

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

Introduction:

LEA: Grimmway Academy **Contact (Name, Title, Email, Phone Number):** Evelyn Steed, Fiscal Manager, esteed@grimmeducation.org, 661.241.7026 **LCAP Year:** 2014

Local Control and Accountability Plan and Annual Update Template

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

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

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

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

Involvement Process	Impact on LCAP
<p>February 2014: Principal and Fiscal Manager attend LCAP training workshops at KCSOS and start to develop goals for the school.</p>	<p>Mapped out plan to ensure that all stakeholder groups are informed on LCFF/LCAP and have input opportunities.</p>
<p>March 2014: Interim Principal, COO and Fiscal Manager continue to draft goals for Grimmway Academy.</p>	<p>LCAP goals addressing the State priorities are drafted</p>
<p>May 2, 2014-LCFF/LCAP taken to joint GA Governance meeting for review & input</p>	<p>LCFF/LCAP/Budget process explained at meeting. Draft goals presented to stakeholders for feedback. Input from stakeholders (teachers, administrators, parents) used to update and refine goals and action steps to be provided to meet State priorities. Teachers provided metric and outcome goals as well as actions and services.</p>
<p>May 19, 2014 -LCFF/LCAP taken to GA Board of Directors for review & input</p>	<p>LCFF/LCAP/Budget process explained at meeting. Draft goals presented to stakeholders for feedback. Board asked probing questions and for clarification on several areas. Input from stakeholders (Board, community/advisory members, teachers, parents) used to further define actions, services and expenditures.</p>
<p>May 23, 2014-LCFF/LCAP taken to SPGA meeting for review & input</p>	<p>LCFF/LCAP/Budget process explained at meeting. Draft goals presented to stakeholders for feedback. Parents shared comments on goals and made many suggestions around parent involvement and resources available to them to help with their student's success. Input from stakeholders (SPGA Board, community/advisory members, parents) used to further define actions, services and expenditures.</p>
<p>June 23, 2014-LCAP and Budget taken to Board of Directors for final review & approval.</p>	<p>LCFF/LCAP/Budget taken before Board of Directors for final approval. Board approves</p>

Section 2: Goals and Progress Indicators

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

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p><u>Pupil Outcomes</u> AYP data from 2012-13 indicates that 38.8% of all Grimmway students were proficient in ELA and 33.5 were proficient in mathematics. Local STAR assessment data indicates that 54% of students were below the 50th percentile in Reading Comprehension.</p>	<p><u>Goal #1</u> Increase the number of students in the 50th and above percentiles in the Star Reading Assessments by 3% each year. Increase to x% the number of students proficient on the SBAC assessments by 2017.</p>	All Students	School-Wide	To be Based on STAR Results & SBAC Assessments	<p>3% Improvement from the below 50th percentile</p> <p>SBAC assessment baseline data to be established</p>	<p>3% Improvement from the below 50th percentile</p> <p>_____ % Improvement on SBAC Assessments</p>	<p>Pupil Outcomes</p> <ul style="list-style-type: none"> • Pupil Engagement • Pupil Achievement • Course Access • State Standards 	
<p><u>Pupil Outcomes</u> Need: 45% of EL students currently increase one language proficiency level as measured by the CELDT.</p>	<p><u>Goal #2</u> 56% of EL students will increase one language proficiency level annually by 2017 as measured by the CELDT or other state language assessment.</p>	English Learners	School-Wide	To be Based on CELDT Results	<p>4% Improvement in the number of students improving one language proficiency each year</p>	<p>4% Improvement the number of students improving one language proficiency each year</p>	<p>Pupil Outcomes:</p> <ul style="list-style-type: none"> • Pupil Engagement • Pupil Achievement • Basics • State Standards • Course Access 	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p><u>Conditions of Learning</u></p> <p>Common Core: The school currently has a partial implementation level of the CCSS as measured by the Academic Program Survey</p>	<p><u>Goal #3</u></p> <p>The school will fully implement the CCSS by 2017 as defined by the Academic Program Survey.</p>	All Students	School-Wide	Agendas, Sign-in Sheets & evaluations as measured by the APS	60% Implementation of CCSS	80% Implementation of CCSS	100% Implementation of CCSS	<ul style="list-style-type: none"> Williams requirements (N/A Charters) Implementation of academic content Pupil Achievement
<p><u>Engagement</u></p> <p>Reduction in discipline citations Benchmark: 700 in SY13-14</p> <p>30% of parents currently are involved in SPGA, governance committees and other school site activities.</p>	<p><u>Goal #4</u></p> <p>Reduce the rate of discipline citations/referrals by 15% by 2017.</p> <p><u>Goal #5</u></p> <p>Actively increase involvement of parents on governance committees and other school site activities to 40% and sustain by 2017 as measured by parent participation in the SPGA, governance committees and other school site activities.</p>	All Students	School-Wide	Citations Agendas, Sign-in sheets	Behavioral citations will be reduced by 5%	Behavioral citations will be reduced by 5%	Behavioral citations will be reduced by 5%	<p>Engagement</p> <ul style="list-style-type: none"> Pupil engagement School climate Parental involvement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p><u>Condition of Learning</u></p> <p>The current ratio of students to computers is 4:1</p> <p>Currently there are 68 computers in the Learning Lab and 2 student computers in each classroom.</p> <p>There are 30 Chromebooks on campus for student use.</p>	<p><u>Goal #6</u></p> <p>Provide up-to-date technology (hardware & software) campus-wide.</p> <p>Goal for technology is to have a technology device student to computer ratio of 2:1 by 2017.</p>	All students	School-Wide	N/A	Ratio of students to computers 3:1	Ratio of students to computers 2.5:1	Ratios of students to computers 2:1	<ul style="list-style-type: none"> • Pupil Engagement • Pupil Achievement • Course Access

Section 3: Actions, Services, and Expenditures

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

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

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #1 Increase the number of students in the 50th and above percentiles in the Star Reading Assessments by 3% each	Pupil Outcomes: Pupil Engagement Pupil Achievement Course Access State Standards	Intervention and enrichment time to be provided to targeted students to supplement instruction Provide afterschool tutoring to supplement instruction to targeted students Hire a librarian and Library system will be set in place to check out books to students and provide additional reading opportunities Utilize software assessments and benchmarks in Learning Lab to identify students needing supplemental instruction. Teachers utilize daily/weekly formative assessments in the classroom to assess reading comprehension.	School-Wide School-Wide School-Wide School-Wide	Test results from Star Reading to be reviewed with Principal, staff and parents to adjust actions & services as needed. AR level & assessments LL Benchmark data/Reading grades on STAR Review of assessment data	Daily intervention & enrichment time. School general funds \$41,570.00 Afterschool tutoring Extra Duty Budget-School General Funds \$5,640.00 Librarian & book access School General Funds \$51,000.00 Salary & books	Daily intervention & enrichment time. School general funds \$42,000.00 Afterschool tutoring Extra Duty Budget-School General Funds \$5,000.00, Librarian & book access School General Fund \$52,000.00 Salary & books School General Fund LL Software \$42,000.00	Daily intervention & enrichment time. School general funds \$43,000.00 Afterschool tutoring Extra Duty Budget-School General Funds \$5,000.00 Librarian & book access School General Fund \$54,000.00 Salary & books School General Fund LL Software \$45,000.00
To be determined at a future date: Increase to x% the number of students proficient on the SBAC assessments by 2017.				Use of formative assessments to assess reading comprehension No Additional Funds	Use of formative assessments to assess reading comprehension No Additional Funds	Use of formative assessments to assess reading comprehension No Additional Funds	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal #2</p> <p>56% of EL students will increase one language proficiency level annually by 2017 as measured by the CELDT or other state language</p>	<p>Pupil Outcomes:</p> <p>Pupil Engagement</p> <p>Pupil Achievement</p> <p>Basics</p> <p>State Standards</p> <p>Course Access</p>	<p>Intervention and enrichment time to be provided to targeted students to supplement instruction</p> <p>Increase access to Common Core State Standards (CCSS) materials to facilitate EL access to core curriculum</p> <p>Provide Professional Development for teachers and paraprofessionals, focusing on CCSS and EL development.</p> <p>Utilize software assessments and benchmarks in Learning Lab to identify students needing supplemental instruction.</p>	<p>School-Wide</p> <p>School-Wide</p> <p>School-Wide</p> <p>School-Wide</p>	<p>To Be Based on CELDT Results</p> <p>Common Core materials review</p> <p>PD agendas, sign-in sheets and evaluations</p> <p>LL Benchmark data provided by software</p>	<p>Daily intervention & enrichment time. School general fund \$41570.00</p> <p>Common Core materials Reading Eggs & books Common Core Budget \$12,000.00</p> <p>PD-CSUN Writers Workshop School General Fund \$8,000.00</p> <p>School General Funds LL Software \$30,000.00</p>	<p>Daily intervention & enrichment time. School general fund \$42,000.00</p> <p>Common Core materials School General Fund \$13000.00</p> <p>PD School General Fund \$10,000.00</p> <p>School General Funds LL Software \$33,000.00</p>	<p>Daily intervention & enrichment time. School general fund \$43,000.00</p> <p>Common Core materials School General Fund \$13,000.00</p> <p>PD School General Fund \$10,000.00</p> <p>School General Funds LL Software \$35,000.00</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #3 The school will fully implement the CCSS by 2017 as defined by the Academic Program Survey.	Conditions of Learning: Williams requirements (N/A Charters) Implementation of academic content Pupil Achievement	Purchase & utilize software & materials aligned with CCSS Professional Development will be provided on CCSS teaching strategies, small group instruction and Common Core Standards. Individualized Coaching provided by Insight Education (Contractor) 2014-15 SY Subscription to MyCore	School-Wide School-Wide School-Wide School-Wide	L.L Software Reasoning Minds, Renaissance Learning, Achieve 3000 School General Fund \$30,000.00 PD: Strategic Design for the Common Core School General Fund \$20,000.00 Agendas, Sign-in Sheets & evaluations Agendas, Sign-in Sheets & evaluations Evaluation of Software by teachers	L.L Software School General Fund \$33,000.00 PD School General Fund \$23,000.00 In-person & virtual coaching for Academic Dean & other teachers School General Funds \$40,000.00 On-line lesson & unit planning School General Funds \$6850.00	L.L Software School General Fund \$36,000.00 PD School General Fund \$26,000.00 In-person & virtual coaching for Academic Dean & other teachers School General Funds \$40,000.00 On-line lesson & unit planning School General Funds \$7,500.00	
							Engage: Pupil engagement School climate Parental Involvement
Goal #4 Reduce the rate of discipline citations/referrals by 15% by 2017.	Engage: Pupil engagement School climate Parental Involvement	Provide Positive Behavior Intervention for targeted students. Professional Development for teachers and paraprofessionals on classroom management techniques.	School-Wide School-Wide	Review of number and type of citations Agendas, sign-in sheets & evaluations	Stipend paid to Behavior Coach School General Fund \$3,000.00 PD: Classroom Management School General Funds \$5,000.00	Stipend paid to Behavior Coach School General Fund \$3,000.00 PD: Classroom Management School General Funds \$5,000.00	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #5 Actively increase involvement of parents on governance committees and other school site activities to 40% and sustain by 2017 as measured by parent participation in the SPGA, governance committees and other school site activities.	Pupil engagement School climate Parental Involvement	Maintain up-to-date information on school website with parental involvement opportunities and parent resources Phone dialer to be used to ask for volunteers. Office clerk to be named as point of contact for parents Parent classes on school curriculum and use of technology Consistently provide a translator(s) for SPGA, governance and other school site activities.	School-Wide School-Wide School-Wide School-Wide	Weekly updates on website around parental opportunities Review of phone dialer records Review of agendas, sign-in sheets and evaluations Feed-back from SPGA	Website maintenance School General Funds \$3,000.00 Phone Dialer School General Funds \$1,200.00 Classes to be provided by CMO at no cost to school Translation Stipend School General Funds \$2,000.00 Wireless service installed School General Fund \$10,000.00 Chromebook order School General Funds \$100,000.00 Tablet order School General Funds \$17,000.00	Website maintenance School General Funds \$3,000.00 Phone Dialer School General Funds \$1,300.00 Classes to be provided by CMO at no cost to school Translation Stipend School General Funds \$2,000.00 Wireless Service installed School General Fund \$15,000.00 Chromebook order School General Funds \$50,000.00 Tablet order School General Funds \$18,000.00	Website maintenance School General Funds \$3,000.00 Phone Dialer School General Funds \$1,400.00 Classes to be provided by CMO School General Funds \$2,000.00 Translation Stipend School General Funds \$2,000.00 Wireless Service installed School General Fund \$5,000.00 Chromebook order School General Funds \$50,000.00 Tablet order School General Funds \$20,000.00
Goal #6 Provide up-to-date technology (hardware & software) campus-wide. Goal for technology is to have a technology device be 2:1 by 2017.	Conditions of Learning: Pupil Engagement Pupil Achievement Course Access	Wireless service to be added to existing classrooms. Chromebooks ordered for 3 rd through 6 th grade classrooms. Tablets ordered for Special Ed & K-2 classrooms.	School-Wide School-Wide School-Wide	Invoice for service Invoice for product Invoice for product	Wireless service installed School General Fund \$10,000.00 Chromebook order School General Funds \$100,000.00 Tablet order School General Funds \$17,000.00	Wireless Service installed School General Fund \$15,000.00 Chromebook order School General Funds \$50,000.00 Tablet order School General Funds \$18,000.00	Wireless Service installed School General Fund \$5,000.00 Chromebook order School General Funds \$50,000.00 Tablet order School General Funds \$20,000.00

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

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #1 Increase the number of students in the 50th and above percentiles in the Star Reading Assessments	Pupil Engagement Pupil Achievement Course Access State Standards	For low income pupils: Intervention and enrichment time to be provided to targeted students to supplement instruction Provide afterschool tutoring to supplement instruction to targeted students	School-Wide	Test results from Star Reading to be reviewed with Principal, staff and parents to adjust actions & services as needed.	Daily intervention & enrichment time. School general funds \$41,570.00	Daily intervention & enrichment time. School general funds \$42,000.00	Daily intervention & enrichment time. School general funds \$43,000.00
					Afterschool tutoring School General Fund, Extra Duty Budget- School General Funds \$5,640.00	Afterschool tutoring School General Fund, Extra Duty Budget School General Funds \$5,000.00,	Afterschool tutoring School General Fund, Extra Duty Budget School General Funds \$5,000.00
Goal #3 The school will fully implement the CCSS by 2017 as defined by the Academic Program Survey	Williams requirements (N/A Charters) Implementation of academic content Pupil Achievement	Utilize software assessments and benchmarks in Learning Lab to identify students needing supplemental instruction.	School-Wide	LL Benchmark data/Reading grades on STAR	School General Funds LL Software \$40,000.00	School General Fund LL Software \$42,000.00	School General Fund LL Software \$45,000.00

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal #2 56% of EL students will increase one language proficiency level annually by 2017 as measured by the CELDT or other state language</p>	<p>Williams requirements (N/A Charters) Implementation of academic content Pupil Achievement</p>	<p>For English learners: Intervention and enrichment time to be provided to targeted students to supplement instruction Provide afterschool tutoring to supplement instruction to targeted students</p>	<p>School-Wide</p>	<p>Test results from CELDT Benchmarks and test results from CELDT</p>	<p>Daily intervention & enrichment time. School general funds \$41,570.00</p>	<p>Daily intervention & enrichment time. School general funds \$42,000.00</p>	<p>Daily intervention & enrichment time. School general funds \$43,000.00</p>
					<p>Afterschool tutoring Extra Duty Budget-School General Funds \$5,640.00</p>	<p>Afterschool tutoring Extra Duty Budget-School General Funds \$5,000.00,</p>	<p>Afterschool tutoring Extra Duty Budget-School General Funds \$ 5,0</p>
<p>Goal #3 The school will fully implement the CCSS by 2017 as defined by the Academic Program Survey</p>		<p>Library system will be set in place to check out books to students and provide additional reading Opportunities Utilize software assessments and benchmarks in Learning Lab to identify students needing supplemental instruction.</p>	<p>School-Wide</p>	<p>Benchmarks and test results from CELDT/Star LL Benchmark data/Reading grades on STAR</p>	<p>Librarian & book access Salary & books School General Funds \$51,000.00</p>	<p>Librarian & book access Salary & books School General Funds \$51,000.00</p>	<p>Librarian & book access Salary & books School General Funds \$51,000.00</p>
					<p>School General Funds \$40,000.00</p>	<p>School General Fund LL Software \$42,000.00</p>	<p>School General Fund LL Software \$45,000.00</p>

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal #3</p> <p>The school will fully implement the CCSS by 2017 as defined by the Academic Program Survey</p>	<p>Williams requirements (N/A Charters)</p> <p>Implementation of academic content</p> <p>Pupil Achievement</p>	<p>For foster youth:</p> <p>Intervention and enrichment time to be provided to targeted students to supplement instruction</p> <p>Provide afterschool tutoring to supplement instruction to targeted students</p> <p>Utilize software assessments and benchmarks in Learning Lab to identify students needing supplemental instruction.</p>	<p>School-Wide</p>	<p>Test results from CELDT</p> <p>Benchmarks and test results from CELDT</p>	<p>Daily intervention & enrichment time. School general funds \$41,570.00</p> <p>Afterschool tutoring Extra Duty Budget-School General Funds \$5,640.00</p>	<p>Daily intervention & enrichment time. School general funds \$42,000.00</p> <p>Afterschool tutoring Extra Duty Budget School General Funds \$5,000.00,</p>	<p>Daily intervention & enrichment time. School general funds \$43,000.00</p> <p>Afterschool tutoring Extra Duty Budget School General Funds \$ 5,0</p>
<p>Goal #3</p> <p>The school will fully implement the CCSS by 2017 as defined by the Academic Program Survey</p>	<p>Williams requirements (N/A Charters)</p> <p>Implementation of academic content</p> <p>Pupil Achievement</p>	<p>For redesignated fluent English proficient pupils:</p> <p>Library system will be set in place to check out books to students and provide additional reading Opportunities</p> <p>Utilize software assessments and benchmarks in Learning Lab to identify students needing supplemental instruction.</p>	<p>School-Wide</p> <p>School-Wide</p>	<p>Benchmarks and test results from CELDT/Star</p> <p>LL Benchmark data/Reading grades on STAR</p>	<p>Librarian & book access Salary & books School General Funds \$51,000.00</p> <p>School General Funds \$40,000.00</p>	<p>Librarian & book access Salary & books School General Funds \$51,000.00</p> <p>School General Fund LL Software \$42,000.00</p>	<p>Librarian & book access Salary & books School General Funds \$51,000.00</p> <p>School General Fund LL Software \$45,000.00</p>

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

Grimmway Academy's increase in funds on the basis of the number and concentration of low income, foster youth, and English learner pupils is \$405,000.00. We are utilizing the funds to provide extra intervention and after-school tutoring. We have hired a part-time librarian to get more books into these student's hands and we will be utilizing numerous assessments in the Learning Lab to determine these student's levels and make adjustments to their curriculum.

Grimmway Academy's unduplicated pupil counts are 88.82% of all students. For this reason, Grimmway Academy determined that it was the best use of funds to provide actions and services from LCFF funds on a school-wide basis.

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

Grimmway Academy's minimum proportionality percentage is: 11.78%.

Services for low income, foster youth, and English learners will be increased and improved in the following manner:

Increased:	Improved:
1) Technology for students	1) Instruction in Common Core State Standards
2) Instructional materials	2) Student outcomes
3) Intervention time for at-risk students	
4) Tutoring for at-risk students	



NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

