

Walden Academy, Inc. Board of Directors' Meeting Agenda

Monday September 26, 2022, 4:00 p.m. – Regular Meeting

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

Join Zoom Meeting

<https://us06web.zoom.us/j/84011775559?pwd=S3RzaVZwRDIUS3pFemFGZ3BkZTJLZz09>

Meeting ID: 840 1177 5559

Passcode: 0jEgYP

One tap mobile

+16694449171,,84011775559#,,,*844512# US

+13462487799,,84011775559#,,,*844512# US (Houston)

Dial by your location

+1 669 444 9171 US

+1 346 248 7799 US (Houston)

+1 719 359 4580 US

Meeting ID: 840 1177 5559

Passcode: 844512

Call to Order and Attendance at:

Board Members

H. Geroy

S. Maben

M. Martin

N. Michaud

A. Philp

Pledge of Allegiance

Resolution 2022-2023. 02 Remote Teleconferencing: Action Item

In response to the COVID-19 Pandemic, Governor Newsom signed AB 361 into law, permitting public agencies to continue conducting meetings remotely. Walden Academy Charter School will consider adopting Resolution 2021/22-4, to make a finding that the current circumstances meet the requirements of AB361 and Government Code 54953 for Walden Academy to conduct meetings remotely-Board will review and take action as necessary.

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: August Regular Meeting & August Special Meeting

Approval of Check Register: July & August 2022

Approval of Financials: July & August 2022

Staff: None

Committee Developed Policy/Procedures: None

Public Hearing:

Sufficiency of Instructional Material-School Director

In accordance with Education Code §60119, Walden Academy Board of Directors will receive input from the public relative to certification that students in Walden Academy Charter School have sufficient textbooks or instructional materials, or both, for the 2022-23 school year.

Administrator/Board Member Reports

Financial Update

Leadership Team Report

PTC Update

Board Member Reports

Governance Committee

Planning Committee

Discussion/Action Items

1. **Health Insurance Employer Contribution (Leadership & Vanderwaal).**
Board will review & take action as needed.
2. **2021-2022 Unaudited Financial Statements (Vanderwaal).** Board will review
3. **Resolution 2022-04 Bank Account Opening (Vanderwaal).** Board will review & take action as needed.
4. **Resolution 2022-05 Check Singers Authorization (Vanderwaal).** Board will review & take action as needed.
5. **Resolution 2022-23. 03 Sufficiency of Instructional Material (Leadership).**
Board will review & take action as needed.
6. **Homeless Education BP 6173.** Amendment (Leadership). Board will review and take action as needed.
7. **Suicide Prevention BP 5141** Amendment (Leadership). Board will review and take action as needed.
8. **Independent Study BP 5080** Amendment (Leadership) Board will review and take action as needed.
9. **Criminal Background Check BP 4010** (Leadership) Discussion item
10. **8th Grade Washington DC Trip (P. Bobadilla)** Board will review & take action as needed.

Pending/Upcoming Items

1. None

Announcements

1. Next Regular Meeting: Monday October 24, 2022

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 exceed 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, as far in advance as possible, but no later than 24 hours before the meeting.

FOR MORE INFORMATION

For more information concerning this agenda or for materials relating to please contact Walden Academy at 1149 W. Wood Street, Willows, CA 95988, (530)361-6480 or smaben@waldenacademy.org.

**WALDEN ACADEMY CHARTER SCHOOL
RESOLUTION NO. 2022-23. 02
AUTHORIZING USE OF REMOTE TELECONFERENCING PROVISION (AB 361)**

WHEREAS, Walden Academy ("Governing Board") is committed to open and transparent government, and full compliance with the Ralph M. Brown Act ("Brown Act"); and

HEREAS, the Brown Act generally requires that a public agency take certain actions in order to use teleconferencing to attend a public meeting virtually; and

WHEREAS, the Governing Board recognizes that a local emergency persists due to the worldwide COVID-19 pandemic; and

WHEREAS, the California Legislature has recognized the ongoing state of emergency due to the COVID-19 pandemic and has responded by creating an additional means for public meetings to be held via teleconference (inclusive of internet-based virtual meetings); and

WHEREAS, on September 16, 2021, the California legislature passed Assembly Bill ("AB") 361, which amends Government Code, section 54953 and permits a local agency to use teleconferencing to conduct its meetings in any of the following circumstances: (A) the legislative body holds a meeting during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing; (B) the legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; or (C) the legislative body holds a meeting during a proclaimed state of emergency and has determined, by majority vote, pursuant to subparagraph (B), that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; and

WHEREAS, in order for the Governing Board to use teleconferencing as allowed by AB 361 after October 1, 2021, it must first adopt findings in a resolution, allowing the Governing Board to conduct teleconferenced meetings for a period of thirty (30) days; and

WHEREAS, Governor Gavin Newsom declared a state of emergency for the State of California due to the COVID-19 pandemic in his order entitled "Proclamation of a State of Emergency," signed March 4, 2020; and

WHEREAS, the Governing Board hereby finds that the state and local emergencies have caused and will continue to cause imminent risks to the health or safety of attendees; and

WHEREAS, the Governing Board is conducting its meetings through the use of telephonic and internet-based services so that members of the public may observe and participate in meetings and offer public comment.



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

Creating a confident community passionate about lifelong learning

Director's Report and LCAP Update

Data Dashboard Update

September 2022

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 in grades TK-3 are participating in additional training in the Science of Reading called Get Reading Right. We are joining with Siskiyou County Office of Ed for this opportunity.

B. Access to standards-aligned instructional materials

We continue to provide standards-aligned material to all Walden Academy students. See attached Data Dashboard Template

C. Facilities in good repair

Mr. Medina continues to take excellent care of our campus.

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

A. CAASPP preparation

Teachers will start CAASPP preparation far earlier than last year so students are comfortable with the format and with testing in general.

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

Broad Course of Study

- A. We are implementing the Elective Wheel again later in the year.
- B. Teachers are beginning to plan field trips for the 2022-23 school year.
- C. In addition to the limited offerings for students in grades 6-8 for CTE (Career Technical Education), we will be offering Walden students a more comprehensive program with Mrs. Calonico. This will include life skills, school success skills, planning for high school, etc.

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

- A. We completed the school-wide I-Ready and benchmark testing windows. From this data, teachers form reading and mathematics groups in their classroom and the intervention team forms Me Time groupings. What we have noticed from comparing end of 2021-22 school year test scores to beginning of the year 2022-23 test scores is that there is significant learning loss for students that did not attend summer school. Mr. Bobadilla and I are coming up with strategies to help eliminate significant loss moving forward.
- B. Mr. Bobadilla is preparing year to year comparisons for CAASPP results. We are seeing steady improvement!
- C. CAASPP data from the state indicates 34.7% met or exceeded in ELA, 25.51% met or exceeded in math. This is an increase in 12% in ELA and 7% in math. The intervention block for ELA will continue and we may add in a mathematics block. After school tutoring and homework club will continue as well. In addition, I've been informed by the county office of education that we are one of the only schools that increased 2 years in a row!

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. Back to School Night was August 31st with 2 sessions offered for parents with more than one child. Unfortunately, it was poorly attended. I will survey parents to determine the cause for lack of turnout. If it might help, I will ask PTC to do a bbq the evening of BTSN to get more parents to attend.
- B. New Parent Orientations begin in October.
- C. School Site Council (a requirement for schools receiving Title money) will meet in October.
- D. Good Morning Walden assembly September 30th. We are recognizing students that reached 100% or more of the annual stretch goal at the end of last year. In addition, we will recognize students for the River Hawk Role Model award. At the assembly, we will introduce the school rules created at the Constitutional Convention.
- E. PTC is busy planning for the Fall Fling and parents are selling tickets.
- F. The September 9th Veterans Day Remembrance was held with the Willows VFW and 1st responders. It was very special for everyone and each student got to meet and greet each responder.

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

- A. Food program is going well. Mrs. Roach is fixing great meals for students and there are far less packaged items.
- B. Clubs/Sports: Sports have begun.
- C. Morning Meetings are held every morning in every classroom, M-Th. This is an important part of the day as it sets the tone for academic learning, provides students a positive start of the day and always includes a fun activity.

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

- A. No suspensions or expulsions.
- B. Students and staff alike really enjoy Friday Morning Meeting on the blacktop. Fun and engaging activities with competitions between student groups along with physical activities that build up the skills for the young students.

Current Enrollment

2022-23:

TK	K	1	2	3	4	5	6	7	8
8	22	30	23	23	22	23	17	13	11

TOTAL ENROLLMENT at this time in 2022-23: 191

2021-22:

TK	K	1	2	3	4	5	6	7	8
3	30	26	25	21	21	23	12	12	14

TOTAL ENROLLMENT in June 2022: 187

See The California School Dashboard attached and part of this report.
www.caschooldashboard.org



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Academy!

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Optional Narrative
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Priorities

Priority 1
(/priorities/priority01)

Priority 2
(/priorities/priority02)

Priority 3
(/priorities/priority03)

Priority 6
(/priorities/priority06)

Priority 7
(/priorities/priority07)

Self-Reflection Tool (Priority 1) – Appropriately Assigned Teachers, Access to Curriculum- Aligned Instructional Materials, and Safe, Clean and Functional School Facilities

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Conditions and Climate Local Indicators

Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

Teacher Mis-Assignments and Vacant Teacher Positions

In June 2022, the California Department of Education released the first-ever release of statewide Teaching Assignment Monitoring Outcome (AMO) data. This information, from the 2020–21 school year, provides a snapshot, broken down by county, district, and school, that shows how teachers are authorized to teach their assigned courses based on a variety of factors, including the subject area of the course and the number of students enrolled in the course. You can access this local educational agency's Teacher AMO report at

(<https://data1.cde.ca.gov/dataquest/dataquest.asp>)

(<https://data1.cde.ca.gov/dataquest/dataquest.asp>)

Standard: Local educational agency (LEA) annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as

applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the California School Dashboard (Dashboard).

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below.

All fields marked with an asterisk (*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: *

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: *

Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies): *

Criteria:

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.

Text limit is 1500 characters

Date taken to local governing board:

*

Save As Draft Submit Responses Draft Last Saved: 09/26/2022

Questions: lcff@cde.ca.gov (mailto:lcff@cde.ca.gov)

California Department of Education
1430 N Street
Sacramento, CA 95814



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Self-Reflection Tool (Priority 2) – Implementation of State Academic Standards

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the California School Dashboard (Dashboard).

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the Dashboard.

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

Option 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 4 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 4 5

Next Generation Science Standards

1 2 3 4 5

History-Social Science

1 2 3 4 5

2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 4 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 4 5

Next Generation Science Standards

1 2 3 4 5

History-Social Science

1 2 3 4 5

3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

English Language Arts – Common Core State Standards for English Language Arts

1 2 3 4 5

English Language Development (Aligned to English Language Arts Standards)

1 2 3 4 5

Mathematics – Common Core State Standards for Mathematics

1 2 3 4 5

Next Generation Science Standards

1 2 3 4 5

History-Social Science

1 2 3 4 5

Other Adopted Academic Standards

4. Rate the local educational agency's progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Career Technical Education

1 2 3 4 5

Health Education Content Standards

1 2 3 4 5

Physical Education Model Content Standards

1 2 3 4 5

Visual and Performing Arts

1 2 3 4 5

World Language

1 2 3 4 5

Support for Teachers and Administrators

Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Identifying the professional learning needs of groups of teachers or staff as a whole

1 2 3 4 5

Identifying the professional learning needs of individual teachers

1 2 3 4 5

Providing support for teachers on the standards they have not yet mastered

1 2 3 4 5

Criteria:

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.

Text limit is 1500 characters

Date taken to local governing board:

*

9/26/2022

Questions: lcff@cde.ca.gov (mailto:lcff@cde.ca.gov)

California Department of Education
1430 N Street
Sacramento, CA 95814



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Self-Reflection Tool (Priority 3) – Parent and Family Engagement

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: The local educational agency (LEA) annually reports progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the California School Dashboard (Dashboard).

Criteria: The LEA will assess its performance on a (Met, Not Met, or Not Met for Two or More Years) scale.

Evidence: The LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard

Introduction: This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress, successes, and areas of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research Phase
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

All fields marked with an asterisk (*) are required

Section 1: Building Relationships Between School Staff and

Families

1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

2. Rate the LEA's progress in creating welcoming environments for all families in the community. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

Building Relationships Dashboard Narrative Boxes

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families. *

Walden Academy was build on the foundation of a strong partnership between home and school. Parents have always been a key factor in our success. We communicate with families using the digital platform, Parent

Text is limited to 3000 characters

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families. *

Due to the COVID Pandemic, staff became used to managing all facets of the school day without the help of volunteers. It is taking everyone longer than expected to get back to the level of parent involvement pre-pandemic.

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3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families. *

We will continue our robust communication plan with families in both English and Spanish. We are focused on increasing the number of Student Success Team (SST) meetings with parents to engage them in the process of student

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Section 2: Building Partnerships for Student Outcomes

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. *
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. *
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. *
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

Building Partnerships Dashboard Narrative Boxes

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes. *

Walden Academy provides information for parents to support the success of their child's academic, social and physical development on a weekly basis in our yellow folders. We hold parent conferences 2-3 times per year and

Text is limited to 3000 characters

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes. *

Last year, we chose to focus more energy on improving parent engagement in School Site Council. This will continue to be a focus area moving forward. We have new members and meet on a regular basis.

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3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes. *

We provide underrepresented families more opportunities to build partnerships through a variety of processes. The Dean of Students will continue to provide a great deal of outreach to these families, especially

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Section 3: Seeking Input for Decision-Making

9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. *

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

3 – Initial Implementation

10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. *
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

3 – Initial Implementation

11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. *
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

4 – Full Implementation

12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. *
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

3 – Initial Implementation

Seeking Input for Decision-Making Dashboard Narrative Boxes

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making. *

We regularly solicit feedback from our families in the way of surveys. Parents are used to seeing these come out at least once a trimester and we receive a good response. We make paper surveys available for parents if

Text is limited to 3000 characters

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making. *

To improve parent feedback, we will provide opportunities for families to respond to focus questions at Good Morning Walden.

Text is limited to 3000 characters

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during

the self-reflection process in relation to Seeking Input for Decision-Making. *

As mentioned earlier, surveys are a great way to solicit feedback for decision making and to gauge the success of various programs and initiatives. The Walden Showcase provides a perfect opportunity to reach out to families in

Text is limited to 3000 characters

Date taken to local governing board:

*

9/26/2022

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Questions: lcff@cde.ca.gov (mailto:lcff@cde.ca.gov)

California Department of Education

1430 N Street

Sacramento, CA 95814

PRIORITY 3

Building relationships

1.

Walden Academy was built on the foundation of a strong partnership between home and school. Parent involvement is a key factor in our success. We communicate with families using the digital platform, Parent Square. This tool has the capability to communicate with whole classes, smaller groups, individually and the entire school community. It translates all communication into Spanish if the families have indicated they prefer communication in Spanish. To further communication with non-English proficient parents, we have a large number of staff members that are fluent in Spanish. Each year, we begin welcoming families on campus at Sneak Peek. This is an opportunity for parents and students to meet the teachers and other staff members before the school year begins. Post-pandemic parent involvement is moving forward in a positive direction. Parents are excited to find they can participate once again in the classroom and in various other areas of the school. During teacher collaboration time, we discuss parent participation and engagement to continue growing this area. Survey results indicate that parents feel welcome on campus and are happy with the amount of communication between school and home.

2.

Due to the COVID Pandemic, staff became used to managing all facets of the school day without the help of volunteers. It is taking everyone longer than expected to get back to the level of parent involvement pre-pandemic. We continue to work on expanding the presence of parents/families on campus and involved in other facets of the school.

3.

We will continue our robust communication plan with families in both English and Spanish. We are focused on increasing the number of Student Success Team (SST) meetings with parents to engage them in the process of student support. Last year, we expanded goal setting with all our students. We've been able to share the goals and results with parents at parent conferences. This enables all parents to become more involved in the process and progress their children are making in academics and socially. During the 2022-23 school year, we are rolling out some social-emotional and academic programs that will benefit not only students at school but will increase parent involvement, parent participation, and expand parenting skills.

Building partnerships:

1.

Parent-teacher conferences are always well attended at Walden Academy. During this time, teachers not only discuss the successes and challenges of each particular child, but they can educate the family on myriad ways they can support their child academically and socially. Reported earlier in this document was information about goal setting with students. We regularly perform Data Chats with students, especially after I-Ready testing. These data chats

are shared with parents to assist them in becoming a more informed partner in their child's education.

2.

One of the focus areas last year was building engagement in the School Site Council. We've had some success in this area and we will continue this goal. We are adding another area for engagement through the Toolbox social emotional curriculum we are beginning this year. We are also expanding family education nights so we have at least one per trimester.

3.

An area of increased parent participation and involvement is improving parent attendance at Good Morning Walden. This is a monthly opportunity for families to celebrate the academic and social achievements of their children. We are increasing the number of awards given out each month to include I-Ready achievement as well as parent education in Responsive Classroom.

Decision Making Narrative

1.

We regularly solicit feedback from our families in the way of surveys. Parents are used to seeing these come out at least once a trimester and we receive a good response. We make paper surveys available for parents if they lack technology. Results are shared with partners so everyone is clear what the results of the surveys were.

2.

To improve parent feedback, we will provide opportunities for families to respond to focus questions at Good Morning Walden.

3.

As mentioned earlier, surveys are a great way to solicit feedback for decision making and to gauge the success of various programs and initiatives. The Walden Showcase provides a perfect opportunity to reach out to families in person for input on upcoming programs and any areas we are concerned about.



Welcome, Walden
Academy!

Home
(/coordinator/home)

Optional Narrative
(/NarrativeSummary)

Help Desk
(/helpdesk)

Logout

Priorities

Priority 1
(/priorities/priority01)

Priority 2
(/priorities/priority02)

Priority 3
(/priorities/priority03)

Priority 6
(/priorities/priority06)

Priority 7
(/priorities/priority07)

Self-Reflection Tool (Priority 6) – School Climate

This is the submission form for the local educational agency (LEA) coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K–5, 6–8, 9–12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the California School Dashboard.

Evidence: The LEA administers a survey, as specified, and reports the results to its local governing board and through the local data selection option in the Dashboard.

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard. LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate. The following are suggested guiding questions to help frame the narrative summary:

1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
2. MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you

have already implemented actions, did you see the results you were seeking?

Text is limited to 3000 characters

The most recent California Healthy Kids Survey indicates students feel safe, engaged and connected to adults at school. Parents surveyed still have concerns about their child regarding COVID but indicate they feel the

Criteria:

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.

Text is limited to 1500 characters

Date taken to local governing board:

*

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Sacramento, CA 95814

Priority 6

1.

The most recent California Healthy Kids Survey indicates students feel safe, engaged and connected to adults at school. Parents surveyed still have concerns about their child regarding COVID but indicate they feel the campus is a safe place for their child and parents feel connected. Parents feel they are actively encouraged to be a partner in the education of their child. In addition, parents feel their opinions are actively sought when the school has decisions to make.



Welcome, Walden
Academy!

Home
(/coordinator/home)

Optional Narrative
(/NarrativeSummary)

Help Desk
(/helpdesk)

Logout

Priorities

Priority 1
(/priorities/priority01)

Priority 2
(/priorities/priority02)

Priority 3
(/priorities/priority03)

Priority 6
(/priorities/priority06)

Priority 7
(/priorities/priority07)

Self-Reflection Tool (Priority 7) – Access to a Broad Course of Study

Standard: Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code* for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs, and report the results to their local governing board at regularly scheduled meetings of the local governing board and to educational partners and the public through the Dashboard.

Evidence: The LEA responds to the self-reflection tools as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

The locally selected tools used at Walden Academy to ensure all students have access to a broad course of study are: class schedules, teacher planning books, report cards, and Individual Education Plans.

Text is limited to 1500 characters

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

The locally selected measures demonstrate that students at Walden Academy have access to a broad course of study. Beginning in trimester 2, the Elective Wheel begins bringing more options for students in grades 3-8.

Text is limited to 1500 characters

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

The barriers of providing a more robust program for students in music and art is the inability to find credentialed instructors. However, we have hired a staff member with extensive experience in CTE and as a result, we are increasing

Text is limited to 1500 characters

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

To support staff in this area, we encourage professional development to increase teacher and support staff capacity in order to provide a broad course of study for our students.

Text is limited to 1500 characters

Additional information about enrollment in courses and the number of courses offered in different subjects at schools is available on the California Department of Education DataQuest web page (<https://data1.cde.ca.gov/dataquest/page2.asp?Level=District&subject=Course>).

Date taken to local governing board:

*

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Sacramento, CA 95814

Priority 7

1.

The locally selected tools used at Walden Academy to ensure all students have access to a broad course of study are: class schedules, teacher planning books, report cards, and Individual Education Plans.

2.

The locally selected measures demonstrate that students at Walden Academy have access to a broad course of study. Beginning in trimester 2, the Elective Wheel begins bringing more options for students in grades 3-8.

3.

The barriers of providing a more robust program for students in music and art is the inability to find credentialed instructors. However, we have hired a staff member with extensive experience in CTE and as a result, we are increasing what is available for our middle school students in this area.

4.

To support staff in this area, we encourage professional development to increase teacher and support staff capacity in order to provide a broad course of study for our students.

WALDEN ACADEMY CHARTER SCHOOL

RESOLUTION NO. 2022-23. 02

AUTHORIZING USE OF REMOTE TELECONFERENCING PROVISION (AB 361)

NOW THEREFORE, BE IT RESOLVED, that the recitals set forth above are true and correct and fully incorporated into this Resolution by reference.

BE IT FURTHER RESOLVED, that the Governing Board has determined that given the state of emergency, holding in-person meetings would present imminent risks to the health or safety of attendees.

BE IT FURTHER RESOLVED, that the actions taken by the Governing Board through this Resolution may be applied to all Board committees governed by the Brown Act unless otherwise desired by that committee.

BE IT FURTHER RESOLVED, the Governing Board authorizes the Superintendent or their designee(s) to take all actions necessary to conduct Governing Board meetings in accordance with Government Code section 54953(e) and all other applicable provisions of the Brown Act, using teleconferencing for a period of thirty (30) days from the adoption of this Resolution, after which the Governing Board will reconsider the circumstances of the state of emergency.

PASSED AND ADOPTED by Walden Academy Charter School on this 27th day of June, 2022, by the following vote:

AYES

NOES

ABSENT

ABSTAIN

Amanda Philp, Board Chair

Suzanne Tefs, School Director

BOARD REPORT

DATE: September 2022

Topic/Agenda Item: Employee Benefits

Issues involved/fiscal implications:

Walden Academy had initially set the budget of \$400 per employee per month to contribute towards employees' health insurance.

To continue to provide competitive benefits to our employees, we would like to increase the monthly amount to \$755 per month. This will be eligible to be used towards the following benefits: medical, dental, vision and Aflac insurance.

Mrs. Tefs and Mrs. Vanderwaal reviewed the benefits provided by the surrounding districts and sought to provide slightly more than the lowest amount when the medical stipend is considered. Walden pays a medical stipend to teachers and certain other full-time staff (typically \$4,980) that helps to cover insurance costs when enrolled in Walden's health insurance plans or costs for enrollment in an outside or spouse's plan.

Recommendation:

Move to set employer contributions to eligible health benefits at \$755 per month per employee effective October 1st.

WALDEN ACADEMY
RESOLUTION NO. 2022-04

A RESOLUTION OF THE BOARD OF DIRECTORS of Walden Academy regarding establishing bank accounts and check signature approval:

WHEREAS, the Board of Directors of Walden Academy (the "Corporation") desires to establish a new Money Market with TriCounties Bank;

WHEREAS, the Board of Directors of Corporation desires to designate who may sign checks written from the Money Market bank account of the Corporation;

NOW, THEREFORE BE IT RESOLVED THAT:

Board of Directors of the Corporation hereby authorizes the Chief Financial Officer, Merrilee Vanderwaal, to establish and open a money market accounts at TriCounties Bank;

Board of Directors of the Corporation hereby authorizes the President, Sera Maben, the Chief Financial Officer, Merrilee Vanderwaal, and the School Director, Suzanne Tefs, to make transfers to and from the money market account to the other checking and/or savings accounts held by the Corporation at TriCounties Bank;

PASSED AND ADOPTED THIS ___ DAY OF _____, 2022, by the following votes:

AYES : _____

NAY : _____

ABSTAIN : _____

ABSENT : _____

President

ATTEST:

Secretary

Walden Academy, a California corporation

RESOLUTION NO. 2022-05

A RESOLUTION OF THE BOARD OF DIRECTORS of Walden Academy regarding check signature approval:

WHEREAS, the Board of Directors of Walden Academy (the "Corporation") desires to establish the authorized check signers whom may sign checks written from the bank accounts of the Corporation;

NOW, THEREFORE BE IT RESOLVED THAT:

The Board of Directors of the Corporation hereby authorizes the following as check signer to sign checks on the bank account of the Corporation.

Merrilee Vanderwaal
Sera Maben
Suzanne Tefs

The Board of Directors of the Corporation hereby recognizes that all existing check writing policies still apply and are maintained; and

The Board of Directors of the Corporation hereby declares that this authorization expires June 30, 2023.

PASSED AND ADOPTED THIS 26th DAY OF September, 2022, by the following votes:

	A y e	N a y	A b s t a i n	A b s e n t
Maben				
Philp				
Geroy				
Michaud				
Martin				
Totals:				

Chair

ATTEST:

Secretary

Walden Academy Charter School
Resolution Regarding Sufficiency of Instructional Materials
Resolution No. 2022-23. 03

WHEREAS, the Board of Directors of Walden Academy Charter School, in order to comply with the requirements of Education Code Section 60119, held a public hearing on September 26, 2022, at 4:00 o'clock, which is on or before the eighth week of school and which did not take place during or immediately following school hours, and;

WHEREAS, the Board of Directors provided at least 10 days' notice of the public hearing posted in at least three public places within the District that stated the time, place, and purpose of the hearing, and;

WHEREAS, Walden Academy Charter School encouraged participation by parents, teachers, members of the community in the public hearing, and;

WHEREAS, information provided at the public hearing and to the Board of Directors at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students, including English learners, at Walden Academy Charter School, and;

WHEREAS, the definition of "sufficient textbooks or instructional materials" means that each pupil has a textbook or instructional material, or both, to use in class and to take home and;

WHEREAS, sufficient textbooks and instructional materials were provided to each student, including English learners, in mathematics, science, history-social science, and English/language arts, including the English language development component of an adopted program, consistent with the cycles and content of the curriculum frameworks, and;

THEREFORE, IT IS RESOLVED that for the 2021-22 school year, Walden Academy Charter School has provided each pupil with sufficient textbooks and instructional materials consistent with the cycles and content of the curriculum frameworks.

PASSED AND ADOPTED by the Board of Directors, Walden Academy Charter School, this 26th day of September 2022, by the following vote:

AYES:

NOES:

ABSENT:

I, Hollie Geroy, Secretary to Walden Academy Charter School Board of Directors, do hereby certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board of Directors at a general meeting thereof held at its regular place of meeting at the time and by the vote above stated, which resolution is on file in the office of said Board.

Hollie Geroy, Secretary

Homeless Education Policy

Walden Academy has designated Mele Benz as the liaison for homeless children and youths. She may be reached at mbenz@waldenacademy.org or 530-361-6480.

Commented [1]: Update and move to end of policy under the heading Liaison

Walden Academy agrees to implement the following policy ensure that all children and youth who are homeless receive a free appropriate public education and are given opportunity to succeed in school, consistent with the McKinney-Vento Homeless Assistance Act and requirements of submitting the Consolidated Application for accessing federal categorical funding.

Commented [2]: policy to ensure

Walden Academy District will ensure that children and youth who are homeless are free from discrimination, segregation, and harassment.

Information regarding this policy, including the educational rights of children and youth identified as homeless will be distributed to all students upon enrollment and once during the school year, provided to students who seek to withdraw from Walden Academy, as well as other places where children, youth, and families who are homeless receive services, including family and youth shelters, motels, campgrounds, welfare departments, health departments, and other social service agencies. This policy is also available at www.waldenacademy.org or by request in the school office.

Commented [3]: add in location of policy

Definitions

Children and youth experiencing homelessness means children and youth who are otherwise legally entitled to or eligible for a free public education and who lack a fixed, regular, and adequate nighttime residence, including:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, campgrounds, or trailer parks due to a lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting placement in foster care.
- Children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- Children and youth who are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting.
- Migratory children and youth who are living in a situation described above.

A child or youth will be considered to be homeless for as long as he or she is in a living situation described above.

Transportation

If transportation is offered at Walden Academy, parents and unaccompanied youth will be informed of their right to transportation before they are enrolled. At a parent's or unaccompanied youth's request, said transportation if offered will be provided for the entire time the child or youth attends Walden Academy, including during pending disputes.

Services

Children and youth experiencing homelessness will be provided services comparable to services offered to other students in Walden Academy, including:

- Transportation
- Title I, Part A services - Children and youth identified as homeless are automatically eligible for Title I, Part A services
- Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners
- Vocational and technical education programs
- Gifted and talented programs
- Before- and after-school programs
- Free meals - On the day a child or youth identified as homeless enrolls in school, Walden Academy must submit the student's name to its food service program coordinator for immediate eligibility.

When applying any standing policy regarding tardiness or absences, any tardiness or absence related to a child or youth's living situation will be excused.

Disputes

If a dispute arises over any issue covered in this policy, the child or youth experiencing homelessness will be admitted immediately to the appropriate classroom, according to Walden Academy's enrollment policy pending final resolution of the dispute. The student will also have the rights of a student who is homeless to all appropriate educational services, transportation, free meals, and Title I, Part A, services while the dispute is pending.

Walden Academy will provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and will refer the parent or youth to the local liaison immediately. The local liaison will ensure that the student is enrolled at Walden Academy and is receiving other services to which he or she is entitled and will resolve the dispute as expeditiously as possible. The parent or unaccompanied youth will be given every opportunity to participate meaningfully in the resolution of the dispute. The local liaison will keep records of all disputes in order to determine whether particular issues or schools are repeatedly delaying or denying the enrollment of children and youth identified as homeless. The parent, unaccompanied youth, or school district may appeal the Walden Academy's decision as provided in Walden Academy's formal dispute resolution process.

Training

The local liaison will conduct training regarding Title X requirements and sensitivity/awareness activities for all staff of Walden Academy.

Exhibit 1

DISTRICT EXPLANATION OF ENROLLMENT DECISION

Instructions: The following form is to be used when the district has denied a parent/guardian's enrollment request.

Date: _____

Name of person completing form:

Title:

Phone number:

In accordance with federal law (42 USC 11432), this notification is being provided to:

Name of parent/guardian:

Name of student(s):

District's placement decision (name of school): _____

After reviewing your request to enroll your child in the school listed above, your enrollment request has been denied. This determination was based upon:

If you are not satisfied with the Superintendent's decision, you may appeal to the _____ (county name) _____ County Office of Education. If you are not satisfied with the county office's decision, you may then appeal to the California Department of Education. The district's homeless liaison can assist you with this appeal.

Name of district's homeless liaison:

Address:

Phone number:

Name of County Office of Education homeless liaison:

Address:

Phone number:

You also have the following rights:

- * Pending resolution of this dispute, your child has the right to immediately enroll in the district school and to participate in school activities at the school.
- * You may provide written or verbal documentation to support your position. You may use the district's dispute resolution form. A copy of the dispute resolution form can be obtained from the district's liaison for homeless students.
- * You may seek the assistance of advocates or attorneys to help you with this appeal.

Exhibit 2

EDUCATION FOR HOMELESS CHILDREN

ENROLLMENT DISPUTE FORM

Instructions: This form is to be completed by a parent/guardian or student when a dispute regarding enrollment has arisen. As an alternative to completing this form, the information on this form may be shared verbally with the district's liaison for homeless students.

Date submitted:

Name of person completing form:

Student's name:

Relation to student:

I may be contacted at the following:

Address:

Phone number:

Name of school requested:

I wish to appeal the enrollment decision made by:

District liaison County liaison

Reason for the appeal: You may include an explanation to support your appeal in this space or provide your explanation verbally.

I have been provided with:

- A written explanation of the district's decision
- Contact information for the district's homeless liaison
- Contact information for the county office of education's homeless liaison

DRAFT

Chapter 5000, Students

Section 141, Suicide Prevention

Date: July 25, 2017 Revised: September 15, 2022

Responsible Department: School Director

Source: American Foundation for Suicide Prevention (AFSP)

PURPOSE

California Education Code (EC) Section 215, as added by Assembly Bill 2246, mandates that the Governing Board of any local educational agency (LEA) that serves pupils in grades seven to twelve, adopt a policy on pupil suicide prevention, intervention, and postvention. This policy shall specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license.

The purpose of this policy is to protect the health and well-being of all district students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. The school:

1. recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcomes,
2. further recognizes that suicide is a leading cause of death among young people,
3. has an ethical responsibility to take a proactive approach in preventing deaths by suicide, and
4. acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

Toward this end, the policy is meant to be paired with other policies and procedures supporting the emotional and behavioral health of students more broadly.

DEFINITIONS

DRAFT

Chapter 5000, Students

Section 141, Suicide Prevention

Date: July 25, 2017 Revised: September 15, 2022

Responsible Department: School Director

Source: American Foundation for Suicide Prevention (AFSP)

1. **At Risk.** A student who is defined as high risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including potential means of death and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures.
2. **Crisis Team.** A multidisciplinary team of primarily administrative, mental health, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention/response and recovery. These professionals have been specifically trained in crisis preparedness through recovery and take the leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols, and may provide mental health services for effective crisis interventions and recovery supports.
3. **Mental Health.** A state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental and substance use disorders.
4. **Postvention.** Suicide postvention is a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.
5. **Risk Assessment.** An evaluation of a student who may be at risk for suicide, conducted by the appropriate school staff (e.g., school psychologist, school counselor, or school social worker). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.

DRAFT

Chapter 5000, Students

Section 141, Suicide Prevention

Date: July 25, 2017 Revised: September 15, 2022

Responsible Department: School Director

Source: American Foundation for Suicide Prevention (AFSP)

6. **Risk Factors for Suicide.** Characteristics or conditions that increase the chance that a person may try to take his or her life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment.
7. **Self-Harm.** Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Can be categorized as either non-suicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.
8. **Suicide.** Death caused by self-directed injurious behavior with any intent to die as a result of the behavior. Note: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.
9. **Suicide Attempt.** A self-injurious behavior for which there is evidence that the person had at least some intent to kill himself or herself. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to live is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.
10. **Suicidal Behavior.** Suicide attempts, intentional injury to self-associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.
11. **Suicide Contagion.** The process by which suicidal behavior or a suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.
12. **Suicidal Ideation.** Thinking about, considering, or planning for self-injurious behavior which may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously.

DRAFT

Chapter 5000, Students

Section 141, Suicide Prevention

Date: July 25, 2017 Revised: September 15, 2022

Responsible Department: School Director

Source: American Foundation for Suicide Prevention (AFSP)

SCOPE

This policy covers actions that take place in the school, on school property, at school-sponsored functions and activities, and at school sponsored out-of-school events where school staff are present. This policy applies to the entire school community, including educators, school and district staff, students, parents/guardians, and volunteers. This policy will also cover appropriate school responses to suicidal or high risk behaviors that take place outside of the school environment.

PREVENTION

1. **District Policy Implementation** A suicide prevention coordinator shall be designated by the School Director. This may be an existing staff person. The district suicide prevention coordinator will be responsible for planning and coordinating implementation of this policy for the school district. All staff members shall report students they believe to be at elevated risk for suicide to the school suicide prevention coordinator.
2. **Staff Professional Development** All staff will receive annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention. The professional development will include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/ or substance use disorders, those who engage in self harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, American Indian/Alaska Native students, LGBTQ (lesbian, gay, bisexual, transgender, and questioning) students, students bereaved by suicide, and those with medical conditions or certain types of disabilities. Additional professional development in risk assessment and crisis intervention will be provided to school employed mental health professionals and school nurses. Staff provided by the SELPA will be trained by the county office.

DRAFT

Chapter 5000, Students

Section 141, Suicide Prevention

Date: July 25, 2017 Revised: September 15, 2022

Responsible Department: School Director

Source: American Foundation for Suicide Prevention (AFSP)

3. **Youth Suicide Prevention Programming** Developmentally-appropriate, student-centered education materials will be integrated into the curriculum of all K-12 health classes. The content of these age-appropriate materials will include:
 - a. the importance of safe and healthy choices and coping strategies,
 - b. how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others,
 - c. help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help. In addition, schools may provide supplemental small group suicide prevention programming for students.

4. **Publication and Distribution** This policy will be distributed annually and included in all student and teacher handbooks and on the school website.

ASSESSMENT AND REFERRAL

When a student is identified by a staff person as potentially suicidal, i.e., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers, the student will be seen by a school employed mental health professional within the same school day to assess risk and facilitate referral. If there is no mental health professional available, a school nurse or administrator will fill this role until a mental health professional can be brought in. In addition, the school will contact Glenn County Behavioral Health and the SMART team for support (530-934-6582).

For youth at risk:

1. School staff will continuously supervise the student to ensure their safety.

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2. The director and school suicide prevention coordinator will be made aware of the situation as soon as reasonably possible.
3. The school employed mental health professional or director will contact the student's parent or guardian, as described in the Parental Notification and Involvement section, and will assist the family with an urgent referral to Behavioral Health along with a SMART team referral. When appropriate, this may include calling emergency services or bringing the student to the local Emergency Department, but in most cases will involve setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider.
4. Staff will ask the student's parent or guardian for written permission to discuss the student's health with outside care, if appropriate.

IN SCHOOL SUICIDE ATTEMPTS

In the case of an in-school suicide attempt, the health and safety of the student is paramount. In these situations:

1. First aid will be rendered until professional medical treatment and/or transportation can be received, following district emergency medical procedures.
2. School staff will supervise the student to ensure their safety.
3. Staff will move all other students out of the immediate area as soon as possible.
4. If appropriate, staff will immediately request a mental health assessment for the youth.
5. The school employed mental health professional or director will contact the student's parent or guardian, as described in the Parental Notification and Involvement section.
6. Staff will immediately notify the director or school suicide prevention coordinator regarding in-school suicide attempts.

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7. The school will engage as necessary the crisis team to assess whether additional steps should be taken to ensure student safety and well-being.

OUT-OF-SCHOOL SUICIDE ATTEMPTS

If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff member will:

1. Call the police and/or emergency medical services, such as 911.
2. Inform the student's parent or guardian.
3. Inform the school suicide prevention coordinator and director.

If the student contacts the staff member and expresses suicidal ideation, the staff member should maintain contact with the student (either in person, online, or on the phone). The staff member should then enlist the assistance of another person to contact the police while maintaining verbal engagement with the student.

RE-ENTRY PROCEDURES

For students returning to school after a mental health crisis (e.g., suicide attempt or psychiatric hospitalization), a school employed mental health professional, the suicide prevention coordinator, director, or designee will meet with the student's parent or guardian, and if appropriate, meet with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.

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1. A school employed mental health professional and suicide prevention coordinator, or other designee will be identified to coordinate with the student, their parent or guardian, and any outside mental health care providers.
2. The parent or guardian will provide documentation from a mental health care provider that the student has undergone examination and that they are no longer a danger to themselves or others.
3. The designated staff person will periodically check in with student to help the student readjust to the school community and address any ongoing concerns.

PARENTAL NOTIFICATION AND INVOLVEMENT

In situations where a student is assessed at risk for suicide or has made a suicide attempt, the student's parent or guardian will be informed as soon as practicable by the director, designee, or mental health professional. If the student has exhibited any kind of suicidal behavior, the parent or guardian should be counseled on "means restriction," limiting the child's access to mechanisms for carrying out a suicide attempt. Staff will also seek parental permission to communicate with outside mental health care providers regarding their child. Through discussion with the student, the principal or school employed mental health professional will assess whether there is further risk of harm due to parent or guardian notification. If the director, designee, or mental health professional believes, in their professional capacity, that contacting the parent or guardian would endanger the health or well-being of the student, they may delay such contact as appropriate. If contact is delayed, the reasons for the delay should be documented.

POSTVENTION

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Development and Implementation of a Postvention Action Plan: The crisis team (consist of director, dean of students, suicide prevention coordinator (can be the dean of students), school counselor and school psychologist) will develop an action plan to guide school response following a death by suicide. A meeting of the crisis team to implement the action plan should take place immediately following news of the suicide death. The action plan may include the following steps:

Step 1: Get the facts

- a. Verify the death. Assign a staff member to confirm the death and determine the cause of death through communication with a coroner's office, local hospital, the student's parent or guardian, or police department.
- b. Even when a case is perceived as being an obvious instance of suicide, it should not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide but the parent or guardian will not permit the cause of death to be disclosed, the school will not share the cause of death but will use the opportunity to discuss suicide prevention with students.

Step 2: Assess the situation.

- a. The crisis team will meet to prepare the postvention response, to consider how severely the death is likely to affect other students, and to determine which students are most likely to be affected. The crisis team will also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide. If the death occurred during a school vacation, the need for or scale of postvention activities may be reduced.

Step 3: Share information.

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- a. Before the death is officially classified as a suicide by the coroner's office, the death can and should be reported to staff, students, and parents/guardians with an acknowledgement that its cause is unknown. Inform the faculty that a sudden death has occurred, preferably in a staff meeting. Write a statement for staff members to share with students. The statement should include the basic facts of the death and known funeral arrangements (without providing details of the suicide method), recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. Public address system announcements and school-wide assemblies should be avoided. The crisis team may prepare a letter (with the input and permission from the student's parent or guardian) to send home with students that includes facts about the death, information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available. If necessary, a parent meeting may also be planned. Staff shall direct all media inquiries to the director or designated spokesperson.

Step 4: Avoid suicide contagion.

- a. It should be explained in the staff meeting described above that one purpose of trying to identify and give services to other high risk students is to prevent another death. The crisis team will work with teachers to identify students who are most likely to be significantly affected by the death. In the staff meeting, the crisis team will review suicide warning signs and procedures for reporting students who generate concern.

Step 5: Initiate support services.

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- a. Students identified as being more likely to be affected by the death will be assessed by a school employed mental health professional to determine the level of support needed. The crisis team will coordinate support services for students and staff in need of individual and small group counseling as needed. In concert with parents or guardians, crisis team members will refer to community mental healthcare providers to ensure a smooth transition from the crisis intervention phase to meeting underlying or ongoing mental health needs.

Step 6: Develop memorial plans.

- a. The school should not create on-campus physical memorials (e.g. photos, flowers), funeral services, or fly the flag at half-mast because it may sensationalize the death and encourage suicide contagion. School should not be canceled for the funeral. Any school-based memorials (e.g., small gatherings) will include a focus on how to prevent future suicides and prevention resources available.

External Communication: The school director or designee will be the sole media spokesperson. Staff will refer all inquiries from the media directly to the spokesperson. The spokesperson will:

- a. Keep the district suicide prevention coordinator informed of school actions relating to the death.
- b. Prepare a statement for the media including the facts of the death, postvention plans, and available resources. The statement will not include confidential information, speculation about victim motivation, means of suicide, or personal family information.
- c. Answer all media inquiries. If a suicide is to be reported by news media, the spokesperson should encourage reporters not to make it a front-page story, not to use

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pictures of the suicide victim, not to use the word suicide in the caption of the story, not to describe the method of suicide, and not to use the phrase “suicide epidemic” – as this may elevate the risk of suicide contagion. They should also be encouraged not to link bullying to suicide and not to speculate about the reason for suicide. Media should be asked to offer the community information on suicide risk factors, warning signs, and resources available.

I. Purpose

A commitment to the safety and well-being of our children is a core value of Walden Academy. To ensure the safety of the students, all individuals working or volunteering at Walden Academy will be required to submit to a background criminal investigation

No condition or activity will be permitted that may compromise that safety, and the well-being of students takes precedence over all other considerations. While we place great value on the contributions of staff, educators, and volunteers, there are conditions that are incompatible with unescorted access to children.

Conditions deemed by the Board to preclude working at Walden Academy include conviction on charges of serious or violent misdemeanors or felonies, particularly those committed against minors or involving abuse or molestation or a controlled substance. Walden Academy has therefore adopted a strict policy of prohibiting any individual with such a history from contact with Walden Academy students on school grounds or during field trips or other sanctioned school activities.

As required by law, all individuals working or volunteering at the School will be required to submit to a background criminal investigation. (*Pursuant to Education Code 45125, charter schools must background check all non-certified personnel and volunteers.*)

Additionally, should an employee, during his/her employment with the School, be convicted of a controlled substance or sex offense, or serious or violent felony, the employee must immediately report such a conviction to the School Director.

II. Employees & Volunteers

All employees of Walden Academy are required to, (1) disclose any conviction or arrest that is pending adjudication of the offenses charged, and (2) undergo fingerprint criminal background checks through the California Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) before employment to ensure that they have no arrest or conviction for any serious or violent misdemeanor or felony.

All volunteers working with children at Walden Academy are required to undergo fingerprint criminal background checks through the California Department of Justice (DOJ) before serving to ensure that they have no arrest or conviction for any serious or violent misdemeanor or felony. If the volunteer will be supervising students without Walden Academy staff present, such as a coach, that volunteer must also complete the FBI background check.

Chapter 4000, Personnel

Section 00, Criminal Background Check

Date: 10/11/2011; approved 03/11/2014

Responsible Department:

Source Document:

Applicants are required to sign a release for Walden Academy to request the background check and to receive information from the DOJ on an ongoing basis during the term of their employment and relationship with Walden Academy.

Employment is contingent upon clearance by the School Director. The School Director can conditionally hire an applicant pending completion of the background check, but shall notify the applicant that if he/she fails the criminal background check the offer of employment will be withdrawn.

All employees and volunteers will be subject to DOJ subsequent arrest notification during the term of their employment or association with Walden Academy. If Walden Academy receives subsequent notification of an arrest for any serious or violent misdemeanor or felony, the School Director will have discretion as to whether or not to suspend employment or volunteering until the arrest is adjudicated. All records will be maintained in a strictly confidential manner in compliance with DOJ reporting requirements.

III. Fingerprint Background Check Evaluation Process

The DOJ carefully screens those individuals who are selected to receive and evaluate Criminal Offender Record Information (CORI) at Walden Academy. The individuals at Walden Academy who have been selected to receive and evaluate CORI data are:

- . The School Director

Information received by Walden Academy from the Department of Justice (DOJ) will be handled in a strict confidential manner in accordance with DOJ requirements. There are severe penalties for any person who fails to handle records in accordance with DOJ requirements. (Penal Code Sections 11105 and 13300)

Information received from the DOJ results in either a criminal record (CORI) or "No Record". Individuals with no record will be cleared for employment or volunteering.

Applicant employees' CORI records will be evaluated by the School Director. The School Director at his/her discretion may seek the counsel of the Walden Academy Board of Directors, in closed session, in evaluating a potential employee's CORI for determining suitability for employment.

Applicant volunteers' CORI records will be evaluated by the School Director. The School Director at his/her discretion may seek the counsel of the Walden Academy Board of Directors, in closed session, in evaluating a potential volunteer's suitability for volunteer service at Walden Academy.

Walden Academy Policy and Procedure Manual

Chapter 4000, Personnel

Section 00, Criminal Background Check

Date: 10/11/2011; approved 03/11/2014

Responsible Department:

Source Document:

After CORI evaluation has taken place and either clearance or denial of application has been determined, all CORI records received from the DOJ will be destroyed.

Applicants will receive confidential notification of the results of their background check.

Those individuals failing their background check can make a one-time appeal to the School Director for reconsideration if he/she feels there has been an error in the review of their record. The decision of the School Director is final.

IV. Subsequent Arrest Notification Service

All employees and volunteers are subject to "Subsequent Arrest Notification Service" by the DOJ once they have been fingerprinted for Walden Academy. Any time an employee is arrested after their initial background clearance for the school, the DOJ will notify the School Director and send the school the new CORI information.

The School Director will evaluate the CORI information and determine whether it justifies suspension or termination of the individual's employment or ability to volunteer. At the discretion of the School Director, he/she can seek counsel from the Walden Academy Board of Directors, in closed session, in determining suitability for continued employment.

After CORI evaluation has taken place and a decision has been made regarding the individual's suitability to continue employment or volunteering, the CORI records received from the DOJ will be destroyed. Individuals will receive confidential notification of their suspension or termination.

Those individuals who are suspended or terminated can make a one-time appeal to the School Director for reconsideration if he/she feels there has been an error in the review of their record. The decision of the School Director is final.

V. Terminating Employment & Volunteer Service

Upon termination of employment with Walden Academy, the School Director or his designee will file a "No Longer Interested Notification" form with the DOJ to inform the DOJ that Walden Academy is no longer interested in receiving criminal history information pertaining to the terminated individual. (Penal Code Section 11105.2)

Volunteers can request that Walden Academy file a 'No Longer Interested Notification' when applicable.

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Chapter 4000, Personnel

Section 00, Criminal Background Check

Date: 10/11/2011; approved 03/11/2014

Responsible Department:

Source Document:

VI. Transition from GCOE to Walden Academy

Walden Academy used Glenn County Office of Education's (GCOE) Fingerprinting service to track employees and volunteers fingerprinting results from inception through February 2014. Beginning in March 2014, Walden Academy established its own ORI number. All employees, Board of Directors, and new volunteers starting after March 2014 will be fingerprinted under Walden's ORI number.

GCOE will continue to receive the subsequent arrest notifications for existing volunteers, and notify the School Director as applicable.