

Introduction:

LEA: Glenn County Office of Education **Contact (Name, Title, Email, Phone Number):** Mele Benz, School Director, mbenz@waldenacademy.org, (530) 361-6122 **LCAP Year:** 2014-2015

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>Beginning in July 2014, the Leadership Team reported monthly to the Board and all Stakeholders updates on the 8 state priorities on 7/28/14, 8/26/14, 9/23/14, 10/28/14, 12/16/14, 2/14/15, 4/28/15,5/26/15, and 6/23/15.</p> <p>Middle school sessions were held with stakeholders to collect input, create, plan and report out on progress on 7/31/14, 10/9/14, 11/4/14, 1/3/15, 2/4/15, 2/10/15, 2/17/15, 3/1/15, and 4/23/15.</p>	<p>Monthly, the board will review data addressing state priority areas. Committees will continue to develop a strategic plan using data to plan and set goals.</p> <p>Stakeholders want:</p> <ol style="list-style-type: none"> 1. Highly qualified teachers/experienced, innovative and engaging. 2. Challenging, interesting, differentiated curriculum that addresses CCSS standards.

Paper and electronic surveys were sent to all families, teachers and staff for input on state priorities in November and May.

Beginning September 2014, monthly community gatherings held to share with all Stakeholders progress made in LCAP regarding education and social emotional curriculum on 9/23/14, 10/24/14, 11/21/14, 1/30/15, 2/27/15, 3/27/15, 4/24/15, and 5/29/15.

Student consultation/planning-Constitutional Convention on 9/24/14 and 9/25/14.

Strategic Planning Community Meeting to revise Strategic Plan document on 9/30/14 and 10/9/14.

Beginning in August 2014, the Leadership Team reported monthly to the Glenn County Board of Education, progress on LCAP goals on 8/20/14, 10/15/14, 12/17/14, 1/21/15, 2/18/15, 3/18/15, 4/15/15, and 5/20/15.

Facilities planning and updates:1/16/15, 2/19/15, 3/6/15, 3/26/15, 4/21/15, and 5/2/15.

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 2014-15 school year.

Responsive Classroom training on 8/22/14, 8/26/14, 9/17/14, 10/1/14, 10/15/14, 10/22/14, 11/5/14, 12/3/14, 1/16/15, 2/19/15, 3/6/15, 3/26/15, 4/21/15, on 5/2/15.

Technology implementation in classrooms-students used Chromebooks at least 3 time per week. In April, connection to county tower was completed to provide better connectivity.

Annual Update:

Beginning in July 2014, the Leadership Team reported monthly to the Board

3. Students prepared for high school when they graduate from Walden Academy.

Surveys will be sent to all stakeholders to demonstrated the percentage of satisfaction regarding progress toward all goals.

Responsive Classroom activities will be taught and demonstrated to students and family members monthly during Good Morning Walden. Student academic progress awards presented monthly.

A positive school culture will be created by students in all classess 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.

Strategic Planning Community Meetings to be scheduled to provide LCAP decisions.

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

Maintaince of facilities to create a safe and secure learning environment. The parent beautification committee will plan and complete projects to enhance the physical school environment.

Student council to purchase items for campus according to stated student needs.

Staff members provide professional development for Walden Academy staff in Responsive Classroom to create a positive school culture.

Purchase 20 Chromebooks, I-ready intervention and assessment program, CAASPP.

Annual Update:

Monthly, the board reviewed data addressing state priority areas. Committees

and all Stakeholders updates on the 8 state priorities on 7/28/14, 8/26/14, 9/23/14, 10/28/14, 12/16/15, 2/14/15, 4/28/15, 5/26/15, and 6/23/15.

Middle school sessions held with stakeholders to collect input, create, plan and report out on 7/31/14, 10/9/14, 11/4/14, 1/3/15, 2/4/15, 2/10/15, 2/17/15, 3/1/15, and 4/23/15.

Beginning September 2014, monthly community gatherings to share with all Stakeholders progress made in LCAP regarding education and social emotional curriculum on 9/23/14, 10/24/14, 11/21/14, 1/30/15, 2/27/15, 3/27/15, 4/24/15, and 5/29/15.

Student consultation/planning-Constitutional Convention on 9/25/14.

Strategic Planning Community Meeting to revise Strategic Plan document: 9/30/14 and 10/9/14.

Monthly reports to the Glenn County Board of Education for progress on LCAP goals: 8/20/14, 9/25/14, 10/15/14, 12/17/14, 1/21/15, 2/18/15, 3/18/15, 4/15/15, and 5/20/15.

November 2014, paper surveys sent to all families, teachers and staff for input on state priorities.

May 2015, paper and electronic surveys sent to all families, teachers and staff for input on state priorities.

Facilities planning and updates on 1/16/15, 2/19/15, 3/6/15, 3/26/15, 4/21/15, and 5/2/15.

Student Council: elected council members provided input on school culture and climate. Representatives provide input on student priorities in desired activities to enhance school climate and culture. Council met weekly throughout the 2014-15 school year.

Responsive Classroom training on 1/16/15, 2/19/15, 3/6/15, 3/26/15, 4/21/15, and 5/2/15.

Technology implementation in classrooms-students used Chromebooks at

developed a strategic plan to use data to plan and set goals.

First middle school outreach for parents, teachers, students and staff.

1. Highly qualified teachers/experienced, innovative and engaging.
2. Challenging, interesting, differentiated curriculum that addresses CCSS standards.
3. Students are prepared for high school when graduating from Walden Academy.

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

A positive school culture created by students in all classes developed school rules which were implemented within the classroom and the school campus. Students were actively engaged in defining standards for behavior on campus.

All stakeholders participated in strategic planning creation and revision.

Monthly, the board was apprised of Walden's progress toward all 8 goals.

Surveys sent to all stakeholders to determine parent perception of progress toward all goals

Surveys sent to all stakeholders to determine parent perception of progress toward all goals.

Facilities maintained to create a safe and secure learning environment.

Student council purchased items for campus according to stated student needs.

Staff members provided professional development for Walden Academy staff in Responsive Classroom to create a positive school culture.

Purchased chromebooks, I-ready intervention and assessment program,

<p>least 3 time per week. In April, connection to county tower was completed to provide better connectivity.</p>	<p>CAASPP.</p>
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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?

GOAL 1:	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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Identified Need :	Item 1: Increase the % of teachers obtaining 30 hours of professional development from 50% to 60%. Item 2: 0% of Walden Academy teachers are trained in FOSS. We establish a goal of 50% of teachers trained. Item 3: Walden Academy students receiving enrichment instruction from an instructor specifically assigned to teach enrichment will increase from 0% to 50%. Item 4: Walden Academy teachers of core academic content with a Clear California Credential, participating in concurrent BTSA program, or in an accepted internship program, will increase from 75% to 100%. Item 5: The percentage of students with access to enrichment curriculum will increase from 0 to 80%. Item 6: Walden Academy teachers will increase FOSS instruction from 1 module a year to 2 modules.
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Goal Applies to:	Schools: Walden Academy Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1A. All teachers will attend professional development in CCSS and all content areas of the curriculum. 1.1B. All Walden Academy teachers will receive FOSS training.		<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)	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

<p>1.2A. 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>1.2B. 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><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>1.1A General 2000-2999: Classified Personnel Salaries Base 2000</p> <p>1.2B General 1000-1999: Certificated Personnel Salaries Base 5000</p>
<p>1.3A. Purchase enrichment curriculum for students in grades 1-4.</p> <p>1.3B. Purchase enrichment curriculum for students in grades 5-8.</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>1.3A General 5000-5999: Services And Other Operating Expenditures Base 1,000</p> <p>1.3B General 5000-5999: Services And Other Operating Expenditures Base 1000</p>
<p>1.4. 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><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>1.4 General 5000-5999: Services And Other Operating Expenditures Base 6400</p>
<p>1.5. All students will have sufficient instructional materials as verified by comprehensive inventory completed by teachers annually.</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>1.5 General 1000-1999: Certificated Personnel Salaries Base 720</p>
<p>1.6. Walden Academy school facilities will be inspected annually to ensure it is kept in good to exemplary condition.</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>1.6 General 1000-1999: Certificated Personnel Salaries Base 576</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) 	
1.7. Walden Academy students will have access to visual and/or performing arts instruction weekly.		<ul style="list-style-type: none"> <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) 	1.7 General 2000-2999: Classified Personnel Salaries Base 6,528

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> All teachers will attend professional development as measured by Teacher Professional Development Log. All teachers will attend FOSS training evidenced by school professional development agenda and plan. All of students in grades 1-8 will receive enrichment instruction evidenced by classroom instruction. Teachers are highly qualified measured by a valid California Credential or enrollment in BTSA.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1A. All teachers will attend professional development in all content areas of the curriculum.		<ul style="list-style-type: none"> <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 5000-5999: Services And Other Operating Expenditures Base 9200 General 5000-5999: Services And Other Operating Expenditures Base 1800 2000-2999: Classified Personnel Salaries Base 5000-5999: Services And Other Operating Expenditures Base 1000-1999: Certificated Personnel Salaries Base 5000-5999: Services And Other Operating Expenditures Base 5000-5999: Services And Other Operating Expenditures
1B. All Walden Academy teachers will attend FOSS training			

			Base
<p>2A. 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>2B. Allocate funds to hire a part-time enrichment teacher for students in grades 5-8 to receive enrichment instruction 2 times a week.</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 2000-2999: Classified Personnel Salaries Base 2000</p> <p>General 1000-1999: Certificated Personnel Salaries Base 5000</p>
<p>3A. Purchase enrichment curriculum for students in grades 1-4.</p> <p>3B. Purchase enrichment curriculum for students in grades 5-8.</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 1,000</p> <p>General 5000-5999: Services And Other Operating Expenditures Base 1000</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.</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 6400</p>

LCAP Year 3:

Expected Annual Measurable Outcomes:	All teachers will attend professional development as measured by Teacher Professional Development Log. All teachers will attend FOSS training evidenced by school professional development agenda and plan. All of students in grades 1-8 will receive enrichment instruction evidenced by classroom instruction. Teachers are highly qualified measured by a valid California Credential or enrollment in BTSA.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1A. All teachers will attend professional development in all content areas of the curriculum. 1B. All Walden Academy teachers will attend FOSS training		<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 5000-5999: Services And Other Operating Expenditures Base 9200 General 5000-5999: Services And Other Operating Expenditures Base 1800 2000-2999: Classified Personnel Salaries Base 5000-5999: Services And Other Operating Expenditures Base 1000-1999: Certificated Personnel Salaries Base 5000-5999: Services And Other Operating Expenditures Base 5000-5999: Services And Other Operating Expenditures Base
2A. Allocate funds to hire a part-time enrichment instructor for students in grades 1-4 to receive enrichment instruction 1 time per week. 2B. Allocate funds to hire a part-time enrichment teacher for students in grades 5-8 to receive enrichment instruction 2 times a week.		<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 2000-2999: Classified Personnel Salaries Base 2000 General 1000-1999: Certificated Personnel Salaries Base 5000
3A. Purchase enrichment curriculum for students in grades 1-4. 3B. Purchase enrichment curriculum for students in grades 5-8.		<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	General 5000-5999: Services And Other Operating Expenditures Base 1,000 General 5000-5999: Services And Other Operating Expenditures Base 1000

		English proficient _ Other Subgroups: (Specify)	
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.		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	General 5000-5999: Services And Other Operating Expenditures Base 6400

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 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	1. 33% of students continuously enrolled since kindergarten have been redesignated English proficient before reaching 4th grade. 2. and 3. 42% of students in grades 1-8 are below grade level in reading. 4. At this time,0% of report cards are CCSS aligned. 5. No API scores available at this time. 100% of students will participate in multiple measures replacement assessments. 6. Students in 5th grade meeting the California fitness standards in all 6 of the standards was 12.5%.
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Goal Applies to:	Schools: <u>Walden Academy</u>
	Applicable Pupil Subgroups: <u>All</u>

LCAP Year 1: 2015-2016

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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1A Teachers will administer and analyze benchmark assessments yearly to all students. 2.1B. All students assessed yearly by CAASPP. 2.1C. All students take I-Ready/DRA/or other assessments at least twice a year.		<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)	2.1 A-C General 1000-1999: Certificated Personnel Salaries Base 14520 2.1C General 5000-5999: Services And Other Operating Expenditures Base 8000
2.2 Leveled reading groups will be implemented in grades K-8.		<input checked="" type="checkbox"/> All OR:	2.2 General 1000-1999: Certificated Personnel Salaries Base 46112

		<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>2.2 General 1000-1999: Certificated Personnel Salaries Base 11900</p>
<p>2.3A Teachers will assess and analyze assessment data to monitor achievement for students receiving targeted intervention.</p> <p>2.3B Purchase reading and 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>		<ul style="list-style-type: none"> <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>2.3A General 1000-1999: Certificated Personnel Salaries Supplemental 5000</p> <p>2.3B General 4000-4999: Books And Supplies Supplemental 1271</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>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>		<ul style="list-style-type: none"> <input type="checkbox"/> All OR: <input checked="" 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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Low performing students and special education students</u> 	<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>2.5 Purchase 10 Chrome books.</p>		<ul style="list-style-type: none"> <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>2.5 General 4000-4999: Books And Supplies Base 3000.</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><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>2.6 General 1000-1999: Certificated Personnel Salaries Base 1350</p>
<p>2.7 Implement academic enrichment instruction for students.</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>2.7 General 1000-1999: Certificated Personnel Salaries Base 20400.</p>
<p>2.8 EL students assessed by CELDT annually.</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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>2.8 General 1000-1999: Certificated Personnel Salaries Supplemental 1080</p>
<p>2.9 Walden Academy students will participate in multiple measures replacement assessments.</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>2.9 General 1000-1999: Certificated Personnel Salaries Base 9000.</p>
<p>2.10 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</p>	<p>2.10 General 1000-1999: Certificated Personnel Salaries Base 12240</p>

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	English Learners will be redesignated English proficient by the 4th grade if continuously enrolled at Walden Academy since Kindergarten. Students will achieve 1 year of growth measured by benchmark assessments. Students requiring targeted interventions will meet at least 3 times a week. CCSS aligned report cards in place by start of 2016-17 school year.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1A Teachers and instructional aides will administer and analyze benchmark assessments yearly. 1B. EL students are assessed by CELDT annually. 1C. All students assessed yearly by CAASP. 1D. All students take I-Ready/DRA/other assessments at least twice a year.		_ All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Low performing students</u>	General 1000-1999: Certificated Personnel Salaries Base 14,520 General 2000-2999: Classified Personnel Salaries Base 730 General 5000-5999: Services And Other Operating Expenditures Base 8000
2. Leveled reading groups will be implementd in grades K-8.		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	General 1000-1999: Certificated Personnel Salaries Base 48,000 General 1000-1999: Certificated Personnel Salaries Base 26,520 2000-2999: Classified Personnel Salaries Base
3A.Assessment data will be analyzed to monitor achievement and determine which students require targeted intervention. 3B Purchase reading and intervention material for all		_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	General 1000-1999: Certificated Personnel Salaries Base 19,898 General 2000-2999: Classified Personnel Salaries Base 26,520

<p>students as well as targeted sub groups.</p> <p>3C. Allocate funds for a .3FTE Education Specialist for targeted intervention.</p> <p>3D. Allocate funds for a 2FTE Instructional Aides for targeted intervention,</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 5000-5999: Services And Other Operating Expenditures Base 7500.</p> <p>General 4000-4999: Books And Supplies Base 1500.</p>
<p>4A. Implement mathematic interventions to targeted subgroups.</p> <p>4B. Allocate funds for a .3FTE Education Specialist for targeted intervention</p> <p>4C. Allocate funds for 2FTE Instructional Aides for math instruction, support, and targeted intervention.</p> <p>4D. Purchase mathematics curriculum and material to provide interventions to targeted subgroups.</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 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>General 1000-1999: Certificated Personnel Salaries Base 20400.</p> <p>General 2000-2999: Classified Personnel Salaries Base 26520</p> <p>General 5000-5999: Services And Other Operating Expenditures Base 7500.</p> <p>General 4000-4999: Books And Supplies Base 1000.</p>
<p>5. 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 3000.</p>
<p>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><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 1350</p>
<p>7. Implement academic enrichment instruction for students requiring additional academic enrichment opportunities.</p>		<p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>	<p>General 1000-1999: Certificated Personnel Salaries Base 20,400.</p>

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>High-achievers</u>	
8.All Walden Academy students in grades 1-8 will participate in SPARK physical education program.		<input 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)	

LCAP Year 3:

Expected Annual Measurable Outcomes:	English Learners will be redesignated English proficient by the 4th grade if continuously enrolled at Walden Academy since Kindergarten. Students will achieve 1 year of growth measured by benchmark assessments. Students requiring targeted interventions will meet at least 3 times a week. CCSS aligned report cards in place by start of 2016-17 school year.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1A Teachers and instructional aides will administer and analyze benchmark assessments yearly. 1B. EL students are assessed by CELDT annually. 1C. All students assessed yearly by CAASP. 1D. All students take I-Ready/DRA/other assessments at least twice a year.		<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 checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Low performing students</u>	General 1000-1999: Certificated Personnel Salaries Base 14,520 General 2000-2999: Classified Personnel Salaries Base 730 General 5000-5999: Services And Other Operating Expenditures Base 8000
2. Leveled reading groups will be implementd in grades K-8.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	General 1000-1999: Certificated Personnel Salaries Base 48,000 General 1000-1999: Certificated Personnel Salaries Base 26,520

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	2000-2999: Classified Personnel Salaries Base
3A. Assessment data will be analyzed to monitor achievement and determine which students require targeted intervention. 3B Purchase reading and intervention material for all students as well as targeted sub groups. 3C. Allocate funds for a .3FTE Education Specialist for targeted intervention. 3D. Allocate funds for a 2FTE Instructional Aides for targeted intervention,		_ 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>	General 1000-1999: Certificated Personnel Salaries Base 19,898 General 2000-2999: Classified Personnel Salaries Base 26,520 General 5000-5999: Services And Other Operating Expenditures Base 7500. General 4000-4999: Books And Supplies Base 1500.
4A. Implement mathematic interventions to targeted subgroups. 4B. Allocate funds for a .3FTE Education Specialist for targeted intervention 4C. Allocate funds for 2FTE Instructional Aides for math instruction, support, and targeted intervention. 4D. Purchase mathematics curriculum and material to provide interventions to targeted subgroups.		_ All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Low performing students and Special Education students</u>	General 1000-1999: Certificated Personnel Salaries Base 20400. General 2000-2999: Classified Personnel Salaries Base 26520 General 5000-5999: Services And Other Operating Expenditures Base 7500. General 4000-4999: Books And Supplies Base 1000.
5. Purchase 10 Chrome books		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	General 4000-4999: Books And Supplies Base 3000.
6. New CCSS aligned report card research and development for implementation 2016-17 so parents and students can keep abreast of student progress		<input checked="" type="checkbox"/> All OR: _ Low Income pupils	General 1000-1999: Certificated Personnel Salaries Base 1350

<p>toward CCSS goals/mastery.</p>		<p><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>7. Implement academic enrichment instruction for students requiring additional academic enrichment opportunities.</p>		<p><input 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 checked="" type="checkbox"/> Other Subgroups: (Specify) High-achievers</p>	<p>General 1000-1999: Certificated Personnel Salaries Base 20,400.</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 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	1. 100% of students participated 2 of the 6 component of Responsive Classroom. 2. 100% of teachers participated in training of 2 of the 6 components of Responsive Classroom. 3. 25% of teachers attended in off-site Responsive Classroom professional training. 4. 34% of families are represented at Good Morning Walden. 5. 30% of parents responded to invitations to discuss CELDT results with the Leadership Team. 6. Student attendance averages 94% in middle school (grades 6-8).		
Goal Applies to:	Schools: Walden Academy	Applicable Pupil Subgroups: All	
LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	1. 100% of students will participate in 3 of the 6 Responsive Classroom components as evidenced by Leadership Team documentation. 2. 100% of teachers and staff will participate in an additional component of Responsive Classroom as evidenced by professional development plans. 3. 2 additional teachers will attend off-site Responsive Classroom professional training as evidenced by professional development log. 4. Increase the % of families attending Good Morning Walden from 34% to 40% as measured by attendance records (sign in sheets). 5. Increase direct parent contact to review CELDT results from 30% to 40% as evidenced by parent contact log. 6. Student attendance rates in middle school will increase from 94% to an average of 95% as evidenced by attendance records.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 All students will engage in social and emotional curriculum suited to their developmental level.		<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)	3.1 General 4000-4999: Books And Supplies Base 500 3.1 General 1000-1999: Certificated Personnel Salaries Base 21000
3.2 All teachers and staff will participate in Responsive		<input checked="" type="checkbox"/> All	3.2 General 5000-5999: Services And Other Operating

<p>Classroom professional development.</p>		<p>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>Expenditures Base 3800.</p>
<p>3.3 All teachers and staff members will implement Responsive Classroom elements and CARES at Walden Academy.</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>3.3 General 1000-1999: Certificated Personnel Salaries Base 21000 3.3 General 2000-2999: Classified Personnel Salaries Base 18400</p>
<p>3.4 Parents and all other stakeholders will training in social/emotional curriculum used at Walden Academy.</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>3.4 General 5000-5999: Services And Other Operating Expenditures Base 1500 3.4 General 1000-1999: Certificated Personnel Salaries Base 2200</p>
<p>3.5. 50% of Good Morning Walden will become student planned and led by student council and middle school members.</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>3.5 General 1000-1999: Certificated Personnel Salaries Base 1080.</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><input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>	<p>3.6 General 1000-1999: Certificated Personnel Salaries Supplemental 360.</p>

		<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	All students participate in Responsive Classroom activities, including Morning Meeting, classroom rule development, and school rule development. All teachers and staff participate in Responsive Classroom activities. 3 Teachers will attend Responsive Classroom professional training.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. All students will engage in social and emotional curriculum suited to their developmental level.		<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 500. General 1000-1999: Certificated Personnel Salaries Base 21,000
2. 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: (Specify)	General 5000-5999: Services And Other Operating Expenditures Base 3800.
3. All teachers and staff members will implement Responsive Classroom elements and CARES at Walden Academy.		<input 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	General 1000-1999: Certificated Personnel Salaries Base 21,000 General 2000-2999: Classified Personnel Salaries Base 18,400

		_ Other Subgroups: (Specify)	
4. Parents and all other stakeholders will training in social/emotional curriculum used at Walden Academy.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	General 5000-5999: Services And Other Operating Expenditures Base TBD General 1000-1999: Certificated Personnel Salaries Base 2200

LCAP Year 3:

Expected Annual Measurable Outcomes:	All students participate in Responsive Classroom activities, including Morning Meeting, classroom rule development, and school rule development. All teachers and staff participate in Responsive Classroom activites. 3 Teachers will attend Responsive Classroom professional training.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. All students will engage in social and emotional curriculum suited to their developmental level.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	General 4000-4999: Books And Supplies Base 500. General 1000-1999: Certificated Personnel Salaries Base 21,000
2. All teachers and staff will participate in Responsive Classroom professional development.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	General 5000-5999: Services And Other Operating Expenditures Base 3800.

<p>3. All teachers and staff members will implement Responsive Classroom elements and CARES at Walden Academy.</p>		<p><input 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 21,000 General 2000-2999: Classified Personnel Salaries Base 18,400</p>
<p>4. Parents and all other stakeholders will training in social/emotional curriculum used at Walden Academy.</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 TBD General 1000-1999: Certificated Personnel Salaries Base 2200</p>

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:	All students will be taught by highly qualified teachers.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify																																	
Goal Applies to:	Schools: Walden Academy Applicable Pupil Subgroups: All																																		
Expected Annual Measurable Outcomes:	Students will be instructed by highly qualified teachers.	Actual Annual Measurable Outcomes:	25% of teachers have completed BTSA 25% of teachers in BTSA, Year 2 25% of teachers in BTSA, Year 1 25% of teachers will enter BTSA in the future																																
LCAP Year: 2014-2015																																			
Planned Actions/Services		Actual Actions/Services																																	
	Budgeted Expenditures		Estimated Actual Annual Expenditures																																
1.1 Teachers will complete BTSA by the end of their second year of teaching at Walden.	General Fund 5000-5999: Services And Other Operating Expenditures Base 12,800	1.1 3 teachers without clear credentials participated in BTSA.	General Fund 5000-5999: Services And Other Operating Expenditures Base 12,800																																
<table border="1"> <tr> <td data-bbox="100 984 241 1052">Scope of Service</td> <td data-bbox="247 984 569 1052"></td> </tr> <tr> <td data-bbox="100 1057 241 1117">_ All</td> <td data-bbox="247 1057 569 1117"></td> </tr> <tr> <td data-bbox="100 1122 241 1149">OR:</td> <td data-bbox="247 1122 569 1149"></td> </tr> <tr> <td data-bbox="100 1154 241 1182">_ Low Income pupils</td> <td data-bbox="247 1154 569 1182"></td> </tr> <tr> <td data-bbox="100 1187 241 1214">_ English Learners</td> <td data-bbox="247 1187 569 1214"></td> </tr> <tr> <td data-bbox="100 1219 241 1247">_ Foster Youth</td> <td data-bbox="247 1219 569 1247"></td> </tr> <tr> <td data-bbox="100 1252 241 1312">_ Redesignated fluent English proficient</td> <td data-bbox="247 1252 569 1312"></td> </tr> <tr> <td data-bbox="100 1317 241 1369">_ Other Subgroups: (Specify)</td> <td data-bbox="247 1317 569 1369"></td> </tr> </table>	Scope of Service		_ All		OR:		_ Low Income pupils		_ English Learners		_ Foster Youth		_ Redesignated fluent English proficient		_ Other Subgroups: (Specify)			<table border="1"> <tr> <td data-bbox="1037 984 1178 1052">Scope of Service</td> <td data-bbox="1184 984 1514 1052"></td> </tr> <tr> <td data-bbox="1037 1057 1178 1117"><input checked="" type="checkbox"/> All</td> <td data-bbox="1184 1057 1514 1117"></td> </tr> <tr> <td data-bbox="1037 1122 1178 1149">OR:</td> <td data-bbox="1184 1122 1514 1149"></td> </tr> <tr> <td data-bbox="1037 1154 1178 1182">_ Low Income pupils</td> <td data-bbox="1184 1154 1514 1182"></td> </tr> <tr> <td data-bbox="1037 1187 1178 1214">_ English Learners</td> <td data-bbox="1184 1187 1514 1214"></td> </tr> <tr> <td data-bbox="1037 1219 1178 1247">_ Foster Youth</td> <td data-bbox="1184 1219 1514 1247"></td> </tr> <tr> <td data-bbox="1037 1252 1178 1279">_ Redesignated fluent English proficient</td> <td data-bbox="1184 1252 1514 1279"></td> </tr> <tr> <td data-bbox="1037 1284 1178 1312">_ Other Subgroups: (Specify)</td> <td data-bbox="1184 1284 1514 1312"></td> </tr> </table>	Scope of Service		<input checked="" type="checkbox"/> All		OR:		_ Low Income pupils		_ English Learners		_ Foster Youth		_ Redesignated fluent English proficient		_ Other Subgroups: (Specify)		
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What changes in actions, services, and expenditures will be made as a result of reviewing	Due to a change in leadership, the new school leadership team determined that 8 goals are not necessary. The most important elements have been combined to form new goals. This goal can be found in LCAP 15/16 as goal number #1.																																		

past progress and/or changes to goals?	
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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 2 from prior year LCAP:	Students will be prepared for high school before leaving Walden Academy.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Goal Applies to:	Schools: Walden Academy Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Students will have a curriculum that is closely aligned to the Common Core State Standards.	Actual Annual Measurable Outcomes:	100% of core subject areas are closely aligned to the Common Core State Standards.
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
2.1 Adopt CCSS materials and resources.	General Fund 4000-4999: Books And Supplies Base 19,197	2.1 Materials were reviewed annually by teachers, administration, and governing board to ensure materials were appropriately aligned. Walden piloted Everyday Math in grades K,1,and 2. Updated Treasures curriculum to reflect changes in CCSS. Piloted Engage New York curriculum for grades 6-8.	General Fund 4000-4999: Books And Supplies Base 10,745.
Scope of Service		Scope of Service	
<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)		<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)	

2.2 Professional Development	General Fund 5000-5999: Services And Other Operating Expenditures Base 1,000	2.2 Teachers and staff participated in professional development to ensure they were utilizing CCSS curriculum correctly to support student learning.	General 5000-5999: Services And Other Operating Expenditures Base \$4,494.00																																
<table border="1"> <tr> <td data-bbox="96 253 243 331">Scope of Service</td> <td data-bbox="243 253 569 331"></td> </tr> <tr> <td colspan="2" data-bbox="96 331 569 396"> <input type="checkbox"/> All </td> </tr> <tr> <td colspan="2" data-bbox="96 396 569 428">OR:</td> </tr> <tr> <td colspan="2" data-bbox="96 428 569 461"> <input type="checkbox"/> Low Income pupils </td> </tr> <tr> <td colspan="2" data-bbox="96 461 569 493"> <input type="checkbox"/> English Learners </td> </tr> <tr> <td colspan="2" data-bbox="96 493 569 526"> <input type="checkbox"/> Foster Youth </td> </tr> <tr> <td colspan="2" data-bbox="96 526 569 574"> <input type="checkbox"/> Redesignated fluent English proficient </td> </tr> <tr> <td colspan="2" data-bbox="96 574 569 643"> <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service		<input 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)			<table border="1"> <tr> <td data-bbox="1031 253 1178 331">Scope of Service</td> <td data-bbox="1178 253 1514 331"></td> </tr> <tr> <td colspan="2" data-bbox="1031 331 1514 396"> <input checked="" type="checkbox"/> All </td> </tr> <tr> <td colspan="2" data-bbox="1031 396 1514 428">OR:</td> </tr> <tr> <td colspan="2" data-bbox="1031 428 1514 461"> <input type="checkbox"/> Low Income pupils </td> </tr> <tr> <td colspan="2" data-bbox="1031 461 1514 493"> <input type="checkbox"/> English Learners </td> </tr> <tr> <td colspan="2" data-bbox="1031 493 1514 526"> <input type="checkbox"/> Foster Youth </td> </tr> <tr> <td colspan="2" data-bbox="1031 526 1514 574"> <input type="checkbox"/> Redesignated fluent English proficient </td> </tr> <tr> <td colspan="2" data-bbox="1031 574 1514 643"> <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service		<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)		
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<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?	We did not spend as much as we budgeted for CCSS curriculum. Some of the curriculum we use did not have updates ready for purchase. We will purchase more updated curriculum next year. We found we needed more professional development than we originally budgeted for. Due to a change in leadership, the new school leadership team determined that 8 goals are not necessary. The most important elements have been combined to form new goals. This element will be combined into goal number 2.																																		

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.

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Original GOAL 3 from prior year LCAP:	Students will be able to use technology to acquire, understand, analyze, and evaluate information to enhance their learning of core subjects.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Walden Academy Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Students will routinely use technology for access to curriculum and engage in self-directed learning opportunities to gain a better understanding of math and ELA curriculum.	Actual Annual Measurable Outcomes:	100% of teachers will use technology tools to enhance student learning at least 3 times per week.
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3.1 Purchase Chromebooks and printers	General Fund 4000-4999: Books And Supplies Base 8300	3.1A Purchased Chromebooks and printers. All classrooms have Chromebooks for workstations and a laptop cart. 3.1B All students utilized Chromebooks to enhance some of their weekly learning. I-Ready, a self-directed computer based program, was used to assess, review and reteach the core subject areas of ELA and Math. Students in grades 6-8 utilized computers to access social studies curriculum.	General Fund 4000-4999: Books And Supplies Base 10,823 General Fund 5000-5999: Services And Other Operating Expenditures Base 7,700
Scope of Service		Scope of Service	
_ All OR: _ Low Income pupils		<input checked="" type="checkbox"/> All OR: _ Low Income pupils	

<ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 		<ul style="list-style-type: none"> _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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>We spent more on computers than budgeted. Will purchase a new social studies curriculum in the 2015-16 school year. Due to a change in leadership, the new school leadership team determined that 8 goals are not necessary. The most important elements have been combined to form new goals. This goal's elements will be reflected under goal #2.</p>		

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 4 from prior year LCAP:	Students will better understand their progress towards mastery of grade level standards.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Walden Academy Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Assessment results will become more accurate as teaching staff is trained on how to accurately administer tests and read assessment results.	Actual Annual Measurable Outcomes: Staff was minimally trained on benchmark assessments.	
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
4.1 Implementation of new benchmark assessments	General Fund 5000-5999: Services And Other Operating Expenditures Base 6900	4.1A Teachers administered benchmark assessments 2-3 times each year. 4.1B Teachers administered the following benchmark assessments: DRA and I-Ready.	General Fund 5000-5999: Services And Other Operating Expenditures Base 7000. General 1000-1999: Certificated Personnel Salaries Base 12000
Scope of Service		Scope of Service	
<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)		<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)	

4.2 Implementation of data and assessment portals	General Fund 5000-5999: Services And Other Operating Expenditures Base 2500	4.2 We did not implement the data and assessment portals.	
<p>Scope of Service</p> <hr/> <input 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>Scope of Service</p> <hr/> <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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Teachers administered and implemented existing benchmark assessments. No new training was planned. We did not implement data or assessment portals. Due to a change in leadership, the new school leadership team determined that 8 goals are not necessary. The most important elements have been combined to form new goal #2.		

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 5 from prior year LCAP:	Educationally disadvantaged youths, including but not limited to, English Learners, Low Income, and Learning Disabled students, will receive interventions to improve their understanding of academic content at grade levels.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Walden Academy Applicable Pupil Subgroups: English Learners, Low Income, and Learning Disabled Students		
Expected Annual Measurable Outcomes:	Students will have access to intervention materials as well as highly qualified teachers and instructional aides to enhance their acquisition of grade level content.	Actual Annual Measurable Outcomes: 100% of disadvantaged youth performing below grade level had access to intervention material and support through RTI.	
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
5.1 Implementation of reading assessments and intervention materials	General Fund 5000-5999: Services And Other Operating Expenditures Base 8900	5.1A Materials were reviewed annually by teachers, administration, and governing board to ensure they were appropriately aligned. Appropriate materials were made available to all students identified as more than one-half year below grade level in ELA or reading. 5.1B Students were instructed using appropriately aligned material from ELA curriculum, Treasures, through the EL and Approaching material. 5.1C Students had access to leveled ELA/Reading instructional material provided by Scholastic, Reading A-Z, I-Ready, and Corrective Reading. 5.1D Teachers uses a variety of instructional strategies to support and scaffold reading/ELA and ELD	General fund 5000-5999: Services And Other Operating Expenditures Base 8000 General fund 2000-2999: Classified Personnel Salaries Base 37000

		<p>instruction.</p> <p>5.1E Teachers met with students individually and in small group settings to support struggling learners.</p> <p>5.1F Students received guided reading instruction in small groups.</p> <p>5.1G Students received instruction using ELL curriculum through Treasures.</p> <p>5.1H Instructional Aides were provided to all elementary classrooms to support students who were achieving below grade level.</p> <p>5.1I Instructional Aides worked with students individually, in small groups and as support in whole group instruction to support below grade level students.</p> <p>5.1J Instructional aides were trained to support/scaffold academic concepts for struggling students in reading and ELA.</p> <p>5.1K Bilingual Instructional Aides were provided to support English Language Learners.</p>	
<p>Scope of Service</p> <hr/> <p><input 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 type="checkbox"/> All</p> <p>OR:</p> <p><input 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>Low achieving students</p>	

<p>5.2 Allocate .2 FTE education specialist for targeted intervention.</p>	<p>General Fund 1000-1999: Certificated Personnel Salaries Base 4200.</p>	<p>5.2 .3 FTE education specialist was hired for targeted intervention.</p>	<p>General Fund 5000-5999: Services And Other Operating Expenditures Base 19898.</p>
<p>Scope of Service</p> <hr/> <p><input 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 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) Low achieving students</p>	
<p>5.3 Allocate 2.0 FTE instructional aides for targeted intervention</p>	<p>General Fund 2000-2999: Classified Personnel Salaries Supplemental 15,000</p>	<p>2 FTE instructional aides were hired for targeted intervention.</p>	<p>General Fund 2000-2999: Classified Personnel Salaries Supplemental 15000</p>
<p>Scope of Service</p> <hr/> <p><input 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 type="checkbox"/> All</p> <p>OR:</p> <p><input 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) Low achieving</p>	
<p>5.4 Purchase assessment and intervention program</p>	<p>General Fund 5000-5999: Services And Other Operating Expenditures Base 6900</p>	<p>We did not purchase new assessments or intervention programs.</p>	
<p>Scope of Service</p> <hr/> <p><input 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>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p>	

<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Low achieving</u>	
	1000-1999: Certificated Personnel Salaries Base		
	2000-2999: Classified Personnel Salaries Supplemental		
	5000-5999: Services And Other Operating Expenditures Base		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Due to student need we hired a .3FTE education specialist. We needed 2.5FTE instructional aides. We did not purchase new assessments or interventions. Due to a change in leadership, the new school leadership team determined that 8 goals are not necessary. The most important elements have been combined to form new goals. This goal's elements will be reflected under goal #2.		

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 6 from prior year LCAP:	Parents will have an understanding of their students' proficiency in new Common Core State Standards in all subject areas.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Walden Academy Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Some students and parents will begin to have access to student and parent portals that will inform them of ongoing progress toward mastery of CCSS.	Actual Annual Measurable Outcomes:	0% completion of CCSS aligned report cards and student/parent portals.
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implementation of new report cards and parent/student portals	General Funds 5000-5999: Services And Other Operating Expenditures Base 2500	We did not implement new report cards or parent/student portals. Grades 6-8 parents and students received learning plans to keep all parties up to date with student progress.	
Scope of Service		Scope of Service	
_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing	Due to a change in leadership and staff, we were unable to revise report cards over the summer of 2014. We have formed a committee comprised of stakeholders to begin the process which will begin work in June 2015. Student/parent portals are on hold until further research been completed to find a program that is user friendly for all stakeholders. We are exploring a new		

past progress and/or changes to goals?	student/parent portal system. Due to a change in leadership, the new school leadership team determined that 8 goals are not necessary. The most important elements have been combined to form new goals. This goal's elements will be reflected under goal #2.
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Original GOAL 7 from prior year LCAP:	EL students continuously enrolled at Walden Academy from kindergarten will be fully English proficient before entering fourth grade.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Walden Academy Applicable Pupil Subgroups: English Learners		
Expected Annual Measurable Outcomes:	Students will have access to intervention materials and highly qualified teachers and instructional aides to enhance their English language acquisition. They will also have a better understanding of their progress towards becoming English proficient through learning how to understand their assessment results.	Actual Annual Measurable Outcomes:	Results of annual CELDT test given in October 2014. Twelve EL students tested. 1 student was initial English fluent proficient. 2 were RFEP Redesignated English Proficient.
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
7.1 Implementation of new reading assessments and interventions	General Funds 5000-5999: Services And Other Operating Expenditures Base 8900	7.1 Existing reading assessments and interventions were ongoing. New assessments and interventions were not purchased.	
Scope of Service		Scope of Service	
<input 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)		<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)	
7.2 Allocate .2 FTE education specialist for targeted intervention.	General Fund 1000-1999:	7.2 Education specialist was not assigned to targeted intervention with	

	Certificated Personnel Salaries Base 4200.	language learners	
<p>Scope of Service</p> <hr/> <p><input 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 type="checkbox"/> All</p> <p>OR:</p> <p><input 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 type="checkbox"/> Other Subgroups: (Specify)</p>	
7.3 Allocate 2.0 FTE intervention aides for targeted intervention.	General Fund 2000-2999: Classified Personnel Salaries Supplemental 14929	7.3 Assigned 2.0 FTE instructional assistants for intervention	General Fund 2000-2999: Classified Personnel Salaries Supplemental 14929
<p>Scope of Service</p> <hr/> <p><input 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 type="checkbox"/> All</p> <p>OR:</p> <p><input 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) Low achieving students</p>	
Allocate .2 FTE education specialist for targeted intervention	General Fund 1000-1999: Certificated Personnel Salaries Base 4200	Assign personnel to intervention for targeted students.	
<p>Scope of Service</p> <hr/> <p><input 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</p>		<p>Scope of Service</p> <hr/> <p><input 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>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Allocate 2.0 FTE intervention aides for targeted intervention	General Fund 2000-2999: Classified Personnel Salaries Supplemental 14,929	Assign personnel to intervention for targeted students.	
Scope of Service <hr/> _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service <hr/> _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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?	Students participated in CELDT in October to measure progress in English language aquisition. CELDT results will drive language aquisition instruction. Students continue accessing I-Ready for assessment and ongoing intervention. Students receive individual and small group instruction and homework support. This goal has been combined with the new goal #2.		

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 8 from prior year LCAP:	All students will engage in social and emotional curriculum suited to their developmental level.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Walden Academy Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Students will experience improved school climate through improved relationships with adults and their peers.	Actual Annual Measurable Outcomes: School climate has greatly improved as evidenced by suspension and expulsion rates and school-wide survey responses.	
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional development for teachers in social and emotional learning curriculum	General Funds 5000-5999: Services And Other Operating Expenditures Base TBD	Teachers attended Responsive Classroom training. Ongoing professional development of Responsive Classroom delivered by Leadership Team during teacher collaboration on campus.	General 5000-5999: Services And Other Operating Expenditures Base 1540

<p>Scope of Service</p> <hr/> <p><input 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><input type="checkbox"/> All</p> <hr/> <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><input checked="" type="checkbox"/> All</p> <hr/> <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>	

<input 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)		<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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The elements of this goal has been placed into goal #3 for the 2015-16 school year.		

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:	\$21,469
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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.

4.81	%
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Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	135,355.00	161,929.00	285,355.00	326,658.00	326,658.00	938,671.00
Base	90,497.00	132,000.00	230,226.00	326,658.00	326,658.00	883,542.00
Supplemental	44,858.00	29,929.00	55,129.00	0.00	0.00	55,129.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	135,355.00	161,929.00	285,355.00	326,658.00	326,658.00	938,671.00
1000-1999: Certificated Personnel Salaries	12,600.00	12,000.00	193,436.00	200,288.00	200,288.00	594,012.00
2000-2999: Classified Personnel Salaries	44,858.00	66,929.00	53,448.00	74,170.00	74,170.00	201,788.00
4000-4999: Books And Supplies	27,497.00	21,568.00	5,771.00	6,000.00	6,000.00	17,771.00
5000-5999: Services And Other Operating Expenditures	50,400.00	61,432.00	32,700.00	46,200.00	46,200.00	125,100.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	135,355.00	161,929.00	285,355.00	326,658.00	326,658.00	938,671.00
1000-1999: Certificated Personnel Salaries	Base	12,600.00	12,000.00	167,098.00	200,288.00	200,288.00	567,674.00
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	0.00	26,338.00	0.00	0.00	26,338.00
2000-2999: Classified Personnel Salaries	Base	0.00	37,000.00	26,928.00	74,170.00	74,170.00	175,268.00
2000-2999: Classified Personnel Salaries	Supplemental	44,858.00	29,929.00	26,520.00	0.00	0.00	26,520.00
4000-4999: Books And Supplies	Base	27,497.00	21,568.00	3,500.00	6,000.00	6,000.00	15,500.00
4000-4999: Books And Supplies	Supplemental	0.00	0.00	2,271.00	0.00	0.00	2,271.00
5000-5999: Services And Other Operating Expenditures	Base	50,400.00	61,432.00	32,700.00	46,200.00	46,200.00	125,100.00

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).