

LCAP Year 2017-18 2018-19 2019-20



Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Walden Academy Charter School		
Contact Name and Title	Suzanne Tefs Leadership Team	Email and Phone	leadershipteam@waldenacademy.org (530) 361-6480

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Walden Academy Charter School was founded in 2011 by a group of like-minded parents and teachers who wanted educational choice for students in the greater Willows area. The charter was approved by The Glenn County Office of Education in the spring of 2011. Walden Academy serves approximately 165 students in grades TK through 8th on a site leased from St. Monica's Catholic Church in Willows. In the fall of 2014, we moved into our permanent facility developed by the church for Walden Academy. We have 9 spacious classrooms and one small classroom for student pull out and small group instruction. Nearly 50% of our students qualify for free and reduced lunch status. Approximately 18% of our student population are English learners. Willows is primarily rural with farming and service industries as its prime employers.

At Walden Academy, we strive to provide rigorous academics with a focus on science, using FOSS (Full Option Science System). We provide students a well-balanced curriculum where teachers additionally offer instruction in the arts, music, and physical education in all grades. An elective wheel allows upper grade students (4-8) the opportunity to explore a variety of learning experiences in the areas of foreign language, food preparation, coding and web design, student leadership and community service, drama, choir, gardening, weather, and planetary study.

An area of focus is providing a low adult to student ratio during the academic blocks. Most classrooms have aide support in ELA and/or mathematics. Our teachers provide a good part of that instructional time in small groups, providing students with as much support as necessary. Students also have access to online support through a variety of computer based programs for students that struggle, those on grade level and for those that have exceeded their grade level. In 2015-16, we expanded our English Language Arts block to include a guided reading segment where students were leveled across all grades. The intent was to meet students at their ZPD (Zone of Proximal Development) in reading instruction. This was so successful that we expanded the program to a full 90 minute block the following year. Feed back from parents and students has been very promising.

Full Option Science System (FOSS) is just one of the ways we offer hands-on, active-learning science instruction. In addition to FOSS, our students benefit from many off-campus science experiences. Some examples of this are field trips to Shasta Caverns in Shasta, Academy of Science plus the Exploratorium in San Francisco, Hands On Science Lab at California State University in Chico, Chico Creek Nature Center, and Upper Bidwell Park. In addition to the science focus field trips, all our 6th graders have the opportunity to attend Environmental Camp at Whiskeytown for an entire week of on-site experiential learning. Field trips are an important way to offer expanded learning opportunities for students.

Students have the opportunity for expanded learning in the arts, literature and drama, mathematics, history and to participate in physical education events. We thank our Parent-Teacher Organization for funding nearly all our field trips. Outside the school day, students have the opportunity to stay for support in homework help and tutoring. Parents additionally offer physical education programs after school as well. We believe in a partnership between parents, community and school to educate our students. This is why we offer evening events that include parent science night, evening BBQ, and an evening of reading activities.

Many of our students do outreach to the community through community service projects. Some examples are visiting the local convalescent home and bringing supplies to the local animal shelter. Walden Academy partnered with the Willows Museum to provide students a hands-on experience of life in Willows in the last 2 centuries. Walden Academy believes in offering working families a safe and nurturing environment for their children after the school day is over. The A+ program offers students a nourishing snack, quiet homework hour where students can get homework help, plus unstructured activity time where students can pursue their own areas of interest and then play time. Parents appreciate a relaxed atmosphere for their child after a long day of structured learning.

Each month, our students host Good Morning Walden showcasing student achievement, student performance, public speaking and parts of our social-emotional framework called Responsive Classroom. Responsive Classroom not only provides opportunities for students and staff to participate in a positive social-emotional curriculum, it also supports academic learning through interactive modeling, teacher language and developmentally appropriate teaching methods.

LCAP HIGHLIGHTS

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

One of the priorities at Walden Academy is providing a low adult to student ratio in and out of the classroom. Parents list the low adult to student ratio often when citing why they chose Walden Academy for their child. This is why we funded instructional assistants and an assistant to connect with families in an effort to keep families abreast of volunteer opportunities. Instructional aides assisted in whole class instruction, small group instruction and after school tutoring. On the playground, teachers, instructional aides, and volunteers supervised students and supported them in positive social-emotional behavior through Responsive Classroom and CARES. Parent volunteers work alongside teachers and aides, assisting in small group instruction and one on one student support. They also help with recess and lunch coverage creating a very warm, family atmosphere.

Keeping teachers and aides up to date on best practices in teaching, Common Core State Standards, English Language Development Standards, Responsive Classroom, and social emotional learning, has supported student achievement academically and socially on campus. Walden teachers received excellent professional development on and off Walden's campus. Our aide staff will receive professional development off campus and on campus during aide collaboration twice monthly. Teaching staff attended professional development in Next Generation Science Standards and the new history standards to keep them abreast of changes in the standards and how curriculum needs to adjust to meet the standards. To continue our commitment to offering a balanced education, our students receive, in addition to core subjects, enrichment activities in art, music and physical education. We will continue to offer a variety of subjects and topics during the elective wheel for students in the upper grades, as well as life skill's education to prepare them for their future.

It is a priority that our student have up to date instructional material and sufficient copies of texts for each child. We continue to offer some curriculum online in some subjects as well as enrichment opportunities using computers, so we purchased Chrome Books. Science continues to be a high priority at Walden Academy and all students received instruction using Full Option Science Study (FOSS) curriculum.

To evaluate student learning, we used collaboration time each month to monitor growth for all Walden Academy students using multiple measures assessments. Teachers and aide staff participated in analysis of assessments and to determine next steps to address learners exceeding standards, those at standards and those below standards. We offered tutoring for those below standards and enrichment. Report cards received refinement due to parent and teacher input. Responsive Classroom training continued off-site and on-site during collaboration. We brought training to Good Morning Walden (GMW) and will continue to do so.. GMW was completely student led, giving students the opportunity to practice public speaking, use technology in preparing for GMW and perform for their families. Social-emotional play groups were instituted in the afternoons to support student growth in this realm. Student attendance was better monitored than last year by having an aide assist with tracking absences. We will set up an online component of our student data system in the summer of 2017.

REVIEW OF PERFORMANCE

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

Mid-Year Survey results, January 2017:

1. Communication between home and school has been a priority for Walden Academy since its inception. The results of our mid-year survey in January 2017, indicates we exceed or are doing well in school to home communication (97%). This verifies that families are aware of events on campus, in the classroom, and with their child's academic and behavior progress. This level of communication enables parents and school to be true partners in the education of children.
2. Parents reported that Walden was providing engaging and challenging learning opportunities for their child and that those opportunities resulted in increased academic achievement (97%). The leveled reading program was reported as exceeding or doing well (91%).

California Data Dashboard:

1. The overall English/Language Arts and Math scores increased significantly by 21 and 20 points respectively. .

GREATEST PROGRESS

2. Our suspension rate declined significantly by 7 points.

End of Year Survey results from June 2017 are inconclusive at this point because parents have not handed them all in yet.

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

One of the greatest identified needs is in the area of English/language arts. Overall, Walden student scores increased significantly by 21 points, but achievement gaps exist with our English learners and low-income youth. To improve these students' knowledge acquisition and scores, we are adopting a new English/language arts curriculum that is designed to support the CCSS. In addition to a new curriculum, we will begin tutoring sessions in September instead of waiting until winter as in past years. Students will also receive small group targeted instruction and intervention to make significant improvement for these students.

GREATEST NEEDS

The next greatest identified need is in mathematics. Even though our overall score reflected a significant gain of 20 points, gaps were again seen with the English language learners and low-income youth. We will follow the same plan as with English/language arts. After school support will begin in September and students will receive targeted instruction and intervention in small groups in the classroom.

The third area of need is in the area of trauma informed practice. Walden teachers and staff will receive professional development in this area during collaboration time. We will continue to hire a behavior support aide and we will start afternoon positive play groups as soon as the school year begins in order to support these youth.

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

PERFORMANCE GAPS

One of the greatest identified needs is in the area of English/language arts. Overall, Walden student scores increased significantly by 21 points, but achievement gaps exist with our English learners and low-income youth. To improve these students' knowledge acquisition and scores, we are adopting a new English/language arts curriculum that is designed for CCSS. In addition to a new curriculum, we will begin tutoring sessions in September instead of waiting until winter as in past years. Students will also receive small group targeted instruction and interventions to make a significant improvement for these students.

The next greatest identified need is in mathematics. Even though our overall score reflected a significant gains of 20 points, gaps were again seen with the English language learners and low-income youth. We will follow the same plan as with ELA. Afterschool support will begin in September and students will receive targeted instruction and intervention in small groups in the classroom.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Walden Academy will increase services to our low-income students, English learners, and foster youth in the following manner:

1. Instruction and access in English/language arts will occur through the implementation of new and up to date curriculum, targeted instructional grouping, and after school academic support.
2. Instruction and access in math will occur through targeted instructional grouping, interventions, and after school academic support.
3. Teachers and aides will receive professional development in best practices for supporting and scaffolding learning for English learners, low-income, and foster youth students.
4. Student behavior will be supported through targeted behavior support by allocating funds to employ behavior support personnel.
5. Teachers and aides will receive professional development in trauma informed practices.
6. Parents will receive education in ways to support their child's learning at home.
7. Parents will receive valuable information about the progress their child is making toward reclassification of English learners.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$156,200.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

\$	Total Projected LCFF Revenues for LCAP Year
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Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

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.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. A. All Walden Academy teachers will participate in professional development. 75% of teachers will meet or exceed 30 hours of professional development as verified by their professional development logs.
1. B. 40% of Walden Academy teachers will participate in professional development in the area of science as verified by their professional development logs.
1. C. New hires will receive mentorship in the area of FOSS as verified by professional development logs.
2. All students in grades K-8 will receive enrichment instruction weekly in the classroom as verified by teacher plan books. Students in grades 4-8 will participate in a weekly dedicated enrichment time called Enrichment Wheel as evidenced by teacher plan books. Music instruction will be provided to 100% of Walden students in grades K-8 as verified by scheduling matrix.
3. 100% of Walden Academy teachers will possess either a Clear California Credential, be in a concurrent BTSA induction program, or be enrolled in a approved internship program as evidenced by their credentials or induction/internship documents.
4. 100% of Walden Academy students will have adequate and appropriate instructional materials as evidenced by teacher inventories and SARC report filed yearly.

ACTUAL

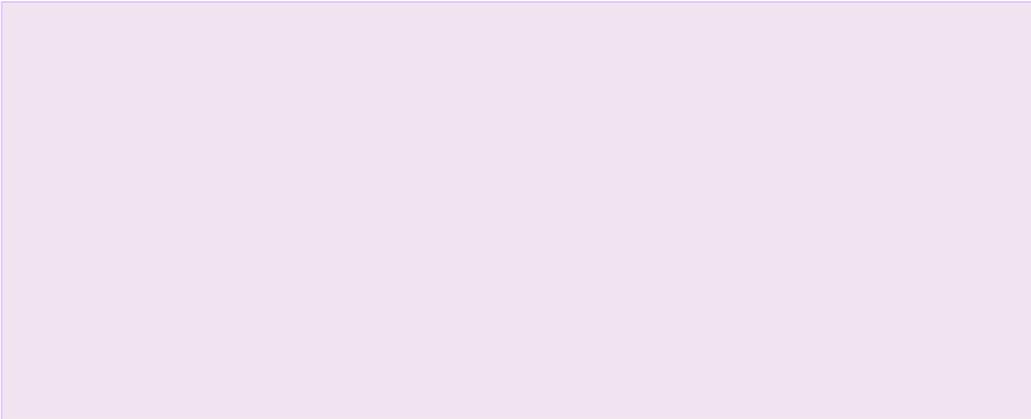
1. A. All Walden Academy teachers participated in professional development. 75% of teachers met or exceeded 30 hours of professional development.
1. B. Only 25% of Walden Academy teachers participated in professional development in the area of science.
1. C. New hires received some mentorship in the area of FOSS by the Leadership Team.
2. All students in grades K-8 received enrichment instruction weekly in the classroom. Students in grades 4-8 participated in a weekly dedicated enrichment time called Enrichment Wheel. Music instruction was provided to 100% of Walden students in grades K-8.
3. 100% of Walden Academy teachers either possess a Clear California Credential or are enrolled in a concurrent ATE induction program.
4. 100% of Walden Academy students have adequate and appropriate instructional materials.
5. School grounds and facilities to remain in good/exemplary condition.
- 6A. 100% of Walden Academy students received science instruction in science using FOSS lessons and curriculum.
- 6B. Not all teachers taught all 3 FOSS modules.
- 6C. Newly hired teachers received some mentoring in FOSS by the Leadership Team.

5. School grounds and facilities to remain in good/exemplary condition as evidenced by FIT report filed yearly.

6A. 100% of Walden Academy students will be instructed in science using FOSS lessons and curriculum.

6B. All Walden Academy teachers teaching science, will provide science instruction using all 3 FOSS modules as evidenced by teacher plan books.

6C. Newly hired teachers will receive mentoring in FOSS as evidenced by teacher plan books.



ACTIONS / SERVICES

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

<p>Action 1</p>		
<p>Actions/Services</p>	<p>PLANNED</p> <p>1. All teachers and staff will attend professional development in core content areas of the curriculum.</p> <p>Walden Academy teachers will attend professional development in the area of science.</p> <p>Newly hired teachers will receive mentoring in FOSS curriculum.</p>	<p>ACTUAL</p> <p>1. Walden Academy teachers and staff attended professional development in core content areas of the curriculum.</p> <p>25% of Walden Academy teachers attended professional development in the area of science.</p> <p>Newly hired teachers received mentoring in FOSS curriculum.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>General-Educator Effectiveness Funding 5000-5999: Services And Other Operating Expenditures Base 7000</p> <p>General 1000-1999: Certificated Personnel Salaries Base</p> <p>General 2000-2999: Classified Personnel Salaries Base</p>	<p>ESTIMATED ACTUAL</p> <p>General-Educator Effectiveness Funding 5000-5999: Services And Other Operating Expenditures Base</p> <p>General 1000-1999: Certificated Personnel Salaries Base</p> <p>General 2000-2999: Classified Personnel Salaries Base</p>
<p>Action 2</p>		
<p>Actions/Services</p>	<p>PLANNED</p>	<p>ACTUAL</p>

2. Certificated teachers will provide weekly enrichment instruction.

Aides and other school support staff provide enrichment assistance in the classroom and during the enrichment wheel block.

Teachers in grades 4-8 will provide enrichment instruction during enrichment wheel block.

Music instruction delivered outside the enrichment block

Enrichment material purchased.

BUDGETED
 General 1000-1999: Certificated Personnel Salaries Base
 General 2000-2999: Classified Personnel Salaries Base
 General 4000-4999: Books And Supplies Base

2. Certificated teachers provided weekly enrichment instruction.

Aides and other staff provided enrichment assistance in the classroom and during the enrichment wheel block.

Teachers in grades 4-8 provided enrichment instruction during the enrichment wheel block.

Music instruction was delivered outside the enrichment block.

Enrichment material was purchased.

ESTIMATED ACTUAL
 General 1000-1999: Certificated Personnel Salaries Base
 General 2000-2999: Classified Personnel Salaries Base
 General 4000-4999: Books And Supplies Base

Expenditures

Action **3**

Actions/Services

PLANNED
 3. Walden Academy teachers of core subject areas are highly qualified. Those not possessing a Clear California Teaching Credential will complete BTSA by the end of their 2nd full year at Walden.

BUDGETED
 General 5000-5999: Services And Other Operating Expenditures Base

ACTUAL
 3. Walden Academy teachers of core subject areas are highly qualified. Those not possessing a Clear California Teaching Credential completed ATE by the end of their 2nd full year at Walden.

ESTIMATED ACTUAL
 General 5000-5999: Services And Other Operating Expenditures Base

Expenditures

Action **4**

Actions/Services

PLANNED
 4. Purchase core curriculum materials and supplies.

All students will have sufficient instructional materials as verified by comprehensive inventory completed by teachers and staff annually.

ACTUAL
 4. Walden Academy purchased core curriculum materials and supplies.

All students have sufficient instructional materials.

<p>Expenditures</p>	<p>Purchase 10 Chrome Books</p> <p>BUDGETED General 4000-4999: Books And Supplies Base General 1000-1999: Certificated Personnel Salaries Base General 2000-2999: Classified Personnel Salaries Base</p>	<p>10 Chrome Books purchased</p> <p>ESTIMATED ACTUAL General 4000-4999: Books And Supplies Base General 1000-1999: Certificated Personnel Salaries Base Gen 2000-2999: Classified Personnel Salaries Base</p>
<p>Action</p> <p>5</p> <p>Actions/Services</p>	<p>PLANNED 5. Walden Academy school facilities will be inspected annually to insure it is kept in good to exemplary condition.</p> <p>School grounds maintenance support staff.</p> <p>BUDGETED General 1000-1999: Certificated Personnel Salaries Base General 5000-5999: Services And Other Operating Expenditures Base</p>	<p>ACTUAL 5. Walden Academy school facilities were inspected annually and are kept in good to exemplary condition.</p> <p>School grounds maintenance support staff was not hired.</p> <p>ESTIMATED ACTUAL General 1000-1999: Certificated Personnel Salaries Base General 5000-5999: Services And Other Operating Expenditures Base</p>
<p>Action</p> <p>6</p> <p>Actions/Services</p> <p>Expenditures</p>	<p>PLANNED 6. Walden Academy students will have access to FOSS instruction. All teachers teaching science will instruct students using all 3 FOSS modules.</p> <p>Teachers new to Walden Academy will receive mentorship in FOSS curriculum.</p> <p>BUDGETED General 1000-1999: Certificated Personnel Salaries Base General 4000-4999: Books And Supplies Base</p>	<p>ACTUAL 6. Walden Academy students received FOSS instruction. All teachers teaching science taught FOSS modules.</p> <p>Teachers new to Walden Academy received some mentorship in FOSS curriculum.</p> <p>ESTIMATED ACTUAL General 1000-1999: Certificated Personnel Salaries Base General 4000-4999: Books And Supplies Base</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The actions and services specified to achieve goal 1 were implemented as described with the exception of hiring a maintenance support staff. This position was advertised to Walden stakeholders without any applicants. We added hours to an existing aide's schedule beginning at the end of April, to assist in finding volunteers to help with grounds maintenance. In addition, the aide will help with maintenance as well. Mentorship to new teachers in FOSS was minimally implemented.

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

All teachers participated in professional development throughout the 2016-17 school year. Professional development for our teaching staff is critical to keep teachers on the cutting edge of best practices in teaching, how to effectively utilize the curriculum available, how to implement social-emotional curriculum, and to fully understand the CCSS. Some of our teachers exceeded our goal of 30 hours of professional development. They brought back to the Walden staff many usable and effective ways to implement curriculum and ways to teach the CCSS. This benefited all our staff. All teachers possess a clear California credential except one who will complete year 2 of BTSA in June. Enrichment instruction was received by all Walden Academy students by their classroom teachers. Some examples of enrichment instruction students received were learning about the great masters in art history, contemporary artists, and STEM activities, all broadening the scope of our students' educational experience. Students in grades 4-8 received additional enrichment instruction of their choosing each week during the enrichment block. The enrichment block choices were changed three times during the school year so students have a very wide variety of choices. WA purchased additional curriculum materials and supplies, with all students having access to instructional materials. We added 10 new chrome books, bringing our ratio of computers to student. Three FOSS (Full Option Student Science) modules were taught in each grade. Students were instructed in physical, life, and earth science, giving them a well-rounded science experience. New teachers received minimal mentorship in teaching FOSS by the Leadership Team. The campus remains in excellent shape with additional murals being painted this year as well as plantings. All murals on classroom walls are child and education centered.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no major differences in actual expenditures.

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

There will not be any changes to this goal although there will be some minor changes to actions and services to further meet the needs of Walden students in achieving this goal.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 2

Through the implementation of CCSS, Walden Academy will provide learning opportunities that result in increased academic achievement for all groups of students.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

ACTUAL

1A. All Walden Academy students participated in multiple measures replacement assessments while API is under development.
 1B. All eligible Walden Academy students took the CAASPP assessment.
 1C. The percentage of Walden Academy students achieving 1 year of growth as measured by school benchmark assessments was close to 75%, but we weren't able to achieve the goal.
 2. 100% of students in 1st through 8th grade received language arts instruction in small groups during the Language Arts Block to reach all students at their Zone of Proximal Development. After the first trimester, it was determined that the time for leveled guided reading would be cut back to 60 minutes for students in grades 1-3.
 3. Math were delivered 4 times weekly in the classroom.
 4. CCSS report cards were refined to better inform parents about their child's progress toward meeting CCSS goals.
 5. 100% of Walden Academy students received physical education instruction with SPARK curriculum.
 6. Targeted reading interventions were delivered 4 days a week during the language arts block and outside the language arts block.
 7A. 50% of English learners showed growth on the annual CELDT.
 7B. Teacher and aide professional development had minimal focus on ELD standards. Professional development did include best practices for teaching all students which benefits all English Learners.

ACTIONS / SERVICES

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

Action	1	
Actions/Services	<p>PLANNED 1. Teachers and instructional aides will administer and analyze benchmark assessments yearly.</p> <p>All students assessed yearly by CAASP.</p> <p>All students take I-Ready/DRA/other assessments at least twice a year.</p>	<p>ACTUAL 1. Teachers and instructional aides administered and analyzed benchmark assessments yearly.</p> <p>All qualifying students were assessed yearly by CAASP.</p> <p>All students took I-Ready/DRA/other assessments at least twice a year.</p>
Expenditures	<p>BUDGETED General 1000-1999: Certificated Personnel Salaries Base General 2000-2999: Classified Personnel Salaries Base General 5000-5999: Services And Other Operating Expenditures Base .</p>	<p>ESTIMATED ACTUAL General 1000-1999: Certificated Personnel Salaries Base General 1000-1999: Certificated Personnel Salaries Base General 5000-5999: Services And Other Operating Expenditures Base</p>
Action	2	
Actions/Services	<p>PLANNED 2. Leveled reading groups will be implementd in grades 1-8 and will increase to 90 or more minutes. This block has been renamed Guided Language Arts Block.</p>	<p>ACTUAL 2. Leveled reading groups were implemented in grades 1-8 for 90 minutes during the first trimester. At that time, leveled groups for grades 1-3 were cut back to 60 minutes.</p>
Expenditures	<p>BUDGETED General 1000-1999: Certificated Personnel Salaries Base General 2000-2999: Classified Personnel Salaries Base</p>	<p>ESTIMATED ACTUAL General 1000-1999: Certificated Personnel Salaries Base General 2000-2999: Classified Personnel Salaries Base</p>

General 4000-4999: Books And Supplies Base

General 4000-4999: Books And Supplies Base

Action **3**

Actions/Services

PLANNED
 3. Assessment data will be analyzed to monitor achievement and determine which students require targeted mathematics intervention.

Purchase mathematics intervention material for all students as well as targeted sub groups.

Allocate funds for a .2FTE Education Specialist for targeted intervention.

Allocate funds for a 2.4FTE Instructional Aides for mathematics support.

Allocate funds for after school mathematics support/tutoring.

ACTUAL
 3. Assessment data was analyzed to monitor achievement and determine which students require targeted mathematics intervention.

Purchased mathematics intervention material for needed students as well as targeted sub groups.

Allocated funds for a .2FTE Education Specialist for targeted intervention.

Allocated funds for a 2.4FTE Instructional Aides for mathematics support.

Allocated funds for after school mathematics support/tutoring.

Expenditures

BUDGETED
 General 1000-1999: Certificated Personnel Salaries Supplemental 20,898
 General 2000-2999: Classified Personnel Salaries Supplemental 31,824.
 General 5000-5999: Services And Other Operating Expenditures Base 7500.
 General 4000-4999: Books And Supplies Supplemental 310

ESTIMATED ACTUAL
 General 1000-1999: Certificated Personnel Salaries Supplemental 20,898.
 General 2000-2999: Classified Personnel Salaries Supplemental 31824
 General 5000-5999: Services And Other Operating Expenditures Base
 General 4000-4999: Books And Supplies Supplemental 310

Action **4**

Actions/Services

PLANNED
 4. New CCSS aligned report cards implementated in 2016-17, may require further refinement so parents and students can keep abreast of student progress toward CCSS goals/mastery.

ACTUAL
 4. CCSS aligned report cards were implemented in 2016-17 to better inform parents about their child's progress toward meeting CCSS.

Expenditures

BUDGETED
 General 1000-1999: Certificated Personnel Salaries Base

ESTIMATED ACTUAL
 General 1000-1999: Certificated Personnel Salaries Base

Action **5**

Actions/Services

PLANNED
 5. All Walden Academy students in grades 1-8 will participate in SPARK physical education program.

ACTUAL
 5. All Walden Academy students in grades 1-8 participated in SPARK physical education program.

	BUDGETED General 1000-1999: Certificated Personnel Salaries Base	ESTIMATED ACTUAL General 1000-1999: Certificated Personnel Salaries Base
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Action **6**

Actions/Services	<p>PLANNED</p> <p>6. Assessment data will be analyzed to monitor achievement and determine which students require targeted language arts intervention.</p> <p>Purchase reading and intervention material for all students as well as targeted sub groups.</p> <p>Allocate funds for a .2FTE Education Specialist for targeted intervention.</p> <p>Allocate funds for a 2.4FTE Instructional Aides for language arts support.</p> <p>Allocate funds for after school language arts support/tutoring.</p>	<p>ACTUAL</p> <p>6. Assessment data analyzed to monitor achievement and determine which students require targeted language arts intervention.</p> <p>Purchased reading and intervention material necessary for all students as well as targeted sub groups.</p> <p>Allocated funds for a .2FTE Education Specialist for targeted intervention.</p> <p>Allocated funds for a 2.4FTE Instructional Aides for language arts support.</p> <p>Allocated funds for after school language arts support/tutoring.</p>
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Expenditures	<p>BUDGETED General 1000-1999: Certificated Personnel Salaries Supplemental See item 3 General 2000-2999: Classified Personnel Salaries Supplemental See item 3 General 4000-4999: Books And Supplies Supplemental see item 3</p>	<p>ESTIMATED ACTUAL General 1000-1999: Certificated Personnel Salaries Supplemental See item 3 General 2000-2999: Classified Personnel Salaries Supplemental See item 3 General 4000-4999: Books And Supplies Supplemental See item 3</p>
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Action **7**

Actions/Services	<p>PLANNED</p> <p>7. EL students are assessed annually by CELDT</p> <p>Each month, teacher and aide professional development will focus on ELD standards and effective teaching strategies that support English learners as evidenced by the professional development plan for the year as developed by the Leadership Team.</p>	<p>ACTUAL</p> <p>7. Qualifying students were assessed by CELDT</p> <p>Teacher and aide professional development focused on effective teaching standards but minimally on ELD standards.</p>
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Expenditures	<p>BUDGETED General 1000-1999: Certificated Personnel Salaries Supplemental 12467.</p>	<p>ESTIMATED ACTUAL General 1000-1999: Certificated Personnel Salaries Supplemental 12467.</p>
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General 2000-2999: Classified Personnel Salaries Supplemental 1700.
General 4000-4999: Books And Supplies Supplemental 500.

General 2000-2999: Classified Personnel Salaries Supplemental 1700.
General 4000-4999: Books And Supplies Supplemental 500.

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Nearly all the Actions and Services for this goal were implemented as planned. There was a decrease in time grades 1-3 participated in the 1-8 ELA leveled time frame. Aide and teacher collaboration minimally focused on ELD standards or specific teaching strategies.

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

Walden Academy teachers and instructional assistants administered and analyzed benchmark assessments. This data was used to determine student strengths and areas where students needed additional instruction and support. All qualifying students took the yearly CAASPP test. Guided Language Arts Block began at 90 minutes per day, leveled across grades 1-8 the first trimester. This was effective because instruction was presented in the students' ZPD. After the first trimester, we shifted the students in grades 1-3 from 90 to 60 minutes. Instructional aides and Education Specialist were hired for targeted interventions in ELA and Math. This allowed for scaffold learning of new concepts as well as review in areas of difficulty. It also allowed students that were moving more quickly in their understanding, work at a faster pace. Afterschool support and tutoring was offered to all struggling students 3-4 days a week after school. They benefitted from homework support and tutoring in areas of struggle. New report card revisions were finished and used in the 2016-17 school year to inform parents of their child's progress in meeting the CCSS. SPARK curriculum was used in physical education for students in grades 1-8. Teachers and instructional assistants attended collaboration most weeks. Best practices in teaching were discussed to benefit all students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences. Funds were spent as allocated.

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

There will not be any changes to this goal although there will be some minor changes to actions and services to further meet the needs of Walden students in achieving this goal.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 3

A positive school climate with all stakeholders participating in activities which increase student engagement and parental involvement.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

1. Resonsive Classroom implementation will increase in the classroom and on the playground.
 1A. 100% of teachers will receive Responsive Classroom professional development during collaboration as evidenced by Leadership Team plans.
 1B. 25% of certificated staff will attend off-site Responsive Classroom professional training as evidenced in professional development logs.
 1C. 100% of aides and support staff will receive continued professional development in Responsive Classroom and other philosophies designed to foster positive relationships between students and between students and staff as evidenced by Leadership Team plans.
 2. The percentage of families represented at Good Morning Walden will increase by 5% as evidenced by family sign in sheets.
 3. Increase by 5% the number of parents contacted to review CELDT results with the Leadership Team as evidenced by contact logs.
 4. Stabilize middle school attendance at 94% as evidenced by attendance records.
 5. Student behavior support team will offer positive play groups, and recess and classroom behavior support

ACTUAL

1. Resonsive Classroom implementation increased in the classroom and on the playground.
 1A. 100% of teachers received Responsive Classroom professional development during collaboration.
 1B. 37% of certificated staff attended off-site Responsive Classroom professional training.
 1C. 100% of aides and support staff received continued professional development in Responsive Classroom and other philosophies designed to foster positive relationships between students and between students and staff as evidenced by Leadership Team plans.
 2. The percentage of families represented at Good Morning Walden stayed remained the same.
 3. 100% of parents were contacted to review CELDT results with the Leadership Team.
 4. Middle school attendance decreased significantly at 90% as evidenced by attendance records.
 5. Behavior support increased for students through positive play groups, recess, and classroom behavior support.

ACTIONS / SERVICES

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

Action	1	
Actions/Services	<p>PLANNED</p> <p>1.All teachers and staff members will implement Responsive Classroom elements and CARES at Walden Academy during the school day through Morning Meeting, Interactive modeling, Teacher Language, and Engaging Academics.</p> <p>All teachers and staff will participate in Responsive Classroom professional development.</p> <p>Students in each classroom, with the assistance of teachers and staff members, will create classroom rules.</p> <p>Classroom representatives will attend Constitutional Convention to form school-wide rules.</p> <p>Parents and all other stakeholders will receive training and education in social/emotional curriculum used at Walden Academy.</p>	<p>ACTUAL</p> <p>1.All teachers and staff members implemented Responsive Classroom elements and CARES at Walden Academy during the school day through Morning Meeting, Interactive modeling, Teacher Language, and Engaging Academics.</p> <p>All teachers and staff participated in Responsive Classroom professional development.</p> <p>Students in each classroom, with the assistance of teachers and staff members, created classroom rules.</p> <p>Classroom representatives attended a Constitutional Convention to form school-wide rules.</p> <p>Parents and all other stakeholders received education in social/emotional curriculum at Walden Academy.</p>
Expenditures	<p>BUDGETED</p> <p>General 4000-4999: Books And Supplies Base</p> <p>General 1000-1999: Certificated Personnel Salaries Base</p>	<p>ESTIMATED ACTUAL</p> <p>General 4000-4999: Books And Supplies Base</p> <p>General 1000-1999: Certificated Personnel Salaries Base</p>

Action	2	
Actions/Services	<p>PLANNED</p> <p>2. Good Morning Walden will remain student led by rotating classrooms. Teacher support will include planning, creating power point, and assisting in creating and practicing chant. Teachers will guide students in practicing public speaking and guiding GMW.</p>	<p>ACTUAL</p> <p>2. Good Morning Walden was student led by rotating classrooms. Teacher support included planning, creating a power point, and assisting in creating and practicing chants. Teachers guided students in practicing public speaking and guiding GMW.</p>
Expenditures	<p>BUDGETED</p> <p>General 5000-5999: Services And Other Operating Expenditures Base</p>	<p>ESTIMATED ACTUAL</p> <p>General 5000-5999: Services And Other Operating Expenditures Base</p>

Action	3	
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<p>Actions/Services</p>	<p>PLANNED 3. Parents contacted to review CELDT scores by the Leadership Team to discuss redesignation as well as strategies for improvement .</p>	<p>ACTUAL 3. Parents were contacted to review CELDT scores by the Leadership Team to discuss redesignation as well as strategies for improvement .</p>
<p>Expenditures</p>	<p>BUDGETED General 1000-1999: Certificated Personnel Salaries Supplemental 500.</p>	<p>ESTIMATED ACTUAL General 1000-1999: Certificated Personnel Salaries Supplemental 500.</p>

Action **4**

<p>Actions/Services</p>	<p>PLANNED 4. Outreach to parents and students about the importance of good attendance at school. Begin school year with educational literature about importance of good attendance. Begin school year with attendance contracts for students with poor attendance in the 2015-16 school year.</p>	<p>ACTUAL 4. Outreach was delivered in communication folders to parents and students about the importance of good attendance at school. School year began with educational literature sent home about importance of good attendance. Two attendance contracts created for students with poor attendance in the 2015-16 school year.</p>
<p>Expenditures</p>	<p>BUDGETED General 1000-1999: Certificated Personnel Salaries Supplemental 2100.</p>	<p>ESTIMATED ACTUAL General 1000-1999: Certificated Personnel Salaries Supplemental 2100.</p>

Action **5**

<p>Actions/Services</p>	<p>PLANNED 5. Develop positive play groups led by staff Behavior support in and out of classroom for students</p>	<p>ACTUAL 5. Positive play groups were led by staff member in the afternoons. Behavior support was provided in and out of the classroom.</p>
<p>Expenditures</p>	<p>BUDGETED General 2000-2999: Classified Personnel Salaries Supplemental 11200 General 1000-1999: Certificated Personnel Salaries Supplemental 1500.</p>	<p>ESTIMATED ACTUAL General 2000-2999: Classified Personnel Salaries Supplemental 11200. General 1000-1999: Certificated Personnel Salaries Supplemental 1500.</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Nearly all the Actions and Services for this goal were implemented as planned.

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

Responsive Classroom continues as a guiding force as the academic and social/emotional structure on our campus. Teachers and all classroom staff received training over the summer and during the school year which increased their effectiveness in supporting effective classroom management, engaging academics, positive school community, and developmentally appropriate curriculum. Student attendance has improved overall in part by the county office of education by employing a school attendance coordinator to assist the Leadership Team with habitually truant students as well as educating parents. Positive play and leadership groups met in the afternoons, implemented by an aide specializing in student behavior to support effective social behavior. In the mornings, the aide supports students and teachers in the classroom and in the afternoons through the play and leadership groups.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no substantial material differences in expenditures.

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

We were not as successful as planned in supporting student attendance with attendance contracts. Having a county SARB coordinator helped immensely and we will call on her services more next year. In addition, we are implementing a new, computer based system over the summer to track attendance and to create attendance notifications for parents.

Stakeholder Engagement

LCAP Year

 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

The Leadership Team reported twice monthly to the Walden Academy Board and Stakeholders at board and committee meetings regarding progress on the strategic plan, school goals, student progress, LCAP goals, as well as other timely items. Stakeholders made recommendations for future priorities.

Twice monthly, all Stakeholders received an update and report through the News and Notes Newsletter from the Leadership Team on school goals, climate, activities, and educational topics.

Surveys were sent to all families for input on state priorities as well as to demonstrate the level of satisfaction regarding progress toward all goals, our effectiveness, and any other areas of need. Stakeholders feedback is of high satisfaction.

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

Student consultation/planning of school rules occurred in August and September. The Continental Congress met with representatives from all grades to form school-wide rules, make posters and post them on school campus.

Project Middle School meetings were held for parent input, student input, and staff input.

Student Council met weekly during the elective wheel. Members provided input on school culture and climate. Representatives provided input on student priorities of desired activities to enhance school climate and culture plus community climate and culture.

Beginning in July 2016, the Leadership Team reported monthly to the Walden Academy Board and all stakeholders the updates on the 8 state priorities on 7/28/16, 8/2/16, 9/29/16, 10/27/16, 11/17/16, 12/08/16, 1/24 /17, 2/28/17, 3/24/17, 4/25/17, and 5/23/17.

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

Beginning September 2016, monthly community gatherings held to share with all Stakeholders progress made in LCAP regarding education and social emotional curriculum on 9/25/16, 11/20/16, 12/18/16, 1/27/17, 2/24/17, 4/1/17, and 5/27/17.

Stakeholders and Leadership Team met on school site safety on 2/13/17, 3/13/17, 4/03/17, 5/01/17, and 6/06/17. Items of need were prioritized and sub-committees established.

Beginning in August 2017, the Leadership Team reported to the Glenn County Board of Education at their board meetings on progress on school goals.

IMPACT ON LCAP AND ANNUAL UPDATE

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

All stakeholders are invited to comment and express their views on progress being made and share suggestions for future needs. Stakeholder feedback is of high satisfaction for communication and academics which tells us we are doing well overall. We will continue to provide rigorous academics balanced with elective instruction for all students.

Project Middle School meetings were held with parents, staff and students. The primary wishes for a middle school program are to make it a unique environment. Ideas were: Learning outside the classroom, integrated and project based learning, unique elective choices (law, money management, CPR, career exploration, home economics), Washington DC trip, volunteer projects for grades 6-8, music and dance. We will incorporate as much as possible in the coming year from the feedback.

In 2016-17, a positive school culture was created in part by students in all classes through the development of school rules which were implemented within the classroom and the school campus. Students were actively engaged in defining standards for behavior on campus. Continental Congress made up of student representatives gathered to decide on appropriate school behavior. Rules were posted in and out of the classrooms. Due to the substantial impact this has on all students, we will continue this practice in the coming years.

Safety Committee reported that they would like items to add another layer of safety: keypad locks, safety cameras, and walkie talkies, which we are planning to purchase in the 2017-18 school year. We will continue to use CatapultEMS.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

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.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

1. To bridge the achievement gap, meet the needs of on-level learners, English language learners, and students beyond grade level standards, Walden Academy teachers and Instructional Assistants to remain abreast of best practices in teaching and student support, content standards and English language development standards.
2. To achieve a broad course of study for all students, a wide variety of enrichment opportunities are needed and a dedicated enrichment time in the upper grades.
3. All Walden Academy teachers in the core subject areas remain highly qualified.
4. Access to all instructional materials is essential for student success.
5. Students need well maintained and safe buildings and campus environment in order to do their best learning.
6. To achieve the mission at Walden Academy, an innovative science curriculum is necessary through Full Option Science System (FOSS).
7. To support student success in English language arts students need an up to date English language arts curriculum based on Common Core State Standards.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1: Local Indicator/Teacher credential	1.1 100% of Walden Academy teachers in the core content areas will possess either a Clear California Credential, be in a concurrent ATE induction program, or be enrolled in a approved internship program as evidenced by their credentials or induction/internship documents.	1.1 100% of Walden Academy will continue to have all teachers in the core content areas possess either a Clear California Credential, be in a concurrent ATE induction program, or be enrolled in a approved internship program as evidenced by their credentials or induction/internship documents.	1.1 100% of Walden Academy will continue to have all teachers in the core content areas possess either a Clear California Credential, be in a concurrent ATE induction program, or be enrolled in a approved internship program as evidenced by their credentials or induction/internship documents.	1.1 100% of Walden Academy will continue to have all teachers in the core content areas possess either a Clear California Credential, be in a concurrent ATE induction program, or be enrolled in a approved internship program as evidenced by their credentials or induction/internship documents.

Priority 1: Local Indicator/ Instructional materials	1.2 100% of Walden Academy students have adequate and appropriate standards-aligned instructional material as evidenced by inventories and SARC report filed yearly.	1.2 100% of Walden Academy students will continue to have adequate and appropriate instructional materials as evidenced by teacher inventories and SARC report filed yearly.	1.2 100% of Walden Academy students will continue have adequate and appropriate instructional materials as evidenced by teacher inventories and SARC report filed yearly.	1.2 100% of Walden Academy students will continue to have adequate and appropriate instructional materials as evidenced by teacher inventories and SARC report filed yearly.
Priority 1: Local Indicator/ Facilities in good repair	1.3 Walden Academy School grounds and facilities are in good/exemplary condition as evidenced by yearly FIT report.	1.3 Walden Academy School grounds and facilities to remain in good/exemplary condition as evidenced by FIT report filed yearly.	1.3 Walden Academy School grounds and facilities to remain in good/exemplary condition as evidenced by FIT report filed yearly.	1.3 Walden Academy School grounds and facilities to remain in good/exemplary condition as evidenced by FIT report filed yearly.
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	1.4 100% of Walden Academy students receive quality instruction through the implementation of the academic content and performance standards.	1.4 100% of Walden Academy students continue to receive quality instruction through the implementation of the academic content and performance standards.	1.4 100% of Walden Academy students continue to receive quality instruction through the implementation of the academic content and performance standards.	1.4 100% of Walden Academy students continue to receive quality instruction through the implementation of the academic content and performance standards.
Priority 2: Local Indicator/Implementation of State Standards/ELD	1.5 100% of Walden Academy English learner students have access to CCSS and ELD standards.	1.5 100% of Walden Academy English learner students will continue to have access to CCSS and ELD standards.	1.5 100% of Walden Academy English learner students will continue to have access to CCSS and ELD standards.	1.5 100% of Walden Academy English learner students will continue to have access to CCSS and ELD standards.
Priority 7: Local Metric/A broad course of study	1.6 100% of Walden Academy students have instruction in the core subjects and electives.	1.6 100% of Walden Academy students will continue to have access to core subjects and electives.	1.6 100% of Walden Academy students will continue to have access to core subjects and electives.	1.6 100% of Walden Academy students will continue to have access to core subjects and electives.
Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils	1.7 100% of unduplicated pupils have access to the programs and services developed for them.	1.7 100% of unduplicated pupils will continue to have access to the programs and services developed for them.	1.7 100% of unduplicated pupils will continue to have access to the programs and services developed for them.	1.7 100% of unduplicated pupils will continue to have access to the programs and services developed for them.
Priority 7: Local Metric/Programs/services developed and provided to individuals with exceptional needs	1.8 100% of students with special needs have access to the programs and services developed for them.	1.8 100% of students with special needs will continue to have access to the programs and services developed for them.	1.8 100% of students with special needs will continue to have access to the programs and services developed for them.	1.8 100% of students with special needs will continue to have access to the programs and services developed for them.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.1 Teachers in the core content area without a clear California teaching credential will participate in and complete ATE by the end of their second full year at Walden Academy. .

2018-19

New Modified Unchanged

1.1 Teachers in the core content area without a clear California teaching credential will participate in and complete ATE by the end of their second full year at Walden Academy. .

2019-20

New Modified Unchanged

1.1 Teachers in the core content area without a clear California teaching credential will participate in and complete ATE by the end of their second full year at Walden Academy.

BUDGETED EXPENDITURES

2017-18

Amount	1600.00
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

2018-19

Amount	1600.00
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

2019-20

Amount	1600.00
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

Action **2**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.2.A. Purchase new English/language arts CCSS aligned curriculum.
 1.2.B. Teachers/staff will inventory curriculum to ensure all students have adequate copies.
 1.2.C. Purchase yearly replacement curriculum in core subject areas.

2018-19

New Modified Unchanged

1.2.A. Purchase new English/language arts CCSS aligned curriculum.
 1.2.B. Teachers/staff will inventory curriculum to ensure all students have adequate copies.
 1.2.C. Purchase yearly replacement curriculum in core subject areas.

2019-20

New Modified Unchanged

1.2.A. Purchase new English/language arts CCSS aligned curriculum.
 1.2.B. Teachers/staff will inventory curriculum to ensure all students have adequate copies.
 1.2.C. Purchase yearly replacement curriculum in core subject areas.

BUDGETED EXPENDITURES

2017-18

Amount	42,000
Source	Base

2018-19

Amount	42,000
Source	Base

2019-20

Amount	42,000
Source	Base

Budget Reference	4000-4999: Books And Supplies General	Budget Reference	4000-4999: Books And Supplies General	Budget Reference	4000-4999: Books And Supplies General
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies General	Budget Reference	4000-4999: Books And Supplies General	Budget Reference	4000-4999: Books And Supplies General
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries General	Budget Reference	1000-1999: Certificated Personnel Salaries General	Budget Reference	1000-1999: Certificated Personnel Salaries General
Source	Base	Source	Base	Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries General	Budget Reference	2000-2999: Classified Personnel Salaries General	Budget Reference	2000-2999: Classified Personnel Salaries General

Action **3**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

1.3.A. Walden Academy will inspect the campus each week to ensure it is kept in good repair and all necessary elements are in working order.

1.3.B. Walden Academy school facilities will be inspected annually to insure it remains in good/exemplary condition through FIT report.

1.3.C. Hire a grounds maintenance person to keep the grounds in good order.

1.3.A. Walden Academy will inspect the campus each week to ensure it is kept in good repair and all necessary elements are in working order.

1.3.B. Walden Academy school facilities will be inspected annually to insure it remains in good/exemplary condition through FIT report.

1.3.C. Hire a grounds maintenance person to keep the grounds in good order.

1.3.A. Walden Academy will inspect the campus each week to ensure it is kept in good repair and all necessary elements are in working order.

1.3.B. Walden Academy school facilities will be inspected annually to insure it remains in good/exemplary condition through FIT report.

1.3.C. Hire a grounds maintenance person to keep the grounds in good order.

BUDGETED EXPENDITURES

2017-18

Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries General
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries General
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries General

2018-19

Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries General
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries General
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries General

2019-20

Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries General
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries General
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries General

Action **4**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.4.A. Walden Academy teachers and aides will receive professional development on the Common Core State Standards.

1.4.B. Teachers and aides will receive professional development on best practices in teaching.

2018-19

New Modified Unchanged

1.4.A. Walden Academy teachers and aides will receive professional development on the Common Core State Standards.

1.4.B. Teachers and aides will receive professional development on best practices in teaching.

2019-20

New Modified Unchanged

1.4.A. Walden Academy teachers and aides will receive professional development on the Common Core State Standards.

1.4.B. Teachers and aides will receive professional development on best practices in teaching.

BUDGETED EXPENDITURES

2017-18

Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries General
Amount	
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries General

2018-19

Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries General
Amount	1000.
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries General

2019-20

Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries General
Amount	
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries General

Action **5**

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

[Students to be Served](#) All Students with Disabilities

Location(s)

All Schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.5.A. Walden Academy teachers and aides will receive professional development on the implementation of ELD standards.

1.5.B. Teachers and aides will receive professional development on best practices in teaching English learners.

1.5.C. Purchase standards aligned English Language Development curriculum (Benchmark).

2018-19

New Modified Unchanged

1.5.A. Walden Academy teachers and aides will receive professional development on the implementation of ELD standards.

1.5.B. Teachers and aides will receive professional development on best practices in teaching English learners.

1.5.C. Purchase standards aligned English Language Development curriculum (Benchmark).

2019-20

New Modified Unchanged

1.5.A. Walden Academy teachers and aides will receive professional development on the implementation of ELD standards.

1.5.B. Teachers and aides will receive professional development on best practices in teaching English learners.

1.5.C. Purchase standards aligned English Language Development curriculum (Benchmark).

BUDGETED EXPENDITURES

2017-18

Amount	3000.
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries

2018-19

Amount	3000.
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries

2019-20

Amount	3000.
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries

	General		General		General
Amount	1000.	Amount	1000.	Amount	1000.
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries General	Budget Reference	2000-2999: Classified Personnel Salaries General	Budget Reference	2000-2999: Classified Personnel Salaries General
Amount	5000.	Amount	5000.	Amount	5000.
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	4000-4999: Books And Supplies General	Budget Reference	4000-4999: Books And Supplies General	Budget Reference	4000-4999: Books And Supplies General

Action **6**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

1.6.A. Walden Academy students will receive instruction in the core content area.

1.6.B. Walden Academy students will receive elective/enrichment classroom instruction.

1.6.C. Walden Academy students in grades 5-8 will receive elective/enrichment instruction during the Elective Wheel.

1.6.D. Students will receive music instruction.

1.6.E. Purchase elective instruction material and supplies.

1.6.F. All Walden Academy students will receive science instruction though FOSS (Full Option Science System).

1.6.G. Purchase 10 Chrome Books.

1.6.A. Walden Academy students will receive instruction in the core content area.

1.6.B. Walden Academy students will receive elective/enrichment classroom instruction.

1.6.C. Walden Academy students in grades 5-8 will receive elective/enrichment instruction during the Elective Wheel.

1.6.D. Students will receive music instruction.

1.6.E. Purchase elective instruction material and supplies.

1.6.F. All Walden Academy students will receive science instruction though FOSS (Full Option Science System).

1.6.G. Purchase 10 Chrome Books.

.1.6.A. Walden Academy students will receive instruction in the core content area.

1.6.B. Walden Academy students will receive elective/enrichment classroom instruction.

1.6.C. Walden Academy students in grades 5-8 will receive elective/enrichment instruction during the Elective Wheel.

1.6.D. Students will receive music instruction.

1.6.E. Purchase elective instruction material and supplies.

1.6.F. All Walden Academy students will receive science instruction though FOSS (Full Option Science System).

1.6.G. Purchase 10 Chrome Books.

BUDGETED EXPENDITURES

2017-18

Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries General
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries General
Source	Base
Budget Reference	4000-4999: Books And Supplies General

2018-19

Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries General
Source	Base
Budget Reference	4000-4999: Books And Supplies General
Source	Base
Budget Reference	4000-4999: Books And Supplies General

2019-20

Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries General
Source	Base
Budget Reference	4000-4999: Books And Supplies General
Source	Base
Budget Reference	4000-4999: Books And Supplies General

Action 7

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.7.A. Allocate funds to hire 2.2 FTE instructional aides to support small group learning and after school tutoring targeting learning gaps.

1.7.B. Allocate funds to hire a bilingual instructional aide to support English language learners.

1.7.C. Provide professional development for all teachers and aides in best practices in teaching low-income students and foster youth.

1.7.D. Provide professional development for all teachers and aides in trauma informed practices.

1.7.E. Allocate funds for targeted small group instruction for English learners.

2018-19

New Modified Unchanged

1.7.A. Allocate funds to hire 2.2 FTE instructional aides to support small group learning and after school tutoring targeting learning gaps.

1.7.B. Allocate funds to hire a bilingual instructional aide to support English language learners.

1.7.C. Provide professional development for all teachers and aides in best practices in teaching English learners, low SES students, and foster youth.

1.7.D. Provide professional development for all teachers and aides in trauma informed practices.

1.7.E. Allocate funds for targeted small group instruction for English learners.

2019-20

New Modified Unchanged

1.7.A. Allocate funds to hire 2.2 FTE instructional aides to support small group learning and after school tutoring targeting learning gaps.

1.7.B. Allocate funds to hire a bilingual instructional aide to support English language learners.

1.7.C. Provide professional development for all teachers and aides in best practices in teaching English learners, low SES students, and foster youth.

1.7.D. Provide professional development for all teachers and aides in trauma informed practices.

1.7.E. Allocate funds for targeted small group instruction for English learners.

BUDGETED EXPENDITURES

2017-18

Amount 45000.

2018-19

Amount 45000.

2019-20

Amount 45000.

Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries General	Budget Reference	2000-2999: Classified Personnel Salaries General	Budget Reference	2000-2999: Classified Personnel Salaries General
Amount	17000.	Amount	17000.	Amount	17000.
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries General	Budget Reference	2000-2999: Classified Personnel Salaries General	Budget Reference	2000-2999: Classified Personnel Salaries General
Amount	2000.	Amount	2000.	Amount	2000.
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures General	Budget Reference	5000-5999: Services And Other Operating Expenditures General	Budget Reference	5000-5999: Services And Other Operating Expenditures General
Amount	7000.	Amount	7000.	Amount	7000.
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries General	Budget Reference	1000-1999: Certificated Personnel Salaries General	Budget Reference	1000-1999: Certificated Personnel Salaries General

Action **8**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#)

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.8.A. Allocate funds to hire a .2FTE Education Specialist.
1.8.B. Allocate funds to hire a .2FTE Special Education Aide.

2018-19

New Modified Unchanged

1.8.A. Allocate funds to hire a .2FTE Education Specialist..
1.8.B. Allocate funds to hire a .2FTE Special Education Aide.

2019-20

New Modified Unchanged

1.8.A. Allocate funds to hire a .2FTE Education Specialist.
1.8.B. Allocate funds to hire a .2FTE Special Education Aide.

BUDGETED EXPENDITURES

2017-18

Amount	15000.
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries General
Amount	5000.
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries General

2018-19

Amount	15000.
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries General
Amount	5000.
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries General

2019-20

Amount	15000.
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries General
Amount	5000.
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries General

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 2

Through the implementation of CCSS, Walden Academy will provide learning opportunities that result in increased academic achievement for all groups of students.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

1. To measure academic growth, Walden Academy students participate in multiple measures replacement assessments in addition to CAASPP.
2. Students above, at, and below grade level in language arts receive instruction in their Zone of Proximal Development.
3. To reach grade level proficiency, struggling students need additional math and English/language arts support during the school day.
4. Report cards reflecting CCSS require further refinement.
5. Walden students need physical education instruction.
6. To move toward redesignation, English Learners show growth on CELDT.
7. To bridge the achievement gap, students will receive after school tutoring in math and English language arts.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results	2.1 Students receive California State Content Standards aligned instruction. The 2016-17 CA Dashboard indicates Walden Academy is 10 points below level 3 in English/language arts.	2.1 Students will continue to receive California State Content Standards aligned instruction and will show 5 point increase in overall English/language arts achievement.	2.1 Students will continue to receive California State Content Standards aligned instruction and will show 5 point increase in overall English/language arts achievement.	2.1 Students will continue to receive California State Content Standards aligned instruction and will show 5 point increase in overall English/language arts achievement.
Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results	2.2 Students receive California State Content Standards aligned instruction. The 2016-17 CA Dashboard indicates Walden Academy is 21 points below level 3 in mathematics.	2.2 Students will continue to receive California State Content Standards aligned instruction and will show 5 point increase in overall mathematics achievement.	2.2 Students will continue to receive California State Content Standards aligned instruction and will show 5 point increase in overall mathematics achievement.	2.2 Students will continue to receive California State Content Standards aligned instruction and will show 5 point increase in overall mathematics achievement.

Priority 4: State Indicator/Academic Indicator/CELDT proficiency rates	2.3 English language learners receive California State Content Standards aligned instruction as well as English language development instruction. The 2016-17 CA Dashboard indicates English language learners are 92 points below level 3 in English/language arts.	2.3 English language learners will continue to receive California State Content Standards aligned instruction and will show a 5 point increase in English language arts.	2.3 English language learners will continue to receive California State Content Standards aligned instruction and will show a 5 point increase in English language arts.	2.3 English language learners will continue to receive California State Content Standards aligned instruction and will show a 5 point increase in English language arts.
Priority 4: State Indicator/Academic Indicator/CELDT proficiency rates	2.4 50% of English language learners made progress as reflected in 2016-17 CELDT results.	2.4 English language learners will increase by 5% growth on CELDT.	2.4 English language learners will increase by 5% growth on CELDT.	2.4 English language learners will increase by 5% growth on CELDT.
Priority 4: State Indicator/Academic Indicator/Reclassification rates	2.5 33% of English language learners were reclassified as English proficient.	2.5 English language learner reclassification rate to maintain a minimum 25% rate.	2.5 English language learner reclassification rate to maintain a minimum 25% rate.	2.5 English language learner reclassification rate to maintain a minimum 25% rate.
Priority 8: State Indicator/College/Career Indicator (HS only)	2.6 Walden Academy uses the following additional metrics used to measure all student growth: I-Ready and DRA (Developmental Reading Assessment) in addition to CAASPP.	2.6 All students assessed by these metrics: I-Ready, DRA, and CAASPP.	2.6 All students assessed by these metrics: I-Ready, DRA, and CAASPP.	2.6 All students assessed by these metrics: I-Ready, DRA, and CAASPP.

PLANNED ACTIONS / SERVICES

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

Action 1

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income		
	Scope of Services		
	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)		
Location(s)	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____		

ACTIONS/SERVICES

2017-18

New
 Modified
 Unchanged

2.1.A. Teachers and instructional aides will administer and analyze benchmark assessments in English/language arts to track student growth and areas of greatest need.

2.1.B. Allocate funds to purchase new CCSS English/language arts curriculum.

2.1.C. Allocate funds to hire instructional aide staff for small group support in English/language arts. .

2.1.D. Allocate funds for after school tutoring in English/ language arts to begin in September.

2.1.E. Allocate funds for intervention instruction and supplies for English/language arts. .

2.1.F. Teachers and aides will receive professional development on Common Core State Standards instruction in English/language arts.

2.1.G. Teachers and aides will receive professional development on best practices in English/language arts instruction.

2.1.H. Teachers and aides will receive professional development in new English/language arts curriculum.

2018-19

New
 Modified
 Unchanged

2.1.A. Teachers and instructional aides will administer and analyze benchmark assessments in English/language arts to track student growth and areas of greatest need.

2.1.B. Allocate funds to purchase new CCSS English/language arts curriculum.

2.1.C. Allocate funds to hire instructional aide staff for small group support in English/language arts. .

2.1.D. Allocate funds for after school tutoring in English/ language arts to begin in September.

2.1.E. Allocate funds for intervention instruction and supplies for English/language arts. .

2.1.F. Teachers and aides will receive professional development on Common Core State Standards instruction in English/language arts.

2.1.G. Teachers and aides will receive professional development on best practices in English/language arts instruction.

2.1.H. Teachers and aides will receive professional development in new English/language arts curriculum.

2019-20

New
 Modified
 Unchanged

2.1.A. Teachers and instructional aides will administer and analyze benchmark assessments in English/language arts to track student growth and areas of greatest need.

2.1.B. Allocate funds to purchase new CCSS English/language arts curriculum.

2.1.C. Allocate funds to hire instructional aide staff for small group support in English/language arts. .

2.1.D. Allocate funds for after school tutoring in English/ language arts to begin in September.

2.1.E. Allocate funds for intervention instruction and supplies for English/language arts. .

2.1.F. Teachers and aides will receive professional development on Common Core State Standards instruction in English/language arts.

2.1.G. Teachers and aides will receive professional development on best practices in English/language arts instruction.

2.1.H. Teachers and aides will receive professional development in new English/language arts curriculum.

BUDGETED EXPENDITURES

2017-18

Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries General
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries General
Amount	.
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures General

2018-19

Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries General
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries General
Amount	.
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures General

2019-20

Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries General
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries General
Amount	.
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures General

Action **2**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

2.2.A. Teachers and instructional aides will administer and analyze benchmark assessments in mathematics to track student growth and areas of greatest need.

2.2.B. Allocate funds to hire instructional aide staff for small group support in mathematics.

2.2.d. Allocate funds for after school tutoring in mathematics to begin in September.

2.2.E. Allocate funds for intervention instruction and supplies in mathematics.

2.2.E. Teachers and aides will receive professional development on Common Core State Standards instruction in mathematics.

2.2.F. Teachers and aides will receive professional development on best practices in mathematics instruction.

2.2.G. Allocate funds for a .2FTE Education Specialist to assist in mathematics interventions.

New Modified Unchanged

2.2.A. Teachers and instructional aides will administer and analyze benchmark assessments in mathematics to track student growth and areas of greatest need.

2.2.B. Allocate funds to hire instructional aide staff for small group support in mathematics.

2.2.d. Allocate funds for after school tutoring in mathematics to begin in September.

2.2.E. Allocate funds for intervention instruction and supplies in mathematics.

2.2.E. Teachers and aides will receive professional development on Common Core State Standards instruction in mathematics.

2.2.F. Teachers and aides will receive professional development on best practices in mathematics instruction.

2.2.G. Allocate funds for a .2FTE Education Specialist to assist in mathematics interventions.

New Modified Unchanged

2.2.A. Teachers and instructional aides will administer and analyze benchmark assessments in mathematics to track student growth and areas of greatest need.

2.2.B. Allocate funds to hire instructional aide staff for small group support in mathematics.

2.2.d. Allocate funds for after school tutoring in mathematics to begin in September.

2.2.E. Allocate funds for intervention instruction and supplies in mathematics.

2.2.E. Teachers and aides will receive professional development on Common Core State Standards instruction in mathematics.

2.2.F. Teachers and aides will receive professional development on best practices in mathematics instruction.

2.2.G. Allocate funds for a .2FTE Education Specialist to assist in mathematics interventions.

BUDGETED EXPENDITURES

2017-18

Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries General
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries General
Source	Base
Budget Reference	4000-4999: Books And Supplies General

2018-19

Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries General
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries General
Source	Base
Budget Reference	4000-4999: Books And Supplies General

2019-20

Source	Base
Budget Reference	0001-0999: Unrestricted: Locally Defined General
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries General
Source	Base
Budget Reference	4000-4999: Books And Supplies General

Action **3**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.3.A. Teachers and instructional aides will administer and analyze benchmark assessments to track student growth and areas of greatest need in English language development.

2.3.B. Allocate funds to hire instructional aide staff for small group support in English language development. .

2.3.C. Allocate funds for after school tutoring to begin in September for English language learners. .

2.3.D. Allocate funds for intervention instruction and supplies for English language learners. .

2.3.E. Teachers and aides will receive professional development in English Language Development standards effective teaching strategies that support English learners.

2018-19

New Modified Unchanged

2.3.A. Teachers and instructional aides will administer and analyze benchmark assessments to track student growth and areas of greatest need in English language development.

2.3.B. Allocate funds to hire instructional aide staff for small group support in English language development. .

2.3.C. Allocate funds for after school tutoring to begin in September for English language learners. .

2.3.D. Allocate funds for intervention instruction and supplies for English language learners. .

2.3.E. Teachers and aides will receive professional development in English Language Development standards effective teaching strategies that support English learners.

2019-20

New Modified Unchanged

2.3.A. Teachers and instructional aides will administer and analyze benchmark assessments to track student growth and areas of greatest need in English language development.

2.3.B. Allocate funds to hire instructional aide staff for small group support in English language development. .

2.3.C. Allocate funds for after school tutoring to begin in September for English language learners. .

2.3.D. Allocate funds for intervention instruction and supplies for English language learners. .

2.3.E. Teachers and aides will receive professional development in English Language Development standards effective teaching strategies that support English learners.

2.3.F. Allocate funds for a bilingual aide to assist student learning and communicate with parents on student progress.

2.3.F. Allocate funds for a bilingual aide to assist student learning and communicate with parents on student progress.

2.3.F. Allocate funds for a bilingual aide to assist student learning and communicate with parents on student progress.

BUDGETED EXPENDITURES

2017-18

Amount	2000.
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries General
Amount	See 1.7.A
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries General
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures General
Amount	See 1.5.C
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies General

2018-19

Amount	2000.
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries General
Amount	See 1.7.A.
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries General
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures General
Amount	See 1.2.C
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies General

2019-20

Amount	2000.
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries General
Amount	See 1.7.A.
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries General
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures General
Amount	See 1.2.C
Source	Supplemental
Budget Reference	4000-4999: Books And Supplies General

Action **4**

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

Students to be Served

All Students with Disabilities

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
2.4 Funding and professional development for CELDT Coordinator.	2.4 Funding and professional development for CELDT Coordinator.	2.4 Funding and professional development for CELDT Coordinator.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 2000.	Amount: 2000.	Amount: 2000.
Source: Supplemental	Source: Supplemental	Source: Supplemental
Budget Reference: 1000-1999: Certificated Personnel Salaries General	Budget Reference: 1000-1999: Certificated Personnel Salaries General	Budget Reference: 1000-1999: Certificated Personnel Salaries General

Action 5

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.5.A. All student progress will be measured using I-Ready, DRA, and CAASSP.
 2.5.B. Teachers and aides will assess student progress.
 2.5.C. Purchase I-Ready

2018-19

New Modified Unchanged

2.5.A. All student progress will be measured using I-Ready, DRA, and CAASSP.
 2.5.B. Teachers and aides will assess student progress.
 2.5.C. Purchase I-Ready

2019-20

New Modified Unchanged

2.5.A. All student progress will be measured using I-Ready, DRA, and CAASSP.
 2.5.B. Teachers and aides will assess student progress.
 2.5.C. Purchase I-Ready

BUDGETED EXPENDITURES

2017-18

Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries General
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries General
Source	Base
Budget Reference	4000-4999: Books And Supplies General

2018-19

Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries General
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries General
Source	Base
Budget Reference	4000-4999: Books And Supplies General

2019-20

Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries General
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries General
Source	Base
Budget Reference	4000-4999: Books And Supplies General

Action **6**

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.7.A. All Walden Academy students will receive physical education using SPARK curriculum.

2.7. B. Walden Academy students will participate in off campus experiences to enhance what they are learning in science and other subjects.

2018-19

New Modified Unchanged

2.7.A. All Walden Academy students will receive physical education using SPARK curriculum.

2.7. B. Walden Academy students will participate in off campus experiences to enhance what they are learning in science and other subjects.

2019-20

New Modified Unchanged

2.7.A. All Walden Academy students will receive physical education using SPARK curriculum.

2.7. B. Walden Academy students will participate in off campus experiences to enhance what they are learning in science and other subjects.

BUDGETED EXPENDITURES

2017-18

Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries General
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures General

2018-19

Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries General
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures General

2019-20

Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries General
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures General

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 3

A positive school climate with all stakeholders participating in activities which increase student engagement and parental involvement.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

1. Increase parent and stakeholder involvement in and out of the classroom due to an overall decline in previous years.
2. Parent education opportunities need expansion.
3. Student attendance is below 95%. Grades 7 and 8 attendance particularly low.
4. Increased parent awareness of child's success towards goal of redesignation on CELDT.
5. Increased number of students exhibiting behaviors consistent with trauma.
6. Support student behavior to continue low suspension and expulsion record.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	3.1 Walden Academy actively seeks parent and stakeholder input and involvement in and out of the classroom through direct person to person contact, school events, website, Parent Square, social media, Good Morning Walden, weekly communication folder, surveys, classroom volunteers, school site volunteers, PTC membership, board meetings and classroom newsletters. Parent involvement in the 2016-17 school year was ***** hours.	3.1 Walden Academy will continue actively seeking parent and stakeholder input and involvement in and out of the classroom through direct person to person contact, school events, website, Parent Square, social media, Good Morning Walden, weekly communication folder, surveys, classroom volunteers, school site volunteers, PTC membership, board meetings, and classroom newsletters. Our goal to increase parental and stakeholder involvement by 3% as measured by volunteer sign	3.1 Walden Academy will continue actively seeking parent and stakeholder input and involvement in and out of the classroom through direct person to person contact, school events, website, Parent Square, social media, Good Morning Walden, weekly communication folder, surveys, classroom volunteers, school site volunteers, PTC membership, board meetings, and classroom newsletters. Our goal to increase parental and stakeholder involvement by 3% as measured by volunteer sign	3.1 Walden Academy will continue actively seeking parent and stakeholder input and involvement in and out of the classroom through direct person to person contact, school events, website, Parent Square, social media, Good Morning Walden, weekly communication folder, surveys, classroom volunteers, school site volunteers, PTC membership, board meetings, and classroom newsletters. Our goal to increase parental and stakeholder involvement by 3% as measured by volunteer sign

		in sheets and/or attendance at school sponsored events.	in sheets and/or attendance at school sponsored events.	in sheets and/or attendance at school sponsored events.
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	3.2 Walden Academy supports parental involvement of unduplicated students with bilingual classroom support, bilingual office staff, bilingual written communication, education in how to support student learning at home, and referrals to local agencies for family support and education.	3.2 Walden Academy supports parental involvement of unduplicated students with bilingual classroom support, bilingual office staff, bilingual written communication, education in how to support student learning at home, and referrals to local agencies for family support and education.	3.2 Walden Academy supports parental involvement of unduplicated students with bilingual classroom support, bilingual office staff, bilingual written communication, education in how to support student learning at home, and referrals to local agencies for family support and education.	3.2 Walden Academy supports parental involvement of unduplicated students with bilingual classroom support, bilingual office staff, bilingual written communication, education in how to support student learning at home, and referrals to local agencies for family support and education.
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	3.3 Walden Academy supports and promotes parental involvement in programs for students with exceptional needs with aide support, education specialist support, and translation services.	3.3 Walden Academy supports and promotes parental involvement in programs for students with exceptional needs with aide support, education specialist support, and translation services.	3.3 Walden Academy supports and promotes parental involvement in programs for students with exceptional needs with aide support and education specialist support, and translation services.	3.3 Walden Academy supports and promotes parental involvement in programs for students with exceptional needs with aide support and education specialist support, and translation services.
Priority 5: Local Metric/Student Engagement/School attendance rates	3.4 Student attendance rate at Walden Academy is 94.6%% as reported by Power School, SIS.	3.4 Student attendance rate to increase by .50%.	3.4 Student attendance rate to increase by .50%	3.4 Student attendance rate to increase by .50%
Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator	3.5 Chronic Absentee rate at Walden academy at 0.025% as reported by Power School.	3.5 Lessen chronic absentee rate by .50%.	3.5 Lessen chronic absentee rate by .50%.	3.5 Lessen chronic absentee rate by .50%.
Priority 6: Local Indicator/Local tool for school climate	3.6 Middle School drop out rate at Walden Academy is 0.	3.6 Maintain a middle school drop out rate of 0.	3.6 Maintain a middle school drop out rate of 0.	3.6 Maintain a middle school drop out rate of 0.
Priority 6: Local Metric/Expulsion rate	3.7 Expulsion rate at Walden Academy is 0.	3.7 Maintain a zero expulsion rate.	3.7 Maintain a zero expulsion rate.	3.7 Maintain a zero expulsion rate.

PLANNED ACTIONS / SERVICES

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

Action 1

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

[Students to be Served](#) All Students with Disabilities

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#) LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.1.A. Allocate funds to employ a volunteer coordinator.
 3.1.B. Provide parent involvement opportunities during the school day and after the school day.
 3.1.C. Allocate funds for Parent Square communication tool.

2018-19

New Modified Unchanged

3.1.A. Allocate funds to employ a volunteer coordinator.
 3.1.B. Provide parent involvement opportunities during the school day and after the school day.
 3.1.C. Allocate funds for Parent Square communication tool.

2019-20

New Modified Unchanged

3.1.A. Allocate funds to employ a volunteer coordinator.
 3.1.B. Provide parent involvement opportunities during the school day and after the school day.
 3.1.C. Allocate funds for Parent Square communication tool.

BUDGETED EXPENDITURES

2017-18

Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries General
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures General

2018-19

Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries General
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures General

2019-20

Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

Action **2**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.2.A. Allocate funds to employ a bilingual classroom aide for communication with families.

3.2.B. Allocate funds to employ bilingual office staff.

2018-19

New Modified Unchanged

3.2.A. Allocate funds to employ a bilingual classroom aide to assist in communication with families.

3.2.B. Allocate funds to employ bilingual office staff.

2019-20

New Modified Unchanged

3.2.A. Allocate funds to employ a bilingual classroom aide to assist in communication with families.

3.2.B. Allocate funds to employ bilingual office staff.

BUDGETED EXPENDITURES

2017-18

Amount	See 1.7.B
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries General

2018-19

Amount	See 1.7.B
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries General

2019-20

Amount	See 1.7.B
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries General

Amount	2000.	Amount	2000.	Amount	2000.
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries General	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries

Action 3

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.3.A. Provide translation services for IEP meetings
 3.3.B Provide funding for a .2 FTE Education Specialist
 3.3.C. Provide funding for a .2 FTE Special Education Aide.

2018-19

New Modified Unchanged

3.3.A. Provide translation services for IEP meetings
 3.3.B Provide funding for a .2 FTE Education Specialist
 3.3.C. Provide funding for a .2 FTE Special Education Aide.

2019-20

New Modified Unchanged

3.3.A. Provide translation services for IEP meetings
 3.3.B Provide funding for a .2 FTE Education Specialist
 3.3.C. Provide funding for a .2 FTE Special Education Aide.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	See 1.7.B	Amount	1.7. B.	Amount	1.7. B.
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries General	Budget Reference	2000-2999: Classified Personnel Salaries General	Budget Reference	2000-2999: Classified Personnel Salaries General
Amount	See 1.8.A	Amount	See 1.8.A	Amount	See 1.8.A.
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries General	Budget Reference	2000-2999: Classified Personnel Salaries General	Budget Reference	2000-2999: Classified Personnel Salaries General
Amount	See 1.8.B	Amount	See 1.8.B	Amount	See 1.8.B
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries General	Budget Reference	2000-2999: Classified Personnel Salaries General	Budget Reference	2000-2999: Classified Personnel Salaries General

Action 4

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

Students to be Served All Students with Disabilities Low performing students

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools

Specific Schools:

Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.4.A. Outreach education to parents and students about the importance of good attendance at school.

3.4.B. Begin school year with attendance contracts for students that received 3 truancy notices in prior school year.

3.4.C. Create tardy contracts once a student reaches 3 tardies.

3.4.D. Implement new computer based truancy program for more accurate and current attendance notices.

3.4.E. Morning Meeting implementation by teachers in classrooms to positively impact and increase student connectedness.

3.4.F. Participate in Student Attendance Review Board to support student and family attendance accountability.

2018-19

New Modified Unchanged

3.4.A. Outreach education to parents and students about the importance of good attendance at school.

3.4.B. Begin school year with attendance contracts for students that received 3 truancy notices in prior school year.

3.4.C. Create tardy contracts once a student reaches 3 tardies.

3.4.D. Implement computer based truancy program for more accurate and current attendance notices.

3.4.E. Continue Morning Meetings in classrooms to positively impact and increase student connectedness.

3.4.F. Continue participation in Student Attendance Review Board to support student and family attendance accountability.

2019-20

New Modified Unchanged

3.4.A. Outreach education to parents and students about the importance of good attendance at school.

3.4.B. Begin school year with attendance contracts for students that received 3 truancy notices in prior school year.

3.4.C. Create tardy contracts once a student reaches 3 tardies.

3.4.D. Implement computer based truancy program for more accurate and current attendance notices.

3.4.E. Continue Morning Meetings in classrooms to positively impact and increase student connectedness.

3.4.F. Continue participation in Student Attendance Review Board to support student and family attendance accountability.

BUDGETED EXPENDITURES

2017-18

Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries General
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries General

2018-19

Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries General
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries General

2019-20

Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries General
Source	Base
Budget Reference	

Action **5**

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

Students to be Served All Students with Disabilities

Location(s) All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.5.A. Students receive targeted academic intervention and after school tutoring to address academic achievement gaps.

3.5.B. Students receive behavior intervention support with behavior support personnel.

3.5.C. Morning Meeting implementation by teachers in classrooms to positively impact and increase student connectedness.

3.5.D. Referral to local family support agencies or SMART Team referral.

2018-19

New Modified Unchanged

3.5.A. Students receive targeted academic intervention and after school tutoring to address academic achievement gaps.

3.5.B. Students receive behavior intervention support with behavior support personnel.

3.5.C. Morning Meeting implementation by teachers in classrooms to positively impact and increase student connectedness.

3.5.D. Referral to local family support agencies or SMART Team referral.

2019-20

New Modified Unchanged

3.5.A. Students receive targeted academic intervention and after school tutoring to address academic achievement gaps.

3.5.B. Students receive behavior intervention support with behavior support personnel.

3.5.C. Morning Meeting implementation by teachers in classrooms to positively impact and increase student connectedness.

3.5.D. Referral to local family support agencies or SMART Team referral.

BUDGETED EXPENDITURES

2017-18

Amount See 1.7.A

2018-19

Amount See 1.7.A

2019-20

Amount See 1.7.A

Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries General
Amount	6600.
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries General

Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries General
Amount	6600.
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries General

Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries General
Amount	6600.
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries General

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$82,959.

Percentage to Increase or Improve Services: 7.15%

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

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

1. Purchase new standards aligned English/language arts curriculum.
2. Teachers and aide staff will receive professional development in the area of English Language Development Standards and Common Core State Standards implementation.
3. Teachers and aide staff will receive professional development in the area of best teaching practices.
4. Allocate funds for a .2FTE Education Specialist.
5. Allocate funds for a .2FTE special education aide.
6. Allocate funds to hire instructional aide staff for small group support and tutoring during the school day.
7. Allocate funds for after school academic tutoring to begin in September.
8. Allocate funds for a bilingual aide.

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

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to 5 CCR 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR 15496(a)(7).

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards for English Language Arts
 - b. Mathematics – Common Core State Standards for Mathematics
 - c. English Language Development
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 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 school sites 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?

Guiding Questions: Stakeholder Engagement

- 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, or 47606.5, as applicable, 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?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any 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 unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups 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 school sites?
- 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 school sites, 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?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	97,499.00	82,999.00	156,200.00	157,200.00	156,200.00	469,600.00
Base	14,500.00	0.00	63,600.00	64,600.00	63,600.00	191,800.00
Supplemental	82,999.00	82,999.00	92,600.00	92,600.00	92,600.00	277,800.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	97,499.00	82,999.00	156,200.00	157,200.00	156,200.00	469,600.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	37,465.00	37,465.00	29,000.00	30,000.00	29,000.00	88,000.00
2000-2999: Classified Personnel Salaries	44,724.00	44,724.00	76,600.00	76,600.00	76,600.00	229,800.00
4000-4999: Books And Supplies	810.00	810.00	47,000.00	47,000.00	47,000.00	141,000.00
5000-5999: Services And Other Operating Expenditures	14,500.00	0.00	3,600.00	3,600.00	3,600.00	10,800.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	97,499.00	82,999.00	156,200.00	157,200.00	156,200.00	469,600.00
0001-0999: Unrestricted: Locally Defined	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	15,000.00	16,000.00	15,000.00	46,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	37,465.00	37,465.00	14,000.00	14,000.00	14,000.00	42,000.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	5,000.00	5,000.00	5,000.00	15,000.00
2000-2999: Classified Personnel Salaries	Supplemental	44,724.00	44,724.00	71,600.00	71,600.00	71,600.00	214,800.00
4000-4999: Books And Supplies	Base	0.00	0.00	42,000.00	42,000.00	42,000.00	126,000.00
4000-4999: Books And Supplies	Supplemental	810.00	810.00	5,000.00	5,000.00	5,000.00	15,000.00
5000-5999: Services And Other Operating Expenditures	Base	14,500.00	0.00	1,600.00	1,600.00	1,600.00	4,800.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	0.00	2,000.00	2,000.00	2,000.00	6,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal

Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	143,600.00	144,600.00	143,600.00	431,800.00
Goal 2	4,000.00	4,000.00	4,000.00	12,000.00
Goal 3	8,600.00	8,600.00	8,600.00	25,800.00
Goal 4	0.00	0.00	0.00	0.00
Goal 5	0.00	0.00	0.00	0.00
Goal 6	0.00	0.00	0.00	0.00
Goal 7	0.00	0.00	0.00	0.00
Goal 8	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.