

## **Walden Academy, Inc. Board of Directors' Meeting Agenda**

**Tuesday , February 27, 2024, 6:30 p.m. – Regular Meeting**

The meeting will be held at the Walden Main Campus Room 2, 1149 W. Wood Street, Willows, California

### **Call to Order and Attendance at:**

#### **Board Members**

M. Martin  
N. Michaud  
J. Mercado  
A. Alves

#### **Pledge of Allegiance**

#### **Review & Approval of Agenda**

#### **Public Comments:**

- COMMENTS FROM THE FLOOR - At this time any person wishing to speak to any item not on the agenda will be granted three minutes to make a presentation to the Board of Directors.
- COMMENTS ON AGENDA ITEMS – Any person wishing to speak to any item on the agenda will be granted five minutes to make a presentation to the Board of Directors.

#### **Consent Agenda**

Approval of Minutes: Regular Board Meeting January 23, 2024  
Approval of Check Register: November 2023, December 2023 & January 2024  
Approval of Financials: January 31, 2024  
Staff:  
Committee Developed Policy/Procedures:

#### **Administrator/Board Member Reports**

Financial Update  
Director's Report  
PTC Update  
Board Member Reports  
Governance Committee  
Planning Committee

#### **Discussion/Action Items**

1. ARI Service Contract for 2024-2025 (Vanderwaal) - Board will review and take action as needed.
2. IRS Form 990 and California Form 199 for 2022-2023 (Vanderwaal) - Board will review and take action as needed.
3. Second Interim Budget for 2023-24 (Vanderwaal) - Board will review and take action as needed.
4. Option to Renew Lease for 5 Years (Vanderwaal & Calonico) - closed session?
5. LCAP Midyear Report (Calonico)- Review item only.

6. Comprehensive School Safety Plan (Calonico)- Board will review and take action as needed.
7. 2024-25 School Calendar (Calonico)- Board will review and take action as needed.
8. Board Policy 5145.12 (Calonico)- Board will review a second time and take action as needed.

### **Pending/Upcoming Items**

1. None

### **Announcements**

1. Next Regular Meeting: Tuesday March 26, 2024

### **Adjournment**

**Vision:** Creating a Confident Community Passionate About Lifelong Learning.

**Mission:** Walden Academy provides an innovative learning environment that extends beyond the classroom. Science and challenging academics encourage students to collaborate and excel in all aspects of life, as modeled by family, school, and community.

**THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE**

Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

**REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY**

The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

**REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY**

Pursuant to the *Rehabilitation Act of 1973* and the *Americans with Disabilities Act of 1990*, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting Walden Academy at 1149 W. Wood Street, Willows, CA 95988, (530)361-6480, or [smaben@waldenacademy.org](mailto:smaben@waldenacademy.org), as far in advance as possible, but no later than 24 hours before the meeting.

**FOR MORE INFORMATION**

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## Walden Academy, Inc. Board of Directors' Meeting Packet

Tuesday , January 23. 2023, 6:30 p.m. – Regular Meeting

The meeting will be held at the Walden Main Campus Room 2, 1149 W. Wood Street, Willows, California

Call to Order and Attendance at: **6:31 PM**

### Board Members

S. Maben **Present**  
M. Martin **Present**  
J. Mercado **Present**  
N. Michaud **Present**  
A. Alves **Present**

Pledge of Allegiance **Led by S. Maben**

### Review & Approval of Agenda

#### Public Comments:

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- COMMENTS ON AGENDA ITEMS – Any person wishing to speak to any item on the agenda will be granted five minutes to make a presentation to the Board of Directors.

### Consent Agenda

Approval of Minutes: Regular Board Meeting December 2023

Approval of Check Register: **Register unavailable**

Approval of Financials: **Financials Unavailable**

Staff: **Add Food Staff Member**

Committee Developed Policy/Procedures: None

**M. Martin made a motion to approve the Consent Agenda, minus the check register and financials. J. Mercado seconded the motion. 5 Ayes, 0 Nays**

### Administrator/Board Member Reports

Financial Update **No Report**

Director's Report A. Calonico gave an update, including data from the January 2024 Walk-Through and Behavioral Data.

PTC Update **Tri-tip drive through dinner tickets being sold. Members are discussing and taking action towards By-Laws changes and amendments.**

Board Member Reports **No Reports**

Governance Committee **No Reports**

Planning Committee **No Reports**

### Discussion/Action Items

1. **Financial (M. Vanderwaal)** **M. Vanderwaal not present, update will be added to the February Meeting.**
2. **Williams Complaint Report (A. Calonico)**- The board will review and take action as necessary. **N. Michaud made a motion to approve the Quarterly Williams Complaint Report. M. Martin seconded the motion. 5 Ayes, 0 Nays.**

3. **Policy 5145.12 (A. Calonico)**- The board will read and review and take action as necessary. Board will read and review. Policy requires two reads before action. No other action taken at this time.
4. **SARC Report (A. Calonico)**- The board will review and take action as necessary. J. Mercado made a motion to approve the SARC Report. M. Martin seconded the motion. 5 Ayes, 0 Nays.
5. **SPSA Update (A. Calonico)**- Discussion item only. Smaller version of the LCAP that is not required at this time.

#### **Pending/Upcoming Items**

1. Walden School Safety Report
2. LCAP Midyear Review
- 3.

#### **Announcements**

1. Next Regular Meeting: Tuesday February 27th at 6:30pm

**Adjournment 7:38 PM**

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Walden Academy  
1149 W. Wood St.  
Willows, CA 95988  
(530)361-6480

*Creating a confident community passionate about lifelong learning*

## **Director's Report**

**February 2024**

*The mission of Walden Academy is to provide an innovative learning environment that extends beyond the classroom. Science and challenging academics encourage students to collaborate and exceed in all aspects of life as modeled by family, school, and community.*

**I. LCAP 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.

### **Conditions of Learning**

#### **1. Basic**

##### **A. Credentialed teachers**

Teachers possess appropriate credentials for their assignments. We have 4 teachers without a clear credential who are currently enrolled in an induction program. We have one teacher who has just requested a renewal of her credential and we are awaiting confirmation through the CTC.

##### **B. Access to standards-aligned instructional materials**

We continue to provide standards-aligned material to all Walden Academy students.

##### **C. Facilities in good repair**

Facilities remain in excellent condition.

#### **2. State Standards Implementation---English language development standards and academic content & performance standards**

##### **A. Walk Through Data Summary**

In the recent analysis of walkthrough data at Walden Academy, significant shifts in instructional focus were observed. Previously, the school allocated 66% core instruction and 34% supplemental instruction. Walk-throughs for the month of February reflect 50% core instruction, 30% supplemental instruction (small group) and 20% intensive support (1-1 with teacher).

The engagement rate, which was previously at 90.2%, has seen a big increase to 92.1%. This suggests that engagement, instructional strategies and pacing are supporting higher engagement among our students.

A crucial aspect of the walkthrough analysis was the assessment of classroom noise levels. 100% of the classes exhibited normal, quiet or no noise level environments conducive to effective learning. However, this can also be attributed to testing during this month. In addition to noise level, another crucial finding from this month's walk through data was that all walkthroughs showed evidence of some or multiple components of differentiation with the highest form of differentiation being process and environment differentiation.

Since the January board meeting, a total of 10 walkthroughs have been conducted, providing a comprehensive overview of the school's teaching practices, student engagement, and overall classroom dynamics. These walkthroughs serve as valuable tools for assessing the effectiveness of instructional strategies and identifying areas for potential improvement.

In summary, Walden Academy has undergone a shift in instructional distribution, with a positive impact on engagement levels. The majority of classrooms maintain suitable noise levels for learning, and the walkthrough data offers valuable insights that can inform future educational strategies and enhancements. Collaboration and PLCs will continue to focus on differentiation and engagement. We will also have a Professional Development on iReady for differentiation on March 20th.

### **3. Course Access---*broad course of study***

#### **Broad Course of Study**

**A.** Students continue to receive a broad course of study. Our LCAP midyear report highlighted this is still an area of growth for Walden, and within our School Site Council meeting we explored opportunities for both increasing academic engagement and performance and bringing students a broad course of study.

-The SSC would like to see changes in the LCAP initiatives to include more professional development opportunities for teachers and bringing STEM or STEAM to our school.

**II. LCAP Goal 2:** Through the implementation of CCSS, Walden Academy will provide learning opportunities that result in increased academic achievement for all groups of students.

#### **Pupil Outcomes**

**4. Student Achievement-** *We are working towards our school and classroom goals. Students took the iReady Diagnostic test this week, and we are using the data to drive instruction.*

**A. School Goals:**

1. Walden will have 45% of students score on or above level on the CAASPP for the 2023/24 school year in ELA.
2. Walden will have 30% of students score on or above level on the CAASPP for the 2023/24 school year in Math.

**B. Incentives for school goals:** Most classrooms had set testing goals for the the iReady test this month and 8 teachers/ classrooms met their goals. (All grades K-5: Snider, Alves, Geroy, Lopez, Maben, Moss, Yeager, and Zavala). Mrs. Geroy’s class had the most growth with 113% progress toward their typical Reading goal and 92% toward their typical math goal! Classes will be setting new goals at our next PLC and students will be iReady testing again in May.

<b>Kinder</b>	<b>Alves:75% will show improvement Snider: 75% will show improvement</b>
<b>1st</b>	<b>Raygoza &amp; Lopez: Either every student improves buy 1 point or the class grows 65%</b>
<b>2nd</b>	<b>Overall class growth of 65% toward typical growth in iReady</b>
<b>3rd-5th</b>	<b>Overall class growth of 60% toward typical growth goal.</b>

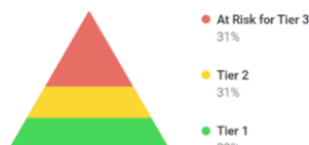
September (Reading)

Overall Placement



February (Reading)

Overall Placement



September (Math)

Overall Placement



February (Math)

Overall Placement





**III. LCAP Goal 3:** A positive school climate with all stakeholders participating in activities which increase student engagement and parental involvement.

**Engagement**

**5. Parent Involvement**---*efforts to seek parent input in decision making & parent participation in programs for special need subgroups*

- A.** I send out weekly newsletters to staff and to families each Friday. This is the River Hawk Weekly Review (staff) and the River Hawk Talk (families).
- B.** I have sent a request for over 175 volunteer opportunities run through the school office. Volunteer work was encouraged at Back to School Night. I have also been honoring volunteers on our weekly River Hawk Talk. We awarded Miki Martin the volunteer of the month award.
- C.** We've been able to open the CARES store each Friday through the help of Parent Volunteers.
- D.** We are focusing on Attendance and Walden wear for our Spirit Fridays. Ms. Zavala's class won the last spirit award.
- E.** We conducted our second SSC meeting this month and had approval of the School Safety Plan and the LAP Midyear Review.

**6. Pupil Engagement**---*attendance rates/chronic absenteeism*

**A. Attendance:** Monitoring has commenced at the start of the year. **We are averaging 94% average daily attendance.**

**7. School Climate**---*suspension/expulsion, school safety & connectedness A.*

**Connectedness:** We have begun our Staff Recognition program. We are using referrals and celebrating 4-5 staff members each month.

**B. Behavior Management:** Overall, we've seen a decrease in all behavioral incidents since September but an increase since the January board meeting. There were 44 incidents. Here is the data breakdown:

**Percentage Breakdown by Classroom:**

- 2nd Grade:  $14/44 * 100\% \approx 31.82\%$
- 5th Grade:  $6/44 * 100\% \approx 13.64\%$
- 6th Grade:  $5/44 * 100\% \approx 11.36\%$
- 7th Grade:  $5/44 * 100\% \approx 11.36\%$
- Kindergarten:  $4/44 * 100\% \approx 9.09\%$
- 1st Grade:  $4/44 * 100\% \approx 9.09\%$
- 4th Grade:  $3/44 * 100\% \approx 6.82\%$

- 3rd Grade:  $1/44 * 100\% \approx 2.27\%$
- 8th Grade:  $1/44 * 100\% \approx 2.27\%$

#### **Percentage Breakdown by Incident Type:**

- Defiance/Disrespect:  $11/41 * 100\% \approx 26.83\%$
- Not following Rules:  $7/41 * 100\% \approx 17.07\%$
- Disruptive behavior:  $5/41 * 100\% \approx 12.20\%$
- Bullying Behavior:  $5/41 * 100\% \approx 12.20\%$
- Hands On Staff/Students/Another student:  $4/41 * 100\% \approx 9.76\%$
- Foul Language:  $3/41 * 100\% \approx 7.32\%$
- Throwing Objects:  $1/41 * 100\% \approx 2.44\%$

**C. Positive Behavior Intervention Support:** We do not have an accurate count on how many CARES tickets were give this month. We did run out which was a good sign, but students are saving them, and this makes it hard to account for. We had to create more \$5 CARES cash and distribute. We also purchased more things of a different variety for the CARES store.

**D.** We are prepping for the 100th day of school (Feb. 6th) and Read Across America Week. (First week in March)

**E.** We successfully ran the February camp. Ms. Amber coordinated the camp with 38 registrants and 9 staff creating fun activities and preparing meals.

#### **Current Enrollment**

A. Current enrollment numbers are 179 students.

Respectfully submitted,

Amber Calonico NBCT, MAT, M.Ed



## Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Walden Academy Charter School	Amber Calonico Director	acalonico@waldenacademy.org (530) 361-6480

# Goal 1

## Goal Description

Walden Academy will provide learners with engaging and challenging learning opportunities in a broad course of study through the implementation of state academic content, performance, and ELD standards. Learners will be instructed by highly qualified professionals with sufficient instructional material and technology, on a well maintained campus set up to meet the needs of all learners.

## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	The SARC indicates that 100 % of Walden Academy teachers in the core content areas are appropriately credentialed with a Clear California Credential, are in a concurrent ATE induction program, or enrolled in an approved internship program as evidenced by their credentials or induction/internship documents.	All (100%) teachers are appropriately credentialed. Teachers without a clear credential are enrolled in an approved internship.	All (100%) teachers are appropriately credentialed. Teachers without a clear credential are enrolled in an approved internship.	All teachers, totaling 100%, possess the necessary credentials, as verified through data extracted from the CA School Dashboard and SARC report. In cases where teachers lack a clear credential, they are actively participating in an approved internship program.	100% of Walden Academy teachers in the core content areas are appropriately credentialed with a Clear California Credential, are in a concurrent ATE induction program, or enrolled in an approved internship program as evidenced by their credentials or induction/internship documents.
	The SARC and teacher inventories indicate that 100% of Walden Academy learners have adequate and appropriate instructional material and appropriate technology devices.	All (100%) Walden Academy learners have adequate and appropriate instructional material and technology devices.	All (100%) Walden Academy learners have adequate and appropriate instructional material and technology devices.	Data extracted from the CA School Dashboard and Williams Compliance monitoring which includes teacher inventories reveal that all Walden Academy learners, comprising 100%, are equipped with sufficient and suitable instructional materials and technology devices.	100% of Walden Academy learners have adequate and appropriate instructional materials and appropriate technology devices as evidenced by teacher inventories and SARC report filed yearly.
	The FIT report indicates that Walden Academy school grounds and facilities are in good/exemplary condition.	School grounds continue to remain in good/exemplary condition.	School grounds continue to remain in good/exemplary condition.	According to the FIT report, Walden Academy's school grounds and facilities are in excellent/good condition.	Walden Academy school grounds and facilities are in good/exemplary condition as evidenced by the yearly FIT report.
	100% of all Walden Academy learners receive instruction in content aligned with state content,	100% of Walden Academy learners received instruction in content aligned to state standards.	100% of Walden Academy learners received instruction in content aligned to state standards.	All students at Walden Academy receive education that adheres to state content,	100% of all Walden Academy learners receive instruction in content aligned with state content,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	performance and ELA standards. For the 2021-22 school year, 50% of our teaching staff is either new to Walden, new to the profession and/or changing grade level. Due to this change, we are at the beginning stage of development (2) in ELA.	Due to the amount of beginning teachers, we began the year at in the beginning stages of development in ELA. As the year has progressed, they are moving into stage 3/initial implementation.	We are in stage 3/initial implementation.	performance, and ELA standards, encompassing 100% of the learner population. Professional Learning Communities play a pivotal role in reinforcing standard alignment at Walden Academy. Walden is at a level 4 implementation.	performance and ELA standards. By the 2023-24 school year, we plan to be at level 4, full implementation.
	100% of all English language learners will receive instruction in English language development standards. For the 2021-22 school year, 50% of our teaching staff is either new to Walden, new to the profession and/or changing grade level. Due to this change, we are at the beginning stage of development (2) in ELD.	100% of Walden Academy's English language learners received English language instruction in content aligned to state standards. Due to the amount of beginning teachers, we began the year at in the beginning stages of development in ELD. As the year has progressed, they are moving into stage 3/initial implementation.	100% of Walden Academy's English language learners received English language instruction in content aligned to state standards. We are in Stage 3/initial implementation.	100% of Walden Academy's English language learners received English language instruction in content aligned to state standards. We are in stage 4 of implementation.	100% of all English language learners will receive instruction in English language development standards. By the 2023-24 school year, we plan to reach full implementation, level 4.
	100% of all learners receive a broad course of study with instruction in the core subjects and electives.	100% of learners receive a broad course of study.	100% of learners receive a broad course of study.	Every learner receives a comprehensive curriculum encompassing core subjects and electives, ensuring a diverse and well-rounded course of study for 100% of the student body.	100% of all learners receive a broad course of study with instruction in the core subjects and electives.
	100% of unduplicated pupils have access to the programs and services developed for them.	100% of learners have access to the programs and services developed for them.	100% of learners have access to the programs and services developed for them.	100% of unduplicated pupils had access to the programs and services developed for them up until November 8th 2023 when the district counselor resigned. Services resumed on 1/31/24, and currently 100% of students have access to the programs and services developed for them.	100% of unduplicated pupils have access to the programs and services developed for them.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	100% of learners with exceptional needs will have programs and services developed for them.	100% of learners have access to the programs and services developed for them	100% of learners have access to the programs and services developed for them	100% of learners have access to the programs and services developed for them	100% of students with exceptional needs have access to the programs and services developed for them.

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<b>Teacher credentialing</b> Walden Academy teachers in the core content areas without a Clear California Credential will be enrolled in a culturally responsive, concurrent ATE induction program.	No	Fully Implemented	All teachers either have a clear credential or are enrolled in an induction program.	SARC and Dashboard data.	\$15,900.00	\$11,900
1.2	<b>Broad course of study-engaging electives</b> We will provide a broad course of study in each classroom, including elective subjects to increase engagement and provide low income, foster youth, and English learners alternate ways to show mastery outside the core academic program.	Yes	Fully Implemented	The school has implemented all aspects mentioned in 1.2, ensuring a comprehensive curriculum in each classroom. This includes offering elective subjects to enhance participation and offering alternative avenues for demonstrating proficiency to low-income students, foster youth, and English learners beyond the primary academic program. Although we have not implemented the "elective wheel" students have a variety of choices in clubs and activities-including expanded	iReady data shows the school has gone from 18% proficiency in Reading to 25% proficiency in Reading from September 23 to November 23. For math, proficiency has grown from 11% to 18% from September to November as evident through iReady.	\$5,000.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				learning opportunities in the classroom.			
1.3	<b>Instructional materials</b> Provide a variety of instructional and supplemental programs to support English learners, foster students, and low-income students during interventions, Me Time, and whole class instruction. Purchase additional support for tracking student progress through Performance Matters.	Yes	Partially Implemented	Performance Matters has not been used as the school did not complete the training within the year specified. However, all students participate in "me time" where they all receive tier 2 or tier 3 intervention for reading and math 4 times a week.	iReady data shows the school has gone from 18% proficiency in Reading to 25% proficiency in Reading from September 23 to November 23. For math, proficiency has grown from 11% to 18% from September to November as evident through iReady.	\$17,500.00	\$12,385
1.4	<b>Maintenance</b> Continue with a full time custodian hired during the pandemic to make sure we have a clean, sanitized, safe and functional environment.	No	Fully Implemented	According to the FIT report, Walden Academy's school grounds and facilities are in excellent/good condition.	According to the FIT report, Walden Academy's school grounds and facilities are in excellent/good condition.	\$48,000.00	\$2289.46
1.5	<b>Additional Student Support</b> Walden Academy will contract with the local Glenn County SELPA to provide additional instructional time from the Education Specialist for additional support for learners performing below grade level, low income, English Learners, and those that need more social-emotional support.	Yes	Fully Implemented	All students who qualify for special education receive additional support and instructional time with an education specialist.	SEIS reports	\$17,000.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

## Goal 2

### Goal Description

All Walden Academy learners will make annual growth towards meeting or exceeding standards in English Language Arts (ELA) and mathematics demonstrated by CAASPP/

SBAC, other benchmark assessments and report cards.

## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	22% met or exceeded in ELA.	SBAC data from the 2020-21 school year compared to the 2018-19 school year indicates the following: 15% exceed standards, up from 4.9% 19% meet standards, up from 17.8% 22% nearly meet standards, up from 38.6% 42.8% did not meet standards, up from 38.6%. To summarize, 34.70% of students met or exceeded standards in 2020-21, up from 22.77% in 2018-19. Overall, the scores reflect the success in changes made in classroom instruction, testing protocol, instructional differentiation and strategies, small group	SBAC/CAASPP data from the 2021-22 school year compared to the 2020-21 and 2018-19 school years indicates the following:  20% exceed standards, up from 15% in 20-21 and 4.9% in 18-19.  26% met standards, up from 19% in 20-21 and 17.8% in 18-19.  23% nearly meet standards, up from 22% in 20-21 and 38.6% in 18-19.  30% did not meet standards, down from 42.8% in 20-21 and 38.6% in 2018-19.	SBAC/CAASPP data shows that Walden Academy students went down in ELA. With only 14.8% of students meeting standards and 5.86% of students exceeding standards in ELA.	Overall, learners will make progress toward meeting or exceeding standards in English/language arts. The goal for 23-24 is students that meet or exceed standards in ELA will increase to 45%.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		instruction and interventions.	<p>To summarize, 47.06% of students met or exceeded standards in 2021-22 up from 34.70% in 20-21 and 22.77% in 18-19. We have EXCEEDED the goal of 45% reaching that goal for year 3.</p> <p>These scores reflect the successful changes made in classroom instruction, testing protocol, instructional differentiation and strategies, small group instruction and the Me Time intervention block.</p>		
	18.8% met or exceeded in math.	<p>SBAC data from the 2020-21 school year compared to the 2018-19 school year indicates the following:            5.10% exceed standards, up from 3.96%            20.41% meet standards, up from 14.85%            27.55% nearly meet standards, down from 37.62%            46.94% did not meet standards, up from 43.56%.            To summarize, 25.51% of students met or exceeded standards in 2020-21, up from 18.81% in 2018-19. Overall, the scores reflect the success in changes made in classroom instruction, testing protocol, instructional differentiation and strategies, small group instruction and interventions.</p>	<p>SBAC/CAASPP data from the 2021-22 school year compared to the 2020-21 and 2018-19 school years indicates the following:</p> <p>16% % exceed standards, up from 5.10% in 20-21 and 3.96% in 18-19.</p> <p>17% meet standards, down from 20.41% in 20-21 and up from 14.85% in 18-19.</p> <p>24% nearly meet standards, down from 27.55% in 20-21 and down from 37.62% in 18-19.            42% did not meet standards, down from 46.94% in 20-21 and 43.56% in 2018-19.</p> <p>To summarize, 33.38% of students met or exceeded</p>	SBAC/ CAASPP data shows that Walden academy increased the number of students meeting or exceeding standards (collectively) by 3.8%	Overall, learners will make progress toward meeting or exceeding standards in mathematics. For 23-24, students scoring at level or above will increase to 36%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			<p>standards in 2021-22, up from 25.51% in 20-21 and 18.81% in 2018-19.</p> <p>Overall, the scores reflect the success in changes made in classroom instruction, testing protocol, instructional differentiation and strategies, small group instruction and interventions and Me Time pilot in mathematics.</p>		
	<p>Data Dashboard indicates the ELPI rate currently is 29.4%.</p>	<p>The ELPI rate for English learners for the 2020-21 school year was 10%. It is our opinion that the decrease in numbers is due to the pandemic and the restrictions regarding the prior year mandate to shut down and then the restrictions due to cohorting.</p>	<p>The ELPI rate for English learners for the 2021-22 school year is 53.8%. This is an increase of 24.4% which far exceeds our original goal of a 10% increase.</p>	<p>Our ELPI rate went down to 24% for the 22/23 school year. This shows a decrease of almost 30% which shows that although we met our goal the previous year, we have now back-tracked towards this goal.</p>	<p>The ELPI rate of English learners will increase by 10%.</p>
	<p>The number of learners on or above grade level standards in English/language arts is 34% and mathematics is 27% as measured by I-Ready.</p>	<p>The number of learners on or above grade level standards for the 2021-22 school year measured by I-Ready are: ELA: 44% and Math 39%</p>	<p>The number of learners on or above grade level standards for the 2022-23 school year measured by I-Ready are: ELA: 43% (down 1 percentage points from the previous year and Math 37% (down 2 percentage points)</p>	<p>The number of learners on or above grade level for the 23-24 school year measured by iReady is 39% for ELA (down by 4% since last year) However, at the start of the year, this was at 19%, so we have increased it almost 20% since the beginning of the year. For math, we started at 11% on or above grade level, and from our most recent diagnostic, we are at 22%. We are still below previous years, but are making gains- showing we are doing things right.</p>	<p>The number of learners on or above grade level standards will increase by 30% on end of the year I-Ready diagnostic assessments.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	The number of learners 2 or more years below in English/language arts is 20% and mathematics is 16% on end of year I-Ready assessments.	The number of learners 2 years below grade level measured by I-Ready are: ELA is 21% and 15% in math.	The number of learners 2 years below grade level measured by I-Ready are: ELA is 6% and 9% in math.	The number of learners 2 years below grade level are as follows: ELA 31% Math 18%	The number of learners 2 or more years below in English/language arts will decrease by 15% and 10% in mathematics on end of year I-Ready assessments.

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<b>Academic Achievement</b> Provide instruction assistants in classrooms for small group learning, utilizing scaffolded instruction in ELA, mathematics, and ELD to address the needs of students struggling to meet standards, English learners, foster youth, and low income learners.	No	Fully Implemented	We have two additional support aides to assist with small group instruction to support students in ELA, Math and ELD.	Employment data.	\$63,000.00	\$35,000
2.2	<b>Professional Development</b> Early release on Wednesday afternoons will be reserved for professional development, PLC and data analysis. All teacher and aide staff will participate in professional development to increase their professional capacity for providing high quality instruction to meet the needs of students that struggle to achieve proficiency in academics and English language development. In addition, capacity development is needed to meet the needs of those that struggle with self-regulation and provide support for social-emotional student needs. Additional areas of professional	No	Fully Implemented	All staff were trained in Toolbox Project to support students SEL needs. All Wednesday early release time is used for PLCs and professional development surrounding differentiation, engagement, iReady, responsive classroom and Toolbox.	Agendas, Calendars, PLC notes	\$42,000.00	\$4792.53

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	development include, but are not limited to the core curriculum, core standards, social emotional strategies, Mind Up, Responsive Classroom, and effective teaching strategies.						
2.3	<b>Teacher release time</b> Funds allocated for substitute teachers for release time for data analysis, intervention planning, Me Time analysis.	Yes	Fully Implemented	Due to the hiring of an art teacher to allow teacher prep time, we have only had the need for one sub twice a week.	Sub records, payroll reports, additional prep sign-up sheets.	\$14,800.00	\$14800
2.4	<b>Class size reduction</b> To continue supporting academic acquisition and positive behavior, students in grades 7 and 8 will no longer be in a combination classroom. We will hire an additional middle school teacher to lower the adult to student ratio to add additional support in the upper grades, especially for English Learners, low socio-economic students, foster youth, and those with absenteeism and behavior challenges.  Continue class size reduction in the primary grades to support English learners, foster youth and low socio-economic students.	No	Fully Implemented	We've hired an additional teacher	Employment records, payroll documents	\$165,000.00	\$107161

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.5	<b>CAASPP Coordination</b> Provide CAASPP lead staff member to track progress and needs for foster, English learner, and low-income student academic needs. .	No Yes	Fully Implemented	We have not currently paid this stipend out yet as we have not completed CAASPP testing. However, we have two CAASPP coordinators who will split this stipend.	payroll documentation	\$4,000.00	\$0
2.6	<b>Teacher push in support</b> Teacher push in support for struggling foster students, English learners, low income students through MTSS.	Yes	Fully Implemented	We have push in and pull out support for intervention.	Payroll documentation, school schedules, intervention logs	\$55,000.00	\$22397.96
2.7	<b>After school support</b> Additional teacher time allocated for afterschool tutoring for English learners, foster youth, and low income learners struggling to meet grade level standards.	Yes	Fully Implemented	We've implemented additional afterschool tutoring time for English learners, foster youth, and low-income students struggling with grade level standards.	Tutor records, sign in sheets, payroll documents.	\$10,000.00	\$10000
2.8	<b>English learner support</b> Provide aides to support English learners		Fully Implemented	We have three bilingual aides employed and each provide support to our EL students.	employment records, payroll documents	\$31,000.00	\$20,500

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.9	<b>Additional support ELPAC</b> ELPAC lead staff member to coordinate and analyze testing data to track English learner progress to provide additional support.	Yes	Fully Implemented	The stipend has not been paid yet, but will be paid at the end of the year when all testing is completed and documents are filed.	Payroll documents.	\$3,500.00	\$0
2.10	<b>Me Time</b> Me Time: Additional teacher and aide time for targeted ELA interventions will be provided to all learners that require additional support greater than what is offered in the classroom for English learners, foster youth, and low income learners.		Partially Implemented	Because of limitations in space for employees we only have an additional aide for "me time" support and cover .5 of our additional support aide for behavior.	employee paperwork, payroll documents.	\$41,400.00	\$24,756
2.11	<b>Dedicated additional support aide</b> Aide dedicated to supporting the social-emotional and academic needs of all students.	No	Fully Implemented	We have allocated an additional teacher aide for targeted ELA interventions, catering specifically to the needs of English learners, foster youth, and low-income learners who require extra support beyond regular classroom offerings.	employee paperwork, payroll documents.	\$25,000.00	\$10,680

### Goal 3

#### Goal Description

**A positive school climate for all stakeholders participating in activities that increase student engagement, attendance and parental involvement. Particular focus and attention will be given in the areas of attendance and positive student behavior to address low attendance rates and increased number of suspensions. An expansion of the food program to include breakfast.**

## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
CHKS	We are in implementation rating, we are a 4 in Building Relationships, Building Partnerships and a 3 in Seeking Input.	We are in implementation rating, we are a 4 in Building Relationships, Building Partnerships and a 3 in Seeking Input.	We are in implementation rating, we are a 4 in Building Relationships, Building Partnerships and a 3 in Seeking Input.	We are a 4 in Building Relationships, Building Partnerships and a 3 in Seeking Input as part of a survey to parents.	We will be at a 4 in both Building Relationships and in Seeking Input.
	The 2018-19 school year shows 15% of students were chronically absent. Of those numbers, 22.4% of socioeconomically disadvantaged students were chronically absent.	Due to quarantine guidelines of the COVID 19 Pandemic, the chronic absenteeism rate was 11.4%.	Chronic absenteeism rate is 14.4%, which remains below the county average of 22%. COVID pandemic still affects absenteeism. 19.7% of socioeconomically disadvantaged students were chronically absent and 12.5% of Hispanic students were chronically absent.	We are at a 20.9% chronic absenteeism rate.	The number of chronically absent students will decrease to 10%. Socioeconomically disadvantaged students will decrease by 9% (3% per school year).
	0% middle school drop out rate.	We continue to have a 0% drop out rate.	We continue to have a 0% drop out rate.	We have a 0% drop out rate.	We will maintain a 0% drop out rate.
	Due to COVID, we had to suspend the high interest Elective Wheel. We will institute it again during the 21-22 school year.	We were not able to implement the Elective Wheel this year due to the need to have more intensive academic blocks. Next year, the elective wheel will be incorporated. Students surveys indicated a desire to bring them back.	We were not able to implement the elective wheel this year. We are already in planning for bringing back the elective wheel for the 23/24 school year. Instead, teachers implemented student choice activities, STEAM, STEM and a broad range of academic activities in their own classrooms.	We were not able to implement the elective wheel this year. We are already in planning for bringing back the elective wheel for the 23/24 school year. Instead, teachers implemented student choice activities, STEAM, STEM and a broad range of academic activities in their own classrooms, and we hired an art teacher.	100% of all students in grades 4-8 will participate in the Elective Wheel.
	4.5% of all students were suspended at least once in 2018-19 school year according to the CA Schools Data Dashboard. Of that number, 6.4% of socioeconomically disadvantaged students were suspended at least once, and 5.9% of	Suspension rate is 1% as reflected by the California Schools Data Dashboard.	Suspension rate is 1.6% as reflected by the California Schools Data Dashboard. 2.5% of socioeconomically disadvantaged students were suspended 1 or more times and 1.5% of Hispanic students were	We are at a 5.8% suspension rate.	The percentage of all students suspended at least once will decrease by 6% (2% per year) according to the CA Schools Data Dashboard. Socioeconomically disadvantaged and Hispanic students suspended at least once

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	Hispanic students were suspended at least once.		suspended at least one time.		will decrease by 4.5% (1.5% each per year).
	100% of parents agree or strongly agree that Walden Academy is a supportive, inviting, and safe place for their child to learn as reported by the California Healthy Kids Survey.	California Healthy Kids Survey indicates that 91% of parents agree or strongly agree that Walden Academy is a supportive, inviting, and safe place for their child to learn. 5% disagree and 5% do not know. Parent survey input indicates parents are satisfied with the supports and safety Walden provides their children.	Educational partners survey indicates that 89% of parents agree or strongly agree that Walden is a supporting, inviting and safe environment. They are happy with student support and communication.	100% of parents surveyed either agree or strongly agree that Walden is a supporting, inviting and safe environment. They are happy with student support and communication.	By 2023-24, we will remain at a high level (90-100%) of parents that agree or strongly agree that Walden is a supportive, safe and inviting place for their child to learn reported by the Healthy Kids Survey.
	0% expulsion rate.	We maintain a 0% expulsion rate.	We maintain a 0% expulsion rate.	We maintain a 0% expulsion rate.	By 2023-24, we will maintain a 0% expulsion rate.
	The 20-21 Parent participation rate of our survey 22/57.	21-22 parent participation rate of our survey was 24/58.	22-23 parent participation 41 out of 120 families.	Approximately 20% of our families participated in the school issued survey.	Increase the number to 90% of parents responding to the question that Walden Academy provides parents with sufficient information to help their child with homework.

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<b>Student engagement and well-rounded educational experience</b> We will provide high interest and engaging learning opportunities to motivate and create a desire to be at school every day, especially for socio-economically disadvantaged students. The following are some of the actions that will support	No	Partially Implemented	. We aim to boost student motivation and attendance, particularly among socio-economically disadvantaged students, by offering captivating and stimulating learning opportunities. To achieve this, we plan to reinstate	Walk-through data, calendar	\$54,000.00	\$6,944



Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>creating a more engaging, well-rounded experience:</p> <p>Monthly Good Morning Walden assemblies were cancelled due to COVID. We look forward to bringing it back so students and parents can celebrate student success and achievement. It also serves as a powerful time to build community with students and families.</p> <p>Electives: Students enjoy the opportunity for a variety educational experience, expand competency.</p> <p>Art teacher has been hired to provide students a more enriching experience. Music and theater program will be added.</p>			<p>monthly assemblies, such as the Good Morning Walden gatherings, post-COVID, as they foster a sense of community and celebrate student accomplishments. Additionally, we will enrich students' educational experiences by expanding elective offerings and hiring dedicated teachers in subjects like art, music, and theater.</p>			
3.2	<p><b>Parent Support and Engagement</b> New parent orientation will be provided on the first day of school and before and after Back to School Night to provide education for parents to effectively support their children in academics, school preparedness, and socio-emotional support.</p> <p>Parent education nights will be held multiple times to further family understanding of Mind Up and the school-wide program Responsive Classroom.</p>	No	Fully Implemented	We have implemented all the proposed initiatives, except for the monthly parent nights. Instead, we provide a new parent orientation on the first day of school and before and after Back to School Night, offer multiple parent educational resources focusing on programs like Mind Up and Responsive Classroom, establish a parent library of supportive strategies on our website or in our	family calendar, volunteer logs, newsletters, parent square messages.	\$1,000.00	\$1,000

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>A parent library of strategies parents can use to support their child will be created and housed on the Walden Academy website.</p> <p>Following Good Morning Walden, time will be allotted to meet with parents to discuss various topics pertinent to child rearing, education, social issues that affect schools, etc.</p>			<p>newsletters, and have allocated time after Good Morning Walden for parent discussions on various relevant topics several times.</p>			
3.3	<p><b>Student Support</b> Multiple areas of the campus will be designated as cool down zones for students that need a place to quietly settle themselves down. Students will be taught strategies to identify feelings and emotions, how to manage those feelings and positive ways to address those feelings, especially for our Hispanic and low income students with increased suspensions and chronic absenteeism.</p>	Yes	Fully Implemented	<p>We have successfully implemented all the proposed initiatives without the need for additional funding, as all classrooms are now equipped with calm down corners. These corners serve as designated cool down zones across the campus, providing students with a quiet space to regain composure and manage their emotions effectively. Furthermore, students, particularly Hispanic and low-income students who may face higher rates of suspensions and chronic absenteeism, are taught strategies to identify, manage, and address their feelings in positive ways, fostering emotional regulation and well-being.</p>	Classroom pictures, walk-through data	\$1,000.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.4	<p><b>School-based counseling</b> School-based counselor to support emotional needs of our foster and low-income youth.</p>	No Yes	Not Implementing	Sadly, we have not been offering school-based counseling because of staffing issues. We are hoping to once again implement this if we can find qualified personnel.	N/A	\$12,000.00	\$0
3.5	<p><b>Responsive Classroom</b> Each morning, every classroom will participate in Morning Meeting. This activity provides a time for each student to see their connectedness within the classroom and their importance as a member of the class. This is especially important for students with high absenteeism and behavior challenges. In addition, Morning Meeting supports language and vocabulary acquisition for English learners and low-income students.</p> <p>We will allocate time in every classroom for classroom rule creation at the beginning of the school year. Teaching and aide staff will teach each and every behavior during the first 6 weeks of school, and the Continental Congress will meet with representatives from every classroom to create school rules. Once school rules have been created, they will be shared with students at Good Morning Walden and with parents in Yellow Folders.</p> <p>CARES Program: (Cooperation, Assertion, Respect &amp; Responsibility, Empathy, and Self-control). Allocate time each month for classroom teachers to teach the</p>	No	Fully Implemented	We've implemented both the Morning Meeting and CARES Program without specific funds, relying on donations and MTSS support. The Morning Meeting promotes student connectedness and language acquisition, benefiting those with high absenteeism and behavioral challenges, while the CARES Program fosters positive character traits through monthly lessons and rewards, particularly supporting students from low-income and foster backgrounds.	Walk through data, awards ceremonies, staff emails of award recipients	N/A	\$N/A

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	character trait for the month and share information with parents in Yellow Folders. Students exhibiting CARES traits will be acknowledged with CARES tickets that can be redeemed at the CARES Store. This high motivational support is especially helpful with students from low-socioeconomic homes and foster youth.						
3.6	<b>Bilingual Parent Support</b> Provide bilingual office staff to assist families that speak Spanish and are not fluent in English.	Yes	Fully Implemented	We have bilingual office staff to assist families that speak Spanish and are not fluent in English.	employment records	\$12,000.00	\$10,860
3.7	<b>Food program expansion</b> Continue providing breakfast and lunches and expand food program to increase school attendance and behavior with high-quality school meals.	No Yes	Fully Implemented	We have continued providing breakfast and lunches and expand food program to increase school attendance and behavior with high-quality school meals.		\$5,000.00	\$5,000
3.8	<b>Student Support/Dean of Students and Alternate Work Environment</b> To support positive student behavior, continue Dean of Student position.		Fully Implemented	We consistently maintain the Dean of Student position to support positive student behavior.  Additionally, we consistently provide an	employment records, walk-through data, meeting records and incident reports.	\$77,000.00	\$48,973.34

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Provide students an alternate work environment (AWE), especially those that struggle with academic achievement, behavior, and emotional regulation.			Alternate Work Environment (AWE) for students, particularly those struggling with academic achievement, behavior, and emotional regulation.			
3.9	<b>Bilingual Attendance Clerk</b> Employ bilingual attendance clerk to track absenteeism and truanancies plus support students with attendance barriers and challenges.	No	Fully Implemented	We have employed and maintained a bilingual attendance clerk to support with attendance barriers.	employment records.	\$7,000.00	\$7,000

## Goal 4

### Goal Description

## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

### Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

# Goal 5

Goal Description

## Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

# WALDEN ACADEMY | 2024-2025 CALENDAR

**14-20** Teacher Work Days  
**21** First Day of School  
**Wednesdays Minimum Days**  
**Out at Noon**

AUGUST '24						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14*	15*	16*	17
18	19*	20*	[21]	22	23	24
25	26	27	28	29	30	31

13 Teacher Days  
 8 School Days

FEBRUARY '25						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28*	

**17-21** Presidents' Day – No School  
**28** End of Trimester 2 (58 days),  
 Minimum Day, Teacher Work Day  
**Wednesdays Minimum Days**  
**Out at Noon**

15 Teacher Days  
 15 School Days

**2** Labor Day – No School  
**27** Grandparents Day – Noon Release  
**30** September/October Break  
**Wednesdays Minimum Days**  
**Out at Noon**

SEPTEMBER '24						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	15	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

19 Teacher Days  
 19 School Days

MARCH '25						
S	M	T	W	Th	F	S
						1
2	3	4	5*	6*	7*	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**5-7** Minimum Days for Parent Conferences – Noon Release  
**Wednesdays Minimum Days**  
**Out at Noon**

21 Teacher Days  
 21 School Days

**7** Start of Kinder Extended Day  
**1-2** September/October Break  
**31** Halloween  
**Wednesdays Minimum Days**  
**Out at Noon**

OCTOBER '24						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

21 Teacher Days  
 21 School Days

APRIL '25						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

**18** Good Friday No School  
**21-25** Spring Break  
**28** First day back from Break  
**Wednesdays Minimum Days**  
**Out at Noon**

16 Teacher Days  
 16 School Days

**8** End of Trimester 1 (54 days),  
 Minimum Day.  
**11** Veterans Day – No School  
**13-15** Minimum Days for Parent Conferences - Noon Release  
**25-29** Thanksgiving Break  
**Wednesdays Minimum Days**  
**Out at Noon**

NOVEMBER '24						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8*	9
10	11	12	13*	14*	15*	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

15 Teacher Days  
 15 School Days

MAY '25						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23*	24
25	26	27	28	29	30	31

**11** Mother's Day  
**23** Minimum Day – Teacher Work Day  
**26** Memorial's Day – No School  
**Wednesdays Minimum Days**  
**Out at Noon**

21 Teacher Days  
 21 School Days

**20** Friday Out at Noon  
**23-31** Winter Break  
**Wednesdays Minimum Days**  
**Out at Noon**

DECEMBER '24						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

15 Teacher Days  
 15 School Days

JUNE '25						
S	M	T	W	Th	F	S
1	2	3	4	5	6*	7
8	9*	10*	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**6** Last Day of School, End of Trimester 3 (63 days), Minimum Day  
**9-10** Teacher Work Days  
**15** Father's Day  
**19** Juneteenth  
**Wednesdays Minimum Days**  
**Out at Noon**

7 Teacher Days  
 5 School Days

**1-3** Winter Break  
**6** First day back from Break  
**20** M.L. King Day – No School  
**Wednesdays Minimum Days**  
**Out at Noon**

JANUARY '25						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

19 Teacher Days  
 19 School Days

182 Teacher Days  
 175 School Days

\* Teacher Work Day  
 \ Minimum Day  
 • End of Trimester  
 [ School Begins  
 ] School Ends  
 School Closed

## Walden Academy Policy and Procedure Manual

### Chapter 5000, Students

#### Section 5145.12, Campus Search & Seizure

Date:

Responsible Department: School Director

### CAMPUS SEARCH & SEIZURE POLICY

#### Statement of Findings

Walden Academy Charter School (the “Charter School”) recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or Charter School rules and regulations, jeopardizes the health, safety and welfare of students and Charter School employees.

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses which are safe, secure, and peaceful. As such, Charter School adopts this Policy outlining the reasonable search of students and their property, student use areas, and/or student lockers and the seizure of illegal, unsafe, unauthorized or contraband items and materials through a search based upon reasonable suspicion.

#### Definitions

- “Reasonable Suspicion” means a sufficient probability<sup>1</sup> that the search will reveal evidence the student has violated or is violating the law or Charter School rules and regulations. Certainty is not required. Articulate facts must support a school official’s reasonable suspicion that a search is justified. In no case shall a search be conducted if predicated on mere curiosity, rumor or hunch.
- A “violation of either the law or Charter School rules and regulations” includes, but is not limited to, possession of illegal, unauthorized or contraband materials. Illegal, unauthorized or contraband materials include those materials which are dangerous to the health or safety of students or school personnel, are disruptive or potentially disruptive, or which have been cited as unauthorized in Charter School rules or regulations.
- “Personal electronic device” means a device that stores, generates, or transmits information in electronic form, and is not owned or otherwise loaned to the student by Charter School.

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<sup>1</sup> Hill v. California, 401 U.S. 797, 804 (1971).



- “*Electronic communication*” means the transfer of signs, signals, writings, images, sounds, data, or intelligence of any nature in whole or in part by a wire, radio, electromagnetic, photoelectric, or photo-optical system.
- “*Electronic communication information*” means any information about an electronic communication or the use of an electronic communication service, including, but not limited to, the contents, sender, recipients, format, or location of the sender or recipients at any point during the communication, the time or date the communication was created, sent, or received, or any information pertaining to any individual or *personal* device participating in the communication, including, but not limited to, an IP address.

### **Student Searches - Generally**

A Charter School official (e.g., administrator, employee, teacher, school police officer, and/or employee), may conduct a reasonable search of a student’s person and/or personal effects (e.g., backpack, purse, etc.), absent parent consent, if a school official has reasonable suspicion that the student is engaged in or has engaged in illegal activity or a violation of Charter School rules and regulations.<sup>2</sup> Whether a search is reasonable depends on the context within which a search takes place. The Charter School official must assess the reliability of the student or person providing the information, the degree of danger to others, and the immediacy of the need for a search.

The search of a student and/or of their personal effects must be:

1. **Justified at its Inception:** There are reasonable grounds for suspecting the search will turn up evidence that the student is violating or has violated the law or Charter School rules. Articulate facts must support a Charter School official’s reasonable suspicion that a search is justified. In no case shall a search be conducted if predicated on mere curiosity, rumor or hunch; and
2. **Reasonable in Scope:** The measures adopted are reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the student and the nature of the infraction.

### **Searches of Private Electronic Devices**

Pursuant to the California Electronic Communications Privacy Act (CalECPA), a student’s personal cell phone, smartphone, or other personal electronic device shall not be searched by Charter School officials without a warrant, the student’s consent, or a legitimate emergency, unless the device is lost or abandoned. An emergency is any situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device. If the Charter School has a good faith belief that the device is lost, stolen, or abandoned, the Charter School may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device.

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<sup>2</sup> New Jersey v T.L.O, 469 U.S. 325 (1985)

Nothing in this Policy prohibits the Charter School from seizing/confiscating a student's personal electronic device, without searching its contents, if the student's use or possession of the private electronic device is in violation of Charter School rules or regulations.

### **Required Conduct of Searches**

Additionally, and pursuant to California Education Code Section 49050, any search of a student and/or of their personal effects shall be:

1. Conducted in the presence of at least one (1) other adult witness, whenever possible;
2. Conducted out of the presence of other students to maintain student confidentiality;
3. Conducted in a manner that does not involve:
  - a. Conducting a body cavity search of a student manually or with an instrument; or
  - b. Removing or arranging any or all of the clothing of a student to permit visual inspection of the underclothing, breast, buttocks, or genitalia of the student.
4. Documented by keeping a log of the search methods as well as a written description and/or pictures of any prohibited or illegal items ultimately seized as a result of the search.

### **Student Use Areas**

Student use areas, including, but not limited to, instructional and recreational space, are considered Charter School property and remain at all times under the control of Charter School. Periodic general inspections of instructional space and other areas of the school may be conducted by Charter School officials for any reason at any time without notice.

### **Canine Searches**

Charter School officials, including campus security or school police/resource officers, may use trained detection dogs in inspections of unaccompanied belongings for illegal, unauthorized or contraband materials in school facilities and around school grounds. All dogs must be accompanied by a qualified and authorized trainer who will be responsible for the dog's actions and who can verify the reliability and accuracy in sniffing out contraband. Trained detection dogs may sniff all unaccompanied locations, including, but not limited to: lockers, student use areas, vehicles, unattended backpacks and other student belonging, and other inanimate objects throughout school property. Prior to initiating a search, Charter School officials must have reasonable suspicion of a schoolwide concern.

An indication by the dog that illegal, unauthorized or contraband materials are present on school property shall constitute reasonable suspicion, authorizing school officials to search the area or other inanimate object and closed containers and objects within, without securing the consent of the student.

Charter School shall not use dogs to search a student's person without individualized reasonable suspicion of illegal, unauthorized, or contraband material.<sup>3</sup> If a dog alerts on a student's person, the alert shall constitute reasonable suspicion for a lawful search and all applicable law and policy discussed herein shall be followed in the subsequent search.

### **Lockers**

Student lockers, including P.E. lockers, are school property and remain at all times under the control of Charter School. Students shall assume full responsibility for the security of their lockers. Student lockers may not be used to store illegal, unauthorized, or contraband materials.

The acceptance and use of locker facilities on school campus by any student shall constitute consent by the student to the search of such locker facilities by authorized Charter School personnel and/or law enforcement. Inspections of lockers may be conducted by Charter School personnel and/or law enforcement though the use of trained dogs as described above.

### **Seizure of Illegal, Unauthorized, or Contraband Materials**

If a lawfully conducted search yields illegal, unauthorized, or contraband materials, such materials shall be turned over to the proper legal authorities for ultimate disposition.

### **Discipline**

If illegal, unauthorized or contraband materials are discovered during a search, including but not limited to searches conducted by Charter School officials or trained detection dogs, Charter School may impose discipline upon the student(s) (including suspension and/or expulsion) in accordance with Charter School's discipline policies and procedures. Charter School shall notify law enforcement authorities if any search and/or seizure results in the discovery of illegal contraband.

### **Video Surveillance and Other Recording Devices**

Charter School may utilize video surveillance devices in all common areas of the school campus including, but not limited to, outdoor spaces, entrances and exits, parking lots, stairwells, hallways, classrooms, the main office, school buses, and any other commonly used spaces. Charter School shall not utilize video surveillance devices in private spaces such as restrooms and locker rooms. Charter School's intent and purpose in utilizing video surveillance devices is to ensure student and staff health, welfare, and safety in order to maintain safe and orderly conduct throughout the school day.

Charter School shall not use audio recording where there is an expectation of privacy without prior consent of all parties subject to recording. Students, staff, parents, and other members of the public are similarly prohibited from audio recording on Charter School campus without prior

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<sup>3</sup> *Chandler v. Miller*, 520 U.S. 305, 313 (1997).

consent. This policy does not prohibit the Charter School from recording classes as needed for student achievement nor any other permissible audio recording by the Charter School otherwise provided under the law.

Video surveillance recordings are not considered student education records unless the recording is maintained and (1) intended for use in a disciplinary action or proceeding, (2) depicts an activity that shows a student violating the law, (3) shows a student getting injured, attacked, victimized, ill, or having a health emergency, or (4) contains personally identifiable information from a student's educational record. A video surveillance recording is not considered a student's education record when the student's image is incidental to the activity shown in the recording or when the student is participating in a public activity.

Charter School shall comply with all state and federal law regarding access to, review, and disclosure of student records, including Family Educational Rights and Privacy Act ("FERPA"). This includes compliance with lawful requests under the California Public Records Act, from law enforcement, and other appropriate agencies. Charter School will evaluate the legality of any requests in advance of disclosure and will comply with all notice requirements under FERPA.