

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

### **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.*

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

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

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

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

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

## State Priorities

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

### A. Conditions of Learning:

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

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

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

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

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

### B. Pupil Outcomes:

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

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

### C. Engagement:

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

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

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

**Section 1: Stakeholder Engagement**

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

**Instructions:** Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

**Guiding Questions:**

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>Parents have been involved in Walden Academy since its founding. Walden Academy was founded in 2011 by a group of teachers and parents who wanted to create a vibrant educational experience that challenges children and motivates them to discover, strive for, and achieve their full personal potential. They also wanted to incorporate active participation by parents, with the understanding that active parents offer additional motivation to students. Since that time, Walden’s parents have been involved in our school community as volunteers working side by side with our educators. In the 2013-2014 school year, Walden parents were engaged in strategic planning with our board, students, and staff. They provided their goals for our school through this process. Parents also provided feedback to us on our progress in LCAP priority areas through an annual end-of-year stakeholder survey.</p>	<p>The LCAP was written at the same time that Walden Academy was undergoing strategic planning. The goals set out by parents, students, staff, and the board were incorporated in the LCAP.</p>
<p>During monthly board meetings in 2014, the school’s director reported to the board on data in the state priority areas. The director provided the board with training on the LCAP. During strategic planning, the board learned how to use data to drive decisions.</p>	<p>Walden Academy’s board began reviewing data in the state’s priority areas as they were trained on the LCAP’s purpose and process. Strategic planning built the board’s capacity to use data to set goals, plan, and assess progress, preparing it to successfully adopt and implement the school’s first LCAP.</p>
<p>A parent advisory committee was created to help draft and review the LCAP. This committee included stakeholders that met statutory requirements.</p>	<p>Input was provided from stakeholders in groups that might not otherwise have been represented in school leadership. Goals were articulated and refined by these groups.</p>

## **Section 2: Goals and Progress Indicators**

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

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

### **Guiding Questions:**

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

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
Teachers are fully credentialed and registered with CTC.	All students will be taught by highly qualified teachers.	All	Walden Academy	<ol style="list-style-type: none"> <li>100% of teachers will hold proper credentials.</li> <li>100% of teachers will hold proper credentials.</li> <li>100% of teachers will hold proper credentials.</li> </ol>	Students will be instructed by highly qualified teachers.	Students will be instructed by highly qualified teachers.	Students will be instructed by highly qualified teachers.	Priority 1
Students will have access to standards-aligned instructional materials as measured by approval from teachers, administration, and governing board.	Students will be prepared for high school before leaving Walden Academy.	All	Walden Academy	<ol style="list-style-type: none"> <li>Teachers, administrators, and governing board will approve math and language arts materials that are aligned with state standards, resulting in 100% access in these subject areas.</li> <li>Teachers, administrators, and governing board will review science</li> </ol>	Students will have a curriculum that is closely aligned to the Common Core State Standards.	Students will achieve levels of proficiency that are higher than their Glenn County peers in science.	Students will achieve levels of proficiency that are higher than their Glenn County peers in ELA.	Priority 1, 2, 4

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
				achievement data in all grades to determine whether additional professional development is needed.  3. Teachers, administrators, and governing board will review ELA materials in all grades to determine whether additional materials or professional development is needed.				
Teachers will be adequately trained to use technology to enhance student's learning of core subjects.	Students will be able to use technology to acquire, understand, analyze, and evaluate information to enhance their learning of core subjects.	All	Walden Academy	1. 100% of teachers will use technology tools to enhance student learning at least 3 times	Students will routinely use technology for access to curriculum and engage in self-directed learning opportunities to gain a better	Students will routinely use technology for access to curriculum as well as engage in self-directed learning opportunities	Students will routinely use technology for access to curriculum as well as engage in self-directed learning opportunities	Priority 1, 2

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
				per week.  2. All teachers will use technology to enhance student learning of core subjects at least four times per week.  3. All teachers will use technology to enhance student learning of core subjects at least four times per week.	understanding of math and ELA curricula.			
Teachers are trained in administering benchmark and CAASP assessments.	Students will better understand their progress towards mastery of grade level standards.	All	Walden Academy	1. All qualifying students will take CAASP assessments in math and ELA using required technology. All 1st-8th grade	Assessment results will become more accurate as teaching staff is trained on how to accurately administer tests and read assessment	Assessment results will become more accurate as teaching staff is trained on how to accurately administer tests and read assessment	Assessment results will become more accurate as teaching staff is trained on how to accurately administer tests and read assessment	Priority 2, 4

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
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				<p>students will take benchmark assessments using computer adaptive tests. Teachers will be trained on both the CAASP and iReady benchmark assessment.</p> <p>2. All qualifying students will take CAASP assessments in math and ELA using required technology. All 1st-8th grade students will take benchmark assessments using computer adaptive tests. Teachers will be trained on</p>	results.	results.	results.	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
				both the CAASP and iReady benchmark assessment. 3. All qualifying students will take CAASP assessments in math and ELA using required technology. All 1st-8th grade students will take benchmark assessments using computer adaptive tests. Teachers will be trained on both the CAASP and iReady benchmark assessment.				
Low performing students receive tailored instruction to	Educationally disadvantaged youths, including but not limited to,	English Learners, Low Income, and	Walden Academy	1. Teachers and instructional	Students will have access to intervention	Students will have access to intervention	Students will have access to intervention	Priority 2, 4, 8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
improve their academic understanding as measured by benchmark assessments and CAASP scores.	English Learners, Low Income, and Learning Disabled students, will receive interventions to improve their understanding of academic content at grade levels.	Learning Disabled Students		aides will continue to implement and evaluate intervention materials. Teachers will continue to refine formative and summative assessments to measure effectiveness of the interventions. 2. Teachers and instructional aides will continue to implement and evaluate intervention materials. Teachers will continue to refine formative and summative assessments to measure effectiveness	materials as well as highly qualified teachers and instructional aides to enhance their acquisition of grade level content.	materials as well as highly qualified teachers and instructional aides to enhance their acquisition of grade level content.	materials as well as highly qualified teachers and instructional aides to enhance their acquisition of grade level content.	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
				of the interventions. 3. Teachers and instructional aides will continue to implement and evaluate intervention materials. Teachers will continue to refine formative and summative assessments to measure effectiveness of the interventions.				
Report cards aligned with Common Core standards.	Parents will have an understanding of their students' proficiency in new Common Core State Standards in all subject areas.	All	Walden Academy	1. Teachers, administration, and the governing board will continue to develop report cards that align with state standards in math and ELA.	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.	More students and parents will have access to student and parent portals that will inform them of ongoing progress toward mastery of CCSS.	More students and parents will have access to student and parent portals that will inform them of ongoing progress toward mastery of CCSS.	Priority 2

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
				<p>2. Teachers, administration, and the governing board will continue to develop report cards that align with state standards in math and ELA.</p> <p>3. Teachers, administration, and the governing board will continue to develop report cards that align with state standards in math and ELA.</p>				
EL students will receive tailored instruction and improve their language acquisition as measured by CELDT, benchmark assessments, and CAASP scores in ELA.	EL students continuously enrolled at Walden Academy from kindergarten on will be fully English proficient before entering fourth grade.	English Learners	Walden Academy	1. Assessments will be ongoing to determine if students are making appropriate progress towards becoming	Students will have access to intervention materials and highly qualified teachers and instructional aides to enhance their English language	Students will have access to intervention materials and highly qualified teachers and instructional aides to enhance their English language	Students will have access to intervention materials and highly qualified teachers and instructional aides to enhance their English language acquisition. They	Priority 2, 4, 8

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
				<p>English proficient in the appropriate time frame.</p> <p>2. Assessments will be ongoing to determine if students are making appropriate progress towards becoming English proficient in the appropriate time frame.</p> <p>3. Assessments will be ongoing to determine if students are making appropriate progress towards becoming English proficient in</p>	<p>acquisition. They will also have a better understanding of their progress towards becoming English proficient through learning how to understand their assessment results.</p>	<p>acquisition. They will also have a better understanding of their progress towards becoming English proficient through learning how to understand their assessment results.</p>	<p>will also have a better understanding of their progress towards becoming English proficient through learning how to understand their assessment results.</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017	
				the appropriate time frame.				
Teachers will be trained in social and emotional curriculum.	All students will engage in social and emotional curriculum suited to their developmental level.	All	Walden Academy	<ol style="list-style-type: none"> <li>Teachers will engage in ongoing professional development in social and emotional learning.</li> <li>Teachers will engage in ongoing professional development in social and emotional learning.</li> <li>Teachers will engage in ongoing professional development in social and emotional learning.</li> </ol>	Students will experience improved school climate through improved relationships with adults and their peers.	Students will experience improved school climate through improved relationships with adults and their peers. Suspension rates will decrease.	Students will experience improved school climate through improved relationships with adults and their peers. Suspension rates will decrease.	Priority 5, 6

### **Section 3: Actions, Services, and Expenditures**

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

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

#### **Guiding Questions:**

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
  - 2) How do these actions/services link to identified goals and performance indicators?
  - 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
  - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
  - 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
  - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
  - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
All students will be taught by highly qualified teachers.	Priority 1	Teachers will complete BTSA by the end of their second year of teaching at Walden. 2. Teachers will complete BTSA by the end of their second year of teaching at Walden. 3. Teachers will complete BTSA by the end of their second year of teaching at Walden.		1. All credentials will be reviewed for completion of supplemental training annually. 2. Review of all teacher's files to ensure appropriate credentials and assignments. 3. All credentials will be reviewed for completion of supplemental training annually.	General Fund 5000-5999: Services And Other Operating Expenditures Base 12,800	General Fund 5000-5999: Services And Other Operating Expenditures Base 12,800	General Fund 5000-5999: Services And Other Operating Expenditures Base TBD
Students will be prepared for high school before leaving Walden Academy.	Priority 1, 2, 4	Adopt CCSS materials and resources. 2. Adopt CCSS materials and resources. 3. Adopt CCSS materials and resources		1. Materials will be reviewed annually by teachers, administration, and governing board to ensure materials are appropriately aligned. 2. Materials will be reviewed annually by teachers, administration, and governing board to ensure materials are appropriately aligned.	General Fund 4000-4999: Books And Supplies Base 19,197	General Fund 4000-4999: Books And Supplies Base 19,197 Professional Development 5800: Professional/Consulting Services And Operating Expenditures Base 1,000	General Fund 4000-4999: Books And Supplies Base TBD Professional Development 5800: Professional/Consulting Services And Operating Expenditures Base TBD

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
				3. Materials will be reviewed annually by teachers, administration, and governing board to ensure materials are appropriately aligned.			
		Professional Development		1. Students will be monitored to ensure they are performing at grade level in core subject areas. Trainings will be planned to support areas of need.	General Fund 5000-5999: Services And Other Operating Expenditures Base 1,000		
Students will be able to use technology to acquire, understand, analyze, and evaluate information to enhance their learning of core subjects.	Priority 1, 2	Purchase Chromebooks and printers 2. Purchase Chromebooks and printers 3. Purchase Chromebooks and printers		1. All classrooms have 5-7 Chromebooks for workstations. One laptop cart is available to share throughout the school for whole class use.  2. Classrooms will have 5-7 laptops. School will share 1-2 laptop carts for whole class use.	General Fund 4000-4999: Books And Supplies Base 8300	General Fund 4000-4999: Books And Supplies Base 4150	General Fund 4000-4999: Books And Supplies Base 4150

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
				3. All classrooms will have 5-7 Chromebooks for workstations. 1-3 laptop carts will be available to share throughout the school for whole class use.			
Students will better understand their progress towards mastery of grade level standards.	Priority 2, 4	Implementation of new benchmark assessments 2. Implementation of benchmark assessments 3. Implementation of benchmark assessments		1. Teachers will administer benchmark assessments 2-3 times per year. 2. New teachers will be trained on use of benchmark assessments and Rtl program. 3. Teachers will administer benchmark assessments 2-3 times per year.	General Fund 5000-5999: Services And Other Operating Expenditures Base 6900	General Fund 5000-5999: Services And Other Operating Expenditures Base 6900	General Fund 5000-5999: Services And Other Operating Expenditures Base 6900

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
		Implementation of data and assessment portals 2. Implementation of data and assessment portals 3. Implementation of data and assessment portals		1. Administration and teachers will implement parent and student portals that will allow families access to students' data. 2. New teachers and families will be trained on use of data and assessment portals. 3. Administration and teachers will implement parent and student portals that will allow families access to students' data.	General Fund 5000-5999: Services And Other Operating Expenditures Base 2500	General Fund 5000-5999: Services And Other Operating Expenditures Base 2500	General Fund 5000-5999: Services And Other Operating Expenditures Base 2500

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
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.	Priority 2, 4, 8	<p>Implementation of reading assessments and intervention materials</p> <p>2. Implementation of reading assessments and intervention materials</p> <p>3. Implementation of reading assessments and intervention materials</p>		<p>1. Materials will be reviewed annually by teachers, administration, and governing board to ensure they are appropriately aligned. Appropriate materials will be made available to all students identified as more than one-half year below grade level in ELA or reading.</p> <p>2. Students will be monitored to ensure they are performing at grade level in essential standards.</p>	General Fund 5000-5999: Services And Other Operating Expenditures Base 8900	General Fund	General Fund 5000-5999: Services And Other Operating Expenditures Base 8900

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
				3. Materials will be reviewed annually by teachers, administration, and governing board to ensure they are appropriately aligned. Appropriate materials will be made available to all students identified as more than one-half year below grade level in essential standards.			
				1. Instructional aides will be provided to all classrooms to support students who are achieving below grade level.  3. Instructional aides will be provided to all classrooms to support students who are achieving below grade level.			

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
Parents will have an understanding of their students' proficiency in new Common Core State Standards in all subject areas.	Priority 2	Implementation of new report cards and parent/student portals 2. Continued refinement of report cards 3. Continued refinement of new report cards and parent/student portals		1. Teachers, administrators, and governing board will continue to refine a CCSS aligned report card. 2. Report cards will be refined to cover essential standards in subject areas. 3. Teachers, administrators, and governing board will examine report cards to ensure they accurately reflect student progress.	General Funds 5000-5999: Services And Other Operating Expenditures Base 2500		General Fund 5000-5999: Services And Other Operating Expenditures Base 2500
EL students continuously enrolled at Walden Academy from kindergarten on will be fully English proficient before entering fourth grade.	Priority 2, 4, 8	Implementation of new reading assessments and interventions 2. Implementation of intervention materials 3. Implementation of reading assessments and interventions		1. Materials will be reviewed annually. Teachers and/or instructional aides will be trained to administer specific interventions to targeted students.	General Funds 5000-5999: Services And Other Operating Expenditures Base 8900		General Fund 5000-5999: Services And Other Operating Expenditures Base 8900

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
				2. Intervention programs will be reviewed annually to ensure they are appropriate for specific needs of EL students. 3. Materials will be reviewed annually. Teachers and/or instructional aides will be trained to administer specific interventions to targeted students.			
		2. Professional development		2. New aides and teachers will be trained on use of intervention programs.			
All students will engage in social and emotional curriculum suited to their developmental level.	Priority 5, 6	Professional development for teachers in social and emotional learning curriculum 2. Professional development 3. Ongoing professional development for teachers in social and emotional learning curriculum		1. Teachers will participate in ongoing professional development to support implementation of SEL curriculum.	General Funds 5000-5999: Services And Other Operating Expenditures Base TBD General Funds 5800: Professional/Consulting Services And Operating Expenditures Base TBD		General Fund 5000-5999: Services And Other Operating Expenditures Base TBD General Fund 5800: Professional/Consulting Services And Operating Expenditures Base TBD

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
				2. Program will be monitored to determine ongoing professional development needs. 3. Teachers and support staff will participate in ongoing professional development to support implementation of SEL curriculum.			

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
All students will be taught by highly qualified teachers.	Priority 1						
Students will be prepared for high school before leaving Walden Academy.	Priority 1, 2, 4						
Students will be able to use technology to acquire, understand, analyze, and evaluate information to enhance their learning of core subjects.	Priority 1, 2						
Students will better understand their progress towards mastery of grade level standards.	Priority 2, 4						
Educationally disadvantaged youths, including but not limited to, English Learners, Low Income, and Learning Disabled students, will receive interventions to improve their understanding of	Priority 2, 4, 8	Allocate .2 FTE education specialist for targeted intervention 2. Allocate .2 FTE education specialist for targeted intervention 3. Allocate .2 FTE education specialist for targeted intervention		1. Assign personnel to intervention for targeted students. 2. Assign personnel to intervention for targeted students.	General Fund 1000-1999: Certificated Personnel Salaries Base 4200	General Fund 1000-1999: Certificated Personnel Salaries Base 4200	General Fund 1000-1999: Certificated Personnel Salaries Base 12,800

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
academic content at grade levels.				3. Assign personnel to intervention for targeted students.			
		Allocate 2.0 FTE instructional aides for targeted intervention 2. Allocate 2.0 FTE instructional aides for targeted intervention 3. Allocate 2.0 FTE instructional aides for targeted intervention		1. Assign personnel to intervention for targeted students. 2. Assign personnel to intervention for targeted students. 3. Assign personnel to intervention for targeted students.	General Fund 2000-2999: Classified Personnel Salaries Supplemental 15,000	General Fund 2000-2999: Classified Personnel Salaries Supplemental 25,000	General Fund 2000-2999: Classified Personnel Salaries Supplemental 68,640
		Purchase assessment and intervention program 2. Purchase assessment and intervention program 3. Purchase assessment and intervention program		1. Pilot computer adaptive assessment and intervention program. 2. Continue implementation of adaptive assessment and intervention program. 3. Continue to evaluate adaptive assessment and intervention program.	General Fund 5000-5999: Services And Other Operating Expenditures Base 6900	General Fund 5000-5999: Services And Other Operating Expenditures Base 6900	General Fund 5000-5999: Services And Other Operating Expenditures Base 3450
Parents will have an understanding of	Priority 2						

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-2015	Year 2: 2015-2016	Year 3: 2016-2017
their students' proficiency in new Common Core State Standards in all subject areas.							
EL students continuously enrolled at Walden Academy from kindergarten on will be fully English proficient before entering fourth grade.	Priority 2, 4, 8	Allocate .2 FTE education specialist for targeted intervention 2. Allocate .2 FTE education specialist for targeted intervention 3. Implementation of new reading assessments and interventions		1. Assign personnel to intervention for targeted students. 2. Assign personnel to intervention for targeted students. 3. Assign personnel to intervention for targeted students.	General Fund 1000-1999: Certificated Personnel Salaries Base 4200	General Fund 1000-1999: Certificated Personnel Salaries Base 4200	General Fund 5000-5999: Services And Other Operating Expenditures Base 3450
		Allocate 2.0 FTE intervention aides for targeted intervention 2. Allocate 2.0 FTE intervention aides for targeted intervention		1. Assign personnel to intervention for targeted students. 2. Assign personnel to intervention for targeted students.	General Fund 2000-2999: Classified Personnel Salaries Supplemental 14,929	General Fund 2000-2999: Classified Personnel Salaries Supplemental 30,129	
All students will engage in social and emotional curriculum suited to their developmental level.	Priority 5, 6						

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

Walden Academy's increase of funds spent toward supporting English Learners and low-income youth will support our Response to Intervention program. This program supports our students at tiers 1 and 2, inside their classrooms and out, to help them achieve mastery of grade level standards. We will use these funds to specifically target ELs and low-income students and will provide support at their proximal zone of development.

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

Walden Academy must increase or improve its services for low income pupils, foster youth, and English learners by 2.5% compared to the services provided to all pupils. The proportionality percentage will be met using both qualitative and quantitative means, through evaluating how the program goals are being met through student, staff, and family interviews and surveys. They will also be evaluated using student achievement data.

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