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as

applicable. Identify where those changes can be found in the LCAP.

There were no changes.

Goal 10

Suspension and expulsion rates will be maintained at \leq 1%

State and/or Local Priorities Addressed by this goal:

State Priorities: 6. School climate

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Suspension and expulsion rates will be maintained at < 1% **2018-19**
Suspension and expulsion rates will be maintained at \leq 1 %

Suspension rates for CHIME as recorded on the California Dashboard were .9% which met the goal of less than 1%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Invest in social skills and anti-bullying curriculum. Provide training for Advisory/home team and other non-scholastic student support training programs. Support school site-based clubs and enrichment activities</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>CHIME implemented several new SEL programs such as "Say Hello" and See Something, Say Something" from the Sandy Hook foundation this year. CHIME also invested in staff personnel in the form a "Middle School" coach who helped implement new school site-based clubs and enrichment activities.</p>	<p>\$3,500 - LCFF - 4000-4999 Books and Supplies \$13,000 - LCFF - 1000-1999 Certificated Salaries</p>	<p>\$3,500 - LCFF - 4000-4999 Books and Supplies \$26,000 - LCFF - 1000-1999 Certificated Salaries</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

CHIME implemented several new SEL programs such as "Say Hello" and See Something, Say Something" from the Sandy Hook foundation this year. CHIME also invested in staff personnel in the form a "Middle School" coach who helped implement new school site-based clubs and enrichment activities.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

CHIME continued to offer a positive school climate to students, had a very low rate of suspension and zero expulsions. CHIME student climate survey conducted this year also indicated that the vast majority of students felt safe at school and reported they had someone they could go to who was a trusted adult at school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

More personnel dollars were expended with the investment in the Middle School coach who worked 30 hours per week in the MS program.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no changes in goal, expected outcomes or metrics.

Goal 11

Continue to achieve >85% positive results on Annual Student, Teacher, and Parent Satisfaction Surveys

State and/or Local Priorities Addressed by this goal:

State Priorities: 6. School climate

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Continue to achieve >86% positive results on Annual Student, Teacher, and Parent Satisfaction Surveys

2018-19

Continue to achieve >87% positive results on Annual Student, Teacher, and Parent Satisfaction Surveys

As per the most recent stakeholder survey issued in May of 2019 more than 87% of respondents indicated that they are satisfied or more than satisfied with the school program, their child's teacher, and school administration.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Invest in parent outreach and education programs that reflect the needs and concerns of parent stakeholders as reported by stakeholder surveys</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>CHIME invested in parent outreach programs that included stakeholder desired topics such as anti-bullying, child development and anti-bullying of LGTQ youth, supporting struggling learners, cybersafety, and cultural competency.</p>	<p>\$3,500 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$3,500 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

CHIME invested in parent outreach programs that included stakeholder desired topics such as anti-bullying, child development and anti-bullying of LGTQ youth, supporting struggling learners, cybersafety, and cultural competency.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Parent outreach and information nights were held throughout the year and dozens of families attended these events and reported high rates of satisfaction with the offerings provided as evidenced by stakeholder surveys.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no changes to goals, outcomes, or metrics.

Goal 12

Continue to provide exciting and engaging academic and enrichment opportunities for all students.

State and/or Local Priorities Addressed by this goal:

State Priorities: 7. Course access

Local Priorities: Every student at CHIME receives high quality technology instruction, PE, Art, Music. Students in grades K-8 participate in intensive in-school and out of school field trips to augment their learning program.

Annual Measurable Outcomes

Expected

Actual

Continue to provide exciting and engaging academic and enrichment opportunities for all students. 2018-19

Continue to provide exciting and engaging academic and enrichment opportunities for all students.

CHIME offered enrichment opportunities in the areas of art, music, physical education, library, dance, drama, and other in the 2018-19 school year while providing all students with full access to a standards based curriculum in the general education classroom.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide students with an array of learning experiences in technology, arts, music and P.E.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>CHIME provided weekly opportunities for elementary students to participate in PE, Art, Music and Library. Students had technology center available to them in each classroom. Middle school had elective classes which included Band, Dance, STEAM, 'Zines, Leadership, and Conversational French.</p>	<p>\$375,000 - LCFF - 1000-1999 Certificated Salaries \$60,000 - LCFF - 2000-2999 Classified Salaries</p>	<p>\$375,000 - LCFF - 1000-1999 Certificated Salaries \$60,000 - LCFF - 2000-2999 Classified Salaries</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

CHIME provided weekly opportunities for elementary students to participate in PE, Art, Music and Library. Students had technology center available to them in each classroom. Middle school had elective classes which included Band, Dance, STEAM, 'Zines, Leadership, and Conversational French.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Every student at CHIME had opportunity to participate in a wide variety of educational opportunities and enrichment activities throughout the 2018-19 SY.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no changes made to the goal, outcomes or metrics.

Goal 13

All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will demonstrate proficiency (or above) of grade level content standards aligned with the States priorities.

State and/or Local Priorities Addressed by this goal:

State Priorities: 8. Other pupil outcomes
Local Priorities:

Annual Measurable Outcomes

	Expected	Actual
Students will meet statewide expected benchmarks for proficiency in alignment with state priorities	2018-19 Students will meet statewide expected benchmarks for proficiency in alignment with state priorities	All students did not meet statewide expected benchmarks for proficiency. All students at CHIME met the Orange indicator for ELA and Math as per the CA dashboard in the 2018-19 school year.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Invest in professional development on instructional methods to support English Language Learners and at-risk students.</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>CHIME teachers were provided professional development to implement the new ELPAC assessment and monitoring processes and instructional strategies to support English Learners.</p>	<p>\$6,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>	<p>\$6,000 - LCFF - 5000-5999 Services and Other Operating Expenses</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Increase instructional staff to support the</p>	<p>For Actions/Services included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: English Learners, Foster Youth, Low Income</p> <p>Scope of Service: Schoolwide</p> <p>Location: All Schools</p> <p>Staff was invested in to help support the</p>	<p>\$260,000 - LCFF - 2000-2999 Classified Salaries</p>	<p>\$260,000 - LCFF - 2000-2999 Classified Salaries</p>

needs of English Language Learners and other at-risk learners.	implementation of the ELPAC assessment, implementation, and monitoring processes.		
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Provide materials, equipment, and outreach and nutrition programs necessary to support all students.</p>	<p>For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement</p> <p>Students to be Served: All</p> <p>Location: All Schools</p> <p>Materials, equipment and staffing for outreach were provided to support nutrition programs for all students.</p>	<p>\$70,000 - LCFF - 4000-4999 Books and Supplies</p> <p>\$45,000 - LCFF - 4000-4999 Books and Supplies</p> <p>\$27,000 - LCFF - 4000-4999 Books and Supplies</p> <p>\$32,000 - LCFF - 2000-2999 Classified Salaries</p>	<p>\$70,000 - LCFF - 4000-4999 Books and Supplies</p> <p>\$45,000 - LCFF - 4000-4999 Books and Supplies</p> <p>\$27,000 - LCFF - 4000-4999 Books and Supplies</p> <p>\$32,000 - LCFF - 2000-2999 Classified Salaries</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

CHIME teachers were provided professional development to implement the new ELPAC assessment and monitoring processes and instructional strategies to support English Learners. Also, staff was invested in to help support the implementation of the ELPAC assessment, implementation, and monitoring processes. Finally, materials, equipment and staffing for outreach were provided to support nutrition programs for all students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

English learners were effectively supported through the ELPAC assessment process and helped to acquire new language skills. The nutrition program grew serving more than 150 students and over 700 meals weekly at CHIME.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences noted.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no changes in goals, metrics, or outcomes.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

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 44 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 (CCA meeting on May 25th) to discuss the LCAP plan and solicit feedback and conducted a stakeholder survey.

In addition, CHIME Charter Community Association Executive meetings, parent conferences, 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 the goals of its 2018-19 LCAP. 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. These data sources included parent and students surveys, Northwest Evaluation Association academic progress monitoring, staff surveys, results of the SBAC testing, free and reduced lunch program evaluation, English Language Learner assessments data, California Alternative Assessment results, review of state adopted curriculum aligned with Common Core, student attendance and suspension data, and review of teacher qualifications and professional development goals.

CHIME Charter School stake holders have reviewed this data, discussed how this data informs CHIME's LCAP and any needed changes or modifications to the plan. CHIME has also presented and discussed the LCAP plan, schools needs and related LCAP actions in the following venues:

CHIME Community Association Executive Committee May 20, 2019

CHIME Community Association Meeting May 28, 2019

Diversity by Design Committee May 31, 2019

Staff meetings March 24th, April 4th, May 9th, 2019

Stakeholder Surveys: May 2019

CHIME Board Meetings May 7 and June 4, 2019

Impact on LCAP and Annual Update

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

Through these stakeholder engagement processes main themes emerged that impacted the 2018 LCAP process. They were a continued need to increase invest in high quality teaching staff, a desire to implement increased awareness of culturally competent and responsive pedagogy, continued investment in reading and math intervention, and development of a restorative justice program and re-investment in a school-wide SEL program.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

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.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic

Local Priorities: Recruiting and retaining highly qualified teachers.

Identified Need:

To remain effective as a school and for our students CHIME must attract and retain high qualified and effective teachers.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of teacher hold an approved teaching credential as defined by the CA CTC.	100% of teacher hold an approved teaching credential as defined by the CA CTC.	100% of teacher hold an approved teaching credential as defined by the CA CTC.	100% of teacher hold an approved teaching credential as defined by the CA CTC.	100% of teacher hold an approved teaching credential as defined by the CA CTC.

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Invest in on going CCSS and other standards aligned professional development training for teachers.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Invest in on going CCSS and other standards aligned professional development training for teachers.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Invest in on going standards aligned professional development training for teachers.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Maintain current teacher salary scale in order to attract and retain high quality teaching staff.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Increase current teacher salary scale in order to attract and retain high quality teaching staff.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Increase current teacher salary scale in order to attract and retain high quality teaching staff.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$2,432,162 (repeat expenditure)	\$2,697,605 (repeat expenditure)	\$3,062,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF

Budget Reference	1000-1999 Certificated Salaries; Teacher salaries	1000-1999 Certificated Salaries; Teacher Salaries	1000-1999 Certificated Salaries; Teacher Salaries
Amount	\$317,904 (repeat expenditure)	\$330,000 (repeat expenditure)	\$360,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Teacher Health Insurance	3000-3999 Employee Benefits; teacher Health Insurance	3000-3999 Employee Benefits; Teacher Health Insurance
Amount	\$250,000 (repeat expenditure)	\$279,000 (repeat expenditure)	\$290,000 (repeat expenditure)
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits; Pension	3000-3999 Employee Benefits; Pension	3000-3999 Employee Benefits; Pension

Unchanged Goal

Goal 2

100% of students 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.

State and/or Local Priorities Addressed by this goal:

State Priorities: 2. Implementation of State Standards

Local Priorities: Evaluating and implementing standards aligned science and social studies curriculums.

Identified Need:

Students require increased access to CCSS aligned materials and assessments in order to reach greater levels of proficiency.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of students will have access to standards and CCSS aligned curriculum.	100% of students will have access to standards and CCSS aligned curriculum.	100% of students will have access to standards and CCSS aligned curriculum.	100% of students will have access to standards and CCSS aligned curriculum.	100% of students will have access to standards and CCSS aligned curriculum.

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Review and purchase additional standards aligned science curriculum curriculum

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Review and purchase additional standards aligned social studies curriculum curriculum

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Invest in the continued use of Foundations reading curriculum and the roll up of the curriculum to the 3rd grade program as well as the continued investment in previously adopted CCSS aligned curricular consumables.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$33,000	\$36,000	\$39,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Invest in additional new technology for full implementation of CCSS curriculum and instruction.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Invest in additional new technology for full implementation of CCSS curriculum and instruction.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Invest in additional new technology for full implementation of CCSS curriculum and instruction.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$25,000	\$27,000	\$68,000

Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Invest in staff services for technology implementation and maintenance.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Invest in staff services for technology implementation and maintenance.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Invest in staff services for technology implementation and maintenance.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$25,000	\$57,000	\$64,000
Source	LCFF	LCFF	LCFF

Budget
Reference

2000-2999 Classified Salaries

2000-2999 Classified Salaries

2000-2999 Classified Salaries

Unchanged Goal

Goal 3

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.

State and/or Local Priorities Addressed by this goal:

State Priorities: 1. Basic
Local Priorities: Maintain clean facilities in good repair in light of growing enrollment.

Identified Need:

To ensure that all facilities and grounds (both on the original and new campus) are conducive for school functioning and student learning.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Facilities Staff will complete a facility Inspection report with > 90% compliance/ good standing weekly including twice daily spot checks.	Facilities Staff will complete a facility Inspection report with > 90% compliance/ good standing weekly including twice daily spot checks.	Facilities Staff will complete a facility Inspection report with > 90% compliance/ good standing weekly including twice daily spot checks.	Facilities Staff will complete a facility Inspection report with > 90% compliance/ good standing weekly including twice daily spot checks.	Facilities Staff will complete a facility Inspection report with > 90% compliance/ good standing weekly including twice daily spot checks.

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Increase staffing and increase pay rate to attract and train high quality facilities staff and allow for adequate staffing to maintain a facility that is clean and in good repair.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Increase staffing and increase pay rate to attract and train high quality facilities staff and allow for adequate staffing to maintain a facility that is clean and in good repair.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Modified Action

Increase staff pay rate to attract and train high quality facilities staff and allow for adequate staffing to maintain a facility that is clean and in good repair.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$149,000	\$155,000	\$165,000
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$50,000	\$52,000	\$54,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; maintenance and repair	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

Modified Goal

Goal 4

Parent involvement will continue to be a cornerstone of CHIMEs school operations, with parent representatives on the Board of Directors, CCA Executive Council, and Leadership Committee, volunteering at school and engaged via frequent and myriad home-school communications.

State and/or Local Priorities Addressed by this goal:

State Priorities: 3. Parent involvement
Local Priorities:

Identified Need:

CHIME students benefit from robust parent participation and communication.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
At least 87% of parents will attend at least two school events each year; 95% will attend parent-teacher conferences, and 93% will attend student-led conferences.	At least 85% of parents will attend at least two school events each year; 95% will attend parent-teacher conferences, and 93% will attend student-led conferences.	At least 87% of parents will attend at least two school events each year; 95% will attend parent-teacher conferences, and 93% will attend student-led conferences.	At least 88% of parents will attend at least two school events each year; 95% will attend parent-teacher conferences, and 94% will attend student-led conferences.	At least 89% of parents will attend at least two school events each year; and less than, on average, one parent per class will miss the parent-teacher and student led portfolio processes.

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Invest in parent education workshops on stakeholder identified issues including bullying and internet safety.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Invest in parent education workshops on stakeholder identified issues including bullying and internet safety.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Invest in parent education workshops on stakeholder identified issues including bullying and internet safety.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses; Parent education workshops
Amount	\$0	\$0	\$8,000
Source			LCFF
Budget Reference			5000-5999 Services and Other Operating Expenses; New website and parent communication system

Unchanged Goal

Goal 5

All students, including all unduplicated students and students with exceptional needs, will meet or exceed targets for growth once set by the State assessments in the areas of English Language Arts/Literacy and Mathematics.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (not less than +1%)	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (not less than + 1%)	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (not less than + 1%)	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (not less than + 1%)	School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math (not less than + 1%)

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Provide high quality education support personal (Special Education staff, psychologist, counselor, physical therapist, counselor, speech pathologist, occupational therapist).

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Provide high quality education support personal (Special Education staff, psychologist, counselor, physical therapist, counselor, speech pathologist, occupational therapist).

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Provide high quality education support personal (Special Education staff, psychologist, counselor, physical therapist, counselor, speech pathologist, occupational therapist).

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$692,901	\$1,025,500	\$1,150,500
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$505,099	\$177,000	\$190,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses
Amount	\$0	\$205,100	\$210,500
Source		LCFF	LCFF
Budget Reference		3000-3999 Employee Benefits	3000-3999 Employee Benefits

Modified Goal

Goal 6

School will meet the annual California Dash board goals (Green level or higher in measurable categories), or equivalent, as mandated by the CA State Board of Education.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement
Local Priorities:

Identified Need:

To promote skill acquisition to lead to proficiency in ELA and Math for all student groups.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase API and AYP, meeting annual API Growth Target (or equivalent) based on new SBAC/CAA measures.	Increase API and AYP, meeting annual API Growth Target (or equivalent) based on new SBAC/CAA measures.	Increase API and AYP, meeting annual API Growth Target (or equivalent) based on new SBAC/CAA measures.	Increase California Dash Board target (or equivalent) based on new SBAC/CAA measures.	All students and student subgroups will increase one color level on the California Dash Board or maintain at the Green level or greater.

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Increase investment in before and after school reading and math labs for at-risk students

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Increase investment in before and after school reading and math labs for at-risk students

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Increase investment in before and after school reading labs for at-risk students, math camps, and other ELA and math interventions.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$10,000	\$16,000	\$18,500
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies

Modified Goal

Goal 7

EL students will advance at least one grade level on the ELPAC (or other available external and internal assessments) each year and CHIMes reclassification rate will meet or exceed the Districts rate; ELs will meet annual AMAOs.

State and/or Local Priorities Addressed by this goal:

State Priorities: 4. Pupil achievement
Local Priorities:

Identified Need:

To support the language acquisition and improve the cognitive academic language skills of English Learners.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Achieve similar or higher rate of EL growth on the CELDT (or similar) scale each year and meet or exceed the Districts EL reclassification rate; meet or exceed annual AMAOs.	Achieve similar or higher rate of EL growth on the CELDT (or similar) scale each year and meet or exceed the District's EL reclassification rate; meet or exceed annual AMAOs.	Achieve similar or higher rate of EL growth on the CELDT (or similar) scale each year and meet or exceed the District's EL reclassification rate; meet or exceed annual AMAOs.	Achieve similar or higher rate of EL growth on the ELPAC (or similar) scale each year and meet or exceed the Districts EL reclassification rate; meet or exceed annual AMAOs.	Achieve similar or higher rate of EL growth on the ELPAC (or similar) scale each year and meet or exceed the Districts EL reclassification rate; meet or exceed annual AMAOs.

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Professional development investments in implementation of ELA methods and materials for new CCSS aligned curriculum.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Professional development investments in implementation of ELA methods and materials for new CCSS aligned curriculum.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Professional development investments in implementation of ELA methods and materials for new CCSS aligned curriculum.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$2,000	\$3,500	\$15,500
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 8

School will continue to maintain a high ADA rate.

State and/or Local Priorities Addressed by this goal:

State Priorities: 5. Pupil engagement

Local Priorities:

Identified Need:

To monitor and encourage a high rate of attendance for students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School will continue to maintain an ADA rate of >94%.	School will continue to maintain an ADA rate of > 94% .	School will continue to maintain an ADA rate of > 94% .	School will continue to maintain an ADA rate of > 94% .	School will continue to maintain an ADA rate of > 94% .

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Invest in attendance monitoring staff time and monitoring software.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Invest in attendance monitoring staff time and monitoring software.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Invest in attendance monitoring staff time and monitoring software.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$444,087	\$465,000	\$475,000
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries
Amount	\$3,000	\$3,500	\$4,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$88,817	\$93,000	\$96,000
Source	LCFF	LCFF	LCFF
Budget Reference	3000-3999 Employee Benefits	3000-3999 Employee Benefits	3000-3999 Employee Benefits

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 9

Suspension and expulsion rates will be maintained at \leq 1%

State and/or Local Priorities Addressed by this goal:

State Priorities: 6. School climate
Local Priorities:

Identified Need:

To create a positive school climate that promotes attendance through use of Social Emotional Curriculum, Restorative Justice Programs, and training on cultural competency and culturally responsive curriculum and pedagogy.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension and expulsion rates will be maintained at < 1%	Suspension and expulsion rates will be maintained at \leq 1 %	Suspension and expulsion rates will be maintained at \leq 1 %	Suspension and expulsion rates will be maintained at \leq 1 %	Suspension and expulsion rates will be maintained at \leq 1 %

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Invest in social skills and anti-bullying curriculum. Provide training for Advisory.home team and other non-scholastic student support training programs. Support school site-based clubs and enrichment activities

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Invest in social skills and anti-bullying curriculum. Provide training for Advisory.home team and other non-scholastic student support training programs. Support school site-based clubs and enrichment activities

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Invest in social skills, anti-bullying curriculum, restorative justice training, and cultural responsiveness professional development.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,500	\$8,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Social Emotional Curriculum and materials	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$12,000	\$13,000	\$14,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries; Stipends for advisory, coaching, mentoring	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries

Unchanged Goal

Goal 10

Continue to achieve >85% positive results on Annual Student, Teacher, and Parent Satisfaction Surveys

State and/or Local Priorities Addressed by this goal:

State Priorities: 6. School climate

Local Priorities:

Identified Need:

To ensure that parents are satisfied with their child and family's experience in the school program.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Continue to achieve >86% positive results on Annual Student, Teacher, and Parent Satisfaction Surveys	Continue to achieve >85% positive results on Annual Student, Teacher, and Parent Satisfaction Surveys	Continue to achieve >86% positive results on Annual Student, Teacher, and Parent Satisfaction Surveys	Continue to achieve >87% positive results on Annual Student, Teacher, and Parent Satisfaction Surveys	Continue to achieve >88% positive results on Annual Student, Teacher, and Parent Satisfaction Surveys

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Invest in parent outreach and education programs that reflect the needs and concerns of parent stakeholders as reported by stakeholder surveys

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Invest in parent outreach and education programs that reflect the needs and concerns of parent stakeholders as reported by stakeholder surveys

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Invest in parent outreach and education programs that reflect the needs and concerns of parent stakeholders as reported by stakeholder surveys

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,500	\$8,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses; Professional Development materials	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

Unchanged Goal

Goal 11

Continue to provide exciting and engaging academic and enrichment opportunities for all students.

State and/or Local Priorities Addressed by this goal:

State Priorities: 7. Course access
Local Priorities: Every student at CHIME receives high quality technology instruction, PE, Art, Music. Students in grades K-8 participate in intensive in-school and out of school field trips to augment their learning program.

Identified Need:

To provide an enriching and holistic education for all children at CHIME.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Continue to provide exciting and engaging academic and enrichment opportunities for all students.	Continue to provide exciting and engaging academic and enrichment opportunities for all students.	Continue to provide exciting and engaging academic and enrichment opportunities for all students.	Continue to provide exciting and engaging academic and enrichment opportunities for all students.	Continue to provide exciting and engaging academic and enrichment opportunities for all students.

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Provide students with an array of learning experiences in technology, arts, music and P.E.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Provide students with an array of learning experiences in technology, arts, music and P.E.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Provide students with an array of learning experiences in technology, arts, music and P.E.

Budgeted Expenditures

2017-18

2018-19

2019-20

Amount	\$350,596	\$375,000	\$390,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries	1000-1999 Certificated Salaries
Amount	\$17,000	\$60,000	\$63,000
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	2000-2999 Classified Salaries

Unchanged Goal

Goal 12

All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will demonstrate proficiency (or above) of grade level content standards aligned with the States priorities.

State and/or Local Priorities Addressed by this goal:

State Priorities: 8. Other pupil outcomes
Local Priorities:

Identified Need:

To ensure that all students and subgroups continue to make academic progress toward proficiency in ELA and Math.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Students will meet statewide expected benchmarks for proficiency in alignment with state priorities	Students will meet statewide expected benchmarks for proficiency in alignment with state priorities	Students will meet statewide expected benchmarks for proficiency in alignment with state priorities	Students will meet statewide expected benchmarks for proficiency in alignment with state priorities	All students and student subgroups will increase on color level indicator or maintain Green or greater in ELA and Math on the California Dashboard

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Invest in professional development on instructional methods to support English Language Learners and at-risk students.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Invest in professional development on instructional methods to support English Language Learners and at-risk students.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Invest in professional development on instructional methods to support English Language Learners and at-risk students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$5,000	\$6,000	\$7,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses	5000-5999 Services and Other Operating Expenses

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

2018-19

Select from New Action, Modified Action, or Unchanged Action:

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$247,000	\$260,000	\$270,000

Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries	2000-2999 Classified Salaries	1000-1999 Certificated Salaries

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

2017-18

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Provide materials, equipment, and outreach and nutrition programs necessary to support all students.

2018-19

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Provide materials, equipment, and outreach and nutrition programs necessary to support all students.

2019-20

Select from New Action, Modified Action, or Unchanged Action:

Unchanged Action

Provide materials, equipment, and outreach and nutrition programs necessary to support all students.

Budgeted Expenditures

	2017-18	2018-19	2019-20
Amount	\$70,000	\$70,000	\$72,000

Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; Nutrition services	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$45,000	\$45,000	\$47,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; non capitalized equipmet	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$25,000	\$27,000	\$30,000
Source	LCFF	LCFF	LCFF
Budget Reference	4000-4999 Books and Supplies; office supplies	4000-4999 Books and Supplies	4000-4999 Books and Supplies
Amount	\$27,097	\$32,000	\$35,000
Source	LCFF	LCFF	LCFF
Budget Reference	2000-2999 Classified Salaries; Other instructional support staff	2000-2999 Classified Salaries	2000-2999 Classified Salaries

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds:

Percentage to Increase or Improve Services:

\$249,369

4.03%

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

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

In the 2018-19 year CHIME added a counseling support to the middle school 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-2 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. CHIME also offered parent and student workshops on cybersafety, bullying and diversity. CHIME staff also offered a parent workshop series on learning differences, child development, and supporting struggling learners at home.

In the coming year CHIME will continue the investments above. In addition, CHIME intends to add Foundations (training and materials) into the third grade curriculum. In addition during the 2019-20 FY, prior to the start of school, CHIME will partner with our local state university (CSU, Northridge) to provide a math camp for students in grade 3-8. 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.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds:

Percentage to Increase or Improve Services:

\$233,969

3.91%

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

provided for all students in the LCAP year.

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

In the 2017-18 school year CHIME continued its increased its counseling support, conducted 4 after school and before school reading labs for grades TK-8 services and will continue these investments in the 2018-19 school year. CHIME will be adding additional counseling support in the middle school program as well as adding a school psychology intern to the staff. CHIME will also endeavor to add a math lab intervention program for our grade 4-8 students. 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, anti-bullying 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.

Again, 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.

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds:

Percentage to Increase or Improve Services:

\$240,973

4.32%

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

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

In the 2016-17 school year CHIME continues its increased its counseling support, conducted 4 after school and before school reading labs for grades TK-8 services and will continue these investments in the 2017-18 school year. CHIME will also continue to invest in increased funding for in-class reading and math intervention curriculum at both the middle school and elementary level as well as 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. This will help us continue to reclassify our English Language Learners at a equal or higher rate than the local school district. We will also continue our increase in programming for families and students in the areas of social skills, anti-bullying and community resource coordination. 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.

Again, 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.

Expenditure Summary

Expenditures by Budget Category			
Budget Category	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	\$3,235,100	\$3,287,000	\$3,522,000
1000-1999 Certificated Salaries	1,413,500	1,476,000	1,824,500
2000-2999 Classified Salaries	1,029,000	1,029,000	802,000
3000-3999 Employee Benefits	298,100	308,000	306,500
4000-4999 Books and Supplies	228,000	199,500	286,500
5000-5999 Services and Other Operating Expenses	266,500	274,500	302,500

Expenditures by Funding Source			
Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Funding Sources	\$3,235,100	\$3,287,000	\$3,522,000
LCFF Base/Not Contributing to Increased or Improved Services	2,949,600	3,007,500	3,211,000
LCFF S & C/Contributing to Increased or Improved Services	285,500	279,500	311,000

Expenditures by Budget Category and Funding Source				
Budget Category	Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual	2019
All Budget Categories	All Funding Sources	\$3,235,100	\$3,287,000	\$3,522,000
1000-1999 Certificated Salaries	LCFF Base/Not Contributing to Increased or Improved Services	1,413,500	1,476,000	1,554,500
1000-1999 Certificated Salaries	LCFF S & C/Contributing to Increased or Improved Services	0	0	270,000

2000-2999 Classified Salaries	LCFF Base/Not Contributing to Increased or Improved Services	769,000	769,000	802,000
2000-2999 Classified Salaries	LCFF S & C/Contributing to Increased or Improved Services	260,000	260,000	0
3000-3999 Employee Benefits	LCFF Base/Not Contributing to Increased or Improved Services	298,100	308,000	306,500
4000-4999 Books and Supplies	LCFF Base/Not Contributing to Increased or Improved Services	212,000	189,500	268,000
4000-4999 Books and Supplies	LCFF S & C/Contributing to Increased or Improved Services	16,000	10,000	18,500
5000-5999 Services and Other Operating Expenses	LCFF Base/Not Contributing to Increased or Improved Services	257,000	265,000	280,000
5000-5999 Services and Other Operating Expenses	LCFF S & C/Contributing to Increased or Improved Services	9,500	9,500	22,500

Expenditures by Goal and Funding Source

Funding Source	2019
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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.

All Funding Sources	\$10,000
LCFF Base/Not Contributing to Increased or Improved Services	10,000

100% of students 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.

All Funding Sources	\$171,000
LCFF Base/Not Contributing to Increased or Improved Services	171,000

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.

All Funding Sources	\$219,000
LCFF Base/Not Contributing to Increased or Improved Services	219,000

Parent involvement will continue to be a cornerstone of CHIMes school operations, with parent representatives on the Board of Directors, CCA Executive Council, and Leadership Committee, volunteering at school and engaged via frequent and myriad home-school communications.

All Funding Sources	\$18,000
LCFF Base/Not Contributing to Increased or Improved Services	18,000
All students, including all unduplicated students and students with exceptional needs, will meet or exceed targets for growth once set by the State assessments in the areas of English Language Arts/Literacy and Mathematics.	
All Funding Sources	\$1,551,000
LCFF Base/Not Contributing to Increased or Improved Services	1,551,000
School will meet the annual California Dash board goals (Green level or higher in measurable categories), or equivalent, as mandated by the CA State Board of Education.	
All Funding Sources	\$18,500
LCFF S & C/Contributing to Increased or Improved Services	18,500
EL students will advance at least one grade level on the ELPAC (or other available external and internal assessments) each year and CHIMEs reclassification rate will meet or exceed the Districts rate; ELs will meet annual AMAOs.	
All Funding Sources	\$15,500
LCFF S & C/Contributing to Increased or Improved Services	15,500
School will continue to maintain a high ADA rate.	
All Funding Sources	\$575,000
LCFF Base/Not Contributing to Increased or Improved Services	575,000
Suspension and expulsion rates will be maintained at \leq 1%	
All Funding Sources	\$22,000
LCFF Base/Not Contributing to Increased or Improved Services	22,000
Continue to achieve > 85% positive results on Annual Student, Teacher, and Parent Satisfaction Surveys	
All Funding Sources	\$8,000
LCFF Base/Not Contributing to Increased or Improved Services	8,000
Continue to provide exciting and engaging academic and enrichment opportunities for all students.	
All Funding Sources	\$453,000

LCFF Base/Not Contributing to Increased or Improved Services	453,000
All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will demonstrate proficiency (or above) of grade level content standards aligned with the States priorities.	
All Funding Sources	\$461,000
LCFF Base/Not Contributing to Increased or Improved Services	184,000
LCFF S & C/Contributing to Increased or Improved Services	277,000

Annual Update Expenditures by Goal and Funding Source

Funding Source	2018 Annual Update Budgeted	2018 Annual Update Estimated Actual
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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.

All Funding Sources	\$10,000	\$10,000
LCFF Base/Not Contributing to Increased or Improved Services	10,000	10,000

100% of students 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.

All Funding Sources	\$120,000	\$102,500
LCFF Base/Not Contributing to Increased or Improved Services	120,000	102,500

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.

All Funding Sources	\$207,000	\$210,000
LCFF Base/Not Contributing to Increased or Improved Services	207,000	210,000

Parent involvement will continue to be a cornerstone of CHIMEs school operations, with parent representatives on the Board of Directors, CCA Governance Council, and CCA School Site Council, volunteering at school and engaged via frequent and myriad home-school communications.

All Funding Sources	\$10,000	\$10,000
LCFF Base/Not Contributing to Increased or Improved Services	10,000	10,000

Parent involvement will continue to be a cornerstone of CHIMEs school operations, with parent representatives on the Board of Directors, CCA Governance Council, and CCA School Site Council, volunteering at school and engaged via frequent and myriad home-school communications.

All Funding Sources	\$4,500	\$4,500
LCFF Base/Not Contributing to Increased or Improved Services	4,500	4,500

All students, including all unduplicated students and students with exceptional needs, will meet or exceed targets for growth once set by the State assessments in the areas of English Language Arts/Literacy and Mathematics.

All Funding Sources	\$1,407,600	\$1,467,000
LCFF Base/Not Contributing to Increased or Improved Services	1,407,600	1,467,000

School will meet the annual California Dash board goals (Green level or higher in measurable categories), or equivalent, as mandated by the CA State Board of Education.

All Funding Sources	\$16,000	\$10,000
LCFF S & C/Contributing to Increased or Improved Services	16,000	10,000

EL students will advance at least one grade level on the ELPAC (or other available external and internal assessments) each year and CHIMEs reclassification rate will meet or exceed the Districts rate; ELs will meet annual AMAOs.

All Funding Sources	\$3,500	\$3,500
LCFF S & C/Contributing to Increased or Improved Services	3,500	3,500

School will continue to maintain a high ADA rate.

All Funding Sources	\$561,500	\$561,500
LCFF Base/Not Contributing to Increased or Improved Services	561,500	561,500

Suspension and expulsion rates will be maintained at $\leq 1\%$

All Funding Sources	\$16,500	\$29,500
LCFF Base/Not Contributing to Increased or Improved Services	16,500	29,500

Continue to achieve >85% positive results on Annual Student, Teacher, and Parent Satisfaction Surveys

All Funding Sources	\$3,500	\$3,500
LCFF Base/Not Contributing to Increased or Improved Services	3,500	3,500

Continue to provide exciting and engaging academic and enrichment opportunities for all students.

All Funding Sources	\$435,000	\$435,000
LCFF Base/Not Contributing to Increased or Improved Services	435,000	435,000

All students, including all student subgroups (Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, Students with Disabilities), unduplicated students and students with exceptional needs (including foster youth), will demonstrate proficiency (or above) of grade level content standards aligned with the States priorities.

All Funding Sources	\$440,000	\$440,000
LCFF Base/Not Contributing to Increased or Improved Services	174,000	174,000
LCFF S & C/Contributing to Increased or Improved Services	266,000	266,000

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