

Introduction:

LEA: Glenn County Office of Education - Walden Academy **Contact (Name, Title, Email, Phone Number):** Suzanne Tefs, Leadership, stefs@waldenacademy.org, (530) 361-6480
LCAP Year: 2015-16

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. The LCAP and Annual Update Template must be completed by all LEAs each year.

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. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. 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 shall comply with instructions and should 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. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. 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 and English language development 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:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, 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 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 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.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>The Leadership Team reported monthly to the Walden Academy Board and all Stakeholders at board meetings regarding progress on the 8 state priorities, strategic plan, school goals, student progress, etc. Stakeholders made recommendations for future priorities.</p>	<p>All stakeholders are invited to comment and express their views on progress being made and share suggestions for future needs. Those needs included professional development for classroom aides and Responsive Classroom professional development for all. Both items have been built into the 2016-17 LCAP.</p>
<p>Each week, all Stakeholders received an update and report from the Leadership Team on school goals, climate, activities, and educational topics.</p>	<p>Stakeholders are invited to share their thoughts and ideas on any area of interest at Walden Academy. Further areas to be developed</p>

Surveys were sent to all families, teachers and staff for input on state priorities as well as to demonstrate the percentage of satisfaction regarding progress toward all goals, our effectiveness, and any other areas of need. Stakeholders feedback is of high satisfaction. They would like to see more elective choices for their children which has been incorporated into past years and future years of LCAP.

School grounds planning committee made of stakeholders met frequently to make plans for school grounds. Progress was shared to the larger school community.

Student consultation/planning of school rules occurred in August and September. This year, Continental Congress did not meet with representatives from all grades to form school-wide rules.

Leadership Team held regular meetings with parents and community to report out of LCAP goals and stakeholder wants and desires for the school.

Student Council met 2-3 times monthly. Members provided input on school culture and climate. Representatives provided input on student priorities of desired activities to enhance school climate and culture.

Stakeholders feedback is of high satisfaction which tells us what we are doing well. Stakeholders would like to see more elective choices for their children which has been incorporated into past years and future years of LCAP.

This committee, made up of parents, staff, and leadership, will plan and complete projects to enhance the physical school environment. Stakeholders want:

1. A safe and well-planned campus.
2. Shaded spaces for students to play
3. Plants planted in pots around the school site
4. Benches for children to sit during recess
5. Murals on walls reflecting student interests and work
6. Garden areas
7. More play space

The committee will continue working toward these goals in the 2016-17 school year.

In 2016-17, a positive school culture will be created by students in all classes through the development of school rules which will be implemented within the classroom and the school campus. Students will be actively engaged in defining standards for behavior on campus. Continental Congress made up of student representatives will gather to decide on appropriate school behavior. Rules posted in and out of the classrooms.

Stakeholder input was collected for future school years. Stakeholders will be notified and updated of all progress toward providing:

1. Challenging academics
2. Focus on science and science professional development
3. Small class size
4. Enrichment activities

Students wanted more benches outside, which it will purchase in 2016-17.

Annual Update:

Beginning in July 2015, the Leadership Team reported monthly to the Walden Academy Board and all stakeholders, updates on the 8 state priorities on 7/28/15, 8/2/15, 9/29/15, 10/27/15, 11/17/15, 12/08/15, 1/26 /16, 2/23/16, 3/22/16, 4/26/15, and 5/24 /16.

All Stakeholders receive a weekly reporting from the Leadership Team on school goals, climate, and educational topics.

Paper surveys were sent to all families, teachers and staff for input on state priorities in March and April.

Beginning September 2015, monthly community gatherings held to share with all Stakeholders progress made in LCAP regarding education and social emotional curriculum on 9/25/15, 11/20/15, 12/18/15, 1/29/16, 2/26/16, 4/1/16, and 5/27/16.

Student consultation/planning of school rules in August and September 2015.

Strategic Plan presented for revisions and community input. Stakeholder engagement sought on 9/22/15 and 9/29/15. Stakeholders invited to celebrate roll out on 10/17/15. Final board approval on 11/17/15.

Beginning in August 2014, the Leadership Team reported monthly to the Glenn County Board of Education, progress on LCAP goals on 8/ /15, 9/ 15, 10/ /15, 11/18/15,12/16/15, 1/13/16, 2/10/16, 3/16/16, 4/20/16, and 5/18 /16.

Stakeholders are continuously informed about progress of school goals through the parent portal Parent Square and the Walden Academy social media site.

Student Council members provided input on school culture and climate. Representatives provided input on student priorities of desired activities to enhance school climate and culture. Council met weekly throughout the 2015-16 school year.

Stakeholders and Leadership Team met on facilities improvement on 10/9/15, 10/23/15, 11/6/15, 1/15/16, 1/22/16, 3/4/16, 3/18/16, 5/6/16.

Annual Update:

Monthly, the board was presented with updated information addressing state priority areas. They were invited to comment and express their views on the progress being made.

Stakeholders were invited to share their thoughts and ideas on any of the 8 priority areas and all school goals.

Surveys demonstrated the percentage of satisfaction regarding progress toward all goals.

Responsive Classroom activities were taught and demonstrated to students and family members monthly during Good Morning Walden. Student social/emotional and academic progress awards presented monthly.

A positive school culture was created by students in all classes through the development of school rules which were implemented within the classroom and the school campus. Students were actively engaged in defining standards for behavior on campus. Rules posted in and out of the classrooms.

Strategic Plan presented for revisions and community input. Final board approval on 11/17/15.

Monthly, the board was apprised of Walden's progress toward all 8 priorities and provided opportunity to provide feedback.

Stakeholder input was regularly received and reviewed.

Student council purchased items for campus according to stated student wants and needs compiled by student council. Students requested more recess equipment.

Stakeholders want a safe and well planned campus. They are concerned with shaded spaces for students to play, plants planted in pots around the school site, benches for children to sit during recess, murals on walls reflecting

Stakeholder input was sought at coffee hours with the Leadership Team. LCAP goals were reported out and stakeholder wants and desires for the school were expressed.

Stakeholder input sought through new parent communication tool, Parent Square. Posting continually updated and parent input considered.

student interests, garden areas, more play area. A sign that identifies the campus is needed.

Stakeholders want:

1. Challenging academics
2. Focus on science
3. Small class size
4. Enrichment activities

Stakeholder input received by Leadership Team.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table 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.

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, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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, schoolsite-level advisory groups, as applicable (e.g., schoolsite 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.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites 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 schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. 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 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 parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes 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?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) 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?

<p>GOAL 1:</p>	<p>Through the implementation of state academic content, performance, and ELD standards, Walden Academy will provide engaging and challenging learning opportunities in a broad course of study emphasizing science, and instructed by highly qualified professionals, with sufficient instructional material on a well maintained campus.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 4 5 6 7 <input checked="" type="checkbox"/> 8 COE only: 9 10 Local : Specify</p>
<p>Identified Need :</p>	<ol style="list-style-type: none"> 1. Professional development for Walden Academy teachers to remain abreast of best practices in education, to delve deeper into content standards, methods of implementation, and curriculum. 2. To ensure that a broad course of study is available to students, a wider variety of enrichment opportunities are needed and a dedicated enrichment time established. 3. All Walden Academy teachers in the core subject areas remain highly qualified. They possess either a Clear California Credential, are participating in BTSA induction, or are in an approved internship program. 4. In order for students to be successful, they must have access to all instructional materials. 5. The school grounds and facilities to remain well maintained. 6. Implementation of FOSS curriculum across all grade levels. 	
<p>Goal Applies to:</p>	<p>Schools: Walden Academy Applicable Pupil Subgroups:</p>	<p>All</p>

LCAP Year 1: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p>1. A. All Walden Academy teachers will participate in professional development. 75% of teachers will meet or exceed 30 hours of professional development as verified by their professional development logs.</p> <p>1. B. 40% of Walden Academy teachers will participate in professional development in the area of science as verified by their professional development logs.</p> <p>1. C. New hires will receive mentorship in the area of FOSS as verified by professional development logs.</p> <p>2. All students in grades K-8 will receive enrichment instruction weekly in the classroom as verified by teacher plan books. Students in grades 4-8 will participate in a weekly dedicated enrichment time called Enrichment Wheel as evidenced by teacher plan books. Music instruction will be provided to 100% of Walden students in grades K-8 as verified by scheduling matrix.</p> <p>3. 100% of Walden Academy teachers will possess either a Clear California Credential, be in a concurrent BTSA induction program, or be enrolled in an approved internship program as evidenced by their credentials or induction/internship documents.</p> <p>4. 100% of Walden Academy students will have adequate and appropriate instructional materials as evidenced by teacher inventories and SARC report filed yearly.</p> <p>5. School grounds and facilities to remain in good/exemplary condition as evidenced by FIT report filed yearly.</p> <p>6A. 100% of Walden Academy students will be instructed in science using FOSS lessons and curriculum.</p> <p>6B. All Walden Academy teachers teaching science, will provide science instruction using all 3 FOSS modules as evidenced by teacher plan books.</p> <p>6C. Newly hired teachers will receive mentoring in FOSS as evidenced by teacher plan books.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. All teachers and staff will attend professional development in core content areas of the curriculum.</p> <p>Walden Academy teachers will attend professional development in the area of science.</p> <p>Newly hired teachers will receive mentoring in FOSS curriculum.</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>General-Educator Effectiveness Funding 5000-5999: Services And Other Operating Expenditures Base 7000</p> <p>General 1000-1999: Certificated Personnel Salaries Base</p> <p>General 2000-2999: Classified Personnel Salaries Base</p>
<p>2. Certificated teachers will provide weekly enrichment instruction.</p> <p>Aides and other school support staff provide enrichment assistance in the classroom and during the enrichment</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>	<p>General 1000-1999: Certificated Personnel Salaries Base</p> <p>General 2000-2999: Classified Personnel Salaries Base</p> <p>General 4000-4999: Books And Supplies Base</p>

<p>wheel block.</p> <p>Teachers in grades 4-8 will provide enrichment instruction during enrichment wheel block.</p> <p>Music instruction delivered outside the enrichment block</p> <p>Enrichment material purchased.</p>		<p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3. Walden Academy teachers of core subject areas are highly qualified. Those not possessing a Clear California Teaching Credential will complete BTSA by the end of their 2nd full year at Walden.</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>General 5000-5999: Services And Other Operating Expenditures Base</p>
<p>4. Purchase core curriculum materials and supplies.</p> <p>All students will have sufficient instructional materials as verified by comprehensive inventory completed by teachers and staff annually.</p> <p>Purchase 10 Chrome Books</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>General 4000-4999: Books And Supplies Base</p> <p>General 1000-1999: Certificated Personnel Salaries Base</p> <p>General 2000-2999: Classified Personnel Salaries Base</p>
<p>5. Walden Academy school facilities will be inspected annually to insure it is kept in good to exemplary condition.</p> <p>School grounds maintenance support staff.</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>General 1000-1999: Certificated Personnel Salaries Base</p> <p>General 5000-5999: Services And Other Operating Expenditures Base</p>

<p>6. Walden Academy students will have access to FOSS instruction. All teachers teaching science will instruct students using all 3 FOSS modules.</p> <p>Teachers new to Walden Academy will receive mentorship in FOSS curriculum.</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>General 1000-1999: Certificated Personnel Salaries Base General 4000-4999: Books And Supplies Base</p>
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LCAP Year 2:

<p>Expected Annual Measurable Outcomes:</p>	<p>1. A. All Walden Academy teachers will participate in professional development. 75% of teachers will meet or exceed 30 hours of professional development as verified by their professional development logs.</p> <p>1. B. 40% of Walden Academy teachers will participate in professional development in the area of science as verified by their professional development logs.</p> <p>1. C. New hires will receive mentorship in the area of FOSS as verified by professional development logs.</p> <p>2. All students in grades K-8 will receive enrichment instruction weekly in the classroom as verified by teacher plan books. Students in grades 4-8 will participate in a weekly dedicated enrichment time called Enrichment Wheel as evidenced by teacher plan books. Music instruction will be provided to 100% of Walden students in grades K-8 as verified by scheduling matrix.</p> <p>3. 100% of Walden Academy teachers will possess either a Clear California Credential, be in a concurrent BTSA induction program, or be enrolled in a approved internship program as evidenced by their credentials or induction/internship documents.</p> <p>4. 100% of Walden Academy students will have adequate and appropriate instructional materials as evidenced by teacher inventories and SARC report filed yearly.</p> <p>5. School grounds and facilities to remain in good/exemplary condition as evidenced by FIT report filed yearly.</p> <p>6A. 100% of Walden Academy students will be instructed in science using FOSS lessons and curriculum.</p> <p>6B. All Walden Academy teachers teaching science, will provide science instruction using all 3 FOSS modules as evidenced by teacher plan books.</p> <p>6C. Newly hired teachers will receive mentoring in FOSS as evidenced by teacher plan books.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. All teachers and staff will attend professional development in core content areas of the curriculum.</p> <p>Walden Academy teachers will attend professional</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>General-Educator Effectiveness Funding 5000-5999: Services And Other Operating Expenditures Base 7000 General 1000-1999: Certificated Personnel Salaries Base</p>

<p>development in the area of science.</p> <p>Newly hired teachers will receive mentoring in FOSS curriculum.</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>General 2000-2999: Classified Personnel Salaries Base</p>
<p>2. Certificated teachers will provide weekly enrichment instruction.</p> <p>Aides and other school support staff provide enrichment assistance in the classroom and during the enrichment wheel block.</p> <p>Teachers in grades 4-8 will provide enrichment instruction during enrichment wheel block.</p> <p>Music instruction delivered outside the enrichment block</p> <p>Enrichment material purchased.</p>		<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>General 1000-1999: Certificated Personnel Salaries Base</p> <p>General 2000-2999: Classified Personnel Salaries Base</p> <p>General 4000-4999: Books And Supplies Base</p>
<p>3. Walden Academy teachers of core subject areas are highly qualified. Those not possessing a Clear California Teaching Credential will complete BTSA by the end of their 2nd full year at Walden.</p>		<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>General 5000-5999: Services And Other Operating Expenditures Base</p>
<p>4. Purchase core curriculum materials and supplies.</p> <p>All students will have sufficient instructional materials as verified by comprehensive inventory completed by teachers and staff annually.</p> <p>Purchase 10 Chrome Books</p>		<p><input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>General 4000-4999: Books And Supplies Base</p> <p>General 1000-1999: Certificated Personnel Salaries Base</p> <p>General 2000-2999: Classified Personnel Salaries Base</p>

<p>5. Walden Academy school facilities will be inspected annually to insure it is kept in good to exemplary condition.</p> <p>School grounds maintenance support staff.</p>		<p><input checked="" type="checkbox"/> All -----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>General 1000-1999: Certificated Personnel Salaries Base</p> <p>General 5000-5999: Services And Other Operating Expenditures Base</p>
<p>6. Walden Academy students will have access to FOSS instruction. All teachers teaching science will instruct students using all 3 FOSS modules.</p> <p>Teachers new to Walden Academy will receive mentorship in FOSS curriculum.</p>		<p><input checked="" type="checkbox"/> All -----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>General 1000-1999: Certificated Personnel Salaries Base</p> <p>General 4000-4999: Books And Supplies Base</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>1. A. All Walden Academy teachers will participate in professional development. 75% of teachers will meet or exceed 30 hours of professional development as verified by their professional development logs.</p> <p>1. B. 40% of Walden Academy teachers will participate in professional development in the area of science as verified by their professional development logs.</p> <p>1. C. New hires will receive mentorship in the area of FOSS as verified by professional development logs.</p> <p>2. All students in grades K-8 will receive enrichment instruction weekly in the classroom as verified by teacher plan books. Students in grades 4-8 will participate in a weekly dedicated enrichment time called Enrichment Wheel as evidenced by teacher plan books. Music instruction will be provided to 100% of Walden students in grades K-8 as verified by scheduling matrix.</p> <p>3. 100% of Walden Academy teachers will possess either a Clear California Credential, be in a concurrent BTSA induction program, or be enrolled in an approved internship program as evidenced by their credentials or induction/internship documents.</p> <p>4. 100% of Walden Academy students will have adequate and appropriate instructional materials as evidenced by teacher inventories and SARC report filed yearly.</p> <p>5. School grounds and facilities to remain in good/exemplary condition as evidenced by FIT report filed yearly.</p> <p>6A. 100% of Walden Academy students will be instructed in science using FOSS lessons and curriculum.</p> <p>6B. All Walden Academy teachers teaching science, will provide science instruction using all 3 FOSS modules as evidenced by teacher plan books.</p> <p>6C. Newly hired teachers will receive mentoring in FOSS as evidenced by teacher plan books.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. All teachers and staff will attend professional development in core content areas of the curriculum.</p> <p>Walden Academy teachers will attend professional development in the area of science.</p> <p>Newly hired teachers will receive mentoring in FOSS curriculum.</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>General-Educator Effectiveness Funding 5000-5999: Services And Other Operating Expenditures Base 7000</p> <p>General 1000-1999: Certificated Personnel Salaries Base</p> <p>General 2000-2999: Classified Personnel Salaries Base</p>
<p>2. Certificated teachers will provide weekly enrichment instruction.</p> <p>Aides and other school support staff provide enrichment assistance in the classroom and during the enrichment</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>	<p>General 1000-1999: Certificated Personnel Salaries Base</p> <p>General 2000-2999: Classified Personnel Salaries Base</p> <p>General 4000-4999: Books And Supplies Base</p>

<p>wheel block.</p> <p>Teachers in grades 4-8 will provide enrichment instruction during enrichment wheel block.</p> <p>Music instruction delivered outside the enrichment block</p> <p>Enrichment material purchased.</p>		<p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3. Walden Academy teachers of core subject areas are highly qualified. Those not possessing a Clear California Teaching Credential will complete BTSA by the end of their 2nd full year at Walden.</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>General 5000-5999: Services And Other Operating Expenditures Base</p>
<p>4. Purchase core curriculum materials and supplies.</p> <p>All students will have sufficient instructional materials as verified by comprehensive inventory completed by teachers and staff annually.</p> <p>Purchase 10 Chrome Books</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>General 4000-4999: Books And Supplies Base</p> <p>General 1000-1999: Certificated Personnel Salaries Base</p> <p>General 2000-2999: Classified Personnel Salaries Base</p>
<p>5. Walden Academy school facilities will be inspected annually to insure it is kept in good to exemplary condition.</p> <p>School grounds maintenance support staff.</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>General 1000-1999: Certificated Personnel Salaries Base</p> <p>General 5000-5999: Services And Other Operating Expenditures Base</p>

<p>6. Walden Academy students will have access to FOSS instruction. All teachers teaching science will instruct students using all 3 FOSS modules.</p> <p>Teachers new to Walden Academy will receive mentorship in FOSS curriculum.</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>General 1000-1999: Certificated Personnel Salaries Base</p> <p>General 4000-4999: Books And Supplies Base</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	Through the implementation of CCSS, Walden Academy will provide learning opportunities that result in increased academic achievement for all groups of students.		Related State and/or Local Priorities: 1 2 3 _ 4 <u>X</u> 5 6 7 8 <u>X</u> COE only: 9 10 Local : Specify
Identified Need :	1. No API available at this time. Walden Academy students participate in multiple measures replacement assessments in addition to CAASPP. English Learners show growth on CELDT as they move toward redesignation. 2. Students above, at, and below grade level in language arts receive instruction in their Zone of Proximal Development. 3. Interventions needed in language arts and mathematics. 4. Report cards reflecting CCSS require further refinement. 5. All Walden students need additional physical education instruction.		
Goal Applies to:	Schools: Walden Academy	Applicable Pupil Subgroups: All	
LCAP Year 1: 2016-2017			
Expected Annual Measurable Outcomes:	1A. 100% of Walden Academy students will participate in multiple measures replacement assessments while API is under development as evidenced by assessment data. 1B. All eligible Walden Academy students will take the CAASPP assessment. 1C. 75% of Walden Academy students will achieve 1 year of growth as measured by school benchmark assessments. 2. 100% of students in 1st through 8th grade will receive language arts instruction in small groups during the Language Arts Block which has been expanded to 90+ minutes to reach all students at their Zone of Proximal Development. 3. Additional interventions in math will be delivered 4 times weekly as evidenced by teacher plans. 4. CCSS report cards will be refined to better meet the parents need for information about their child's progress. 5. 100% of Walden Academy students will receive physical education instruction with SPARK curriculum as measured by teacher plans. 6. Targeted reading interventions will be delivered 4 days a week during the language arts block and outside the language arts block as evidenced by teacher plan books. 7A. 50% of English learners will show growth as measured by the annual CELDT. 7B. Each month, teacher and aide professional development will focus on ELD standards and effective teaching strategies that support English learners as evidenced by the professional development plan for the year as developed by the Leadership Team.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Teachers and instructional aides will administer and analyze benchmark assessments yearly.		<u>X</u> All OR: _ Low Income pupils _ English Learners	General 1000-1999: Certificated Personnel Salaries Base General 2000-2999: Classified Personnel Salaries Base General 5000-5999: Services And Other Operating

<p>All students assessed yearly by CAASP.</p> <p>All students take I-Ready/DRA/other assessments at least twice a year.</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Expenditures Base .</p>
<p>2. Leveled reading groups will be implementd in grades 1-8 and will increase to 90 or more minutes. This block has been renamed Guided Language Arts Block.</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>General 1000-1999: Certificated Personnel Salaries Base General 2000-2999: Classified Personnel Salaries Base General 4000-4999: Books And Supplies Base</p>
<p>3.Assessment data will be analyzed to monitor achievement and determine which students require targeted mathematics intervention.</p> <p>Purchase mathematics intervention material for all students as well as targeted sub groups.</p> <p>Allocate funds for a .2FTE Education Specialist for targeted intervention.</p> <p>Allocate funds for a 2.4FTE Instructional Aides for mathematics support.</p> <p>Allocate funds for after school mathematics support/tutoring.</p>		<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Low performing and special education</u></p>	<p>General 1000-1999: Certificated Personnel Salaries Supplemental 20,898 General 2000-2999: Classified Personnel Salaries Supplemental 31,824. General 5000-5999: Services And Other Operating Expenditures Base 7500. General 4000-4999: Books And Supplies Supplemental 310</p>
<p>4. New CCSS aligned report cards implementated in 2016-17, may require further refinement so parents and students can keep abreast of student progress toward CCSS goals/mastery.</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>General 1000-1999: Certificated Personnel Salaries Base</p>

<p>5. All Walden Academy students in grades 1-8 will participate in SPARK physical education program.</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>General 1000-1999: Certificated Personnel Salaries Base</p>
<p>6. Assessment data will be analyzed to monitor achievement and determine which students require targeted language arts intervention.</p> <p>Purchase reading and intervention material for all students as well as targeted sub groups.</p> <p>Allocate funds for a .2FTE Education Specialist for targeted intervention.</p> <p>Allocate funds for a 2.4FTE Instructional Aides for language arts support.</p> <p>Allocate funds for after school language arts support/tutoring.</p>		<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>low performing and special education</u></p>	<p>General 1000-1999: Certificated Personnel Salaries Supplemental See item 3</p> <p>General 2000-2999: Classified Personnel Salaries Supplemental See item 3</p> <p>General 4000-4999: Books And Supplies Supplemental see item 3</p>
<p>7. EL students are assessed annually by CELDT</p> <p>Each month, teacher and aide professional development will focus on ELD standards and effective teaching strategies that support English learners as evidenced by the professional development plan for the year as developed by the Leadership Team.</p>		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Low performing and special education</u></p>	<p>General 1000-1999: Certificated Personnel Salaries Supplemental 12467.</p> <p>General 2000-2999: Classified Personnel Salaries Supplemental 1700.</p> <p>General 4000-4999: Books And Supplies Supplemental 500.</p>

LCAP Year 2:

Expected Annual Measurable Outcomes:

- 1A. 100% of Walden Academy students will participate in multiple measures replacement assessments while API is under development as evidenced by assessment data.
- 1B. All eligible Walden Academy students will take the CAASPP assessment.
- 1C. 75% of Walden Academy students will achieve 1 year of growth as measured by school benchmark assessments.
- 2. 100% of students in 1st through 8th grade will receive language arts instruction in small groups during the Language Arts Block which has been expanded to 90+ minutes to reach all students at their Zone of Proximal Development.
- 3. Additional interventions in math will be delivered 4 times weekly as evidenced by teacher plans.
- 4. CCSS report cards will be refined to better meet the parents need for information about their child's progress.
- 5. 100% of Walden Academy students will receive physical education instruction with SPARK curriculum as measured by teacher plans.
- 6. Targeted reading interventions will be delivered 4 days a week during the language arts block and outside the language arts block as evidenced by teacher plan books.
- 7A. 50% of English learners will show growth as measured by the annual CELDT.
- 7B. Each month, teacher and aide professional development will focus on ELD standards and effective teaching strategies that support English learners as evidenced by the professional development plan for the year as developed by the Leadership Team.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Teachers and instructional aides will administer and analyze benchmark assessments yearly.</p> <p>All students assessed yearly by CAASP.</p> <p>All students take I-Ready/DRA/other assessments at least twice a year.</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>General 1000-1999: Certificated Personnel Salaries Base</p> <p>General 2000-2999: Classified Personnel Salaries Base</p> <p>General 5000-5999: Services And Other Operating Expenditures Base .</p>
<p>2. Leveled reading groups will be implementd in grades 1-8 and will increase to 90 or more minutes. This block has been renamed Guided Language Arts Block.</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>General 1000-1999: Certificated Personnel Salaries Base</p> <p>General 2000-2999: Classified Personnel Salaries Base</p> <p>General 4000-4999: Books And Supplies Base</p>
<p>3. Assessment data will be analyzed to monitor</p>		<p><input type="checkbox"/> All</p>	<p>General 1000-1999: Certificated Personnel Salaries</p>

<p>achievement and determine which students require targeted mathematics intervention.</p> <p>Purchase mathematics intervention material for all students as well as targeted sub groups.</p> <p>Allocate funds for a .2FTE Education Specialist for targeted intervention.</p> <p>Allocate funds for a 2.4FTE Instructional Aides for mathematics support.</p> <p>Allocate funds for after school mathematics support/tutoring.</p>		<p>OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Low performing and special education</u></p>	<p>Supplemental 20,898</p> <p>General 2000-2999: Classified Personnel Salaries Supplemental 31,824.</p> <p>General 5000-5999: Services And Other Operating Expenditures Base 7500.</p> <p>General 4000-4999: Books And Supplies Supplemental 310.</p>
<p>4. New CCSS aligned report cards implemented in 2016-17, may require further refinement so parents and students can keep abreast of student progress toward CCSS goals/mastery.</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>General 1000-1999: Certificated Personnel Salaries Base</p>
<p>5. All Walden Academy students in grades 1-8 will participate in SPARK physical education program.</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>General 1000-1999: Certificated Personnel Salaries Base</p>
<p>6. Assessment data will be analyzed to monitor achievement and determine which students require targeted language arts intervention.</p> <p>Purchase reading and intervention material for all students as well as targeted sub groups.</p> <p>Allocate funds for a .2FTE Education Specialist for</p>		<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:</p>	<p>General 1000-1999: Certificated Personnel Salaries Supplemental See item 3</p> <p>General 2000-2999: Classified Personnel Salaries Supplemental See item 3</p> <p>General 4000-4999: Books And Supplies Supplemental see item 3</p>

<p>targeted intervention.</p> <p>Allocate funds for a 2.4FTE Instructional Aides for language arts support.</p> <p>Allocate funds for after school language arts support/tutoring.</p>		<p>(Specify) <u>low performing and special education</u></p>	
<p>7. EL students are assessed annually by CELDT</p> <p>Each month, teacher and aide professional development will focus on ELD standards and effective teaching strategies that support English learners as evidenced by the professional development plan for the year as developed by the Leadership Team.</p>		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Low performing and special education</u></p>	<p>General 1000-1999: Certificated Personnel Salaries Supplemental 12467.</p> <p>General 2000-2999: Classified Personnel Salaries Supplemental 1700.</p> <p>General 4000-4999: Books And Supplies Supplemental 500.</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>1A. 100% of Walden Academy students will participate in multiple measures replacement assessments while API is under development as evidenced by assessment data.</p> <p>1B. All eligible Walden Academy students will take the CAASPP assessment.</p> <p>1C. 75% of Walden Academy students will achieve 1 year of growth as measured by school benchmark assessments.</p> <p>2. 100% of students in 1st through 8th grade will receive language arts instruction in small groups during the Language Arts Block which has been expanded to 90+ minutes to reach all students at their Zone of Proximal Development.</p> <p>3. Additional interventions in math will be delivered 4 times weekly as evidenced by teacher plans.</p> <p>4. CCSS report cards will be refined to better meet the parents need for information about their child's progress.</p> <p>5. 100% of Walden Academy students will receive physical education instruction with SPARK curriculum as measured by teacher plans.</p> <p>6. Targeted reading interventions will be delivered 4 days a week during the language arts block and outside the language arts block as evidenced by teacher plan books.</p> <p>7A. 50% of English learners will show growth as measured by the annual CELDT.</p> <p>7B. Each month, teacher and aide professional development will focus on ELD standards and effective teaching strategies that support English learners as evidenced by the professional development plan for the year as developed by the Leadership Team.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1. Teachers and instructional aides will administer and analyze benchmark assessments yearly.</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>General 1000-1999: Certificated Personnel Salaries Base</p> <p>General 2000-2999: Classified Personnel Salaries Base</p> <p>General 5000-5999: Services And Other Operating Expenditures Base .</p>

<p>All students assessed yearly by CAASP.</p> <p>All students take I-Ready/DRA/other assessments at least twice a year.</p>		<p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2. Leveled reading groups will be implementd in grades 1-8 and will increase to 90 or more minutes. This block has been renamed Guided Language Arts Block.</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>General 1000-1999: Certificated Personnel Salaries Base</p> <p>General 2000-2999: Classified Personnel Salaries Base</p> <p>General 4000-4999: Books And Supplies Base</p>
<p>3. Assessment data will be analyzed to monitor achievement and determine which students require targeted mathematics intervention.</p> <p>Purchase mathematics intervention material for all students as well as targeted sub groups.</p> <p>Allocate funds for a .2FTE Education Specialist for targeted intervention.</p> <p>Allocate funds for a 2.4FTE Instructional Aides for mathematics support.</p> <p>Allocate funds for after school mathematics support/tutoring.</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Low performing and special education</u></p>	<p>General 1000-1999: Certificated Personnel Salaries Supplemental 20,898</p> <p>General 2000-2999: Classified Personnel Salaries Supplemental 31,824.</p> <p>General 5000-5999: Services And Other Operating Expenditures Base 7500.</p> <p>General 4000-4999: Books And Supplies Supplemental 310.</p>
<p>4. New CCSS aligned report cards implementated in 2016-17, may require further refinement so parents and students can keep abreast of student progress toward CCSS goals/mastery.</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>General 1000-1999: Certificated Personnel Salaries Base</p>

<p>5. All Walden Academy students in grades 1-8 will participate in SPARK physical education program.</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>General 1000-1999: Certificated Personnel Salaries Base</p>
<p>6. Assessment data will be analyzed to monitor achievement and determine which students require targeted language arts intervention.</p> <p>Purchase reading and intervention material for all students as well as targeted sub groups.</p> <p>Allocate funds for a .2FTE Education Specialist for targeted intervention.</p> <p>Allocate funds for a 2.4FTE Instructional Aides for language arts support.</p> <p>Allocate funds for after school language arts support/tutoring.</p>		<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>low performing and special education</u></p>	<p>General 1000-1999: Certificated Personnel Salaries Supplemental See item 3</p> <p>General 2000-2999: Classified Personnel Salaries Supplemental See item 3</p> <p>General 4000-4999: Books And Supplies Supplemental see item 3</p>
<p>7. EL students are assessed annually by CELDT</p> <p>Each month, teacher and aide professional development will focus on ELD standards and effective teaching strategies that support English learners as evidenced by the professional development plan for the year as developed by the Leadership Team.</p>		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Low performing and special education</u></p>	<p>General 1000-1999: Certificated Personnel Salaries Supplemental 12467.</p> <p>General 2000-2999: Classified Personnel Salaries Supplemental 1700.</p> <p>General 4000-4999: Books And Supplies Supplemental 500.</p>

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	A positive school climate with all stakeholders participating in activities which increase student engagement and parental involvement.	Related State and/or Local Priorities: 1 2 3 <input checked="" type="checkbox"/> 4 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 10 Local : Specify
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Identified Need :	1. Increase the amount of Responsive Classroom implementation in and out of the classroom. 2. More families to attend Good Morning Walden. 3. Parents aware of child's success in goal of redesignation on CELDT. 4. Improve middle school student attendance. 5. Continue low suspension and explulsion record. 6. Behavior support for students
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Goal Applies to:	Schools: Walden Academy
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	1. Resonsive Classroom implementation will increase in the classroom and on the playground. 1A. 100% of teachers will receive Responsive Classroom professional development during collaboration as evidenced by Leadership Team plans. 1B. 25% of certificated staff will attend off-site Responsive Classroom professional training as evidenced in professional development logs. 1C. 100% of aides and support staff will receive continued professional development in Responsive Classroom and other philosophies designed to foster positive relationships between students and between students and staff as evidenced by Leadership Team plans. 2. The percentage of families represented at Good Morning Walden will increase by 5% as evidenced by family sign in sheets. . 3. Increase by 5% the number of parents contacted to review CELDT results with the Leadership Team as evidenced by contact logs. 4. Stabilize middle school attendance at 94% as evidenced by attendance records. 5. Student behavior support team will offer positive play groups, and recess and classroom behavior support
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.All teachers and staff members will implement Responsive Classroom elements and CARES at Walden Academy during the school day through Morning Meeting, Interactive modeling, Teacher Language, and Engaging Academics. All teachers and staff will participate in Responsive Classroom professional development.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	General 4000-4999: Books And Supplies Base General 1000-1999: Certificated Personnel Salaries Base

<p>Students in each classroom, with the assistance of teachers and staff members, will create classroom rules.</p> <p>Classroom representatives will attend Constitutional Convention to form school-wide rules.</p> <p>Parents and all other stakeholders will receive training and education in social/emotional curriculum used at Walden Academy.</p>		<p>(Specify)</p>	
<p>2. Good Morning Walden will remain student led by rotating classrooms. Teacher support will include planning, creating power point, and assisting in creating and practicing chant. Teachers will guide students in practicing public speaking and guiding GMW.</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>General 5000-5999: Services And Other Operating Expenditures Base</p>
<p>3. Parents contacted to review CELDT scores by the Leadership Team to discuss redesignation as well as strategies for improvement .</p>		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>General 1000-1999: Certificated Personnel Salaries Supplemental 500.</p>
<p>4. Outreach to parents and students about the importance of good attendance at school.</p> <p>Begin school year with educational literature about importance of good attendance.</p> <p>Begin school year with attendance contracts for students with poor attendance in the 2015-16 school year.</p>		<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Low performing students</u></p>	<p>General 1000-1999: Certificated Personnel Salaries Supplemental 2100.</p>
<p>5. Develop positive play groups led by staff</p>		<p><input type="checkbox"/> All OR:</p>	<p>General 2000-2999: Classified Personnel Salaries</p>

Behavior support in and out of classroom for students		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Low performing students	Supplemental 11200 General 1000-1999: Certificated Personnel Salaries Supplemental 1500.
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LCAP Year 2:

Expected Annual Measurable Outcomes:	1. Resonsive Classroom implementation will increase in the classroom and on the playground. 1A. 100% of teachers will receive Responsive Classroom professional development during collaboration as evidenced by Leadership Team plans. 1B. 25% of certificated staff will attend off-site Responsive Classroom professional training as evidenced in professional development logs. 1C. 100% of aides and support staff will receive continued professional development in Responsive Classroom and other philosophies designed to foster positive relationships between students and between students and staff as evidenced by Leadership Team plans. 2. The percentage of families represented at Good Morning Walden will increase by 5% as evidenced by family sign in sheets. . 3. Increase by 5% the number of parents contacted to review CELDT results with the Leadership Team as evidenced by contact logs. 4. Stabilize middle school attendance at 94% as evidenced by attendance records. 5. Student behavior support team will offer positive play groups, and recess and classroom behavior support
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.All teachers and staff members will implement Responsive Classroom elements and CARES at Walden Academy during the school day through Morning Meeting, Interactive modeling, Teacher Language, and Engaging Academics.</p> <p>All teachers and staff will participate in Responsive Classroom professional development.</p> <p>Students in each classroom, with the assistance of teachers and staff members, will create classroom rules.</p> <p>Classroom representatives will attend Constitutional Convention to form school-wide rules.</p> <p>Parents and all other stakeholders will receive training and education in social/emotional curriculum used at Walden Academy.</p>		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	General 4000-4999: Books And Supplies Base General 1000-1999: Certificated Personnel Salaries Base

<p>2. Good Morning Walden will remain student led by rotating classrooms. Teacher support will include planning, creating power point, and assisting in creating and practicing chant. Teachers will guide students in practicing public speaking and guiding GMW.</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>General 5000-5999: Services And Other Operating Expenditures Base</p>
<p>3. Parents contacted to review CELDT scores by the Leadership Team to discuss redesignation as well as strategies for improvement .</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>General 1000-1999: Certificated Personnel Salaries Supplemental 500.</p>
<p>4. Outreach to parents and students about the importance of good attendance at school. Begin school year with educational literature about importance of good attendance. Begin school year with attendance contracts for students with poor attendance in the 2015-16 school year.</p>		<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Low performing students</p>	<p>General 1000-1999: Certificated Personnel Salaries Supplemental 2100.</p>
<p>5. Develop positive play groups led by staff Behavior support in and out of classroom for students</p>		<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Low performing students</p>	<p>General 2000-2999: Classified Personnel Salaries Supplemental 11200 General 1000-1999: Certificated Personnel Salaries Supplemental 1500.</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<p>1. Resonsive Classroom implementation will increase in the classroom and on the playground.</p> <p>1A. 100% of teachers will receive Responsive Classroom professional development during collaboration as evidenced by Leadership Team plans.</p> <p>1B. 25% of certificated staff will attend off-site Responsive Classroom professional training as evidenced in professional development logs.</p> <p>1C. 100% of aides and support staff will receive continued professional development in Responsive Classroom and other philosophies designed to foster positive relationships between students and between students and staff as evidenced by Leadership Team plans.</p> <p>2. The percentage of families represented at Good Morning Walden will increase by 5% as evidenced by family sign in sheets. .</p> <p>3. Increase by 5% the number of parents contacted to review CELDT results with the Leadership Team as evidenced by contact logs.</p> <p>4. Stabilize middle school attendance at 94% as evidenced by attendance records.</p> <p>5. Student behavior support team will offer positive play groups, and recess and classroom behavior support</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>1.All teachers and staff members will implement Responsive Classroom elements and CARES at Walden Academy during the school day through Morning Meeting, Interactive modeling, Teacher Language, and Engaging Academics.</p> <p>All teachers and staff will participate in Responsive Classroom professional development.</p> <p>Students in each classroom, with the assistance of teachers and staff members, will create classroom rules.</p> <p>Classroom representatives will attend Constitutional Convention to form school-wide rules.</p> <p>Parents and all other stakeholders will receive training and education in social/emotional curriculum used at Walden Academy.</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>General 4000-4999: Books And Supplies Base</p> <p>General 1000-1999: Certificated Personnel Salaries Base</p>
<p>2. Good Morning Walden will remain student led by rotating classrooms. Teacher support will include planning, creating power point, and assisting in creating and practicing chant. Teachers will guide students in practicing public speaking and guiding GMW.</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:</p>	<p>General 5000-5999: Services And Other Operating Expenditures Base</p>

		(Specify)	
3. Parents contacted to review CELDT scores by the Leadership Team to discuss redesignation as well as strategies for improvement .		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	General 1000-1999: Certificated Personnel Salaries Supplemental 500.
4. Outreach to parents and students about the importance of good attendance at school. Begin school year with educational literature about importance of good attendance. Begin school year with attendance contracts for students with poor attendance in the 2015-16 school year.		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Low performing students	General 1000-1999: Certificated Personnel Salaries Supplemental 2100.
5. Develop positive play groups led by staff Behavior support in and out of classroom for students		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Low performing students	General 2000-2999: Classified Personnel Salaries Supplemental 11200 General 1000-1999: Certificated Personnel Salaries Supplemental 1500.

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) 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?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	Through the implementation of state academic content, performance, and ELD standards, Walden Academy will provide engaging and challenging learning opportunities in a broad course of study emphasizing science, and instructed by highly qualified professionals, with sufficient instructional material on a well maintained campus.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Goal Applies to:	Schools: Walden Academy	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. 100% teachers will attend professional development as measured by Teacher Professional Development Log. 2. 100% teachers will attend FOSS training evidenced by school professional development agenda and plan. 3. 100% students in grades 1-8 will receive enrichment instruction evidenced by instruction plans. 4. Teachers are highly qualified measured by a valid California Credential, enrollment in BTSA, or in an accepted internship program. 5. Walden Academy will maintain the school campus in good or exemplary condition as measured by Facility Inspection Tool (FIT). 6. All of Walden Academy classrooms have sufficient instructional materials as verified by the SARC report. 7. Walden Academy teachers will increase FOSS instruction to 2 modules. 	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. 100% of Walden Academy teachers attended professional development to improve their professional practice as evidenced by their Teacher Professional Development Log. 2. 100% of Walden Academy teachers attended FOSS professional development. 3. 100% of Walden Academy students in grades 1-8 received enrichment instruction as evidenced by lesson plans. 4. 100% of all Walden Academy teachers of core academic content have either a Clear California Credential or are participating in the BTSA induction program as evidenced by teacher credentials and enrollment in BTSA. 5. Walden Academy remains in good to exemplary condition as measured by the Facility Inspection Tool (FIT). 6. 100% of all Walden Academy students have access to curriculum as verified by SARC report. 7. 83% of Walden Academy Teachers completed 2 FOSS modules this school year as verified by lesson plans and survey.
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ol style="list-style-type: none"> 1. All teachers will attend professional development in CCSS and all content areas of the curriculum. <p>All Walden Academy teachers will receive FOSS training.</p>	<ol style="list-style-type: none"> 1.1A and B General 5000-5999: Services And Other Operating Expenditures Base 9200 1.1B General 5000-5999: Services And Other Operating Expenditures Base 1800 	<ol style="list-style-type: none"> 1.1A All teachers attended professional development in all areas of the curriculum. 1.1B Walden Academy hired an expert from FOSS to train teachers during 	<ol style="list-style-type: none"> General 5000-5999: Services And Other Operating Expenditures Base General 5000-5999: Services And Other Operating Expenditures Base

		school professional development time in August.	
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2. Allocate funds to hire a part-time enrichment instructor for students in grades 1-4 to receive enrichment instruction 1 time per week.</p> <p>Allocate funds to hire a part-time enrichment instructor for students in grades 5-8 to receive enrichment instruction 2 times a week.</p>	<p>1.1A General 2000-2999: Classified Personnel Salaries Base 2000</p> <p>1.2B General 1000-1999: Certificated Personnel Salaries Base 5000</p>	<p>1.2A Enrichment instructor for grades K-4.</p> <p>1.2B Enrichment instructor for grades 5-8.</p>	<p>1.2A General 2000-2999: Classified Personnel Salaries Base</p> <p>1.2B General 2000-2999: Classified Personnel Salaries Base</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3. Purchase enrichment curriculum for students in grades 1-4.</p>	<p>1.3A General 5000-5999: Services And Other Operating Expenditures Base 1,000</p>	<p>1.3 A and B Music curriculum purchased for grades K-8.</p>	<p>1.3A and B General 5000-5999: Services And Other Operating Expenditures Base</p>

<p>Purchase enrichment curriculum for students in grades 5-8.</p>	<p>1.3B General 5000-5999: Services And Other Operating Expenditures Base 1000</p>		
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>4. Walden Academy teachers of core subject areas are highly qualified. Those not possessing a Clear California Teaching Credential will complete BTSA by the end of their 2nd full year at Walden. Those in internship programs will begin BTSA as soon as internship is completed.</p>	<p>1.4 General 5000-5999: Services And Other Operating Expenditures Base 6400</p>	<p>1.4 Two teachers attended BTSA to clear credentials.</p>	<p>1.4 General 5000-5999: Services And Other Operating Expenditures Base</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>5. All students will have sufficient instructional materials as verified by comprehensive inventory completed by teachers annually.</p>	<p>1.5 General 1000-1999: Certificated Personnel Salaries Base 720</p>	<p>1.5 Comprehensive inventory completed to verify all students have sufficient instructional materials.</p>	<p>1.5 General 1000-1999: Certificated Personnel Salaries Base</p>
<p>Scope of Service</p>		<p>Scope of Service</p>	

<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>6. Walden Academy school facilities will be inspected annually to ensure it is kept in good to exemplary condition.</p>	<p>1.6 General 1000-1999: Certificated Personnel Salaries Base 576</p>	<p>1.6 School facilities inspection to verify school is kept in good to exemplary condition.</p>	<p>1.6 General 1000-1999: Certificated Personnel Salaries Base</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>1.7. Walden Academy students will have access to visual and/or performing arts instruction weekly.</p>	<p>1.7 General 2000-2999: Classified Personnel Salaries Base 6528</p>	<p>Students received performing arts instruction weekly in grades K-8.</p>	<p>1.7 1000-1999: Certificated Personnel Salaries Base</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be</p>	<p>Goal 1</p>		

made as a result of reviewing past progress and/or changes to goals?

1. All Walden Academy teachers attended professional development. In the identified need section, we set a goal that 50% of our teachers would reach a goal of 30 hours of professional development. Our teachers exceeded expectations. 90% of our teachers met or exceeded the 30 hours goal. Our new measurable outcome for 2016-17 will be 100% of our teachers will receive professional development, and 75% will meet 30 hours of professional development as verified by their Professional Development Logs. We chose 75% because we will have new staff adjusting to a new school. We also have teachers switching grades that need time to adjust to their new roles.

2. Since Walden Academy places an emphasis on science, it is crucial for all teachers to receive professional development in this area. We will not bring in FOSS trainers since the majority of staff members have already received this training. We will change this measurable outcome to the following:

2A. 40% of Walden Academy teachers will attend professional development in the area of science as verified by their Professional Development Log.

2B. Any new teachers hired for the 2016-17 school year will receive mentorship from one of the teaching staff in FOSS.

3. We planned to provide students in grades 5-8 foreign language instruction this school year. A teacher was hired in July, but within a week, the teacher resigned because of a family move. We were unable to find a replacement, so we did not provide this instruction. Although we didn't have any success in finding a Spanish instructor, we will continue our search for next year. We were able to provide music instruction to kindergarten, both 5th grade classes and 6-8. We will continue music instruction next year. We will hire a fitness instructor next year for middle school as this was a very successful addition.

We plan to expand the enrichment opportunities for all Walden Academy students during the 2016-17 school year. This measurable outcome will now read:

100% of Walden Academy students in grades K-8 will receive enrichment instruction weekly. Students in grades 4-8 will receive enrichment instruction weekly during a dedicated enrichment period. This program will be called The Enrichment Wheel. Students choose 3 enrichment activities each year and will participate on Wednesdays.

4. We met the 100% goal of Walden Academy core academic content teachers having a Clear California Teaching Credential or concurrent enrollment in the BTSA Induction Program. This measurable outcome is vital to high quality instruction, so it will remain next year and in the following year's goals.

5. Although Walden Academy facilities are in exemplary to good condition, we see a need for additional landscaping to make the campus more inviting and to reflect student projects. In addition to maintaining an exemplary/good campus, we will complete landscape projects to provide greenery, seating, and shade.

6. We will continue to maintain a sufficient numbers of texts for all Walden Academy students as verified by the SARC report.

7. 83% of teachers completed 2 modules and 1/3 of teachers began a third module. 1 teacher completed 1 module and pulled in science from other curriculum sources to meet the standards as verified by teacher lesson plans and Leadership Team observations. This goal reflects our commitment to providing students a curriculum rich in science. All teachers will provide instruction in all 3 modules. Any new teachers will receive mentorship from a returning teacher in FOSS.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	Through the implementation of CCSS, Walden Academy will provide learning opportunities that result in increased academic achievement for all groups of students.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Goal Applies to:	Schools: Walden Academy	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	1. English Learners redesignated English proficient by 4th grade will increase from 33% to 40% as evidenced by CELDT results. 2. Students will achieve 1 year of growth measured by benchmark DRA, I-Ready, and other grade level assessments. 3. Students requiring targeted interventions in reading will meet at least 3 times a week in intervention groups in and out of the classroom. 4. CCSS aligned report cards in place by start of 2016-17 school year. 5. 100% of Walden Academy students will participate in multiple measures replacement assessments while the API is under development. 6. The % of students meeting the fitness standards in all 6 categories for grade 5 will increase by 5% from the previous year of 12.5% evidenced by the CA Physical Fitness Test.	Actual Annual Measurable Outcomes:	1. Resignation of English Learners was achieved. 2. Not all students achieved 1 year of growth measured by benchmark DRA, I-Ready, and other grade level assessments. 3. Walden Academy students received targeted reading interventions 4 times a week in and out of the classroom during the guided reading block and at other times during the day in the Learning Center. 4. New report cards aligned with CCSS have begun and are nearly complete. The committee plans to have them complete by September 2016. 5. 100% of Walden Academy students participated in multiple measures replacement assessments. 6. The results of CA Physical Fitness Test are not in at this time.
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LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2.1A Teachers will administer and analyze benchmark assessments yearly to all students.	2.1 A-C General 1000-1999: Certificated Personnel Salaries Base 14520	2.1A Teachers administered benchmark assessments and analyzed benchmark assessments and analyzed results to track growth and inform instruction. Administration shared in the analysis and review of data. Data results were shared with governing board yearly.	2.1 A-C General 1000-1999: Certificated Personnel Salaries Base
2.1B. All students assessed yearly by CAASPP.	2.1C General 5000-5999: Services And Other Operating Expenditures Base 8000		2.1C General 5000-5999: Services And Other Operating Expenditures Base
2.1C. All students take I-Ready/DRA/or other assessments at least twice a year.		2.1B Students in grades 3-8 were	

		administered CAASPP assesments. 2.1C All Students took I-Ready diagnostic tests and DRA assessments twice this year. Additional benchmark assessments were given to students in grades K-3.	
Scope of Service		Scope of Service	
<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2.2 Leveled reading groups will be implemented in grades K-8.	2.2 General 1000-1999: Certificated Personnel Salaries Base 46112 2.2 General 2000-2999: Classified Personnel Salaries Base 11900	2.2 Students in grades K-8 participated in leveled reading groups. Groups were implemented by teachers, leadership, and instructional assistants.	2.2 General 1000-1999: Certificated Personnel Salaries Base 2.2 General 2000-2999: Classified Personnel Salaries Base
Scope of Service		Scope of Service	
<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Low income</u>	
2.3A Teachers will assess and analyze assessment data to monitor achievement for students receiving targeted intervention. 2.3B Purchase reading and	2.3A General 1000-1999: Certificated Personnel Salaries Supplemental 5000 2.3B General 4000-4999: Books And Supplies Supplemental 1271	2.3A Teachers assess and analyze assessment data as a means to monitored students receiving targeted language arts interventions. 2.3B Material for reading and	2.3A General 1000-1999: Certificated Personnel Salaries Supplemental 5000 2.3B General 4000-4999: Books And Supplies Supplemental 1271

<p>intervention material for all students as well as targeted sub groups.</p> <p>2.3C. Allocate funds for a .2FTE Education Specialist for targeted intervention.</p> <p>2.3D Allocate funds for a 2FTE Instructional Aides for targeted intervention.</p>	<p>2.3C General 1000-1999: Certificated Personnel Salaries Supplemental 19898</p> <p>2.3D General 2000-2999: Classified Personnel Salaries Supplemental 26520</p>	<p>interventions were purchased for all students as well as targeted subgroups.</p> <p>2.3C .2 FTE Education Specialist was hired for targeted interventions.</p> <p>2.3D 2.4 FTE Instructional Aide hired for targeted interventions.</p> <p>2.3E After school tutoring in language arts</p>	<p>2.3C General 1000-1999: Certificated Personnel Salaries Supplemental 19898</p> <p>2.3D General 2000-2999: Classified Personnel Salaries Supplemental 31824</p> <p>2.3E General 1000-1999: Certificated Personnel Salaries Supplemental 2040</p> <p>2.3E General 2000-2999: Classified Personnel Salaries Supplemental 1134</p>
<p>Scope of Service</p> <hr/> <p><u> </u> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Low performing and special education</u></p>		<p>Scope of Service</p> <hr/> <p><u> </u> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Low performing and special education students</u></p>	
<p>2.4A. Implement mathematic interventions to targeted subgroups.</p> <p>2.4B. Allocate funds for a .2FTE Education Specialist for targeted intervention.</p> <p>2.4C. Allocate funds for 2FTE Instructional Aides for math instruction, support, and targeted intervention.</p> <p>2.4D. Purchase mathematics curriculum and material to provide interventions to targeted subgroups.</p>	<p>2.4A General 1000-1999: Certificated Personnel Salaries Supplemental see 2.3 C & D</p> <p>2.4B General 2000-2999: Classified Personnel Salaries Supplemental see 2.3C</p> <p>2.4C General 2000-2999: Classified Personnel Salaries Supplemental see 2.3D</p> <p>2.4D General 4000-4999: Books And Supplies Supplemental 1000</p>	<p>2.4A Math interventions implemented to targeted subgroups.</p> <p>2.4B .2FTE Education Specialist hired for targeted mathematics intervention</p> <p>2.4C 2FTE Instructional Aides for math instruction, support, and targeted intervention.</p> <p>2.4D Mathematics curriculum and material purchased to provide interventions to targeted subgroups.</p> <p>2.4E Mathematics tutoring after school</p>	<p>2.4A General 1000-1999: Certificated Personnel Salaries Supplemental see 2.3C and D</p> <p>2.4B General 2000-2999: Classified Personnel Salaries Supplemental see 2.3 C</p> <p>2.4C General 2000-2999: Classified Personnel Salaries Supplemental 2.3 D</p> <p>2.4 General 4000-4999: Books And Supplies Supplemental 1000</p> <p>2.4E General 2000-2999: Classified Personnel Salaries Supplemental 1134</p> <p>2.4E General 1000-1999: Certificated</p>

			Personnel Salaries Supplemental 2040
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Low performing students and special education students</u></p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Low performing students and special education studnets</u></p>	
<p>2.5 Purchase 10 Chrome books.</p>	<p>2.5 General 4000-4999: Books And Supplies Base 3000.</p>	<p>2.5 10 Chrome books purchased.</p>	<p>2.5 General 4000-4999: Books And Supplies Base</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2.6 New CCSS aligned report card research and development for implementation 2016-17 so parents and students can keep abreast of student progress toward CCSS goals/mastery.</p>	<p>2.6 General 1000-1999: Certificated Personnel Salaries Base 1350</p>	<p>2.6 New CCSS aligned report card development and research.</p>	<p>2.6 General 1000-1999: Certificated Personnel Salaries Base</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>	

<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<ul style="list-style-type: none"> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>2.7 Implement academic enrichment instruction for students.</p>	<p>2.7 General 1000-1999: Certificated Personnel Salaries Base 20400.</p>	<p>2.7 Academic enrichment instruction</p>	<p>2.7 General 1000-1999: Certificated Personnel Salaries Base</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>2.8 EL students assessed by CELDT annually.</p>	<p>2.8 General 1000-1999: Certificated Personnel Salaries Supplemental 1080</p>	<p>2.8 Annual CELDT assessment of EL students</p>	<p>2.8 General 0001-0999: Unrestricted: Locally Defined Supplemental 3080</p>
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>2.9 Walden Academy students will participate in multiple measures replacement assessments.</p>	<p>2.9 General 1000-1999: Certificated Personnel Salaries Base 9000.</p>	<p>2.9 Multiple measures replacement assessments administered to students</p>	<p>2.9 General 1000-1999: Certificated Personnel Salaries Base</p>
<p>Scope of Service</p> <hr/>		<p>Scope of Service</p> <hr/>	

<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>2.10 Walden Academy students in grades 1-8 will participate in SPARK physical education program.</p>	<p>2.10 General 1000-1999: Certificated Personnel Salaries Base 12240</p>	<p>2.10 Students in grade 1-8 participate in SPARK physical education program.</p>	<p>2.10 General 1000-1999: Certificated Personnel Salaries Base</p>
<p>Scope of Service</p>		<p>Scope of Service</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Goal #2:</p> <p>1. Measurable outcome #1 should have read English learners enrolled at Walden since Kindergarten will be reclassified English proficient by 4th grade will increase from 33% to 40%. We achieved this goal. We discovered measurable outcome #1 results to be deceiving if measured this way year after year. We've decided to change this measurable outcome to read: 50% of English learners will show progress on the CELDT each year. We will add more measurable outcome below as 1A that better reflect the needs of our EL students and our teachers and aides.</p> <p>We have added in new actions to support ELD student progress:</p> <p>1A. Each month, teacher and aide professional development will focus on ELD standards and effective teaching strategies that support English learners as evidenced by the professional development plan for the year as developed by the Leadership Team.</p> <p>2. Expecting all students to receive 1 year of growth measured by our school assessments proved to be unrealistic. Not all students achieved that amount of growth. In future years, we expect 75% to achieve 1 year of growth as demonstrated by our school benchmark assessments. Students not showing a year's growth will receive targeted interventions in language arts and math.</p>		

	<p>3. We met and exceeded our goal to provide targeted interventions 3 times weekly. Interventions during the guided reading block met 4 time a week and interventions in the learning center were held 5 days a week. This outcome will be expanded next year to include a guided reading block of greater length so students will receive more intervention time daily.</p> <p>3A. Guided Language Arts block (previously called Guided Reading block) will have an increase in time from 1 hour a day to 1 hour and 40 minutes. Students will receive the majority of language arts instruction during this block of time. The majority of reading interventions will be delivered at this time as well. The new goal will read: 100% of students will receive an expanded guided language arts block to better meet the instructional needs of all Walden Academy students.</p> <p>4. Creating report cards reflecting CCSS has begun and will be ready for the 2016-17 school year.</p> <p>5. 100% of Walden Academy participated in multiple measures replacement assessments while the API is under development. This measurable outcome will remain for the 2016-17 school year.</p> <p>6. We discovered a challenge in reporting measurable outcome #6. We will not have this data until after our LCAP is approved. We may have some preliminary data, but nothing definitive. We will change this measurable outcome for the 2016-17 to: 100% of Walden Academy teachers will participate in weekly lessons from the SPARK PE program.</p>
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	A positive school climate with all stakeholders participating in activities which increase student engagement and parental involvement.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Walden Academy Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 100% of students will participate in 3 of the 6 Responsive Classroom components as evidenced by Leadership Team documentation. 100% of teachers and staff will participate in an additional component of Responsive Classroom as evidenced by professional development plans. 2 additional teachers will attend off-site Responsive Classroom professional training as evidenced by professional development log. Increase the % of families attending Good Morning Walden from 34% to 40% as measured by attendance records (sign in sheets). Increase direct parent contact to review CELDT results from 30% to 40% as evidenced by parent contact log. Student attendance rates in middle school will increase from 94% to an average of 95% as evidenced by attendance records. 	Actual Annual Measurable Outcomes:	
<ol style="list-style-type: none"> 100% of students at Walden Academy participated in 3 of the Responsive Classroom components as documented in Responsive Classroom Teacher survey. 100% of Walden Academy teachers participated in professional development in Teacher Language, an integral component of Responsive Classroom, as documented in Leadership Team Collaboration agendas. Two teachers plus 1 from Leadership Team attended off-site Responsive Classroom professional training as evidenced by professional development log. The number of families attending Good Morning Walden exceeded our goal of 40%, as evidenced by attendee sign in sheets. Parent contact regarding CELDT results grew to 40% as documented by parent contact log. Student attendance rate in middle school did not increase as evidenced by attendance records. 			
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
3.1 All students will engage in social and emotional curriculum suited to their developmental level.	Budgeted Expenditures	3.1 All students participated in social emotional curriculum suited to their developmental level.	Estimated Actual Annual Expenditures
	3.1 General 4000-4999: Books And Supplies Base 500 3.1 General 1000-1999: Certificated Personnel Salaries Base 21000		3.1 All students participated in social emotional curriculum suited to their developmental level. 4000-4999: Books And Supplies Base 500.
			3.1 General 1000-1999: Certificated Personnel Salaries Base 21000

<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.2 All teachers and staff will participate in Responsive Classroom professional development.</p>	<p>3.2 General 5000-5999: Services And Other Operating Expenditures Base 3800.</p>	<p>All teachers and staff participated in Responsive Classroom professional development.</p>	<p>3.2 General 5000-5999: Services And Other Operating Expenditures Base 3800</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.3 All teachers and staff members will implement Responsive Classroom elements and CARES at Walden Academy.</p>	<p>3.3 General 1000-1999: Certificated Personnel Salaries Base 21000</p> <p>3.3 General 2000-2999: Classified Personnel Salaries Base 18400</p>	<p>All teachers and staff members implement Responsive Classroom elements and CARES.</p>	<p>3.3 General 1000-1999: Certificated Personnel Salaries Base 21000</p> <p>3.3 General 2000-2999: Classified Personnel Salaries Base 18400</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>_ Other Subgroups: (Specify)</p>			
<p>3.4 Parents and all other stakeholders will receive training in social/emotional curriculum used at Walden Academy.</p>	<p>3.4 General 5000-5999: Services And Other Operating Expenditures Base 1500 3.4 General 1000-1999: Certificated Personnel Salaries Base 2200</p>	<p>Parents and other stakeholders received training in social/emotional curriculum used at Walden Academy during Good Morning Walden.</p>	<p>3.4 General 5000-5999: Services And Other Operating Expenditures Base 1500 3.4 General 1000-1999: Certificated Personnel Salaries Base 2200</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3.5. 50% of Good Morning Walden will become student planned and led by student council and middle school members.</p>	<p>3.5 General 1000-1999: Certificated Personnel Salaries Base 1080.</p>	<p>Students planned and led Good Morning Walden with teacher assistance.</p>	<p>3.5 General 1000-1999: Certificated Personnel Salaries Base 1080</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>3. 6 The percentage of direct contact with parents to review CELDT scores will increase to 50% as evidenced by parent sign in log and phone log kept by Leadership Team.</p>	<p>3.6 General 1000-1999: Certificated Personnel Salaries Supplemental 360.</p>	<p>Direct contact with parents made to review CELDT scores.</p>	<p>3.6 General 1000-1999: Certificated Personnel Salaries Supplemental 360</p>

Scope of Service		Scope of Service	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Goal #3</p> <ol style="list-style-type: none"> 1. All students were instructed by staff and teachers using 3 of the 6 Responsive Classroom elements. This took place inside and outside the classroom. Teachers have become more familiar with the philosophy since most of them were with us last school year. This is evidenced by teacher/staff survey. 2. We met the goal of 100% of Walden Academy teachers participating in professional development in Responsive Classroom. In addition to training teachers, we expanded training to include our instructional assistants. Since Teacher Language is large in scope, it will be a focus for professional development throughout the next school year. 3. We met our goal of sending two teachers for in-depth, off-site Responsive Classroom professional training by sending one of the Leadership Team. We plan to send 2 more staff members to the off-site, in-depth training next school year. 4. The number of families attending Good Morning Walden exceeded our goal of 40%, as evidenced by attendee sign in sheets. We averaged 43%. This goal will be expanded through strategies to motivate parents to attend. Our target goal for next year is an increase of 5%. 5. Parent contact regarding CELDT results grew to 40% as documented by parent contact log. We will expanded that number by 5% next school year. 6. Student attendance rate in middle school did not increase as evidenced by attendance records. We had some students that missed a lot of school, some of which were new to Walden. We worked with those parents with limited success. SARB was brought in to assist with one of the families without success. The family eventually moved the student to another school. Next year, we will be proactive with the target students by meeting with their families before school begins. These student will begin the year on attendance contracts. Our goal for middle school will be to reach the 2014-15 overall attendance rate of 94%. 		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, identify the amount of 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 schoolsite 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 and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$82,959.
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B. In the box below, 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).

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). 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.

7.15	%
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Walden Academy will continue to implement the effective supports we began in previous years. With the increase in funding, we plan to increase the amount of small group tutoring available to students after the school day in classrooms and in the afterschool program. This low students to adult ratio available will support students with concept understanding and homework support. We will increase the amount of professional development teachers and aides receive. Student behavior support will be implemented. Additional information about changes in actions, services and expenditures can be viewed at the end of each annual update for all 3 goals.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017		2018-19	2016-2017- 2018-19 Total
All Funding Sources	285,355.00	138,261.00	97,499.00	97,499.00	97,499.00	292,497.00
Base	230,226.00	69,480.00	14,500.00	14,500.00	14,500.00	43,500.00
Supplemental	55,129.00	68,781.00	82,999.00	82,999.00	82,999.00	248,997.00

Total Expenditures by Object Type						
Object Type	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017		2018-19	2016-2017- 2018-19 Total
All Expenditure Types	285,355.00	138,261.00	97,499.00	97,499.00	97,499.00	292,497.00
0001-0999: Unrestricted: Locally Defined	0.00	3,080.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	181,536.00	74,618.00	37,465.00	37,465.00	37,465.00	112,395.00
2000-2999: Classified Personnel Salaries	65,348.00	52,492.00	44,724.00	44,724.00	44,724.00	134,172.00
4000-4999: Books And Supplies	5,771.00	2,771.00	810.00	810.00	810.00	2,430.00
5000-5999: Services And Other Operating Expenditures	32,700.00	5,300.00	14,500.00	14,500.00	14,500.00	43,500.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-2016 Annual Update Budgeted	2015-2016 Annual Update Actual	2016-2017		2018-19	2016-2017- 2018-19 Total
All Expenditure Types	All Funding Sources	285,355.00	138,261.00	97,499.00	97,499.00	97,499.00	292,497.00
0001-0999: Unrestricted: Locally Defined	Supplemental	0.00	3,080.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	155,198.00	45,280.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	26,338.00	29,338.00	37,465.00	37,465.00	37,465.00	112,395.00
2000-2999: Classified Personnel Salaries	Base	38,828.00	18,400.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	26,520.00	34,092.00	44,724.00	44,724.00	44,724.00	134,172.00
4000-4999: Books And Supplies	Base	3,500.00	500.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	2,271.00	2,271.00	810.00	810.00	810.00	2,430.00
5000-5999: Services And Other Operating Expenditures	Base	32,700.00	5,300.00	14,500.00	14,500.00	14,500.00	43,500.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).