

**Walden Academy, Inc. Board of Directors' Meeting Packet  
Tuesday, February 24, 2026 at 4:30 p.m.**

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

**Call to Order and Attendance at: Board Members**

J. Gladman  
J. Mercado  
A. Danley  
S. Von Bargen  
J. Owens

**Pledge of Allegiance**

**Review & Approval of Agenda**

**Public Comments:**

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

**Consent Agenda**

Approval of Minutes: January 2026  
Approval of Check Register: January 2026  
Approval of Financials: January 2026  
Staff:  
Committee Developed Policy/Procedures:

**Administrator/Board Member Reports**

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

**Discussion/Action Items**

1. **ARI Service Contract for 2026-2027 (Vanderwaal)** - Board will review and take action as needed.
2. **Board Policy 5600 – Student Technology and Communication Devices (AB 962) (A. Calonico):**  
Pursuant to Assembly Bill 962, the Board will consider adoption of Board Policy 5600 establishing guidelines for student technology and communication devices, including provisions that allow the school to limit or restrict personal cell phone use during emergencies or perceived threats of danger, in

compliance with the July 1, 2026 requirement.

3. **Comprehensive School Safety Plan (Ed Code §§ 32280–32289) (A. Calonico)-**  
The Board will review and consider approval of the Comprehensive School Safety Plan as required by California Education Code.
4. **LCAP Midyear Report Presentation Video (Ed Code § 52062(a)(2)) (A. Calonico):**  
Presentation and discussion item.
5. **Glenn County Hall of Fame (A. Calonico)-** Board discussion and approval of nominee.

### Pending/Upcoming Items

1.

### Announcements

1. **Next Regular Meeting:** March 24, 2026
2. Mrs. Calonico will be attending the next board meeting via phone call as we will be traveling back from FFA State Conference.

### Adjournment

**Vision:** "Walden Academy aims to foster integrity as the cornerstone of character development, guiding students to make principled decisions and embrace honesty, accountability, and perseverance. We nurture a supportive environment igniting curiosity and building a strong academic foundation, aiming to cultivate respected leaders who uphold these ideals in society."

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**Walden Academy, Inc. Board of Directors' Meeting Agenda  
Tuesday, January 27th, 2026 at 6:00 p.m.**

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

California **Call to Order and Attendance at: Board Members 6:04 pm**

J. Gladman **Present**

J. Mercado **Present**

A. Danley **Present**

S. Von Bargen

J. Owens **Present**

**Pledge of Allegiance**

**Review & Approval of Agenda**

**Owens motioned to approve the Agenda. Danley seconds. 4 ayes, 0 nays.**

**Public Comments:**

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**Consent Agenda**

Approval of Minutes: December 2025

Approval of Check Register: December 2025

Approval of Financials: December 2025

Staff:

Committee Developed Policy/Procedures:

**Danley motions to approve the Consent Agenda. Owens seconds. 4 ayes, 0 nays.**

**Administrator/Board Member Reports**

Financial Update

**See slides in meeting packet. End of year True up amounts came back in better than expected.**

Superintendent's Report

**Received a \$6,800.00 quote to do some repairs on mobile 6 & 7. Going to get in touch with PTC about potentially covering the cost of this project. Songfest was very successful, had a positive response with the kids. Guest Aaron Koch's visit went well. Teachers felt reassured that some of the suggestions that were given by Koch were already implemented at our school. His next visit is February 4th, and will be visiting for the next 4 months. Mr. Joe mentioned a significant decrease in referrals in January 2025 compared to January 2026. 7 and 8 grade classes are still showing the most problems. CARES store seems to be successful and had to close the store early due to selling out. Lost one student this month.**

## PTC Update

Pancake Breakfast this last week. Mentioned that higher grades are not as proactive at selling tickets. Pudding Pop-up also this last week.

Board Member Reports

Governance Committee

Planning Committee

Still have not heard back from Charter Authority about the reapplication of the grant for Pacific Ave. The current number is still at 68.

## Discussion/Action Items

### 1. Administration of Oath of Office – Board Member (Gladman)

The Board President will administer the Oath of Office to Jon Owens, who was elected to the Board in December, and the Board will take action to seat the member.

The Oath of Office was administered by Gladman.

### 2. Open Bank Account & Update Check Signers (Vanderwaal) - The Board will review, discuss, and consider for approval.

a. Resolution 2025-01: Check signature approval

b. Resolution 2025-01: Establish bank account

Danley motions to update the check signers. Owens seconds. 4 ayes 0 nays.

### 3. Williams Quarterly Report (A. Calonico)- The Board will review, discuss, and consider for approval.

No Changes.

Owens motions to approve the Williams Quarterly Report. Mercado seconds. 4 ayes, 0 nays.

### 4. J-13A Form for Attendance Recovery Related to October 31, 2025 Threat- (A. Calonico)

The Board will review, discuss, and consider approval of the J-13A Form for attendance recovery related to the October 31, 2025 threat.

Owens motions to approve the J-13A Form. Mercado seconds. 4 ayes, 0 nays.

### 5. FFA State Leadership Conference (A. Calonico)- The Board will review, discuss, and consider approval of sending 2 delegates to FFA State Leadership Conference on March 19-24, 2026 with Mrs. Calonico and Mrs. Fischer to receive our charter.

Mercado motions to approve the sending of two delegates to FFA Conference.

Danley seconds. 4 ayes, 0 nays.

### 6. 2025 School Accountability Report Card (SARC) (Calonico)

The Board will review, discuss, and consider approval of the School Accountability Report Card (SARC).

Owens motions to approve the 2025 SARC Report Card. Mercado seconds. 4 ayes, 0 nays.

### 7. Consolidated Application and Reporting System (A. Calonico)-The Board

will review and consider approval.

Danley motions to approve the Consolidated Application. Mercado seconds. 4 ayes, 0 nays.

#### **8. Board Meeting Calendar Revision (Gladman)**

The Board will review, discuss, and consider approval of revisions to Board meeting dates and/or times.

The Board has decided to move our monthly meeting times to 4:30 pm, starting February 4th 2026.

Mercado motions to approve the Board Meeting Calendar Revision. Owens seconds. 4 ayes, 0 nays.

#### **9. Modified Criteria for ELL Reclassification (A. Calonico)-** The Board will review, discuss, and consider approval.

The board discussed updating our reclassification criteria for students that are in the ELL program.

Owens motions to approve the Modified Criteria for ELL Reclassification.

Mercado seconds. 4 ayes, 0 nays.

#### **10.26-27 School Calendar(A. Calonico)-** The Board will review, discuss, and consider approval.

Gladman had heard some concerns from the public about Friday November 6th being a half day. The board decided that there was not enough support from the public to warrant a change in the schedule.

Mercado motions to approve the 2026-2027 School Calendar. Danley seconds. 4 ayes, 0 nays.

### **Closed Session 7:18 pm**

#### **1. Conference with Labor Relations**

##### **Pursuant to Government Code Section 54957**

Public Employee Appointment, Employment, Discipline, Dismissal, Release Action may be taken regarding approval of employee resignation(s) and approval of new hire(s).

Owens motions to approve the resignation of Rhianna and Emilee Schultz. Mercado seconds. 4 ayes, 0 nays. Two of our aids are currently able to cover for the positions. However we are still currently looking out for new replacements.

Mercado motions to approve the hire of Brooklynn Hobbs (Afterschool Aid) and Chantell Hernandez (Food Service). Danley seconds. 4 ayes, 0 nays.

Return to Open Session

#### **8. Reconvene to Open Session**

The Board reconvened to open session at 7:29 p.m.

## **9. Report Out of Closed Session**

The Board reports the following actions taken in closed session, if any, pursuant to Government Code Section 54957:

- **Employee Matters:** The Board approved **2** resignation(s) and **2** new hire(s).

## **Pending/Upcoming Items**

1. LCAP Midyear Review Presentation

## **Announcements**

1. **Next Regular Meeting:** February 24, 2026 **4:30 pm**

**Adjournment 7:30pm**

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**Walden Academy Inc**  
**Account Reconciliation**  
**As of Jan 31, 2026**  
**91100000000000 - Cash in Bank-Tri Cty x0950**  
**Bank Statement Date: January 31, 2026**

Filter Criteria includes: Report is p

<b>Check #</b>	<b>Date</b>	<b>Payee</b>	<b>Amount</b>
01/05/26-EFT	1/5/26	AFLAC	332.11
01/05/26-WIRE FEE	1/5/26	TRI COUNTIES BANK	15.00
01/08/26-EFT	1/8/26	CHARTERSAFE	5,058.00
8558	1/9/26	EDTEC, INC.	833.34
8559	1/9/26	MERRILEE VANDERWAAL	1,470.00
8560	1/9/26	CLIFTON LARSON ALLEN, LLP	1,050.00
8561	1/9/26	SMALL SCHOOLS DISTRICTS' ASSOCIATION	880.00
8562	1/9/26	AMBER YEAGER	24.45
8563	1/9/26	WILLOWS ACE HARDWARE	38.09
8564	1/9/26	GOTO COMMUNICATIONS, INC.	1,094.21
8565	1/9/26	AMAZON CAPITAL SERVICES	554.18
8566	1/9/26	AMBER CALONICO	73.88
8567	1/9/26	ARI SERVICE INC	3,916.67
8568	1/9/26	AMY L. ALVES	286.00
8569	1/9/26	CATAPULTCMS	2,141.00
01/09/26-EFT	1/9/26	TRI COUNTIES BANK	50.97
8570	1/15/26	ST MONICAS CHURCH	13,573.00
8571	1/15/26	GLENN COUNTY OFFICE OF EDUCATION	25.74
8572	1/15/26	WILLOWS HARDWARE INC.	58.77
8573	1/15/26	VERIZON WIRELESS	8.82
8574	1/15/26	GLOBAL MODULAR, INC	875.00
8575	1/15/26	LEE SAWYER	275.00
8576	1/15/26	CANON FINANCIAL SERVICES INC	1,992.08
8577	1/15/26	ANA LEVESQUE	27.22
8578	1/15/26	WILLOWS ACE HARDWARE	116.26
8579	1/15/26	TSC MODULAR BUILDING FINANCING, LLC	3,180.00
8580	1/15/26	GABRIEL MATA JR.	300.00
8581	1/15/26	STEPHEN NIEGEL	45.25
01/15/26-WIRE FEE	1/15/26	TRI COUNTIES BANK	15.00
01/21/26-EFT	1/21/26	PAYLOCITY	1,263.25
01/27/26-EFT	1/27/26	VISION SERVICE PLAN	104.93
01/27/26-2-EFT	1/27/26	ANTHEM BLUE CROSS	7,715.92
01/27/26-1-EFT	1/27/26	CAPITAL ONE	1,439.99
8582	1/30/26	CO POWER	1,092.23
8583	1/30/26	DEPARTMENT OF JUSTICE	47.00
8584	1/30/26	WASTE MANAGEMENT	576.45
8585	1/30/26	WEED MAN	106.00
8586	1/30/26	CANON FINANCIAL SERVICES INC	2,218.88
8587	1/30/26	GERALD SKINNER	285.00
1529	1/7/26	SUTTER'S FORT STATE HISTORIC PARK	325.00
1530	1/8/26	PAYROLL	124.64
01/12/26-TRF FEE	1/12/26	INTUIT PAYMENTS INC	0.21
01/12/26-1-TRF FEE	1/12/26	INTUIT PAYMENTS INC	17.94
1531	1/15/26	TROPICANA INN & SUITES	545.46
<b>Total</b>			<b>54,172.94</b>



# **Walden Academy**

# **January 2026 Financial Report**

Period: FY 2025–26 through  
January 31, 2026



# Agenda

- Executive summary
- Income statement highlights (YTD through January)
- Balance sheet highlights (as of January 31<sup>st</sup>)
- Cash flow and liquidity



# Executive Summary (YTD through January)

- Total revenue: **\$1,162,202** collected of \$2,447,191 budget (47.49% of budget).
- Total expenses: **\$1,226,178** of \$2,408,383 budget (50.91% of budget).
- Net income/(loss): **-\$63,976** — driven by expense timing ahead of revenue pacing.
- Cash on hand: \$1,732,788 at 01/31 (increased by \$275,457 since July).



# Revenue Highlights

- YTD revenues of **\$1,162,202** represent 47.49% of the First Interim budget.
- LCFF sources are the primary driver; timing of state aid and local tax receipts affects pacing.
- Federal and other state revenues are behind pace early in the year; expected to true up as claims are processed.
- Lottery, interest, and local miscellaneous revenues are tracking close to expectations.



# Expense Highlights

- YTD expenses of **\$1,226,178** are 50.91% of the First Interim budget.
- Staffing costs (certificated, classified, benefits) are tracking ~53% of budget – in line with steady monthly payroll.
- Books & supplies show front-loading for instructional materials.
- Services/operating expenses at ~52% of budget; highest areas include rentals/leases/repairs and insurance.
- Other outgo (e.g., SPED encroachment) not yet incurred YTD.



# Net Income Position

**Net income/(loss) YTD: \$-63,976**

This is typical early-year timing: payroll and contracted services post evenly, while major LCFF cash arrives in larger apportionments later in the year. We will continue to monitor revenue pacing and discretionary spend to ensure full-year balance.



# Balance Sheet Highlights (01/31/2026)

- Cash and current assets total **\$1,782,222.75** (cash, receivables & prepaids)
- Property & Equipment total **\$348,445.01**
- Other Assets total **\$662,336.08**
  
- Current liabilities total **\$567,199.60** (deferred revenues and current lease portion are major items)
- Long-term liabilities total **\$552,970.32** (capital/lease obligations)
- Capital total **\$1,672,833.92**

# Cash Flow & Liquidity

- Ending cash at 01/31: **\$1,732,787.63**
- Cash change since July 1: **\$275,456.53**
- Revenue receipts are projected to strengthen in winter/spring apportionments.
- Deferred revenue lines (ELO-P, UPK, AMS) will convert to revenue as expenditures post.
- Maintain conservative spending through mid-year to protect cash runway.

Walden Academy Inc  
Balance Sheet  
January 31, 2026

ASSETS

Current Assets

Cash in Bank-Tri Cty x0950	\$ 732,265.52
Cash in Bank-Tri Cty x4876	455.29
Cash in Bank-Tri Cty x4244	9,107.84
Cash in Bank-Tri Cty x6472	990,958.98
Employee Receivable-Med 125	1,024.81
Due from Grantor Gov-FMH	2,184.00
Due from Grantor Gov-SB740	34,775.31
Due from Grantor Gov-SpEd MHS	629.00
Prepaid Expenses/Deposits	<u>10,822.00</u>

Total Current Assets 1,782,222.75

Property and Equipment

Land	186,946.05
Sites/Improvement of Sites	239,742.21
Sites/Improvement of Sites-UPK	17,864.00
Accumulated Depr-Site Improv	(239,743.00)
Accumulated Depr-Site Imp-UPK	(74.00)
Buildings/Improvement of Bldgs	542,024.56
Accumulated Depr-Buildings	<u>(398,314.81)</u>

Total Property and Equipment 348,445.01

Other Assets

Operating Lease ROU Asset	1,118,602.99
ROU Accumulated Amortization	<u>(456,266.91)</u>

Total Other Assets 662,336.08

Total Assets \$ 2,793,003.84

Walden Academy Inc  
Balance Sheet  
January 31, 2026

LIABILITIES AND CAPITAL

Current Liabilities		
Employee Payable-Med 125	\$	1,358.02
Worker's Compensation Payable		(5,550.21)
Summer Withholding Payable		47,593.06
Federal Taxes Payable		(260.00)
Vanguard Retirement Payable		10,131.53
Aflac Prem Payable		361.38
Health Premiums Payable		(8,913.08)
Due to Grantor Govern-Unrestr		77,748.00
Current Portion-Capital Lease		155,993.16
Deferred Revenue-ELO-P		194,090.07
Deferred Revenue-SSPD		37,748.00
Deferred Revenue-UPK		15,052.75
Deferred Revenue-AMS		34,504.32
Deferred Revenue-LREBG		<u>7,342.60</u>
 Total Current Liabilities		 567,199.60
Long-Term Liabilities		
Long Term Portion-Capital Leas		<u>552,970.32</u>
 Total Long-Term Liabilities		 <u>552,970.32</u>
 Total Liabilities		 1,120,169.92
Capital		
Beginning Fund Balance		1,736,812.73
Net Income		<u>(63,978.81)</u>
 Total Capital		 <u>1,672,833.92</u>
 Total Liabilities & Capital		 <u>\$ 2,793,003.84</u>

**Walden Academy Inc**  
**Income Statement**  
For the Seven Months Ending January 31, 2026

	<u>July 1 Budget</u>	<u>First Interim Budget</u>	<u>Actuals to Date</u>	<u>Remaining Budget</u>	<u>Percent</u>
<b>Revenues</b>					
LCFF Sources	2,031,886	1,997,053	953,833	1,043,220	47.76
Federal Revenues	61,147	55,150	36,156	18,994	65.56
Other State Revenues	315,227	313,363	139,577	173,786	44.54
Other Local Revenues	96,256	81,625	32,636	48,989	39.98
<b>Total Revenues</b>	<b>2,504,516</b>	<b>2,447,191</b>	<b>1,162,202</b>	<b>1,284,989</b>	<b>47.49</b>
<b>Expenses</b>					
<i>Certificated Salaries</i>					
Teacher Salaries	710,914	672,828	361,712	311,116	53.76
Administrator Salaries	196,585	192,089	106,237	85,852	55.31
<i>Total Certificated Salaries</i>	<i>907,499</i>	<i>864,917</i>	<i>467,949</i>	<i>396,968</i>	<i>54.10</i>
<i>Classified Salaries</i>					
Paraeducator Salaries	213,150	207,878	104,840	103,038	50.43
Support Services Salaries	117,128	106,038	55,500	50,538	52.34
Office/Technical Salaries	101,206	106,262	57,021	49,241	53.66
Other Classified Salaries	25,718	42,386	23,268	19,118	54.90
<i>Total Classified Salaries</i>	<i>457,202</i>	<i>462,564</i>	<i>240,629</i>	<i>221,935</i>	<i>52.02</i>
<i>Employee Benefits</i>					
OASDI/Medicare	104,400	101,555	53,004	48,551	52.19
Health and Welfare	85,694	78,498	43,305	35,193	55.17
Unemployment Insurance	7,332	8,490	5,498	2,992	64.76
Workers' Compensation	14,901	15,415	7,683	7,732	49.84
Other Benefits	44,440	54,700	28,015	26,685	51.22
<i>Total Employee Benefits</i>	<i>256,767</i>	<i>258,658</i>	<i>137,505</i>	<i>121,153</i>	<i>53.16</i>
<i>Books and Supplies</i>					
Books/Reference	15,000	16,245	15,683	562	96.54
Instructional Materials/Suppli	40,577	39,274	28,404	10,870	72.32
Supplies/Stores	30,862	31,270	21,395	9,875	68.42
Non-Capitalized Equipment	25,834	25,834	7,303	18,531	28.27
Non-Capitalized Furniture	3,000	3,000	1,061	1,939	35.37
Food Service Supplies	6,100	5,700	2,567	3,133	45.04
<i>Total Books and Supplies</i>	<i>121,373</i>	<i>121,323</i>	<i>76,413</i>	<i>44,910</i>	<i>62.98</i>

**Walden Academy Inc**  
**Income Statement**  
For the Seven Months Ending January 31, 2026

	<u>July 1 Budget</u>	<u>First Interim Budget</u>	<u>Actuals to Date</u>	<u>Remaining Budget</u>	<u>Percent</u>
<i>Services/Operating Expenses</i>					
Subagreements for Services	0	0	0	0	0.00
Travel/Conferences	7,250	7,719	5,864	1,855	75.97
Dues/Memberships	7,500	7,500	2,877	4,623	38.36
Insurance	43,612	42,542	31,906	10,636	75.00
Operations/Housekeeping	44,984	44,984	24,295	20,689	54.01
Rentals/Leases/Repairs	211,818	216,649	151,682	64,967	70.01
Professional Services	253,139	251,854	80,021	171,833	31.77
Communications	25,388	18,476	7,037	11,439	38.09
<i>Total Services/Operating Expenses</i>	<i>593,691</i>	<i>589,724</i>	<i>303,682</i>	<i>286,042</i>	<i>51.50</i>
<i>Capital Outlay</i>					
Sites/Site Improvements	0	0	0	0	0.00
Buildings/Building Improvement	0	0	0	0	0.00
Capital Equipment	0	0	0	0	0.00
Depreciation	51,355	16,197	0	16,197	0.00
<i>Total Capital Outlay</i>	<i>51,355</i>	<i>16,197</i>	<i>0</i>	<i>16,197</i>	<i>0.00</i>
<i>Other Outgo</i>					
Other Transfers	95,000	95,000	0	95,000	0.00
Direct Support/Indirect Transf	0	0	0	0	0.00
<i>Total Other Outgo</i>	<i>95,000</i>	<i>95,000</i>	<i>0</i>	<i>95,000</i>	<i>0.00</i>
<b>Total Expenses</b>	<b>2,482,887</b>	<b>2,408,383</b>	<b>1,226,178</b>	<b>1,182,205</b>	<b>50.91</b>
<b>Other Sources and Uses</b>					
<i>Other Sources</i>					
Other Sources	0	0	0	0	0.00
Charter School Loans	0	0	0	0	0.00
<i>Total Other Sources</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0.00</i>
<i>Other Uses</i>					
Debt Service Interest	0	0	0	0	0.00
Debt Service Principal	0	0	0	0	0.00
<i>Total Other Uses</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0.00</i>
<b>Total Other Sources and Uses</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.00</b>
<b>Net Increase/Decrease in Fund Balance</b>	<b>21,629</b>	<b>38,808</b>	<b>(63,976)</b>	<b>102,784</b>	<b>(164.85)</b>

**Walden Academy Inc**  
**Income Statement**  
For the Seven Months Ending January 31, 2026

	<u>Monthly</u> <u>Actuals</u>	<u>First Interim</u> <u>Budget</u>	<u>Actuals to</u> <u>Date</u>	<u>Remaining</u> <u>Budget</u>	<u>Percent</u> <u>Actuals</u> <u>to Total</u> <u>Budget</u>
<b>Revenues</b>					
<b>State and Local Revenues</b>					
<i>LCFF Sources</i>					
8011000000000000 State Aid Entitlement	497,290	910,326	497,290	413,036	54.63
8012140000000000 EPA Funding	199,743	570,762	199,743	371,019	35.00
8096000000000000 In-Lieu Tax Transfers	256,800	515,965	256,800	259,165	49.77
<i>Total LCFF Sources</i>	<i>953,833</i>	<i>1,997,053</i>	<i>953,833</i>	<i>1,043,220</i>	<i>47.76</i>
<i>Federal Revenues</i>					
8290301000000000 Other Federal Revenues-Title I	30,107	34,345	30,107	4,238	87.66
8290403500000000 Other Federal Revenue-Title II	1,049	4,199	1,049	3,150	24.98
8290412600000000 Other Federal Revenues-REAP	0	6,606	0	6,606	0.00
8290412700000000 Other Federal Revenue-Title IV	5,000	10,000	5,000	5,000	50.00
<i>Total Federal Revenues</i>	<i>36,156</i>	<i>55,150</i>	<i>36,156</i>	<i>18,994</i>	<i>65.56</i>
<i>Other State Revenues</i>					
8550000000000000 Mandated Cost Reimburse-Block	3,299	3,299	3,299	0	100.00
8560110000000000 State Lottery Revenue-Non-Prop	11,204	29,640	11,204	18,436	37.80
8560110000000001 State Lottery Rev-Non-Prop-PY	(1,610)	(1,610)	(1,610)	0	100.00
8560630000000000 State Lottery Revenue-Prop 20	0	12,792	0	12,792	0.00
8560630000000001 State Lottery Rev-Prop 20-PY	(1,920)	(1,920)	(1,920)	0	100.00
8590000000000000 Other State Revenue	0	677	0	677	0.00
8590260000000000 Other State Revenue-ELO-P	45,803	118,638	45,803	72,835	38.61
8590603000000000 Oth State Rev-SB740-Lease Cost	67,019	127,635	67,019	60,616	52.51
8590605300000000 Oth State Rev-UPK Planning	7,083	10,551	7,083	3,468	67.13
8590654600000000 Oth State Rev-SpEd MHS	6,276	13,644	6,276	7,368	46.00
8590677000000000 Oth State Rev-AMS Grant	0	17	0	17	0.00
8590743500000000 Other State Revenues-LREBG	2,423	0	2,423	(2,423)	0.00
<i>Total Other State Revenues</i>	<i>139,577</i>	<i>313,363</i>	<i>139,577</i>	<i>173,786</i>	<i>44.54</i>
<i>Other Local Revenues</i>					
8660000000000000 Interest	16,520	40,000	16,520	23,480	41.30
8698000000000000 Donations	0	820	0	820	0.00
8698912600000000 Donations-Wings&Warmth	440	0	440	(440)	0.00
8699000000000000 Other Local Revenues-Misc	7,675	16,305	7,675	8,630	47.07
8699912300000000 Oth Local Rev-8th Grd Fndrsng	686	0	686	(686)	0.00
8699912600000000 Oth Loc Rev-Wings&Warmth Fndsg	280	2,500	280	2,220	11.20
8699913500000000 Oth Loc Rev-Student Council	235	0	235	(235)	0.00
8699914000000000 Oth Loc Rev-PTC	0	10,500	0	10,500	0.00
8699915400000000 Other Local Rev-After School	6,800	11,500	6,800	4,700	59.13
<i>Total Other Local Revenues</i>	<i>32,636</i>	<i>81,625</i>	<i>32,636</i>	<i>48,989</i>	<i>39.98</i>
<b>Total Revenues</b>	<b>1,162,202</b>	<b>2,447,191</b>	<b>1,162,202</b>	<b>1,284,989</b>	<b>47.49</b>

**Walden Academy Inc**  
**Income Statement**  
**For the Seven Months Ending January 31, 2026**

	<u>Monthly</u> <u>Actuals</u>	<u>First Interim</u> <u>Budget</u>	<u>Actuals to</u> <u>Date</u>	<u>Remaining</u> <u>Budget</u>	<u>Percent</u> <u>Actuals</u> <u>to Total</u> <u>Budget</u>
<b>Expenses</b>					
<b>Certificated Salaries</b>					
<i>Teacher Salaries</i>					
110100001110000 Cert Teacher	106,866	11,487	106,866	(95,379)	930.32
110114001110000 Cert Teacher-EPA	199,743	549,185	199,743	349,442	36.37
110199981110000 Cert Teacher-LCAP	32,546	59,175	32,546	26,629	55.00
110200001110000 Cert Teacher Substitute	16,050	22,500	16,050	6,450	71.33
117500001110000 Cert Teacher Mile/Mast Stipend	1,572	4,313	1,572	2,741	36.45
117599981110000 Cert Teacher Stipend-LCAP	202	368	202	166	54.89
117600001110000 Cert Teacher Stipend	3,060	8,800	3,060	5,740	34.77
117626001110000 Cert Teacher Stipend-ELO-P	1,673	13,000	1,673	11,327	12.87
117630101110000 Cert Teacher Stipend-Title I	0	4,000	0	4,000	0.00
<i>Total Teacher Salaries</i>	<i>361,712</i>	<i>672,828</i>	<i>361,712</i>	<i>311,116</i>	<i>53.76</i>
<i>Administrator Salaries</i>					
130100001127000 Cert School Director	100,858	180,609	100,858	79,751	55.84
130500001127000 Cert Director Medical Stipend	0	4,980	0	4,980	0.00
137500001127000 Cert Director Mile/Mas Stipend	851	1,000	851	149	85.10
137600001127000 Cert Director Stipend	2,531	3,500	2,531	969	72.31
137626001127000 Cert Director Stipend-ELO-P	1,997	2,000	1,997	3	99.85
<i>Total Administrator Salaries</i>	<i>106,237</i>	<i>192,089</i>	<i>106,237</i>	<i>85,852</i>	<i>55.31</i>
<b>Total Certificated Salaries</b>	<b>467,949</b>	<b>864,917</b>	<b>467,949</b>	<b>396,968</b>	<b>54.10</b>
<b>Classified Salaries</b>					
<i>Paraeducator Salaries</i>					
210100001110000 Class Instruct Aide	57,344	99,116	57,344	41,772	57.86
210114001110000 Class Instruct Aide-EPA	0	21,577	0	21,577	0.00
210126001110000 Class Instruct Aide-ELO-P	7,710	9,109	7,710	1,399	84.64
210130101110000 Class Instruct Aide-Title I	9,261	19,411	9,261	10,150	47.71
210199981110000 Class Instruct Aide-LCAP	28,727	56,665	28,727	27,938	50.70
217500001110000 Class Instruct Aide-Stipend	1,698	2,000	1,698	302	84.90
217541271110000 Class Instr Aide Stipnd-Ttl IV	100	0	100	(100)	0.00
<i>Total Paraeducator Salaries</i>	<i>104,840</i>	<i>207,878</i>	<i>104,840</i>	<i>103,038</i>	<i>50.43</i>
<i>Support Services Salaries</i>					
220100001137000 Class Food Service	19,239	41,018	19,239	21,779	46.90
220126001137000 Class Food Service-ELO-P	0	1,350	0	1,350	0.00
221000001181000 Class Maintenance	36,261	63,274	36,261	27,013	57.31
227500001137000 Class Food Service-Stipend	0	396	0	396	0.00
<i>Total Support Services Salaries</i>	<i>55,500</i>	<i>106,038</i>	<i>55,500</i>	<i>50,538</i>	<i>52.34</i>

**Walden Academy Inc**  
**Income Statement**  
For the Seven Months Ending January 31, 2026

	<u>Monthly</u> <u>Actuals</u>	<u>First Interim</u> <u>Budget</u>	<u>Actuals to</u> <u>Date</u>	<u>Remaining</u> <u>Budget</u>	<u>Percent</u> <u>Actuals</u> <u>to Total</u> <u>Budget</u>
<i>Office/Technical Salaries</i>					
240100001127000 Class Clerical/Office	41,011	73,674	41,011	32,663	55.67
240126001127000 Class Clerical/Office-ELO-P	995	4,000	995	3,005	24.88
240130101127000 Class Clerical/Office-Title I	7,009	13,734	7,009	6,725	51.03
240199981127000 Class Clerical/Office-LCAP	3,824	7,929	3,824	4,105	48.23
240500001127000 Class Clerical Medical Stpnd	2,490	4,980	2,490	2,490	50.00
247500001127000 Class Clerical Stipend	792	1,445	792	653	54.81
247526001127000 Class Clerical Stipend-ELO-P	600	0	600	(600)	0.00
247530101127000 Class Clerical Stipend-Title I	150	250	150	100	60.00
247599981127000 Class Clerical Stipend-LCAP	150	250	150	100	60.00
<i>Total Office/Technical Salaries</i>	<i>57,021</i>	<i>106,262</i>	<i>57,021</i>	<i>49,241</i>	<i>53.66</i>
<i>Other Classified Salaries</i>					
290126001139000 Classified After School Staff	23,268	42,386	23,268	19,118	54.90
<i>Total Other Classified Salaries</i>	<i>23,268</i>	<i>42,386</i>	<i>23,268</i>	<i>19,118</i>	<i>54.90</i>
<b>Total Classified Salaries</b>	<b>240,629</b>	<b>462,564</b>	<b>240,629</b>	<b>221,935</b>	<b>52.02</b>
<b>Employee Benefits</b>					
<i>OASDI/Medicare</i>					
<i>Total OASDI/Medicare</i>	<i>53,004</i>	<i>101,555</i>	<i>53,004</i>	<i>48,551</i>	<i>52.19</i>
<i>Health and Welfare</i>					
<i>Total Health and Welfare</i>	<i>43,305</i>	<i>78,498</i>	<i>43,305</i>	<i>35,193</i>	<i>55.17</i>
<i>Unemployment Insurance</i>					
<i>Total Unemployment Insurance</i>	<i>5,498</i>	<i>8,490</i>	<i>5,498</i>	<i>2,992</i>	<i>64.76</i>
<i>Workers' Compensation</i>					
<i>Total Workers' Compensation</i>	<i>7,683</i>	<i>15,415</i>	<i>7,683</i>	<i>7,732</i>	<i>49.84</i>
<i>Other Benefits</i>					
<i>Total Other Benefits</i>	<i>28,015</i>	<i>54,700</i>	<i>28,015</i>	<i>26,685</i>	<i>51.22</i>
<b>Total Employee Benefits</b>	<b>137,505</b>	<b>258,658</b>	<b>137,505</b>	<b>121,153</b>	<b>53.16</b>
<b>Books and Supplies</b>					
<i>Books/Reference</i>					
411000001110000 Textbooks/Core Curricula	5,766	5,766	5,766	0	100.00
411060531110000 Textbooks/CoreCurricula-UPK	1,794	1,794	1,794	0	100.00
411063001110000 Textbooks/CoreCurricula-Prop20	5,355	5,355	5,355	0	100.00
411091401110000 Textbooks/Core Curr-PTC	27	0	27	(27)	0.00
411099981110000 Textbooks/Core Curr-LCAP	1,496	2,085	1,496	589	71.75
421000001110000 Books/Reference Materials	1,245	1,245	1,245	0	100.00
<i>Total BooksReference</i>	<i>15,683</i>	<i>16,245</i>	<i>15,683</i>	<i>562</i>	<i>96.54</i>

**Walden Academy Inc**  
**Income Statement**  
**For the Seven Months Ending January 31, 2026**

	<u>Monthly</u> <u>Actuals</u>	<u>First Interim</u> <u>Budget</u>	<u>Actuals to</u> <u>Date</u>	<u>Remaining</u> <u>Budget</u>	<u>Percent</u> <u>Actuals</u> <u>to Total</u> <u>Budget</u>
<i>Instructional Materials/Supplies</i>					
431000001110000 Instructional Mtls/Supplies	2,342	12,425	2,342	10,083	18.85
431026001110000 Instructional Mtls/Sup-ELO-P	527	2,726	527	2,199	19.33
431030101110000 Instruct Mtls/Supplies-Title I	118	12	118	(106)	983.33
431060531110000 Instruct Mtls/Supply-UPK	327	327	327	0	100.00
431063001110000 Instruct Mtls/Supply-Prop 20	476	1,712	476	1,236	27.80
431078101110000 Instructional Mtls/Supply-MTSS	397	397	397	0	100.00
431091401110000 Instruct Mtls/Supp-Parent Club	396	212	396	(184)	186.79
431100001110000 Teacher Supplies	3,509	4,950	3,509	1,441	70.89
431160531110000 Teacher Supplies-UPK	131	131	131	0	100.00
431200001110000 Educational Software	8,836	8,836	8,836	0	100.00
431263001110000 Educational Software-Prop 20	3,805	3,805	3,805	0	100.00
431291401110000 Educational Software-PTC	3,958	0	3,958	(3,958)	0.00
431299981110000 Educational Software-LCAP	3,582	3,584	3,582	2	99.94
431326001110000 Instructional Mtls/Supply-Art	0	140	0	140	0.00
431367701110000 Instructional Mtls/Supply-AMS	0	17	0	17	0.00
<i>Total Instructional Materials/Supplies</i>	<i>28,404</i>	<i>39,274</i>	<i>28,404</i>	<i>10,870</i>	<i>72.32</i>
<i>Supplies/Stores</i>					
432000001127000 All Other Mtls/Supplies-Admin	14,849	18,398	14,849	3,549	80.71
432000001142000 All Other Mtls/Supplies-PE	1,067	3,986	1,067	2,919	26.77
432000001181000 All Oth Mtls/Supply-Custodial	4,121	5,750	4,121	1,629	71.67
432026001139000 All Other Mtls/Supplies-ELO-P	258	1,020	258	762	25.29
432026001142000 All Other Mtls/Sup-PE-ELO-P	433	480	433	47	90.21
432030101127000 All Other Mtls/Sup-Admin-Ttl I	377	377	377	0	100.00
432091261127000 All Oth Mtl/Supp-Wings&Warmth	204	0	204	(204)	0.00
432091401127000 All Other Mtls/Supplies-PTC	0	225	0	225	0.00
432091401142000 All Other Mtls/Supplies-PTC	34	34	34	0	100.00
432091541139000 All Oth Mtls/Supplies-Aft Sch	0	500	0	500	0.00
432100001110000 Professional Develop Supplies	20	500	20	480	4.00
432191401110000 Professional Develop Sup-PTC	32	0	32	(32)	0.00
<i>Total Supplies/Stores</i>	<i>21,395</i>	<i>31,270</i>	<i>21,395</i>	<i>9,875</i>	<i>68.42</i>
<i>Non-Capitalized Equipment</i>					
442000001110000 Non-Capitalized Computer-Instr	0	9,684	0	9,684	0.00
442000001127000 Non-Capitalized Computer-Admin	275	5,654	275	5,379	4.86
442030101110000 Non-Cap Computer-Instr-Title I	7,028	7,028	7,028	0	100.00
442060531110000 Non-Cap Computer-UPK Planning	0	3,468	0	3,468	0.00
<i>Total Non-Capitalized Equipment</i>	<i>7,303</i>	<i>25,834</i>	<i>7,303</i>	<i>18,531</i>	<i>28.27</i>
<i>Non-Capaltized Fixed Assets</i>					
445000001110000 Non-Cap Furniture-Instr	0	728	0	728	0.00
445000001127000 Non-Cap Furniture-Admin	289	1,500	289	1,211	19.27
445026001110000 Non-Cap Furniture-Instr-ELO-P	772	772	772	0	100.00
<i>Total Non-Capaltized Fixed Assets</i>	<i>1,061</i>	<i>3,000</i>	<i>1,061</i>	<i>1,939</i>	<i>35.37</i>

**Walden Academy Inc**  
**Income Statement**  
For the Seven Months Ending January 31, 2026

	<u>Monthly</u> <u>Actuals</u>	<u>First Interim</u> <u>Budget</u>	<u>Actuals to</u> <u>Date</u>	<u>Remaining</u> <u>Budget</u>	<u>Percent</u> <u>Actuals</u> <u>to Total</u> <u>Budget</u>
<i>Food Service Supplies</i>					
470026001139000 Food Expenditures-ASP-ELO-P	608	2,577	608	1,969	23.59
472000001127000 Food Expenditures-Other	643	2,000	643	1,357	32.15
472026001139000 Food Expenditures-ELO-P	1,171	1,123	1,171	(48)	104.27
472091231127000 Food Exp-Other-8th Grade	145	0	145	(145)	0.00
	<hr/>		<hr/>		
<i>Total Food Service Supplies</i>	2,567	5,700	2,567	3,133	45.04
	<hr/>		<hr/>		
<b>Total Books and Supplies</b>	<b>76,413</b>	<b>121,323</b>	<b>76,413</b>	<b>44,910</b>	<b>62.98</b>
<b>Services/Operating Expenses</b>					
<i>Travel/Conferences</i>					
522000001127000 Travel & Conference-Admin	64	150	64	86	42.67
522041271110000 Travel & Conf-Instr-Title IV	286	0	286	(286)	0.00
522074351127000 Travel&Conference-Admin-LREBG	678	0	678	(678)	0.00
522078101127000 Travel & Conference-Admin-MTSS	469	469	469	0	100.00
523000001110000 Travel & Lodging-Instr	0	3,137	0	3,137	0.00
523000001127000 Travel & Lodging-Admin	504	100	504	(404)	504.00
523078101110000 Travel & Lodging-Instr-MTSS	3,863	3,863	3,863	0	100.00
	<hr/>		<hr/>		
<i>Total Travel/Conferences</i>	5,864	7,719	5,864	1,855	75.97
<i>Dues/Memberships</i>					
531000001127000 Dues & Memberships	2,877	7,500	2,877	4,623	38.36
	<hr/>		<hr/>		
<i>Total Dues/Memberships</i>	2,877	7,500	2,877	4,623	38.36
<i>Insurance</i>					
540000001127000 Insurance	31,906	42,542	31,906	10,636	75.00
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<i>Total Insurance</i>	31,906	42,542	31,906	10,636	75.00
<i>Operations/Housekeeping</i>					
551500001181000 Janitorial,GardeningSvc/Supply	70	2,500	70	2,430	2.80
551600001181000 Janitorial - Carpet Cleaning	0	3,384	0	3,384	0.00
552000001181000 Security	0	100	0	100	0.00
553500001181000 Utilities	24,225	39,000	24,225	14,775	62.12
	<hr/>		<hr/>		
<i>Total Operations/Housekeeping</i>	24,295	44,984	24,295	20,689	54.01
<i>Rentals/Leases/Repairs</i>					
561000001127000 Equipment Rental/Lease	16,805	22,538	16,805	5,733	74.56
562000001187000 Property/Building Rental	3,593	31,452	3,593	27,859	11.42
562060301187000 Property/Building Rental-SB740	83,647	94,356	83,647	10,709	88.65
562100001187000 Property Taxes - New property	4,108	4,020	4,108	(88)	102.19
562500001187000 Modular Lease	7,875	14,181	7,875	6,306	55.53
562560301187000 Modular Lease-SB740	24,465	33,279	24,465	8,814	73.51
563000001127000 Repairs/Maintenance-Computers	0	500	0	500	0.00
563000001187000 Repairs/Maintenance-Building	5,926	5,915	5,926	(11)	100.19
563060531187000 Repairs/Maintenance-Building	4,831	4,831	4,831	0	100.00
563100001127000 Repairs/Maintenance-Othr Equip	432	1,077	432	645	40.11
563100001187000 Grounds Upkeep & Improvement	0	4,500	0	4,500	0.00
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<i>Total Rentals/Leases/Repairs</i>	151,682	216,649	151,682	64,967	70.01

**Walden Academy Inc**  
**Income Statement**  
**For the Seven Months Ending January 31, 2026**

	<u>Monthly</u> <u>Actuals</u>	<u>First Interim</u> <u>Budget</u>	<u>Actuals to</u> <u>Date</u>	<u>Remaining</u> <u>Budget</u>	<u>Percent</u> <u>Actuals</u> <u>to Total</u> <u>Budget</u>
<i>Professional Services</i>					
58030000071910 Accounting/Audit Services	7,875	22,930	7,875	15,055	34.34
580500001127000 Advertising Fees	0	1,000	0	1,000	0.00
580600001127000 Assemblies	102	34	102	(68)	300.00
580691401127000 Assemblies-PTC	34	34	34	0	100.00
580900001127000 Banking Fees	258	450	258	192	57.33
58120000073000 Business Services	27,417	47,000	27,417	19,583	58.33
58120000073001 Business Services-Edtec	5,833	10,000	5,833	4,167	58.33
582000001127000 Consultants-Admin	9,945	18,200	9,945	8,255	54.64
582165005711900 Contract Services-Instr-SpEd	0	7,975	0	7,975	0.00
582165465711900 Contract Svcs-Instr-SpEd MHS	0	13,644	0	13,644	0.00
582199985711900 Contract Services-Instr-SpEd	0	12,700	0	12,700	0.00
582400000076000 District Oversight Fee	0	19,971	0	19,971	0.00
583000001110000 Field Trip	545	0	545	(545)	0.00
583026001110000 Field Trip-ELO-P	0	500	0	500	0.00
583091211100000 Field Trip-6th Grade	0	500	0	500	0.00
583091401110000 Field Trip-PTC	1,796	10,000	1,796	8,204	17.96
583600001127000 Fingerprinting	1,024	1,087	1,024	63	94.20
583691401127000 Fingerprinting-PTC	20	0	20	(20)	0.00
583991261127000 Wings&Warmth Fundraising Exp	0	601	0	601	0.00
583991371127000 Fundraising Expense-T Shirts	0	1,000	0	1,000	0.00
583991401127000 Fundraising Expense-PTC	0	159	0	159	0.00
584500001127000 Legal Services Contracts	324	5,000	324	4,676	6.48
584800001127000 Licenses & Other Fees	360	2,000	360	1,640	18.00
584800001137000 Licenses & Other Fees-Food Svc	276	300	276	24	92.00
584830101127000 Licenses & Other Fees-Title I	4,750	0	4,750	(4,750)	0.00
585130101127000 Mktg & Std Recruiting-Title I	0	4,750	0	4,750	0.00
585141261127000 Marketing & Student Recruiting	0	776	0	776	0.00
585800001127000 Other Svcs/Op Exp-Admin	20	60	20	40	33.33
585800001142000 Other Svcs/Op Exp-PE/ATHLETICS	800	0	800	(800)	0.00
585891401142000 Other Svcs/Op Exp-PE/ATHLETICS	650	400	650	(250)	162.50
585900001127000 Payroll Fees	13,211	15,000	13,211	1,789	88.07
586000001127000 Printing and Reproduction	1,265	2,500	1,265	1,235	50.60
586300001110000 Prof Development Exp-Instruct	340	8,800	340	8,460	3.86
586300001127000 Prof Development Exp-Admin	128	3,600	128	3,472	3.56
586340351110000 Prof Dev Exp-Instr-Title II	0	4,199	0	4,199	0.00
586341261110000 Prof Dev Exp-Instr-Title V	0	1,000	0	1,000	0.00
586341271127000 Prof Dev Exp-Admin-Title IV	23	0	23	(23)	0.00
586374351127000 Prof Dev Exp-Admin-LREBG	1,745	0	1,745	(1,745)	0.00
586378101110000 Prof Develop Exp-Instr-MTSS	200	200	200	0	100.00
586391401110000 Prof Development Expense-PTC	22	22	22	0	100.00
586400001127000 State Service Use Tax-Admin	0	127	0	127	0.00
587700001127000 Student Activites	14	14	14	0	100.00
587791401127000 Student Activites-PTC	537	186	537	(351)	288.71
587800001110000 Student Assessment	0	12,870	0	12,870	0.00
588130101127000 Student Information Sys-TitleI	507	507	507	0	100.00
588141271127000 Student Info Sys-Title IV	0	4,408	0	4,408	0.00
588199981127000 Student Information Sys-LCAP	0	7,550	0	7,550	0.00
588700001127000 Technology Services	0	9,800	0	9,800	0.00
<i>Total Professional Services</i>	<i>80,021</i>	<i>251,854</i>	<i>80,021</i>	<i>171,833</i>	<i>31.77</i>

**Walden Academy Inc**  
**Income Statement**  
For the Seven Months Ending January 31, 2026

	<u>Monthly</u>	<u>First Interim</u>	<u>Actuals to</u>	<u>Remaining</u>	<u>Percent</u>
	<u>Actuals</u>	<u>Budget</u>	<u>Date</u>	<u>Budget</u>	<u>Actuals</u>
					<u>to Total</u>
					<u>Budget</u>
<i>Communications</i>					
591000001127000 Postage and Shipping	260	1,500	260	1,240	17.33
592000001127000 Internet / Website Fees	2,141	8,688	2,141	6,547	24.64
593000001127000 Telephone & Fax	4,636	8,288	4,636	3,652	55.94
<i>Total Communications</i>	7,037	18,476	7,037	11,439	38.09
<b>Total Services/Operating Expenses</b>	<b>303,682</b>	<b>589,724</b>	<b>303,682</b>	<b>286,042</b>	<b>51.50</b>
<b>Capital Outlay</b>					
690000001110000 Depreciation/Amortization Exp	0	15,304	0	15,304	0.00
690060531110000 Depreciation/Amort Exp-UPK	0	893	0	893	0.00
<b>Total Capital Outlay</b>	<b>0</b>	<b>16,197</b>	<b>0</b>	<b>16,197</b>	<b>0.00</b>
<b>Other Outgo</b>					
714165000092000 SpEd Encroachment	0	83,000	0	83,000	0.00
714199980092000 SpEd Encroachment-LCAP	0	12,000	0	12,000	0.00
<b>Total Other Outgo</b>	<b>0</b>	<b>95,000</b>	<b>0</b>	<b>95,000</b>	<b>0.00</b>
<b>Total Expenses</b>	<b>1,226,178</b>	<b>2,408,383</b>	<b>1,226,178</b>	<b>1,182,205</b>	<b>50.91</b>
<b>Other Sources and Uses</b>					
<b>Other Sources</b>					
8980000000000000 Contrib from Unrestr Resource	0	(90,975)	0	(90,975)	0.00
8980650000000000 Contrib from Unrestr Res-SpEd	0	90,975	0	90,975	0.00
<b>Total Other Sources</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.00</b>
<b>Other Uses</b>					
<b>Total Other Uses</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.00</b>
<b>Total Other Sources and Uses</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.00</b>
<i>Net Increase/Decrease in Fund Balance</i>	<i>(63,976)</i>	<i>38,808</i>	<i>(63,976)</i>	<i>102,784</i>	<i>(164.85)</i>

Actuals through the month of January	Budget	YTD	Budget	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total	Estimated
Forecast	Actual	Remain	1,457,331	1,411,317	1,496,319	1,321,273	1,400,905	1,459,720	1,438,971	1,732,788	1,650,771	1,634,435	1,745,127	1,656,556	1,457,331	Accruals	
<b>Beginning Cash</b>																	
<b>Revenues</b>																	
LCFF Funding																	
State Aid Portion	910,326	497,290	413,036		54,053		151,349	97,296		194,592	97,296	63,148	63,148	63,148	63,148	847,178	63,148
EPA Funding	570,762	199,743	371,019				99,871			99,872			176,151			375,894	194,868
In Lieu Tax Portion CY	515,965	256,800	259,165					133,536	82,176	41,088	41,088	72,692	36,346	36,346	36,346	479,618	36,347
In Lieu Tax Portion PY	0	0	0													0	0
Other Fed Rev-NCLB-Title I	34,345	30,107	4,238				8,380			21,727			4,238			34,345	0
Other Fed Rev-NCLB-Title I PY	0	0	0													0	0
Other Fed Rev-NCLB-Title II	4,199	1,049	3,150				843			206			3,150			4,199	0
Other Fed Rev-REAP-Title V	6,606	0	6,606									3,303				3,303	3,303
Other Fed Rev-NCLB-Title IV	10,000	5,000	5,000							5,000			5,000			10,000	0
California Lottery	38,902	7,674	31,228				-3,530			11,204			10,723			18,397	20,715
All Other State Revenues	677	0	677									677				677	0
All Other State Revenues-Mandate Block	3,299	3,299	0							3,299						3,299	0
All Other State Revenues-ELOP-25/26	0	0	0													0	0
All Other State Revenues-ELOP-24/25	118,638	45,803	72,835	2,173	13,814	5,692	7,457	5,709	4,997	5,961	14,567	14,567	14,567	14,567	14,567	118,638	0
All Other State Revenues-SB740	127,635	67,019	60,617							67,019		31,909				98,927	28,708
All Other State Revenues-SB740-PY	0	0	0													0	0
All Other State Revenues-UPK Planning	10,551	7,083	3,468	1,794		2,137	3,153				694	694	694	694	694	10,551	0
All Other State Revenues-SpEd MHS 6546	13,644	6,276	7,368		682		1,910	1,228		2,456	1,228	1,228	1,228	1,228	1,228	12,416	1,228
All Other State Revenues-AMS RS 6770-25/26	0	0	0													0	0
All Other State Revenues-AMS RS 6770-24/25	17	0	17												17	17	0
All Other State Revenues-LREBG RS 7435	0	2,423	-2,423							2,423						2,423	0
All Other State Revenues-MTSS RS 7810	0	0	0													0	0
All Other State Revenues-LSPD RS 7810-1	0	0	0													0	0
Interest	40,000	16,520	23,480	2,977	2,984	2,878	2,185	1,910	1,837	1,748	4,696	4,696	4,696	4,696	4,696	40,000	0
Food Service	0	0	0													0	0
Donations	820	440	380						440		76	76	76	76	76	820	0
Donations-Middle School	0	0	0													0	0
Donations-PTC	0	0	0													0	0
Donations-Water Grant	0	0	0													0	0
Other Local Revenue-Misc/T-Shirt Sales	16,305	7,675	8,630		62	2,130	487	3,546	446	1,004	1,726	1,726	1,726	1,726	1,726	16,305	0
Other Local Revenue-Student Meals	0	0	0													0	0
Other Local Revenue-MS Fundraising	0	0	0													0	0
Other Local Revenue-6th Grade Fundraising	0	0	0													0	0
Other Local Revenue-7th Grade Fundraising	0	0	0													0	0
Other Local Revenue-8th Grade Fundraising	0	686	-686						320	366						686	0
Other Local Revenue-Fundraising	2,500	280	2,220						100	180	444	444	444	444	444	2,500	0
Other Local Revenue-Student Council	0	235	-235				235									235	0
Other Local Revenue-PTC	10,500	0	10,500													0	10,500
Other Local Revenue-After School	11,500	6,800	4,701		1,627		1,668	751	1,419	1,335	940	940	940	940	940	11,500	0
Other Local Revenue-Water Grant	0	0	0													0	0
<b>Total Revenues</b>	<b>2,447,191</b>	<b>1,162,200</b>	<b>1,284,991</b>	<b>6,944</b>	<b>73,222</b>	<b>12,837</b>	<b>274,008</b>	<b>243,976</b>	<b>158,753</b>	<b>392,461</b>	<b>162,755</b>	<b>196,099</b>	<b>323,127</b>	<b>123,865</b>	<b>123,882</b>	<b>2,091,928</b>	<b>358,817</b>
<b>Expenses</b>																	
Certificated	864,917	467,948	396,969	1,997	51,960	80,181	84,524	83,485	82,981	82,820	79,394	79,394	79,394	79,394	79,394	864,917	0
Classified	462,564	240,629	221,935	4,214	26,071	44,169	45,350	49,690	38,790	32,345	44,387	44,387	44,387	44,387	44,387	462,564	0
Employee Benefits	258,658	137,506	121,153	6,939	13,336	21,921	22,008	26,681	22,059	24,563	24,231	24,231	24,231	24,231	24,231	258,658	0
Books and Supplies	121,323	76,413	44,910	22,497	6,464	20,429	13,985	6,866	4,798	1,373	8,982	8,982	8,982	8,982	8,982	121,323	0
Services & Operational Expenses	569,753	303,684	266,069	65,112	37,703	27,694	57,556	39,299	34,403	41,918	53,214	53,214	53,214	53,214	53,214	569,753	0
Oversight Fee	19,971	0	19,971													0	19,971
SPED Encroachment	95,000	0	95,000								47,500				47,500	95,000	0
Debt Service Interest	0	0	0													0	0
<b>Total Expenses</b>	<b>2,392,186</b>	<b>1,226,179</b>	<b>1,166,007</b>	<b>100,759</b>	<b>135,534</b>	<b>194,393</b>	<b>223,423</b>	<b>206,021</b>	<b>183,031</b>	<b>183,017</b>	<b>257,707</b>	<b>210,207</b>	<b>210,207</b>	<b>210,207</b>	<b>257,707</b>	<b>2,372,215</b>	<b>19,971</b>
<b>Net Increase/Decrease in Fund Balance</b>	<b>55,005</b>			<b>-93,815</b>	<b>-62,313</b>	<b>-181,556</b>	<b>50,585</b>	<b>37,955</b>	<b>-24,278</b>	<b>209,444</b>	<b>-94,952</b>	<b>-14,108</b>	<b>112,920</b>	<b>-86,342</b>	<b>-133,825</b>	<b>-280,287</b>	

Actuals through the month of January	Budget Forecast	YTD Actual	Budget Remain	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total	Estimated Accruals
<b>Beginning Cash</b>				1,457,331	1,411,317	1,496,319	1,321,273	1,400,905	1,459,720	1,438,971	1,732,788	1,650,771	1,634,435	1,745,127	1,656,556	1,457,331	
<b>Adjustments and Prior Year</b>																	
<b>Current Year Adjustments</b>																	
Payroll Liabilities				-8,207	-3,747	-1	-3,688	2,778	-177	10,170						-2,872	
Payroll Reserve for Summer Pay					5,292	8,142	8,737	8,446	8,470	8,507	8,644	8,644	8,644	8,644	-13,908	68,261	-68,261
Employee Receivable				-1,518	-824	-1,343	26	2,175	233	226	228	228	228	228	114	0	0
Accounts Receivable																0	
Prepaid Expenses					-875											-875	875
Due from Grantor Gov-unrestricted																0	
Due from Grantor Gov-EPA																0	
Due from Grantor Gov-ESSER II RS 3212																0	
Due from Grantor Gov-ESSER III RS 3213																0	
Due from Grantor Gov-ESSER III RS 3214																0	
Due from Grantor Gov-GEER RS 3217																0	
Due from Grantor Gov-SB740 RS 6030																0	
Accounts Payable																0	0
<b>Other Sources/Uses</b>																	
All Other Financing Sources-PPP Forgiveness																0	
Deferred Revenue-ELO-P RS 2600 25/26					10,629		29,762	19,133	0	38,266	19,133	10,123	10,123	10,123	10,123	157,415	10,123
Deferred Revenue-ELO-P RS 2600 24/25				-2,173	-11,459	-5,692	-862	-1,469	-4,997	2,519	-10,327	-10,327	-10,327	-10,327	-10,327	-75,768	
Deferred Revenue-SSPD RS 6019 25/26										37,748	0	0	0	0	12,583	50,331	
Deferred Revenue-UPK Planning RS 6053				-1,794	0	-2,137	-3,153	0		0	-694	-694	-694	-694	-694	-10,551	
Deferred Revenue-AMS RS 6770 25/26					1,348		3,774	2,426		4,852	2,426	2,426	2,426	2,426	2,426	24,530	2,426
Deferred Revenue-AMS RS 6770 24/25					125		351	226		452	226	226	226	226	209	2,267	
Deferred Revenue-LREBG RS 7435 25/26										7,343	0	0	0	0	0	7,343	
Capital Outlay																0	
Sites/Bldgs Improvement																0	
Accrued Interest	0	0														0	
Debt Service Principal Payments	0	0														0	
<b>Prior Year Transactions</b>																	-67,386
Accounts Receivable	8,804	8,804		1,263		7,542										8,804	0
Due from Grantor Govern	401,672	364,084		12,000	337,799		13,970	105		210	6,258	105	105	105	30,911	401,568	104
Prepaid Expenses	40,871	30,924		30,924												30,924	9,947
Accounts Payable	-32,083	-32,083		-8,310	-23,772											-32,083	0
Due to Grantor Govern-EPA	0	0														0	0
Due to Grantor Govern	-182,785	-105,037		104,752	-150,751		-20,158	-12,960		-25,920	-12,959	-12,959	-12,959	-12,959	-12,959	-169,832	-12,953
Loans Payable	0	0														0	0
Payroll Liabilities	-95,296	-95,296		-79,134	-16,450		288									-95,296	0
<b>Total Adjustments and Prior Year</b>				47,801	147,315	6,511	29,046	20,860	3,529	84,373	12,935	-2,228	-2,228	-2,228	18,478	364,165	-2,902
<b>Net Change and Ending Cash Balance</b>																	
<b>Net Change in Cash Position</b>				-46,014	85,002	-175,045	79,631	58,815	-20,749	293,817	-82,017	-16,336	110,692	-88,570	-115,347	1,457,331	
<b>Ending Cash Balance</b>				1,411,317	1,496,319	1,321,273	1,400,905	1,459,720	1,438,971	1,732,788	1,650,771	1,634,435	1,745,127	1,656,556	1,541,209	1,541,209	1,809,767
Cash in Bank x0950				170,562	255,668	80,925	403,747	462,377	439,790	732,266	0	0	0	0	0	0	
Cash in Bank x4876				4,465	1,377	-1,803	2,587	862	862	455	0	0	0	0	0	0	
Cash in Bank x4244				8,873	8,873	8,873	9,108	9,108	9,108	9,108	0	0	0	0	0	0	
Cash in Bank x6472				1,227,416	1,230,400	1,233,279	985,464	987,374	989,211	990,959	0	0	0	0	0	0	
				0	0	0	0	0	0	0	1,650,771	1,634,435	1,745,127	1,656,556	1,541,209		



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

## Superintendent's Report

February 2026

*Mission Statement: Walden Academy is dedicated to fostering integrity, academic excellence, and social-emotional growth in our students. With small class sizes and low student to adult ratio, we create a nurturing environment that values curiosity, accountability, and perseverance, guided by the CARES traits. Utilizing Responsive Classroom and Toolbox strategies, we offer personalized intervention time and rigorous academics to instill a growth mindset. Our River Hawk STEM and Ag program connects students to their rural roots while preparing them for future success, supported by hands-on learning and engaging out of school learning experiences. We value and seek active partnerships with families and the community to enhance our students' educational experiences.*

**I. LCAP Goal 1:** Walden Academy will provide learners with engaging and challenging learning opportunities in a broad course of study through the implementation of state academic content, performance, and ELD standards. Learners will be instructed by highly qualified professionals with sufficient instructional material and technology, on a well maintained campus set up to meet the needs of all learners.

### **Conditions of Learning**

#### **1. Basic**

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

No changes. The CA Dashboard highlights that Walden has a higher than average number of qualified teachers/ staff.

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

Nothing has changed. All students have access to standards-aligned instructional materials.

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

Nothing has changed. We completed the FIT report for this year and facilities are in decent condition. We received a quote for fixing mobile 6 and 7 and it was \$6,800. We will proceed with this and aim to have it completed in June.

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

#### **A. Walk-Through Data:**

Student engagement continues to increase slightly and remains consistently above our goal (97.5%). Teacher-student relationships are a clear schoolwide strength,

and differentiation, formative assessment, small group instruction, and effective instructional aide support remain firmly embedded in strong MTSS implementation across classrooms.

## **Pupil Outcomes**

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

- A. School Goals:** We will maintain the goals of last year. The school theme for this year is “Strong Roots, Exceptional Results”, so you will see a lot on that and we are hoping our collective collaboration with adopting this theme will also equate to growth.
  - 1. Walden will have 45% of students score on or above level on the CAASPP for the 2025/26 school year in ELA.
  - 2. Walden will have 30% of students score on or above level on the CAASPP for the 2025/26 school year in Math.
    - Test results from CAASPP show an 8.8% increase in ELA, 5.5% increase in Math and a 2.5% increase in Science. This puts us tentatively at 33.3% proficiency in ELA, 21.8% in Math and 22% in Science. This is huge growth!
- B.** Nothing has changed. We are gearing up for CAASPP and I’ve asked for all teachers to have goal setting meetings with all their students taking the exam to align ourselves with county initiatives.

**III. LCAP Goal 3:** A positive school climate for all stakeholders participating in activities that increase student engagement, attendance and parental involvement. Particular focus and attention will be given in the areas of attendance and positive student behavior to address low attendance rates and increased number of suspensions. An expansion of the food program to include second chance breakfast.

## **Engagement**

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

- A. Newsletters weekly.
- B. We have been busy posting updates, videos and picture compilations on Instagram and Facebook.
- C. We have had consistent volunteers every week.

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

- A. Attendance:** Average daily attendance has been falling as many students

have still been sick with a virus or stomach bug. We are currently at 91.48% for the month of February. Overall, attendance is at 94.76% for the entire year.

**B. Spirit:** We celebrated the 100th day of school and had many students/ staff dress up and engage in festivities. We are currently celebrating FFA week with several spirit days and next week is Read Across America Week.

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

#### **A. Connectedness:**

1. Cupid's Cart came to campus and delivered drinks and candy to teachers and staff.

#### **B. Behavior Management:**

1. Restorative Practices PD- Joe coordinated for Aaron Koch to come and lead a multi-month series focused on Restorative Practices. The last session was about rephrasing our requests and responses to behaviors for more effective change in behavior.
2. Joe to share behavior report.

**C. Positive Behavior Intervention Support/ CARES Cash:** \$195 in 5's were spent- showing a strong number of students earning CARES cash for specifically showing self control. \$186 in ones were spent. We ordered new items and students are excited to spend their cash.

**D. Safety:** We have had no safety issues or claims this month.

#### **Current Enrollment**

A. Our enrollment is at 168. For next year, Kindergarten is already full and we have 9 TKs so far. We are looking for more TK students.

Respectfully submitted,

Amber Calonico Former NBCT, MAT, M.Ed

## **BOARD REPORT**

DATE: February 2026

**Topic/Agenda Item:** Back Office Services Provider for 2025-2026

**Personnel Involved:** CFO & Leadership Team

**Issues involved/fiscal implications:**

Walden Academy has used ARI Service Inc (ARI) to provide our Back Office Services since the 2015-2016 school year.

ARI has continued to very responsive and completes items in a timely manner for us. The CFO has been satisfied with the level of service received.

There is a lot of effort required to switch Back Office Service providers, and as such, is a decision not to be taken lightly.

No additional quotes were obtained from other providers for this service. ARI's rate for the 2026-27 school year is estimated at \$48,000.

**Recommendation:**

Move to approve ARI Service, Inc. to continue as the Back Office Service provider for the 2026-2027 school year.



## **CHARTER SCHOOL ADMINISTRATIVE SERVICES AGREEMENT**

THIS AGREEMENT (hereinafter "Agreement") is made and entered into as of July 1, 2026, by and between ARI Service, Inc., hereinafter called "ARI" and Walden Academy Charter School, hereinafter called "Charter School," formed pursuant to California Education Code §47600 et seq.

### **RECITALS**

WHEREAS, the Charter Schools Act of 1992 ("the Act") (Education Code §§ 47600, et seq.) authorizes the creation of charter schools for the purpose, among others, of developing new, innovative and more flexible ways of educating children within the public school system; and

WHEREAS, the Charter School was approved July 1, 2023, for a term of five (5) years, to expire on June 30, 2028; and

WHEREAS, Charter School desires ARI to provide certain administrative and data management services to Charter School, pursuant to an annually renewable administrative services agreement between Charter School and ARI; and

WHEREAS, ARI and Charter School desire to enter into this Administrative Services Agreement to outline the understanding and agreement between the parties regarding the provision of the administrative services to the Charter School within the meaning of California Education Code § 47613(d); and

WHEREAS, the Parties mutually desire that ARI provide such administrative services to Charter School as are reasonable and necessary for the efficient operation of Charter School and as more particularly described below; and

WHEREAS, the Parties hereby agree that the services specified below constitute the only services provided by ARI under this contract;

NOW THEREFORE, in consideration of the premises and the mutual covenants and agreements herein set forth, Charter School and ARI agree as follows:

## AGREEMENT

1. **DEFINITIONS.** The phrase “reasonable and necessary, routine and ordinary” and term “assistance” as used herein shall not be interpreted to include special, extraordinary, unique, or exceptional services not part of day-to-day business activities.
2. **DAY-TO-DAY OPERATIONS.** The day-to-day operations of Charter School shall be conducted through and by Charter School administrators as set forth in the School’s Charter Agreement.
3. **ADMINISTRATIVE SERVICES.** Charter School agrees to purchase services from ARI for the 2026-2027 school year and ARI agrees to provide Charter School the services as follows:

- A. **FINANCIAL MANAGEMENT SERVICES.** ARI shall provide all reasonable and necessary, routine and ordinary financial management services to Charter School, such as assisting Charter School staff with budget development and revisions; assistance with fiscal planning; identifying revenues; comparing estimated revenues with actual revenues; assistance with projecting and monitoring expenditures; assistance with preparation and revision of long term financial projections; producing reports regarding cash flow and other reports as applicable.

ARI will prepare, with Charter School assistance, all interim and budget adoption reports as required by the State of California. ARI will prepare reports in draft for Charter School consideration and review no later than one (1) week prior to Charter School required submission date. ARI will provide final reports for Charter School submission as required no later than two (2) days prior to Charter School required submission date.

Should Charter School apply for a loan from the California Charter School Revolving Loan Fund, ARI will prepare with Charter School assistance, all revolving loan application and supporting documentation as required by the State of California.

Should Charter School submit a site plan and receive approval from the Department of Education to participate in the Consolidated Application, ARI will prepare with Charter School assistance, all standard reports based upon site-collected data and submit them to the State of California.

- B. **GENERAL ACCOUNTING SERVICES.** ARI shall provide all reasonable and necessary, routine and ordinary accounting services to Charter School, such as establishing a chart of accounts, account code structure and financial ledgers; maintenance of all financial transactions; processing of funds, budget, and expenditure transfers; preparation of needed local, state, and federal financial reports including cash flow and balance sheets; and other reports as applicable.

ARI will prepare, with Charter School assistance, annual unaudited actual expenditures report as required by the State of California. ARI will prepare reports in draft for Charter School consideration and review no later than one (1)

week prior to Charter School required submission date. ARI will provide final reports for Charter School submission as required no later than two (2) days prior to Charter School required submission date.

- C. **PAYROLL SERVICES.** ARI shall provide all reasonable and necessary, routine and ordinary payroll services, such as preparation of pay warrants; distribution of payroll checks and direct deposits, calculation and forwarding of all tax benefit, retirement, and other withholdings information. ARI uses Paychex, Inc. to process all charter payrolls. Charter School agrees to pay all Paychex, Inc. payroll related processing fees.

ARI will process payroll corrections resulting from ARI error within two-business days follow notification of error at no charge to Charter School.

Charter School agrees to follow timelines and due dates for specified information necessary to carry out payroll processing. ARI will provide a calendar of timelines, due dates and needed information.

- D. **ACCOUNTS RECEIVABLE/PAYABLE SERVICES.** ARI shall provide all reasonable and necessary, routine and ordinary accounts receivable/payable services, such as processing of payments for purchases and contracted services; preparation of ageing reports; preparation and processing of all deposits; and posting relevant information to appropriate ledgers.

ARI will process not more than four scheduled accounts payable runs per month at no additional charge to Charter School. ARI will bill all additional accounts payable runs requested by Charter School in accordance with Schedule A.

Charter School agrees to follow timelines and due dates for specified information necessary to carry out accounts payable processing. ARI will provide a calendar of timelines, due dates and needed information.

- E. **AUDITING SERVICES.** ARI shall provide Charter School with documentation, reports, and other coordination services in support of the Charter School's annual audit.
- F. **DATA MANAGEMENT SERVICES AND DUTIES.** The Parties recognize that in the performance of the contracted services, ARI will serve as a trusted custodian of Charter School's administrative and financial data, records, and other information that is critical to Charter School's operations.

As a trusted custodian, ARI will take necessary precautions to ensure the confidentiality of Charter School data and records, and provide for adequate backup for Charter School data.

- 4. **FEES AND CHARGES.** Services supplied to Charter School by ARI will be at an annual rate of \$48,000 for year 2026/27. All fees and charges are invoiced and paid on the first day of the month.

5. PLACE OF PROVIDING SERVICES. Services provided under this contract may take place on site at the Charter School, or at ARI, or other locations as determined appropriate by ARI.
6. TECHNOLOGY REQUIREMENTS, Charter School agrees to have at least one personal computer attached to the Internet with a valid e-mail account for the transmission of notices, reports, and other data needed to transact business and provide services.
7. TERM OF AGREEMENT. This Agreement shall be for the 2026-27 fiscal year and shall commence on the date first written above and end on June 30, 2027.
8. EXTENSION AND/OR RENEWAL OF AGREEMENT. This Agreement shall be automatically renewed for an additional fiscal year and annually thereafter, unless written notice of intent to terminate or renegotiate is given by either party prior to March 1 of that same year. In no event shall any renewal term extend beyond the maximum term of the Charter granted to Charter School pursuant to above.
9. TERMINATION OF AGREEMENT. This Agreement is subject to termination during the initial term or any renewal term as specified herein. ARI may terminate any services provided pursuant to this Agreement upon failure of Charter School to pay any amount due under this Agreement within thirty (30) days after receipt by Charter School of ARI' demand for payment and notice of intent to terminate services.

In the event of revocation of the Charter, this Agreement is deemed null and void.

Charter School may suspend performance under or terminate this Agreement for cause upon sixty (60) days advance written notice to ARI of a material violation by ARI of the terms of this Agreement, unless ARI remedies the breach within said 60-day period.

10. EMPLOYMENT OF PERSONNEL. No agent, employee, or servant of Charter School is deemed an employee, agent or servant of ARI, except as expressly acknowledged in writing by ARI. No agent, employee, or servant of ARI is deemed an employee, agent or servant of Charter School, except as expressly acknowledged in writing by Charter School.
11. RELATIONSHIP BETWEEN THE PARTIES. The parties to this Agreement intend that the relationship between them created by this Agreement is that of an independent contractor, and not an employer/employee. It is expressly understood and agreed that Charter School employees are not entitled to any benefits to which ARI employees are entitled, and that ARI employees are not entitled to any benefits to which Charter School employees are entitled, including, but not limited to, overtime, retirement benefits, insurance benefits, vacation, workers' compensation benefits, sick or injury leave, or other benefits.
12. INDEMNIFICATION. Charter School shall defend, indemnify, and hold ARI, its officers, agents, servants, representatives, employees, and subcontractors harmless from and against all claims, demands, actions and proceedings of whatever cause or nature, and all costs and expenses connected therewith, including reasonable attorneys' fees, on

account of any damage to or the loss or destruction of any property, or injury to or death of any person, caused in whole or in part by any negligent act or omission of Charter School, ARI, or any of its officers, agents, servants, representatives, employees or subcontractors, arising directly or indirectly in connection with services performed under this Agreement. Charter school shall reimburse ARI for any expenditure, including reasonable attorneys' fees, ARI may make due to the matters that are the subject of this indemnification, and if requested by ARI, will defend any claims or litigation to which this indemnification provision applies, at the sole cost and expense of Charter School.

ARI shall defend, indemnify, and hold Charter School, its officers, agents, servants, representatives, employees, and subcontractors harmless from and against all claims, demands, actions and proceedings of whatever cause or nature, and all costs and expenses connected therewith, including reasonable attorneys' fees, on account of any damage to or the loss or destruction of any property, or injury to or death of any person, caused in whole or in part by any negligent act or omission of ARI or any of its officers, agents, servants, representatives, employees or subcontractors, arising directly or indirectly in connection with ARI obligations under this Agreement. ARI shall reimburse Charter School for any expenditure, including reasonable attorneys' fees, Charter School may make due to the matters that are the subject of this indemnification, and if requested by Charter School, will defend any claims or litigation to which this indemnification provision applies, at the sole cost and expense of ARI.

It is understood and agreed that such indemnification will survive the termination of this Agreement.

13. **ASSIGNMENT.** This Agreement shall not be assigned, in whole or in part, by either party without the prior written consent of the other party.
14. **NOTIFICATIONS.** All notices, consents, demands, or other communications for one party or the other required or permitted in this Agreement shall be in writing and shall be either personally delivered or sent by a nationally recognized overnight courier, facsimile or by registered or certified U.S. mail, postage prepaid, addressed as set forth below (except that a party may, from time to time, give notice changing the address for this purpose). A notice shall be effective on the date personally delivered, on the date delivered by a nationally recognized overnight courier, on the date set forth on the receipt of a facsimile, or upon the earlier of the dates set forth on the receipt of registered or certified mail, or on the fifth (5th) day after mailing.
15. **GOVERNING LAW.** This Agreement shall be construed and enforced in accordance with the laws of the State of California.
16. **MEDIATION.** Disputes arising from this Agreement may be submitted to mediation upon mutual agreement of the parties hereto. The parties shall jointly select a disinterested third party mediator within a reasonable period, and the mediation shall be commenced within thirty (30) days of the selection of the mediator. If the parties elect to mediate but are unable to select a mediator within a 15-day period, any party may petition the superior court of the County to appoint the mediator.

17. COMPLIANCE WITH LAWS AND REGULATIONS. ARI and Charter School in fulfilling the terms of this agreement will act in accordance with applicable laws and regulations.
18. SEVERABILITY. If, for any reason, any provision hereof shall be determined to be invalid or unenforceable, the validity and effect of the other provisions hereof shall not be affected thereby.
19. WAIVER. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision, nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.
20. ENTIRE AGREEMENT. This Agreement and any attachments hereto shall constitute the full and complete agreement between the parties hereto. All prior representations, understandings, and/or agreements are merged herein and are superseded by this Agreement.
21. AMENDMENTS. Nothing herein shall preclude the parties from negotiating or amending this Agreement to include additional services not contemplated by this Agreement. This Agreement may be altered, amended, changed, or modified only by agreement in writing, executed by the duly appointed representatives of Charter School and ARI, with specific reference to both this Agreement and the provision(s) which said instrument purports to alter, amend or modify

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement as of the date hereinabove first written.

*Signature on Behalf of ARI:*

*Signature on Behalf of Walden Academy:*

\_\_\_\_\_  
Renee McCullum, Co-Director/CEO

\_\_\_\_\_  
Merrilee Vanderwaal, Charter Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## **Fee Schedule for Services to Charter School**

The following are the annual and monthly contract fees for Walden Academy for 2026-27.

Total Annual Contract	48,000.00
Monthly Contract	4,000.00
Total Service Months	12.00

## **Walden Academy Charter School**

**Board Policy: #5600.00**

**Section: Students**

**Student Cell Phone and Electronic Device Policy**

**Adopted: TBD**

**Revised: February 17, 2026**

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### **Student Cell Phone and Electronic Device Policy**

Walden Academy Charter School recognizes that personal electronic devices, including smartphones and smart watches, may be brought to school for communication before and after the school day. In order to maintain a safe and focused learning environment, and in accordance with Assembly Bill 962 (AB 962), Walden Academy maintains the authority to prohibit or limit the use of student smartphones during emergencies or perceived threats of danger when such limitations are necessary to support student safety and coordinated emergency response.

#### **General Use Expectations**

Consistent with the Walden Academy Student Handbook, student cell phones and smart watches must be turned off and stored in backpacks or designated electronic device lockers upon arrival at school and throughout the school day. Devices may not be used during instructional time, recess, or lunch, and may only be accessed after the school day has ended. If communication with families is needed during the school day, students may use classroom or office phones with staff approval.

Electronic devices that are seen or heard during the school day may be confiscated and returned according to the progressive discipline procedures outlined in the Student Handbook.

#### **Emergency or Perceived Threat of Danger**

During an emergency or perceived threat of danger, including but not limited to lockdowns, evacuations, or shelter-in-place situations, students may be directed to refrain from using smartphones or personal electronic devices. Limiting device use during emergencies allows staff and emergency responders to maintain clear and accurate communication, prevent the

spread of misinformation or panic, protect the privacy and safety of students and staff, and ensure students remain attentive to staff directions and safety procedures.

Students are expected to follow staff instructions regarding device use during emergencies. School staff will communicate with families through established school communication systems once it is safe and appropriate to do so.

### **Parent Communication During Emergencies**

Walden Academy will utilize official communication channels, including ParentSquare, phone calls, email, and school communication systems, to provide accurate and timely updates to families during emergency situations. Families are asked to refrain from contacting students directly during an emergency so that communication systems remain clear for emergency response purposes.

### **Alignment with School Safety Goals**

This policy supports Walden Academy's Comprehensive School Safety Plan by ensuring that emergency response procedures remain coordinated, developmentally appropriate, and focused on student safety. The purpose of limiting smartphone use during emergencies is not punitive, but rather to ensure effective supervision, communication, and protection of all students and staff.

# Comprehensive School Safety Plan

## 2025-26 School Year

**School:** Walden Academy  
**CDS Code:** 11101160124909  
**District:** Walden Academy Charter School  
**Address:** 1149 W. Wood Street  
Willows, CA 95988  
**Date of Adoption:** February 24, 2026  
**Date of Update:** February 3, 2026  
**Date of Review:**  
- **with Staff** March 2025  
- **with Law Enforcement** Mailed March 2026  
- **with Fire Authority** Mailed March 2026

**Approved by:**

Name	Title	Signature	Date
Julia Mercado	Board Vice President		
John Gladman	Board President		
Sandy Von Bargaen	Board Member/ Community Member at Large		
Ashley Danley	Board Secretary		
Jon Owens	Board Treasurer		

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## California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

**Purpose:** The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

### How to write your School Safety Plan

The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

**Key Elements and Procedures (Required Components):** Your CSSP must include, but is not limited to, the following components:

- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- A **protocol for opioid overdose** for grades 7-12.
- An **Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE's **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

### Recommended Components and Best Practices:

- **Staff Training:** Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders:** Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input:** Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles:** Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols:** Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy:** Include this policy in the CSSP.
- **Pandemic and COOP Plans:** Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection:** Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication:** Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership:** Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation:** Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies:** Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments:** Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team:** Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness:** Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools:** Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

### Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption:** Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval:** The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE:** Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to \$2,000 against the district or COE.
4. **Public Inspection:** An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

A copy of the Comprehensive School Safety Plan is available for review at [www.waldenacademy.org](http://www.waldenacademy.org).

### Safety Plan Vision

The vision and mission of Walden Academy are as follows:

Our Vision

"Walden Academy aims to foster integrity as the cornerstone of character development, guiding students to make principled

decisions and embrace honesty, accountability, and perseverance. We nurture a supportive environment igniting curiosity and building a strong academic foundation, aiming to cultivate respected leaders who uphold these ideals in society.”

#### Our Mission

Walden Academy is dedicated to fostering integrity, academic excellence, and social-emotional growth in our students. With small class sizes and low student to adult ratio, we create a nurturing environment that values curiosity, accountability, and perseverance, guided by the CARES traits. Utilizing Responsive Classroom and Toolbox strategies, we offer personalized intervention time and rigorous academics to instill a growth mindset. Our River Hawk STEM and Ag program connects students to their rural roots while preparing them for future success, supported by hands-on learning and engaging out of school learning experiences. We value and seek active partnerships with families and the community to enhance our students' educational experiences.

To achieve the vision and mission of Walden Academy, we will provide a safe, orderly, and secure environment conducive to learning. We intend to keep students safe from physical and social/psychological harm.

## Components of the Comprehensive School Safety Plan (EC 32281)

### Walden Academy Safety Committee

Superintendent/ Principal  
Dean of Students  
Staff Members

### Assessment of School Safety

Walden Academy Charter School stands out for its notably low incidence of crime and vandalism. While the school generally maintains a safe environment, it is important to note that there are occasional minor discipline issues. School safety data sources included:

- \*Suspension and expulsion records
- \*Student progress reports
- \*Property loss, vandalism and insurance reports
- \*Law enforcement interventions and crime reports
- \*Family surveys

### Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

At Walden Academy, ensuring a safe and positive environment for every student is a top priority for the superintendent, teachers, and staff. We are dedicated to fostering a school climate where students feel physically secure and are actively engaged in creating a supportive and respectful community across all academic and extracurricular activities. Our commitment is reinforced through the implementation of the Toolbox Project for emotional management and Responsive Classroom as our behavior curriculum. These initiatives not only cultivate mutual respect but also proactively address minor discipline issues, promoting a harmonious and enriching educational experience.

### (A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

All employees of Walden Academy are mandated reporters and must report all cases of suspected child abuse and neglect immediately. The person making the initial determination of a possible child abuse is ultimately responsible for reporting and insuring that a report is made.

The following is the procedure which one needs to follow:

1. . Must be reported immediately by the person discovering or person being informed of the alleged child abuse/neglect and/or any other designated person or persons.
2. Call the Glenn County CWS Agency for suspected neglect , emotional, physical, and sexual abuse at 530-934-1429. After hours call 530-934-6520.
  - a. When calling, be sure to have with you the child's emergency card (address, DOB, parents' names, etc.), the child's story or any allegations of abuse received (what happened), and your observation and/or information concerning the incident.
  - b. Before hanging up, be sure to get the name of the officer or agency representative, write this information on the report, record the agency's response at the bottom of the report.

- c. Follow the advice and/or directions given by the officer or social worker.
- d. Complete the official reporting form, SS8572. For reporting purposes, you must use the official form. This report **MUST BE COMPLETED WITHIN 24 HOURS FROM THE TIME THE ALLEGATION IS RECEIVED.**
- e. Fax, email or mail the original to the reporting agency at:
- f. File either the original or a copy in a separate confidential file in the school's administration office.
- g. Notify School Director that a report has been made.
- h. School Superintendent will contact the President of the Walden Academy Board of Directors, when the report involves a school employee or a student perpetrator.

**(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)**

**Disaster Plan**

The director or designee shall assume overall responsibility for the implementation and direction of disaster procedures.

The School Superintendent will:

- 1) Develop and direct evacuation of the building if appropriate during an emergency. School walkie talkies, school telephones and intercoms, and individual cell phones shall be used.
- 2) Arrange for transfer of students when floods or approaching fires or other disaster threatens their safety.
- 3) Issue orders to teachers if children are to assemble in pre-selected safer areas within the school facility.
- 4) Schedule monthly fire/disaster drills and keep appropriate records.
- 5) Use discretionary judgment in emergencies, which do not permit execution of prearranged plans.
- 6) Inform the Board President or designee of all emergency actions taken as soon as reasonable.
- 7) Post directions for fire drills and evacuation routes in classrooms, offices, multiuse rooms, etc.
- 8) Be responsible for the development and update (at least annually) of the individualized school emergency plan.

Teachers shall be responsible for supervision of students in their charge. Teachers will:

- 1) Maintain emergency supplies.
- 2) Direct evacuation of students in their charge to inside or outside assembly areas in accordance with signal over school telephones and intercoms, individual cell phones, or walkie talkies. .
- 3) Give clear directions to students
- 4) Take roll as soon as possible when the class is relocated in an inside or outside assembly area or at another location.
- 5) Report missing students to the director or designee as soon as possible.
- 6) Report students with serious injuries to the Director or designee. Provide simple first aid to minor injuries with first aid supplies kept in designated kits.

School Office Staff includes the office manager, receptionist, facilities manager and any other person whose duties require him/her to help with the operation of the main office. School Office Staff will:

- 1) Report a fire or disaster to the appropriate authorities.
- 2) Assist the director by receiving classroom reports and providing information regarding missing or injured students/staff to the Administrator-in-Charge.
- 3) Provide for the safety of essential school records and documents.
- 4) Answer phones, monitor radio emergency broadcasts and assist the school nurse/health clerk as needed for all emergency health care issues.
- 5) Help with the release of students in all emergency situations.

## **Adaptations for Students with Disabilities**

Effective Since: January 1, 2024

Overview: In compliance with Senate Bill 323, our school district has integrated comprehensive adaptations into our disaster procedures to ensure accessibility and safety for pupils with disabilities. This initiative aligns with the federal Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

### **I. Inclusion of Adaptations in Disaster Procedures**

- All disaster response plans now include specific adaptations to accommodate the needs of pupils with various disabilities.
- These adaptations are designed to ensure that all evacuation, lockdown, and emergency response procedures are accessible to every student.

### **II. Collaboration with Special Education Experts**

- We have collaborated with special education experts and disability advocates to develop and refine these adaptations.
- Regular training is provided to all staff members to familiarize them with the specific needs and appropriate responses for students with disabilities.

### **III. Annual Safety Plan Evaluation**

- Our safety plans undergo an annual evaluation to ensure that they include effective and up-to-date adaptations for pupils with disabilities.
- This evaluation process involves feedback from teachers, parents, and disability experts.

### **IV. Open Communication Channels**

- We maintain open channels of communication for school employees, parents/guardians, educational rights holders, and pupils to raise concerns regarding individual students' ability to access disaster procedures.
- These concerns are promptly brought to the attention of the school principal for assessment and action.

### **V. Individualized Response Strategies**

- When a concern about an individual pupil's access to disaster procedures is validated, we develop and implement tailored strategies to address their specific needs.
- These strategies are incorporated into the overall disaster response plan for the school.

### **VI. Regular Drills and Accessibility Checks**

- Drills incorporating these adaptations are conducted regularly to ensure that all students, including those with disabilities, can participate effectively.
- Accessibility checks are a routine part of these drills to identify and rectify any gaps in our response plans.

### **VII. Continuous Improvement and Updating**

- Our protocols for pupils with disabilities are subject to continuous review and improvement to adapt to changing needs and feedback.
- We stay informed about advancements in accessibility and emergency response to ensure our practices are up to date.

Note: The integration of these adaptations into our disaster procedures reflects our commitment to the safety and inclusivity of all students. We recognize the importance of addressing the unique needs of pupils with disabilities in emergency situations and are dedicated to ensuring that our safety plans are comprehensive, effective, and inclusive. Our approach involves ongoing collaboration with the community, experts, and stakeholders to provide a safe and supportive learning environment for every student. The Principal is responsible for identifying all students who will require additional assistance working with the designated certificated staff (classroom teachers) and to ensure that coverage and a plan is completed for each student.

## **Public Agency Use of School Buildings for Emergency Shelters**

Through a coordinated effort with local emergency service providers, the district will provide a temporary shelter through the use of all school facilities during a community disaster or emergency. District staff will work in a coordinated effort with emergency response providers to promote a safe shelter for community members in need.

## **(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

The Walden Academy Pupil Suspension, Expulsion, and Mandatory Expulsion Guidelines were established in order to promote learning and protect the safety and well-being of all students. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. At the same time, the School intends to provide effective interventions for pupils who

engage in acts of problematic behavior to help them change their behavior and avoid exclusion from the School. Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students using a behavioral matrix. The Policy will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. The School Director shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy is available on request at the front office.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, community service on or off campus, the use of alternative educational environments, suspension and expulsion. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of reasonable force necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504, the IDEA, the Americans with Disabilities Act of 1990 ("ADA") and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A pupil may not be suspended or expelled for any of the acts enumerated in this Policy unless the act is related to school activity or school attendance of Walden Academy. A pupil may be suspended or expelled for acts that are enumerated in this Policy and related to school activity or attendance that occur at any time, including, but not limited to any of the following:

- \*While on school grounds
- \*While going to or coming from school
- \*During the lunch period, whether on or off the school campus
- \*During, or while going to or coming from a school sponsored activity
- \*All acts related to school activity or school attendance occurring within the School Grounds

The Director may use his/her discretion to provide alternatives to suspension or expulsion recommendations that are age appropriate and designed to address and correct the student's specific misbehavior. Alternatively, students may be suspended or recommended for expulsion for any of the following acts (whether completed, attempted or threatened) when it is determined the pupil:

1. EC 48900 (a1) Caused, attempted to cause, or threatened to cause physical injury to another person.
2. EC 48900 (a2) Willfully used force or violence upon the person of another.
3. EC 48900 (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
4. EC 48900 (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
5. EC 48900 (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
6. EC 48900 (e) Committed or attempted to commit robbery or extortion.
7. EC 48900 (f) Caused or attempted to cause damage to school property or private property.
8. EC 48900 (g) Stolen or attempted to steal school property or private property.
9. EC 48900 (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.
10. EC 48900 (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
11. EC 48900 (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in

Section 11014.5 of the Health and Safety Code.

12. EC 48900 (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
13. EC 48900 (l) Knowingly received stolen school property or private property.
14. EC 48900 (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm.
15. EC 48900 (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
16. EC 48900 (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
17. EC 48900 (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
18. EC 48900 (q) Engaged in, or attempted to engage in, hazing as defined in Section 32050.
19. EC 48900 (r) Cyber bullying
20. EC 48900 (s) A pupil who aids or abets, the infliction or attempted infliction of physical injury to another person
21. EC 48900.2 - Committed sexual harassment as defined in Section 212.5.
22. EC 48900.3 - Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.
23. EC 48900.4. - Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that disrupts class work, creates substantial disorder, and invades the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.
24. EC 48900.7. - Has made terrorist threats against school officials or school property, or both.

#### **(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)**

1. School director/superintendent will notify applicable staff that a student has committed a crime or is suspect of committing a offence where there is a reason to believe that the safety of other school members is a concern. Said notification shall be made in writing and placed in the staff mailboxes.
2. School district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.
3. A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.
4. An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement

#### **(E) Sexual Harassment Policies (EC 212.6 [b])**

The Walden Academy Board of Directors affirms as its policy that sexual harassment of or by any employee shall not be tolerated. The Board considers sexual harassment to be a major offense which may result in disciplinary action up to and including dismissal of the offending employee. Every employee has a right to a work environment that is free from all types of unlawful discrimination, including sexual harassment. Prompt, appropriate action may help to avoid, or at least minimize, the incidence of sexual harassment. Supervisors are responsible to ensure that unlawful discrimination, including sexual harassment, does not occur in the program(s) for which they are responsible. Therefore, they are responsible to ensure that employees are aware of the Board's

policy.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the School Director.

It is unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her against another individual. Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation, filing of a complaint or reporting sexual harassment.

### **(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)**

Gang-related apparel has no place on the Walden Academy campus. No clothing, articles of clothing, jewelry, or accessories related to a gang will be permitted on campus or at any school activity.

Walden Academy School Dress Code:

#### **I. Purpose**

As leaders in our community, it is our desire for students to be good examples to our community in both appearance and behavior. We believe there is a definite relationship between good dress habits, good work habits, and proper school behavior. We believe that proper student dress in association with continual effort for good attitude and behavior are important elements for a successful learning environment. The goal of the Common Core State Standards is that children end their public school education college and career ready. We believe that appropriate dress is an important stepping stone to college and career readiness.

II. These policies apply to all students. Special Note to Parents - Please read the dress code carefully encouraging and guiding your child to wear acceptable dress at school. We appreciate your cooperation in this area.

A. Shirts, blouses, or other clothing items featuring pictures or slogans that depict foul language, inappropriate actions, or suggestive double meanings are not permitted. Additionally, clothing that advertises alcohol, controlled substances, or other inappropriate content is not allowed.

B. The dress code applies to all student activities (i.e. field trips, class parties, school plays, graduation, banquets, etc.) on and off campus. For any of these events, we urge students to wear Walden attire or our school colors of blue and gold/yellow.

C. No clothing, articles of clothing, jewelry, or accessories related to a gang will be permitted on campus or at any school activity.

D. All clothing must fit properly. They should not be too tight or too baggy.

E. P.E. clothing/sporting events dress must be modest and appropriate to the sport.

F. Students should be neatly dressed at school. NO distressed pants or tops with holes or slashes.

G. Tight fitting clothing is not acceptable.

H. Short tops which expose any part of the midriff skin are not permitted. This includes when arms are lifted straight out to shoulder height (a "T" formation).

I. No undergarments are permitted to show through the outerwear

J. Strapless and backless shirts and dresses or those with a cutout back are not permitted unless a tank shirt is worn underneath.

K. Wheelie shoes must have the wheels removed while on school grounds.

L. No choke chains, wallet chains, or dog collars are allowed. No studs or spikes may be worn on belts or accessories.

#### **III. Girls**

- A. The bodices of dresses, blouses, and tops must be worn in a modest fashion. Cleavage cannot show when sitting down or bending over.
- B. All pants must be worn near the waist. Blouses and tops must overlap the waistband of pants and skirts enough to allow for no midriff to show. When wearing tights or leggings, students must wear a shirt that comes to the top of the thigh.
- C. Pants, skirts, or shorts with writing across the back pockets or seat are not allowed.
- D. Shorts, skirts, dresses, and hemlines with slits, may not be shorter than half way between the knees and thigh.
- E. Slippers, spike heels, and flip-flops are not permitted. All shoes must be securely fitted to the foot and have a strap across the heel.
- F. Stud type earrings are preferred for safety reasons.
- G. Blouse straps should be no narrower than ½ to 1 inch in width. No bra straps may show.
- H. No hats may be worn indoors.
- I. Girls in grades 6-8 may wear light makeup.

#### IV. Boys

- A. Boys must wear jeans, pants, or shorts of appropriate size, not too baggy or too tight. NO distressed pants or tops with holes or slashes.
- B. All pants must be worn near the waistline. No part of the undergarment should be visible – no sagging.
- C. Hats are permitted but may not be worn backwards, sideways, or indoors. Bandanas are not allowed.

This dress code is not all-inclusive. Any situation not specifically covered herein will be resolved by the administration in accordance with the general intent and purpose of the code. Administration reserves the right to make a final determination as to whether dress is appropriate.

With changing styles, the administration reserves the right to add inappropriate clothing to this list at any time. Parents of students in violation of the dress code will be contacted and requested to bring appropriate attire on the day of the violation. Students will be given appropriate clothing to wear until other clothing can be brought to school. Students habitually violating the code (3 or more times in a school year) will be required to meet with the parents and school director.

### **(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)**

#### Recommended Traffic Safety Guidelines

Student Loading and Unloading Zones—At Walden, our procedures for student loading and unloading are carefully crafted to ensure the safe and efficient flow of vehicles and students. These protocols are effective only when all drivers adhere to them diligently.

A. Vehicles should enter the school premises via Pacific Avenue and proceed towards the front of the school. Drop-offs should be made alongside the front wing of classes. For pick-ups, cars should stop at the far west end of campus in clear weather. In case of rain, pick-ups will occur in front of the classroom wing. The speed limit on campus is 5mph.

B. It is the responsibility of all individuals dropping off or picking up students to familiarize themselves with and adhere to these procedures. Always follow all official signs and instructions provided by school staff during loading and unloading times.

C. Utilize only the designated loading locations designated by Walden Academy.

D. Allocate extra time—Though everyone is busy, prioritizing student safety is paramount. Leave a few minutes early to allow sufficient time for loading and unloading.

E. Practice courtesy and respect towards neighbors—By adhering to all procedures and refraining from parking in front of driveways, you can minimize traffic and parking disruptions for residents living near the school.

F. Encourage walking or biking to school—If feasible, walking or biking to school promotes fresh air, exercise, and overall health, while also reducing the number of cars in the vicinity. A bike rack is conveniently located near Room 5 at the far west end of the

campus.

#### Specific Procedures for Student Loading & Unloading

**Vehicle Traffic**—Wood Street permits both eastbound and westbound vehicle traffic. Dropping off students on Wood Street is prohibited. Once within the school and church parking lot, drive cautiously.

**Pedestrian Traffic**—Pedestrian traffic on Wood Street and Pacific Avenue is permissible.

**Drop Off**—Upon entering the school site, proceed to the designated area within the fenced boundary without stopping. Stops should be brief, and drivers must remain in their vehicles.

**Pick-Up**—If your child is not in the designated pick-up area upon your arrival, park in a designated space until they emerge. Long-term parking is not permitted in the loading zone.

**Drop-off Area**—For safety reasons, students should be dropped off from the passenger side of the vehicle in the designated drop-off area in front of the classroom wing.

#### Collecting Students at Pedestrian Gate:

A. Parents should utilize the crosswalk to walk from the parking area and wait at the gate for their child.

B. After collecting their child, parents and students should return to the parked car via the crosswalk.

#### Rainy Weather Protocol:

Pick-ups will follow the usual route, but students will remain under the awning to stay dry. Staff will use radios to coordinate with classrooms regarding parental arrivals.

### (H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

#### Goal

Walden Academy Charter School will annually review and evaluate the effectiveness of the Comprehensive School Safety Plan through collaboration with staff, stakeholders, and the School Site Council. The school will use incident data, drill outcomes, staff feedback, and changes in state or local requirements to identify areas for improvement. Based on this review, revisions will be made to safety procedures, training protocols, and emergency response practices to ensure a safe, prepared, and supportive learning environment for all students and staff.

#### Component:

Safety

#### Element:

Address items on campus that need improvement per The Vulnerability Assessment created by Glenn County Office of Education.

#### Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
Traditional locks and chains can be cut easily by criminals.	Replace chain with case-hardened security chains and disc locks.		Facilities Director	Verify steps taken to replace chain and locks.
Annually (or as frequently as needed) change codes on locks.	Entrance gate access codes will be routinely updated to maintain campus security and prevent unauthorized access resulting from shared or compromised codes.		School Custodian	Verify through gate checks.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Add to first aid kits	Annually inspect items in first aid kits and add to them as needed.		Office Manager	Verification on items
Improve security lighting	Install more LED lights to cover areas not illuminated.		Facilities Director/Office Manager	Verification of installation
Surveillance points	Train staff to be aware of surrounding areas outside campus.		Leadership	Verification of training

**Goal**

Walden Academy Charter School will promote a safe and positive school environment by implementing consistent behavior expectations, proactive supervision, and preventative practices that support student well-being. Staff will utilize schoolwide behavior systems and social-emotional supports to reinforce positive behavior, reduce incidents, and maintain an orderly campus. The effectiveness of these practices will be reviewed annually through behavior data, staff feedback, and safety observations to ensure continuous improvement in maintaining a safe learning environment for all students and staff.

**Component:**

School security

**Element:**

Additional Cameras

**Opportunity for Improvement:**

Walden Academy Charter School will continue to strengthen consistency in schoolwide behavior expectations and responses by providing ongoing staff collaboration and training focused on proactive behavior supports. Opportunities for improvement include refining common language and expectations across classrooms, increasing the use of preventative strategies, and continuing to align behavior practices with social-emotional supports. Behavior data and staff feedback will be reviewed regularly to identify patterns and guide adjustments that promote a safe, respectful, and positive learning environment for all students.

Objectives	Action Steps	Resources	Lead Person	Evaluation
To maintain clear and consistent behavioral expectations on campus through ongoing training of staff.	Annual training for staff on responsive classroom training and/ or restorative practices. Review of behavioral matrix for parents, students and staff.		Dean of Students	Staff surveys/ exit tickets

**Goal**

Walden Academy Charter School will maintain a safe and secure campus by ensuring that physical safety measures, including campus access procedures, security systems, supervision practices, and facility conditions, are regularly reviewed and maintained. The school will monitor the effectiveness of security cameras, entrance controls, and campus visibility to support safe operations and timely response to safety concerns. Ongoing evaluation of campus safety needs, staff feedback, and site observations will guide improvements to ensure a secure learning environment for all students and staff.

**Component:**

3

**Element:**

1; Physical safety measures

**Opportunity for Improvement:**

Walden Academy Charter School will enhance campus security monitoring by improving the visibility and effectiveness of the existing camera system. A dedicated monitor will be installed in the Superintendent’s office to allow for improved real-time monitoring of campus activity. Additionally, the school will coordinate with the contracted security camera provider to evaluate current camera placement, image clarity, and system functionality to ensure cameras provide clear and effective coverage of key campus areas. Recommendations from this review will be implemented as appropriate to strengthen overall campus safety and supervision.

Objectives	Action Steps	Resources	Lead Person	Evaluation
To maintain adequate monitoring of campus through school security camera systems.	Routine review of camera system by camera security company.		Office Manager	Security company report.
To maintain adequate monitoring of campus through school security camera systems.	Addition of a monitor to the superintendent's office.		Office Manager	Compliance check

**(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**

**Walden Academy Student Conduct Code**

SCHOOL RULES

- Take care of ourselves
- Take care of others
- Take care of our school

**Conduct Code Procedures**

At Walden Academy Charter School, we believe every student has the ability to demonstrate kindness, respect, responsibility, and accountability, and to grow as a positive and contributing member of the school community. Student behavior expectations and responses are guided by a schoolwide behavioral matrix that is implemented with fidelity and aligned with applicable California Education Code requirements. The behavioral matrix establishes clear expectations for student conduct across all campus settings and provides consistent guidance for staff in teaching, modeling, and reinforcing appropriate behavior.

Walden Academy promotes self-regulation and positive behavior through the following practices:

**Positive School Environment**

Students learn best in a nurturing, structured, and engaging environment where they experience respect, a sense of belonging, and opportunities for success. Staff work collaboratively with families to promote consistent expectations and positive behavior.

**Teaching, Modeling, and Practice of Expectations**

Behavior expectations are explicitly taught, modeled, and practiced in classrooms and common areas. Staff consistently reinforce expected behaviors using common language aligned with the schoolwide behavioral matrix.

**Reminder and Redirection**

Staff utilize reminders and respectful verbal redirection as primary strategies to guide student behavior. These practices recognize that students are developing self-regulation skills and benefit from consistent and supportive correction.

#### Logical Consequences

When expectations are not met, logical consequences are implemented in a manner that is respectful, reasonable, and connected to the behavior. Consequences are intended to support reflection, restore relationships, and help students regain self-control. Examples may include restitution, apology of action, temporary loss of privileges, or brief breaks from activities.

#### Temporary Classroom Support

If behavior continues after initial interventions, a student may take a structured break in a buddy classroom to reflect and reset, followed by discussion focused on problem-solving and prevention. Parents or guardians are informed as appropriate.

#### Additional Intervention and Support

When needed, office intervention may occur to support the student in restoring appropriate behavior and developing strategies for future success. For students requiring additional support, Positive Behavior Support Plans may be developed collaboratively with families, teachers, and specialists.

These conduct code procedures are taught, reinforced, and practiced across all grade levels. In most cases, proactive teaching, reminders, and redirection effectively support student success and maintain a safe and orderly school environment.

### **(K) Hate Crime Reporting Procedures and Policies**

In its dedication to fostering a secure and supportive educational atmosphere for students, faculty, parents, and community members, Walden Academy is committed to safeguarding the rights of all individuals on campus from hate-driven actions. The institution actively advocates for amicable interactions among students, faculty, parents, and community members. Any form of discrimination or derogatory remarks targeting an individual's race, ethnicity, culture, heritage, gender, sexual orientation, physical or mental attributes, or religious beliefs is deemed unacceptable within the campus premises or during any school-related event. Such misconduct will be addressed with stringent measures, as outlined in the Suspension and Expulsion Policy 5506.

Walden Academy delivers age-appropriate educational content to foster an understanding of and respect for human rights, diversity, and tolerance in a multicultural society, while also imparting constructive conflict management strategies.

### **(J) Procedures to Prepare for Active Shooters**

Walden Academy Charter School is dedicated to ensuring the safety and well-being of its students and staff. As part of our comprehensive safety protocols and in alignment with countywide safety initiatives, the Superintendent/Principal participates in annual safety trainings and receives updated information to remain current on best practices and recommended procedures related to school safety and emergency response.

Consistent with county guidance, Walden Academy utilizes the "Run, Hide, Fight" framework as a foundational approach to active shooter response. Instruction and practice of these procedures are conducted in a manner that is developmentally appropriate for all students and sensitive to their emotional and psychological needs. Training is designed to ensure students understand safety expectations without creating fear or anxiety.

Teachers and staff receive training on emergency response procedures, and students participate in age-appropriate discussions, drills, and practice activities that emphasize awareness, following adult direction, and safe decision-making during an emergency. Activities are structured to support understanding and preparedness while maintaining a supportive and reassuring learning environment.

The goal of this training is to empower students and staff with knowledge and practical strategies to respond safely in an emergency, fostering confidence, preparedness, and a safe school environment for all members of the Walden Academy community.

### **Procedures for Preventing Acts of Bullying and Cyber-bullying**

Walden Academy Charter School is committed to maintaining a safe and respectful school environment and does not tolerate bullying in any form, including in-person bullying, harassment, intimidation, or cyberbullying, in accordance with applicable California Education Code requirements. Bullying prevention is addressed through proactive instruction, clear behavior expectations, and consistent reinforcement of respectful and responsible conduct across all grade levels.

Staff are trained to recognize, respond to, and report incidents of bullying promptly. When bullying is reported or suspected, school staff investigate the situation in a timely manner and work collaboratively with students and families to address the behavior, restore a safe learning environment, and implement appropriate interventions and consequences when necessary.

Walden Academy emphasizes prevention through student education focused on respectful interactions, digital citizenship, and strategies for recognizing and responding to bullying behaviors. Students are encouraged to report concerns to trusted adults, and staff provide guidance and support to students who may be experiencing bullying.

To assist in monitoring and addressing potential cyberbullying concerns, Walden Academy utilizes the BARK for Schools platform to help identify concerning online activity and allow for timely intervention when appropriate. The school's goal is to promote student safety, accountability, and a positive school climate through education, early intervention, and consistent response practices.

### **Opioid Prevention and Life-Saving Response Procedures**

#### Opioid Overdose Protocol

Effective Date: January 1, 2024

Purpose: To provide a safe and effective response to incidents of opioid overdose in schools serving pupils in grades 7 to 12, in accordance with Senate Bill 10.

#### I. Identification of Overdose Signs

- All staff and students will be educated on recognizing signs of an opioid overdose, which include, but not limited to:
- Loss of consciousness or unresponsiveness
- Slow, shallow, or stopped breathing
- Constricted (small) pupils
- Choking or gurgling sounds
- Limp body

#### II. Immediate Response Procedures

- In the event of a suspected opioid overdose:

1. Immediately call 911.
2. If trained, administer first aid.
3. If available and permitted, administer naloxone.

#### III. Naloxone Availability and Administration

- Naloxone kits will be stored in accessible, yet secure locations.
- Designated staff members will be trained in the administration of naloxone.

#### IV. Training and Education

- Annual training for staff on opioid overdose recognition and response.
- Educational programs for students about the dangers of opioid misuse.

#### V. Emergency Contact and Post-Overdose Procedures

- Maintain up-to-date emergency contact information for all students.
- Establish post-overdose support, including counseling and referral to treatment.

#### VI. Coordination with Local Health Authorities

- Coordinate response plans with local health departments and emergency services.
- VII. Regular Review and Update of Protocol
- The protocol will be reviewed annually and updated as needed to align with current best practices and legal requirements.
- VIII. Communication Plan
- Regular communication of the protocol to staff, students, and parents.
  - Ongoing awareness campaigns about opioid risks and prevention.
- Confidentiality: All responses to opioid overdoses will respect the privacy and dignity of the affected individuals.

## Response Procedures for Dangerous, Violent, or Unlawful Activities

### School District Protocol for Dangerous, Violent, or Unlawful Activities

Effective Since: January 1, 2024

Overview: Our school district has established a comprehensive response plan for dangerous, violent, or unlawful activities occurring at school, during school-sponsored activities, or on school buses, as required by Senate Bill 671.

#### I. Reporting and Assessment

- We have established clear and accessible channels for all members of our school community to report any dangerous, violent, or unlawful activities.
- Our trained staff promptly assess the credibility and severity of these reports to determine the appropriate response.

#### II. Immediate Response and Safety Measures

- In response to credible threats, we swiftly implement safety measures including lockdowns, evacuations, or shelter-in-place, tailored to the specific nature of the incident.
- Regular drills and training sessions ensure that staff and students are well-prepared for these procedures.

#### III. Coordination with Law Enforcement

- We maintain a strong partnership with local law enforcement agencies, ensuring immediate notification and coordinated response to incidents.
- Joint response plans have been developed with law enforcement for various types of threats.

#### IV. Communication with Parents and Community

- Our communication plan enables us to inform parents and the community promptly and accurately during incidents, balancing transparency with confidentiality.
- We provide regular updates as situations evolve.

#### V. Support Services

- Counseling and support services are readily available for students and staff affected by incidents of violence or unlawful activities.
- We offer resources and referrals for additional assistance when needed.

#### VI. Training for Staff and Students

- Our ongoing training programs for staff and students cover recognizing, reporting, and responding to dangerous situations, including conflict resolution and de-escalation techniques.

#### VII. Review and Update of Protocol

- We regularly review and update our protocol to align with current best practices and legal requirements.
- Feedback from staff, law enforcement, and community members is a vital part of our review process.

#### VIII. Prevention and Education

- Our educational programs focus on violence prevention, conflict resolution, and fostering a safe and respectful school environment.
- We actively engage students in creating a positive school culture that discourages violent or unlawful behavior.

## Instructional Continuity Plan

## 1. Purpose and Overview

In compliance with California Education Code and the state mandate, Walden Academy Charter School is committed to ensuring that all students continue to receive high-quality instruction during school closures due to natural disasters, public health emergencies, or other state-declared emergencies. This plan outlines our strategy to transition to alternative instructional methods to maintain student learning and engagement.

## 2. Activation of the Plan

This plan will be activated when:

The school is physically inaccessible due to wildfires, earthquakes, floods, or other natural disasters.

A state or local emergency is declared, requiring school closure.

A public health emergency (e.g., pandemic) mandates a shift to remote learning.

Utility failures or other unforeseen circumstances make in-person instruction impossible.

The Superintendent/Principal will determine when the plan is activated, in consultation with the Board of Directors, local health authorities, and emergency management agencies.

## 3. Instructional Delivery Methods

When in-person learning is not possible, the school will transition to one or more of the following instructional methods:

### A. Synchronous (Real-Time) Online Instruction

Platform: Google Classroom, Zoom, or other approved Learning Management Systems (LMS).

Live instruction for core subjects (ELA, Math, Science, Social Studies) following a modified daily schedule.

Virtual office hours for small-group instruction, intervention, and student support.

Attendance: Teachers will track participation via online engagement metrics.

### B. Asynchronous (Independent) Learning

Pre-recorded lessons, assignments, and instructional videos available on Google Classroom.

Independent projects, work packets, and choice boards designed to reinforce learning.

Check-ins via email, phone calls, or virtual meetings for student progress monitoring.

Students with limited technology access will receive printed materials via scheduled pickups.

### C. Hybrid Model (For Partial Closures or Phased Reopenings)

Rotating in-person and online cohorts when conditions allow for limited on-campus instruction.

Flex schedules balancing direct instruction and self-paced learning.

### D. Low-Tech/No-Tech Solutions

Paper-based packets for students without reliable internet access.

Phone-based check-ins for instruction and support.

Recorded lessons on USB drives or provided through community-accessible locations.

## 4. Student and Family Support

### A. Access to Technology and Internet

A technology survey will be conducted annually to assess student device and internet needs.

Loaner Chromebooks and hotspots will be provided to families in need.

Partnership with local libraries, businesses, and community centers for Wi-Fi access.

### B. Special Education and 504 Plans

IEP and 504 accommodations will be upheld in a virtual setting.

Virtual or in-person related services (Speech, OT, Counseling) provided where possible.

Alternative learning methods (printed materials, phone/video support) for students with significant needs.

### C. Social-Emotional and Mental Health Support

Virtual counseling services available for students in crisis.

Toolbox and Responsive Classroom strategies incorporated into daily virtual check-ins.

Parent workshops and newsletters to support at-home learning.

## 5. Staff Roles and Responsibilities

### Role Responsibilities

Superintendent/Principal- Oversee plan implementation, coordinate with state/local agencies.

Teachers- Deliver instruction, track attendance, maintain communication with students and families.  
IT Support- Ensure digital tools function, provide tech assistance to staff and families.  
Special Education Staff- Provide accommodations, virtual services, and compliance monitoring.  
Counselors- Support student well-being and crisis response.  
Office Staff- Maintain family communication, ensure access to materials.

## 6. Communication Plan

### A. Notification of Plan Activation

Families and staff will receive updates via email, text alerts, school website, and social media.  
In case of power outages, information will be available via local radio stations and community partners.

### B. Ongoing Family Communication

Weekly virtual town halls for updates and Q&A.  
Dedicated helpline for academic and technical support.

## 7. Professional Development and Training

Annual training for staff on emergency protocols and digital learning tools.  
Technology orientation for students and parents at the start of each year.  
Mock virtual learning days to prepare for emergency transitions.

## 8. Plan Review and Updates

The Leadership Team Committee will review and revise the plan annually.  
Feedback from students, parents, and staff will be used to improve processes.  
Drills and evaluations will be conducted to ensure readiness.

This Continuity of Instruction Plan ensures that learning at Walden Academy Charter School remains uninterrupted during emergencies while aligning with California Education Code and state-mandated requirements.

## Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on 09/17/2024 and adopted by Walden Academy on 10/28/2024 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

## Engagement with Pupils and Families

### *Protocol for Engagement*

Protocol for engagement with pupils and their families.

As required, Walden Academy will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

### *Methods of Two-Way Communication*

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers

Walden Academy Charter School will utilize multiple communication methods to establish and maintain consistent two-way communication with pupils and families during emergency situations or periods of remote instruction. Communication methods include ParentSquare for schoolwide messaging and direct communication, the school’s Student Information System (SIS), phone calls, email, the school portal, social media platforms, and printed flyers when necessary. These methods ensure timely communication, provide families with opportunities to respond and ask questions, and allow the school to monitor student engagement and provide support as needed.

### *Plans for Unforeseen Events*

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

Walden Academy Charter School will maintain procedures to ensure continued communication during unforeseen events such as power outages, infrastructure damage, or technology disruptions. In the event that primary communication systems are unavailable, staff will utilize alternative methods including cellular communication, radios, and in-person communication through designated runners as directed by the Incident Command structure. Emergency contact lists and communication protocols will be maintained in both digital and hard-copy formats to ensure accessibility during system failures. The school will periodically review and update communication procedures to ensure reliable two-way communication between administration, staff, emergency responders, and families during emergency situations.

### *Support for Unique Needs*

Plans designed to identify and provide support for pupils’ social-emotional, mental health, and academic needs.

In the event of an emergency requiring students to learn from home or outside of the school campus, Walden Academy Charter School will continue to support students’ social-emotional, mental health, and academic needs through ongoing communication, remote instruction, and targeted support services. Staff will monitor student engagement and well-being, and Community Health Workers (CHWs) and wellness coaches will assist in connecting students and families to appropriate supports and resources to ensure continuity of learning and student well-being during the emergency period.

## **Access to Instruction**

### *Timeline for Access to Instruction*

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Walden Academy will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

As required, Walden Academy Charter School will provide access to in-person or remote instruction as soon as practicable following an emergency, but no later than ten instructional days after the disruption. The school will implement alternative instructional methods as necessary to ensure continuity of learning and maintain regular communication with students and families until normal operations resume.

### *Conditions for Resuming Access to In-Person Instruction*

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Walden Academy Charter School will resume in-person instruction when it has been determined that campus conditions are safe for students and staff and that essential services, including utilities, facilities, staffing, and safety systems, have been restored. The decision to resume in-person instruction will be made in coordination with local emergency agencies and based on guidance from public health and safety officials, as applicable. If the primary campus is not immediately available, alternative sites or temporary arrangements may be utilized to support the safe return to in-person instruction while recovery efforts continue.

### *Remote Instruction*

Plans for remote instruction.

As required, Walden Academy remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

During periods of remote instruction, Walden Academy Charter School will provide standards-based instruction aligned to grade-level expectations through teacher-directed lessons, assigned coursework, and regular synchronous and asynchronous interaction between teachers and students. Student engagement and progress will be monitored in accordance with Independent Study requirements. Students will be provided access to instructional materials and technology as needed, and staff will maintain ongoing communication with families to support participation and learning. Community Health Workers (CHWs) and wellness coaches will assist in supporting student well-being and connecting families to resources to ensure continuity of learning until in-person instruction resumes.

### *Access to Instructional Materials*

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

*Access to Schoolwork*

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

*Temporary Reassignment*

Procedures and agreements for temporary reassignment with neighboring LEAs.

Walden Academy provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

**Instructional Continuity**

*Communication Protocols*

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

*Technological Readiness*

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

*Instruction and Assessment*

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

**Access (Equity, Accessibility, and Inclusion)**

*Equity, Accessibility, and Inclusion*

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

*Individualized Education Plans (IEP)*

How will IEPs continue to be provided and maintained.

*English Learners (EL)*

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

**Professional Learning**

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

**Well-Being and Support Services**

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

Plans to provide access back-up, water and medicines in the event of an emergency.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

### Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

### Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

### Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Walden Academy's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Walden Academy's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

### Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

## Procedures for Immigration Enforcement Notification

### Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

Designated confirmer: Superintendent/Principal (School Director)

Process: Any staff member who is contacted by, or observes, an immigration or law-enforcement officer requesting campus/student access, review of documents, or service of legal paperwork immediately notifies the School Director as soon as possible.

If the officer is on campus for immigration-enforcement purposes, staff will:

Require the Director to review written notification/documentation before proceeding

Verify and document the officer's name and badge number and reason for being on campus

Request and copy any documentation authorizing access; retain copies for school records

If "exigent circumstances" are asserted and immediate access is demanded, comply and contact the Director

If no exigent circumstances are declared, the school consults legal counsel before proceeding, if feasible

"Confirmation" trigger: Confirmation occurs once the Director verifies the officer's identity/purpose and reviews the presented documentation (or exigent-circumstances claim), which then triggers required notifications.

### Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

Upon confirmation (and consistent with legal limits on disclosure), Walden will issue notifications to:

Parents/guardians of pupils (as required by policy when access to a student is requested or gained, unless disclosure is restricted)

Teachers (internal notification so instructional staff can support student safety and maintain calm operations)

Administrators (site leadership and incident command roles)

School personnel (front office, yard duty, support staff, etc., as needed for coordinated response)

### Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

Internal notification (staff): As soon as practicable after Director confirmation to ensure coordinated supervision and safety response.

Parent/guardian notification: Immediately if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes unless the access is in compliance with a warrant/subpoena that restricts disclosure to the parent/guardian.

### **Safety and Well-being Standard**

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

Notifications will be written and timed to maintain calm, protect student and staff safety, and prevent disruption. Messages will:

Provide only necessary, factual information

Include reassurance about student supervision and normal routines

Direct questions to a designated administrator to prevent rumors/misinformation.

### **Privacy Constraint**

The notification shall not include any personally identifiable information.

Notifications will not include personally identifiable information (PII) about any student, family, or staff member, and will not include details that could identify individuals involved.

### **Notification Methods**

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

Walden will use secure methods that support two-way communication and documented delivery:

ParentSquare (mass notification + two-way messaging)

SIS/School Portal (official postings and message archiving)

Email (staff/family communication as needed)

Phone calls (targeted outreach when needed for support/clarification)

Social media (general school operations updates only, no sensitive details)

Flyers/printed notices (when families have limited digital access)

Systems are maintained through updated contact lists, routine verification of family contact information in the SIS, and periodic test communications/drill messaging to confirm reliability.

### **Resource Provision (Optional but Encouraged)**

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

Notifications may include a link or directions to resources such as:

Educational rights and family preparedness information

State laws protecting privacy/confidentiality

Counseling supports and CHW/wellness resources (if applicable)

Any model policies/adopted LEA guidance for families impacted by enforcement activity

**Annual Evaluation**

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

This plan will be reviewed by the School Safety Planning Committee and amended as needed, at least annually, to ensure procedures remain current and effective.

**Public Availability**

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

An updated file of all safety-related plans and materials will be maintained at the school site and/or posted where appropriate so it is readily available for public inspection, consistent with applicable confidentiality laws.

**State Guidance**

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

Walden will maintain alignment with the CDE CSSP checklist guidance, using the state-posted checklist as a reference to verify required components are addressed and updated appropriately.

## Procedures Regarding Pupil Smartphone Use During Emergencies

Walden Academy Charter School maintains procedures that allow for the limitation or prohibition of pupil smartphone use during emergencies or perceived threats of danger when necessary to support student safety and effective emergency response. During emergencies, including but not limited to lockdowns, evacuations, or shelter-in-place situations, students may be directed by staff to turn off and refrain from using smartphones or personal electronic devices.

Limiting smartphone use during emergencies helps ensure that students remain attentive to staff directions, prevents the spread of misinformation, protects the privacy and safety of students and staff, and allows emergency responders and school personnel to maintain clear and coordinated communication. Students are expected to follow staff instructions regarding device use during emergency situations.

The school will provide timely and accurate communication to families through official communication systems, including ParentSquare, phone calls, and email, once it is safe and appropriate to do so. These procedures are intended to support student safety and align with the requirements of Assembly Bill 962 (AB 962).

### Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

The policy was created and revised by the school safety committee on February 17, 2026. It was reviewed by the Board of Directors on February 24, 2026, and will be adopted March 24, 2026.

### Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

Walden Academy Charter School recognizes that certain circumstances require students to possess or use smartphones, and these exceptions will be honored in accordance with applicable law. The school will ensure that staff recognize and respect the following non-prohibitable circumstances:

#### Permission by Staff

A pupil may use a smartphone when permission is granted by a teacher or administrator for instructional, safety, or communication purposes, subject to reasonable limitations established by the staff member.

#### Health or Medical Necessity

A pupil may possess or use a smartphone when a licensed physician and surgeon determines that the device is necessary for the health or well-being of the pupil. Appropriate documentation may be required and maintained by the school.

#### Individualized Education Program (IEP) Requirement

A pupil may possess or use a smartphone when such possession or use is required as part of the pupil's Individualized Education Program (IEP) or other legally required accommodation. Staff will follow the provisions outlined in the student's IEP or accommodation plan.

These exceptions will be implemented in a manner that maintains student safety while respecting individual health, accessibility, and instructional needs.

## Safety Plan Review, Evaluation and Amendment Procedures

The Comprehensive School Safety Plan at Walden Academy undergoes an annual review, evaluation, and amendment process to ensure its ongoing effectiveness and relevance. This systematic assessment allows us to carefully examine all aspects of our safety procedures, protocols, and resources, identifying any areas that may require updates or enhancements. This plan and actions was reviewed with the County Safety Coordinator on December 17, 2024.

During this annual review, we engage in a thorough evaluation of our current safety measures, taking into account feedback from stakeholders, data on incident reports, and any emerging trends or developments in school safety practices. Through this process, we are able to identify strengths and areas for improvement within our safety plan, enabling us to make informed adjustments as necessary to maintain the highest standards of safety for our school community.

By consistently reviewing and updating our Comprehensive School Safety Plan, Walden Academy demonstrates its unwavering commitment to prioritizing the safety and well-being of our students, staff, and visitors. This proactive approach ensures that we remain vigilant and responsive to evolving safety challenges, ultimately fostering a secure and supportive learning environment for all.

## Emergency Contact Numbers

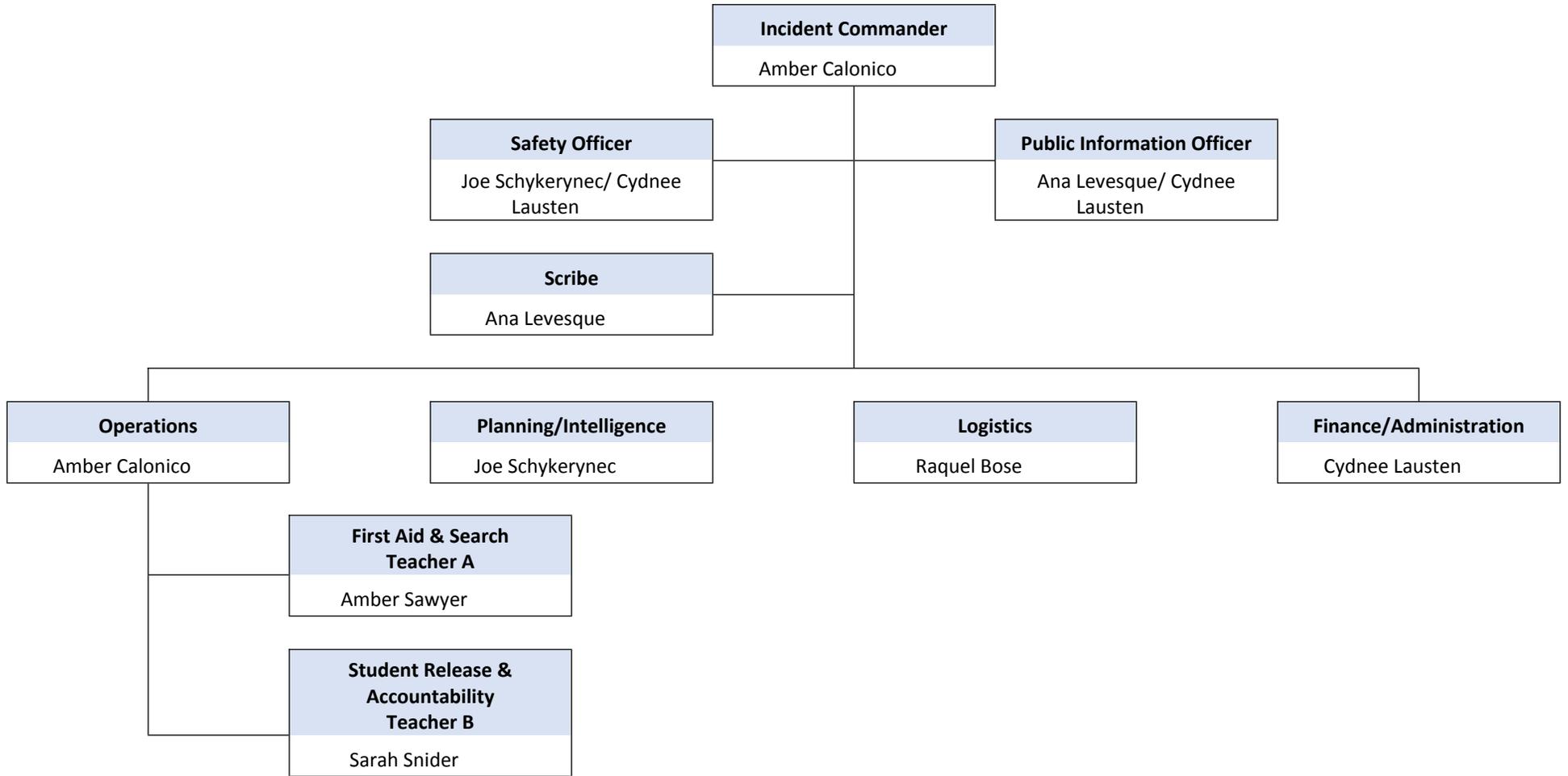
### Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic		911	
Local Hospitals	Glenn Medical Center	934-1800	
Local Hospitals	Enloe Hospital	332-7300	
Public Utilities	Cal Water	934-4735	
Public Utilities	P G and E	800-468-4743	
Other	Sheriff's Non-Emergency	530-934-6431	

**Safety Plan Review, Evaluation and Amendment Procedures**

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
Campus fencing completed	February 6, 2020	Complete 1-31-20
Camera system installed and working	February 6, 2020	Complete 8-29-19
ALICE training	February 6, 2020	Do yearly
Equip man gate with buzzer and intercom system	February 6, 2020	Completed 2020-21 school year
Explore subscription to Catapult EMS	February 6, 2020	Completed 2020-21 school year
Equip all rooms on campus with intercom system	February 6, 2020	Completed 2021-22 school year
Addition of Cameras	August 2023	(Room 12, Room 15) Maintenance reviewed yearly
Meeting with Glenn County Safety Coordinator	December 17, 2024	Review and adaptations to safety procedures, office
Meeting with Glenn County Safety Coordinator	May 2025	Review and adaptations to safety procedures, office
School Safety Committee Meetings	August 2025	Review and adaptations to safety procedures

**Walden Academy Incident Command System**



## **Incident Command Team Responsibilities**

### **Standardized Emergency Response Management System Overview**

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

**Management** – Provides overall direction and coordination of emergency response efforts, including setting priorities and ensuring effective communication.

**Operations** – Carries out the tactical response to an emergency, including deploying resources, providing medical aid, firefighting, law enforcement, and other field-level actions.

**Planning/Intelligence** – Collects, evaluates, and disseminates information about the incident to support decision-making and ensure an effective response.

**Logistics** – Manages resources, personnel, equipment, and supplies necessary to sustain emergency response operations.

**Finance/Administration** – Tracks costs, manages contracts and procurement, and ensures proper financial accountability during and after the emergency response.

### **Management**

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

### **Planning & Intelligence**

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

### **Operations**

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

### **Logistics**

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

### **Finance & Administration**

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

## Emergency Response Guidelines

### Step One: Identify the Type of Emergency

The first step in an effective emergency response is to clearly identify the nature and scope of the emergency. This involves assessing the situation to determine the specific type of incident, such as a natural disaster (earthquake, wildfire, flood), technological hazard (hazardous material spill, power outage), human-caused event (active shooter, terrorism, civil unrest), or public health emergency (pandemic, disease outbreak).

Proper identification is crucial as it dictates the appropriate response strategy, resource allocation, and coordination among emergency personnel. This step includes gathering real-time information from witnesses, emergency personnel, and monitoring systems, as well as assessing the potential risks and impact on individuals, facilities, and the surrounding community.

### Step Two: Identify the Level of Emergency

Level 1 – Minor Incident:

A localized event that can be managed with existing resources and minimal disruption.

Little to no risk to life or property.

Response typically handled by internal personnel (e.g., a minor power outage, a small contained fire, or a minor medical emergency).

Level 2 – Moderate Emergency:

A more significant event that requires coordination between multiple departments or external agencies.

Moderate risk to life, property, or operations.

May require partial activation of emergency response plans (e.g., a chemical spill requiring evacuation of a building, a localized wildfire threat, or a significant weather-related event).

Level 3 – Major Emergency or Disaster:

A large-scale crisis that overwhelms local resources and requires a full emergency response, possibly including state or federal assistance.

Significant risk to life, widespread property damage, or major disruption to essential services.

Requires full activation of emergency management systems and coordination among multiple agencies (e.g., a large earthquake, widespread wildfire, terrorist attack, or major public health crisis).

By identifying the level of emergency early, responders can ensure that the appropriate level of personnel, equipment, and coordination are activated to manage the situation effectively.

### Step Three: Determine the Immediate Response Action

Once the type and level of emergency have been identified, the next crucial step is to determine the appropriate immediate response action. The goal is to minimize harm, protect lives and property, and prevent the situation from escalating. The response actions will depend on the nature and severity of the emergency but generally fall into the following categories:

Evacuation:

Used when remaining in place poses a significant danger (e.g., fire, gas leak, hazardous material spill, or active shooter).

Requires clear communication, designated evacuation routes, and assembly points.

Emergency personnel may assist in ensuring a safe and orderly evacuation.

Shelter-in-Place:

Implemented when it is safer to stay indoors rather than evacuate (e.g., severe weather, hazardous air contamination, or civil unrest).

Involves sealing doors and windows, turning off ventilation systems if necessary, and remaining in a secure location.

#### Lockdown or Run, Hide, Fight:

Necessary in situations involving an active threat (e.g., active shooter or violent intruder).

Involves locking doors, turning off lights, remaining silent, and staying out of sight, or signaling classrooms to run, hide or fight. Emergency personnel will provide guidance on when it is safe to leave after a lockdown.

#### Medical Response:

Immediate medical attention will be provided to those who are injured or in distress.

First aid responders or medical teams should be activated as needed.

Coordination with emergency medical services (EMS) for transport and advanced care may be required.

#### Communication and Notification:

Alerts and warnings will be issued through established emergency communication systems (e.g., PA system, text alerts, emails, or emergency radios).

Clear and concise instructions will be given to students, staff, and responders.

Coordination with emergency services (fire, police, EMS) should be initiated.

#### Containment and Hazard Control:

If possible, steps will be taken to contain the threat (e.g., shutting off utilities in case of a gas leak, using fire extinguishers for small fires, or isolating affected areas).

Trained personnel will handle containment actions to prevent further escalation.

Determining the appropriate immediate response action is critical to mitigating risks and ensuring the safety of all individuals involved. The effectiveness of this step depends on rapid assessment, clear decision-making, and efficient communication.

### **Step Four: Communicate the Appropriate Response Action**

Effective communication will be crucial during an emergency to ensure that all individuals receive clear and timely instructions regarding the appropriate response action. Communication must be swift, accurate, and accessible to everyone involved, including students, staff, emergency responders, and the broader community if necessary.

#### Key Aspects of Emergency Communication:

##### Immediate Alerts and Warnings:

Multiple communication channels, such as PA system, text alerts, emails, emergency sirens, or intercoms, will be used to quickly inform all affected individuals.

Messages will be concise, clear, and direct, instructing people on what action to take (e.g., "Evacuate immediately to the designated assembly area" or "Shelter in place and remain inside until further notice").

##### Audience-Specific Communication:

**Students and Staff:** Simple, direct language will be used to provide clear guidance on the required action.

**Emergency Responders:** Detailed information about the incident, including its severity, location, and actions already taken, will be relayed to ensure an effective response.

**Parents and Guardians:** Timely updates will be provided through school messaging systems, social media, or official emails to prevent misinformation and reduce panic.

##### Designated Spokesperson and Leadership Coordination:

The incident commander will take charge of communication to prevent conflicting messages.

Emergency response teams will be kept informed of any updates so they can adjust their response accordingly.

##### Use of Visual and Auditory Signals:

In situations where verbal communication may not be effective, the school will implement visual signals (e.g., colored cards, flashing lights) and auditory alarms (e.g., lockdown sirens, evacuation alarms) to ensure that everyone understands the emergency response.

#### Ongoing Updates and Reassurance:

Regular updates will be provided as new information becomes available, reassuring individuals that the situation is being handled and keeping them informed of any changes in response actions.

If the emergency is prolonged, periodic check-ins will help maintain order and reduce anxiety.

#### Post-Emergency Communication:

Once the immediate threat has passed, an all-clear message will be issued, along with instructions for the next steps (e.g., re-entry to buildings, medical check-ins, or debriefing sessions).

The school will provide follow-up information to stakeholders, including reports on how the emergency was managed and any necessary support services.

By effectively communicating the appropriate response action, Walden Academy will minimize confusion, prevent panic, and ensure a coordinated response, ultimately improving safety and emergency preparedness.

## **Types of Emergencies & Specific Procedures**

### **Aircraft Crash**

#### Aircraft Emergency Response

1. Immediately contact emergency services by dialing 911.
2. Assess the situation to ascertain if any staff or students are in imminent peril. If so, evacuate them to a secure location. All others should remain at their designated areas. Provide First Aid as needed.
3. Conduct a roll call and communicate the findings to the Director without delay.

### **Animal Disturbance**

#### Animal Disruption Protocol

1. Assess whether any staff or students face immediate jeopardy. If required, initiate a lockdown or evacuation to ensure safety. All individuals not in immediate danger should remain in their designated areas. Administer first aid as needed.
2. Notify either Animal Control or emergency services by dialing 911, depending on the nature of the animal disturbance.
3. If feasible, aid in containing the animal. It may be necessary to confine the animal in a secure location until it can be safely removed from campus by the City Animal Control Unit.
4. Conduct a roll call and promptly communicate the findings to the Director.

### **Armed Assault on Campus**

#### Armed Assault Protocol on Campus

1. Immediately contact emergency services by dialing 911.
2. Implement lockdown procedures, and reevaluate for potential evacuation or relocation if deemed necessary.
3. Maintain lockdown status until receiving confirmation of an "All Clear" directive from Police or other Law Enforcement Personnel.

### **Biological or Chemical Release**

#### Biological or Chemical Release

- 1) If you become aware of potentially hazardous release or accident, notify the office immediately. Render first aid as necessary.
- 2) Determine if any staff or students are in immediate danger. If necessary, evacuate to a safe area. All others are to remain at their assigned locations. Render First Aid as necessary. If evacuation is not imminent, students and staff should remain in classrooms or in assigned areas.
- 3) Until ordered to evacuate, assume that a "shelter-in-place strategy" will be employed and do the following:
  - All students and staff are to remain indoors.
  - Turn off all heating and ventilation systems (HVAC).
  - All windows should be closed

#### PESTICIDE EXPOSURE (Pesticide Drift)

- 1) If you become aware of potentially hazardous pesticide exposure, notify the office immediately. Render first aid as necessary.
- 2) Determine if any staff or students are in immediate danger. If necessary, evacuate to a safe area. All others are to remain at their assigned locations. Render First Aid as necessary. If evacuation is not imminent, students and staff should remain in classrooms or in assigned areas.

3) Until ordered to evacuate, assume that a "shelter-in-place" strategy will be employed and do the following:

- Direct all students and staff to remain indoors until it is safe or directed otherwise.
- Direct all heating and ventilation systems (HVAC) to be shut down.
- Direct all windows to be closed

### **Bomb Threat/ Threat Of violence**

#### **BOMB THREATS**

Upon receipt of a telephone call or information from any source concerning a bomb threat at the school, the director, supervisor or person receiving the information, shall immediately notify authorities by telephoning the 911 emergency number, then follow established procedure.

#### **BOMB THREATS**

Upon receipt of a telephone call or information from any source concerning a bomb threat, the following procedure should be followed:

1. The person receiving any anonymous call of a bomb threat shall:
  - a. Keep the person talking as long as possible
  - b. Listen carefully and take notes. Note the exact time of call.
  - c. Ask questions regarding: Expected time of explosion, location of bomb, what kind of bomb is it, what does it look like, and why is the bomb there?
  - d. Try to identify the caller as to: Sex, age, voice, accent, background noises, manner and disposition of caller.
2. Advise the Director or supervisor of the call immediately.
  - a. Give priority to any such incoming call.
  - b. If the message is in the form of a letter, the manner in which it arrived, who found it, and where it was found should be noted. Care shall be taken in handling the message by immediately placing it in a plastic bag for the purpose of fingerprint identification.
3. The Director or designee shall immediately contact:
  - a. Law enforcement and fire agencies through 9-1-1
4. If a bomb threat call is originally received by a law enforcement agency or fire department, the school involved will be called and notified of the threat.
5. Upon arrival of law enforcement and or fire department personnel, the Director shall give them all known information.
6. The Director and law enforcement have the responsibility to make the decision concerning evacuation. Responding law and fire personnel may deem it advisable in the interest of public safety to ask for a building or entire site to evacuate. In the event of such determination, the Director will follow their direction.
7. The evacuation of a building may be for a short period of time or may be for the remainder of the school day. In the latter case, students should be advised to return the following day.
8. School personnel are not to search for the bomb except when accompanied by trained personnel from other agencies.

### **Bus Disaster**

Bus Disaster Protocol (In the event buses are used)

1. Immediately report the crash or disaster to emergency services by dialing 911.
2. Assess whether any staff or students face immediate peril. If evacuation is necessary, proceed to a safe area. Those not in immediate danger should remain in their designated locations. Provide First Aid as required. If evacuation isn't immediately necessary, students and staff should stay in their classrooms or assigned areas.
3. Collaborate with emergency personnel for additional guidance and coordinate efforts accordingly.

### **Cardiac Arrest**

Walden Academy Charter School maintains procedures to respond to cardiac emergencies in order to protect the health and safety of students, staff, and visitors. In the event of a suspected cardiac arrest, staff will immediately contact emergency medical services

(911), initiate emergency response procedures, and utilize an Automated External Defibrillator (AED) when available and appropriate.

AED devices are maintained on campus in accessible locations, and staff are informed of their locations. Staff members are encouraged to participate in cardiopulmonary resuscitation (CPR) and AED training, and emergency response procedures are reviewed periodically to ensure preparedness.

Emergency responders will be directed promptly to the location of the individual in need of assistance, and staff will follow established incident command procedures until emergency personnel arrive. Following a cardiac emergency, the school will provide appropriate follow-up communication and support as needed.

These procedures are intended to ensure a timely and coordinated response to cardiac emergencies and to support the safety and well-being of the school community.

## **Disorderly Conduct**

### Disorderly Conduct Procedure

Initial Step: LOCKDOWN

Utilized in the occurrence of:

- a. Civil Disturbance
- b. Gunfire/Police activity nearby
- c. Armed Intruder/Hostage situation within campus premises
- d. Hostage Crisis
- e. Other pertinent threat scenarios

Teacher Responsibilities:

- a. Initiate lockdown procedures

Director/Assigned Personnel and Staff Responsibilities:

- a. Assess the severity of the incident to determine appropriate response measures
- b. Be ready to provide incident status updates to emergency response teams
- c. Facilitate building access for emergency personnel as required
- d. Coordinate student evacuation or relocation as instructed by emergency responders

Rescission of Action:

- a. Upon confirmation of safety by the Incident Commander (Director or authorized personnel)
- b. Following the issuance of the "All Clear" signal or other directives to teachers

## **Earthquake**

### EARTHQUAKE INSTRUCTIONS/PROCEDURES

In the event of an earthquake or earthquake drill, teachers and students are to adhere to the following instructions:

#### EARTHQUAKE OCCURRING WHILE STUDENTS ARE IN THE CLASSROOM:

1. Distance yourself from windows and immediately assume the "Drop and Cover" position by kneeling down. Seek refuge under a

desk or table if available. Maintain a compact body posture, with hands clasped behind the neck and face shielded in arms. Keep eyes closed and ears covered with forearms.

2. Remain sheltered until the tremors cease or the all-clear signal is given.
3. Listen attentively for further instructions.
4. If the fire alarm sounds, evacuate the building calmly without running, following the designated evacuation route. Avoid trees, fences, and utility (power) lines. Wait with your class/teacher until further instructions are provided.
5. Teachers should conduct a roll call as soon as it is safe to do so.
6. No individuals are permitted to re-enter the building until directed by the director.

#### EARTHQUAKE OCCURRING WHILE STUDENTS ARE OUTSIDE THE CLASSROOM:

1. Move away from classrooms, trees, fences, and utility (power) lines. Whenever feasible, seek refuge in an open area such as a field.
2. Assume the "Drop and Cover" position, maintaining the same protective posture described earlier.
3. After the tremors subside, carefully scan overhead for potential hazards such as falling tree limbs or power lines. Move to a clear area, avoiding any fallen fences or power lines.
4. No one should re-enter any building until authorized to do so by the director.

### **Explosion or Risk Of Explosion**

#### Explosion or Risk Of Explosion

- 1) DUCK, COVER, AND HOLD command is to be given immediately. Do not approach windows or doors.
- 2) If the explosion is not in the building, students and staff are to remain at their assigned locations until directed by Principal/Incident Commander
- 3) When directed, evacuate.
- 4) If necessary, move to safe assembly areas outside the building and away from the location of the explosion.
- 5) Render first aid as necessary.
- 6) Take roll and report results to the Director/Incident Commander.
- 7) If possible, fight small fires without endangering life.

### **Extreme Weather**

Walden Academy Charter School maintains procedures to respond to extreme weather conditions in order to protect the safety and well-being of students, staff, and visitors. Extreme weather conditions may include, but are not limited to, excessive heat, severe storms, heavy smoke or poor air quality, high winds, flooding, or other weather-related hazards that may impact normal school operations.

School administration will monitor local weather conditions and guidance from local emergency management agencies and public health officials to determine appropriate actions. Depending on the circumstances, protective measures may include modifying outdoor activities, implementing indoor shelter procedures, adjusting schedules, relocating students to safe indoor areas, or dismissing students early when necessary.

Staff will provide supervision and follow established emergency procedures to ensure student safety during extreme weather events. Families will be notified of changes to school operations through established communication systems, including ParentSquare, phone calls, and email, as appropriate.

These procedures are intended to ensure timely decision-making and coordinated response actions to maintain a safe learning environment during extreme weather conditions.

## Fire in Surrounding Area

### Fire in Surrounding Area

- 1) Notify the office and director.
- 2) Office will sound school alarm system and notify 911.
- 3) Assemble at the pre-designated area (refer to evacuation map).
- 4) Assist disabled during the evacuation.
- 5) Render first aid as necessary.
- 6) Check all bathrooms and ancillary rooms for staff and students.
- 7) If it is possible for adults to fight small fires without endangering life and/or causing injury, do so by using the fire extinguisher.
- 8) Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
- 9) Take roll and report results to the director. No one should leave the area until instructed to do so.
- 10) In the event of a fire near the school, the director shall determine what action is appropriate.

## Fire on School Grounds

### Fire on School Grounds

- 1) Notify office/director or call 911, whichever is safest.
- 2) Office will sound the school alarm and evacuation order.
- 3) Assemble at the pre-designated areas at safe distance from the fire/fire-fighting equipment.
- 4) Assist disabled during the evacuation.
- 5) Render first aid as necessary.
- 6) Check all bathrooms and training rooms for staff and students.
- 7) If it is possible for adults to fight small fires without endangering life and/or causing injury, do so.
- 8) Close, but do not lock all doors leading to the fire area to isolate the area and prevent the spread of the fire.
- 9) Keep access roads open for emergency vehicles.
- 10) Take roll and report results to the director. No one should leave the area until instructed to do so.
- 11) If EVACUATION OF SCHOOL should be implemented, director will make decision. Office will notify parents of evacuation site.
- 12) After a serious fire, Fire Department officials and maintenance personnel should determine whether the building is safe before students and staff returns.

## Flooding

### Flooding

- 1) Warning of an impending flood would normally be received at the endangered location by telephone from a Civil Agency (police or fire). If access to the Internet is available, the National Weather Service supplies current weather information, including severe weather warnings at <http://www.nwsla.noaa.gov>.
- 2) Communicate with the Director/Designee. The predicted extent of the flood and the amount of time before it arrives will determine the course of action.
- 3) Keep students indoors until it is determined to be safe.
- 4) Move students to pre-designated areas if an evacuation is ordered.
- 5) Take roll and report results to the Principal/Incident Commander
- 6) The Director/Incident Commander may initiate the following emergency actions:
  - Dismiss school
  - Leave campus and move to a safe place

### Severe Weather

For the purposes of this procedure "Severe Weather" is defined as a severe windstorm, hail storm, lightning storm or other weather event that could result in damage to school facilities or injuries to students or staff.

If a "Severe Weather Watch" has been issued by the National Weather Service:

- Monitor NOAA Weather Stations (National Weather Service, Weather Channel, etc.)

- Bring all persons inside building(s).
- Be prepared to move students from mobile classrooms into permanent buildings.
- Close facility doors, windows and blinds or curtains.
- Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- Review “Duck and Cover” procedures with students.
- Avoid gyms and cafeterias with wide free-span roofs and large areas of glass windows.

If a “Severe Weather Warning” has been issued in the school area, or if severe weather is being observed at or near the school:

- The school Incident Commander will initiate a “SHELTER-IN-PLACE”.
- If flying debris or hail is creating a risk of broken windows, etc. the school Incident Commander will further direct staff to implement “Duck and Cover” procedures until the threat subsides.
- The school Incident Commander should also be prepared to provide shelter to parents who may arrive to pick up children during the storm, until such time as it is safe to formally release the students without posing undue risk to staff or other students.

After passage of the storm:

- The school Incident Commander will rescind the “Duck and Cover” order. o Shelter-In-Place should temporarily be continued.
- The school Incident Commander should deploy staff to do a preliminary damage assessment of campus buildings and facilities, to identify issues that need to be immediately addressed before students and staff are released to move about.
- Based on this assessment the school Incident Commander will:
- Continue “Shelter-In-Place” until campus can be made safe.
- Give the “ALL CLEAR” signal and resume normal school operations.
- Notify parents and initiate the “Student Release” procedure.
- Initiate an the “Off-Campus Evacuation” procedure.

## Loss or Failure Of Utilities

### Loss or Failure Of Utilities

#### UTILITY LOSS OR DAMAGE PROCEDURE

Loss of electricity is the most common utility problem. However, loss of gas, water or sewage disposal may also occur. Utility systems may also suffer damage or failure of related components on the school campus.

#### LOSS OF UTILITIES

Most often the loss of utilities is a result of failure or damage of utility company infrastructure located off-campus. Interruptions are normally brief, and though inconvenient, result in only minimal disruption of normal school operations. However, some outages can be extensive, so it is important to contact the utility company as soon as failure occurs to find out how long they anticipate an outage might last.

When it appears the outage will not end in a reasonable amount of time, school officials must weigh their options for closing school and sending the students home.

#### UTILITY SYSTEM DAMAGE OR FAILURE ON CAMPUS

Utility failure or damage on campus can pose serious threats to students or staff:

- Gas leaks may require only a spark to set off an explosion.
- A broken water pipe may cause extensive flood damage to buildings and property.
- Electrical failures cause disruption of needed heating, ventilation, and air conditioning.
- Electrical failure may also result in loss of well water and sewage disposal.
- Broken electrical lines or components may pose a shock hazard to staff or students.

The initial response to any problem with utility systems on campus is to try to identify the source of the problem, isolate the area, and shut off the supply of water, gas or electricity to the affected system component or building. The other, but less desired, approach is to shut down the gas, water or electrical supply to the entire campus.

For these reasons, the school should develop detailed maps that indicate not only the main campus utility shut offs, but shut-offs for individual buildings as well as mechanical equipment such as heating, ventilation, and air conditioning units. These maps should be kept readily available in the school Crisis Response Box.

It is important to recognize that most schools within communities have natural gas piped in from the utility company’s underground system. Rural schools, however, may use propane or butane, (also referred to as “bottled gas”) which is supplied from a tank on the school campus. In general, there is no difference in emergency procedures for shutting off natural gas versus bottled gas, except that the main shut-off for the bottled gas is located on top of the tank, instead of at a natural gas valve or meter typically supplied

through a pipe from the street.

The school Incident Commander and other key school personnel must know which type of system supplies the school and how to shut it off.

#### UTILITY LOSS OR DAMAGE

#### EMERGENCY PROCEDURES

Upon detecting gas odor, staff shall initiate EVACUATION of the affected building.

If the fire alarm uses mechanical bells, versus a speaker system, avoid using the fire alarm as it may create an explosive spark.

DO NOT turn off lights or other electrical equipment which may cause a spark.

Leave doors open to provide ventilation of the building.

The school Incident Commander/designee will call 9-1-1:

Give school name and address.

Give location of gas leak – what building and what's leaking, if known.

Describe best UPWIND access point for emergency responders – driveway/gate.

Indicate that evacuation is underway and stay on the line to provide updates.

The school Incident Commander/designee will notify the natural gas company or bottled gas provider, describe the problem and request a response if appropriate.

The school Incident Commander will determine whether to evacuate other buildings.

Shelter in place may be most appropriate if leak is small and contained to other building, weather is inclement, etc.

If sheltering in place, SHUT DOWN HVAC systems to keep gas out of buildings!

The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down gas at main shutoff

or building shut-off.

Do not reenter the building(s) until fire or utility officials say it is safe Gas Leak - OUTDOOR:

Upon detecting gas odor, staff shall initiate EVACUATION of the immediate area

Move everyone UPWIND, at least 100', more if leak is major

Post staff to prevent entry to the area

Prevent vehicles, including school service carts, etc. from entering area

Notify the school office/school Incident Commander

The school Incident Commander/designee will call 9-1-1:

Give school name and address.

Give location of gas leak – what area of campus and what's leaking, if known.

Describe best UPWIND access point for emergency responders – driveway/gate.

Request 9-1-1 operator to call Gas Company (they have rapid access).

Stay on the line to provide updates.

The school Incident Commander will determine whether to evacuate buildings.

Shelter in place may be most appropriate way to protect, unless gas is filling buildings. In that case get everyone moved out and well upwind of leak.

If sheltering in place, SHUT DOWN HVAC systems to keep gas out of buildings!

The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down gas at main shutoff

or building shut-off.

Do not allow anyone to reenter the building(s) until fire or utility officials say it is safe!

#### UTILITY LOSS OR DAMAGE PROCEDURE - continued Electrical System Damage or Failure:

If problem is in, or on, a school building and there is smoke or threat of fire:

Evacuate the building(s).

Close, but do not lock doors.

Notify the school office/Incident Commander.

The school Incident Commander/designee will call 9-1-1:

Give school name and address.

Give location and nature of the electrical problem.

Describe best access point for emergency responders – driveway/gate. ? Indicate if evacuation is underway.

Request 9-1-1 operator to call Electric Company (they have rapid access).

Stay on the line to provide updates.

Incident Commander will determine need to evacuate buildings, if not already done.

Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down electrical at main shut-off or building shut-off.

Do not reenter the building(s) until fire or utility officials say it is safe.

If problem is outdoors, Incident Commander will direct staff to isolate the area and stand watch until the power can be shut down.

If school's electrical system is involved, school will be responsible for shutting down power and calling an electrician.

If Utility Company line/equipment is involved, the Utility Company will effect shut-down and repair as needed.

#### Water/Sewer Line Break

If water leak is in attic or other area where weight or effect of water may cause ceiling or building to collapse, EVACUATE the building.

Notify the school office/school Incident Commander.

The school Incident Commander will activate the Utilities Group, or otherwise direct staff to attempt to shut down water at main shut-off or building shut-off.

The school Incident Commander will assess situation and determine next step:

Whether to evacuate buildings, if not already done.

Need to remove water, and/or cover/remove contents to protect. ? Need to contact plumber, water removal specialists or others.

Do not allow anyone to reenter the building(s) until fire or utility officials say it is safe!

If problem is outdoors, Incident Commander will direct staff to isolate the area and stand watch until the leak can be shut down

### Motor Vehicle Crash

#### Motor Vehicle Crash

1) Call 911 to report the crash.

2) Determine if any staff or students are in immediate danger. If necessary, evacuate to a safe area. All others are to remain at their assigned locations. Render first aid as necessary. If evacuation is not imminent, students and staff should remain in classrooms or in assigned areas.

3) Consult with emergency personnel for further direction and coordinate as needed.

### Pandemic

Follow instructions of:

1. CDC
2. CDPH
3. Local health department

### Psychological Trauma

#### Psychological Trauma

Many emergencies may result in psychological trauma for students and school staff. These emergencies may include an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions.

Emergencies may result in the following conditions:

- Temporary disruption of regular school functions and routines
- Significant interference with the ability of students and staff to focus on learning
- Physical and/or psychological injury to students and staff
- Concentrated attention from the community and news media

As a result, students and staff may exhibit a variety of psychological reactions. Once the physical safety of those involved has been

ensured, attention must focus on meeting the emotional and psychological needs of students and staff.

- 1) The School Administrator will establish a Crisis Intervention Team, AKA Champions Team, which has primary responsibility for providing necessary assistance after all types of crises.
- 2) The Champions Team will assess the range of crisis intervention services needed during and following an emergency.
- 3) The Champions Team will provide direct intervention services for students and staff.
- 4) The school director and Champions Team will work together to determine when and how school functions should be restored.

### **Suspected Contamination of Food or Water**

#### Contamination of Food/Water

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

#### Procedure

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption and will restrict access to the area.
2. The School Administrator will notify "911", County Department of Health Services (530) 749-6366 Local District Office, and the Office of Environmental Health and Safety (530) 749-5450.
3. The School Administrator will make a list of all potentially affected students and staff and will provide the list to the responding authorities.
4. The School Nurse/Medical Assistants Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The School Administrator will notify parents of the incident, as appropriate.

### **Tactical Responses to Criminal Incidents**

#### School District Tactical Response Plan

1. Comprehensive Safety Plan: Our school district has developed a comprehensive safety plan that outlines procedures for various criminal incidents, including active shooters, armed intruders, assaults, and other potential threats.
2. Threat Assessment Team: A dedicated threat assessment team, consisting of school administrators, counselors, teachers, and law enforcement representatives, regularly reviews and updates the safety plan to ensure its effectiveness.
3. Training and Drills: Our staff, students, and law enforcement personnel undergo regular training sessions and drills to familiarize themselves with the safety plan and their roles during a crisis. These exercises cover lockdown procedures, evacuation plans, communication protocols, and first aid.
4. Emergency Communication System: We have established an efficient emergency communication system that can quickly notify staff, students, parents, and law enforcement of any criminal incidents or potential threats.
5. Safe Zones and Evacuation Points: Safe zones within each school building have been identified for staff and students to seek refuge during a lockdown. Evacuation points have also been designated away from the school premises.
6. Coordination with Local Law Enforcement: We maintain a close working relationship with local law enforcement agencies, including police and emergency responders. They are familiar with the layout of our school buildings and actively participate in

planning and executing drills.

7. Surveillance Systems: Surveillance cameras and monitoring systems are in place, covering critical areas of the school property. Regular review of footage helps detect any suspicious activity.

8. Access Control Measures: Access to school buildings is controlled through visitor check-ins, ID badges, and secured entry points to ensure the safety and security of everyone on campus.

9. Mental Health Support: Counseling services and mental health support are readily available for students and staff, promoting a positive and supportive learning environment.

10. Crisis Response Team: Our dedicated crisis response team can quickly assemble during a criminal incident and efficiently coordinate the school's response to the situation.

11. Situational Awareness: Staff and students are educated on the significance of situational awareness and the importance of reporting any suspicious behavior or activities to appropriate authorities.

12. Incident Review and Learning: After any criminal incident or drill, a thorough review is conducted to identify areas for improvement, and the safety plan is updated accordingly to enhance our preparedness.

We prioritize safety and understand that creating a secure learning environment is a shared responsibility involving the efforts of school staff, students, parents, and the local community. Together, we strive to maintain a safe and nurturing educational experience for all members of our school district.

### **Unlawful Demonstration or Walkout**

Unlawful Demonstration or Walkout (Hold, Shelter, Lockdown, or Evacuate)

An Unlawful Demonstration/Walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

#### **Procedure**

The School Administrator will initiate appropriate Standard Response Protocol, which may include Hold, Shelter, Lockdown, or Evacuate.

If the School Administrator issues the HOLD protocol:

Students:

- Clear the hallways and remain in the area or room until "All Clear" is announced
- Do business as usual

Adults and Staff:

- Close and lock the door
- Account for students and adults
- Do business as usual

If the School Administrator issues the SHELTER protocol:

Safety Strategies might include:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

Students:

- Use appropriate safety strategy

Adults and Staff:

- Lead safety strategy
- Account for students and adults
- Report injuries or problems using the Raptor App.

If the School Administrator issues the LOCKDOWN protocol:

Students:

- Move away from sight
- Maintain silence

- Do not open the door

Adults and Staff:

- Recover students from the hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend

If the School Administrator issues the EVACUATE protocol, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.

In the event of an evacuation:

Students:

- Leave items behind if required to
- If possible, bring their phone
- Follow instructions

Adults and Staff:

- Bring roll sheet and Go Bag (unless instructed not to take anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using the Raptor App.

All media inquiries will be referred to the District Superintendent.

## Emergency Evacuation Map



## Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

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

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

# Goal 1

## Goal Description

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

## Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Appropriately credentialed teachers (includes both misassignments and vacancies) -EDC 52060(d)(1)	The SARC indicates that 100 % of Walden Academy teachers in the core content areas are appropriately credentialed with a Clear California Credential, are in a concurrent ATE induction program, or enrolled in an approved internship program as evidenced by their credentials or induction/internship documents.	The SARC indicates that 100 % of Walden Academy teachers in the core content areas are appropriately credentialed with a Clear California Credential, are in a concurrent ATE induction program, or enrolled in an approved internship program as evidenced by their credentials or induction/internship documents.		91.7% have a clear credential which is higher than the state (82.5%) and county (75.8%) average.	100% of Walden Academy teachers in the core content areas are appropriately credentialed with a Clear California Credential, are in a concurrent ATE induction program, or enrolled in an approved internship program as evidenced by their credentials or induction/internship documents.
1.2	Access to standards-aligned instructional materials -EDC 52060(d)(1)	The SARC and teacher inventories indicate that 100% of Walden Academy learners have adequate and appropriate instructional material and appropriate technology devices.	The SARC and teacher inventories indicate that 100% of Walden Academy learners have adequate and appropriate instructional material and appropriate technology devices.		The SARC and teacher inventories indicate that 100% of Walden Academy learners have adequate and appropriate instructional material and appropriate technology devices.	100% of Walden Academy learners have adequate and appropriate instructional materials and appropriate technology devices as evidenced by teacher inventories and SARC report filed yearly
1.3	Facilities maintained -EDC 52060(d)(1)	The FIT report indicates that Walden	The FIT report indicates that Walden		The 2025 FIT report indicates that Walden	Walden Academy school grounds and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Academy school grounds and facilities are in good/exemplary condition.	Academy school grounds and facilities are in good/exemplary condition.		Academy school grounds and facilities are in good/exemplary condition.	facilities are in good/exemplary condition as evidenced by the yearly FIT report.
1.4	Implementation of state board adopted academic content and performance standards for all students, including how the programs and services will enable English learners to access the common core academic content knowledge and English language proficiency. -EDC 52060(d)(2)	The "What Matters to You" survey provided to staff, students, families and community partners reveals that 50% of those surveyed believe there is a need for curriculum that offers better EL support. 60.7% also support more professional development for teachers and staff in CCSS and ELD.	Our 2025-26 LCAP Input Survey (Formally "What Matters to You" Survey) reflects that 25% of families still believe there is a need for more support for our English Language Learners.		We have not administered a new survey since the previous one; therefore, no current progress data is available. A new survey will be conducted prior to the Annual Report.	The "What Matters to You Survey" given to staff, families, and community partners will reflect that 10% or less of those surveyed believe Walden Academy needs curriculum that offers better EL support, and less than 20% of community partners believe a need for more teacher and staff professional development in CCSS and ELD.
1.5	Access to and enrollment in a Broad Course of Study (Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable), including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs -EDC 52060(d)(7)	100% of all learners receive a broad course of study, including instruction in core subjects such as English, Mathematics, Social Sciences, Science, Arts, Health, and Physical Education.	100% of all learners receive a broad course of study, including instruction in core subjects such as English, Mathematics, Social Sciences, Science, Arts, Health, and Physical Education.		100% of all learners receive a broad course of study, including instruction in core subjects such as English, Mathematics, Social Sciences, Science, Arts, Health, and Physical Education.	100% of all learners receive a broad course of study, including instruction in core subjects such as English, Mathematics, Social Sciences, Science, Arts, Health, Physical Education, and supplemental courses such as STEM and Agriculture.
1.6	Access to and enrollment in a Broad Course of Study (Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable), including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs -EDC 52060(d)(7)	100% of all students receive a broad course of study with instruction in the core subjects and supplemental programs such as art.	100% of all students receive a broad course of study with instruction in the core subjects and supplemental programs which includes STEM and Agriculture.		100% of all students receive a broad course of study with instruction in the core subjects and supplemental programs which includes STEM and Agriculture.	100% of all students receive a broad course of study with instruction in the core subjects and supplemental programs which includes STEM and Agriculture.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.7	Access to and enrollment in a Broad Course of Study (Section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable), including the programs and services developed and provided to unduplicated pupils and individuals with exceptional needs -EDC 52060(d)(7)	100% of unduplicated pupils have access to the programs and services developed for them. 100% of students with exceptional needs will have programs and services developed for them.	100% of unduplicated pupils have access to the programs and services developed for them. 100% of students with exceptional needs will have programs and services developed for them.		100% of unduplicated pupils have access to the programs and services developed for them. 100% of students with exceptional needs will have programs and services developed for them.	100% of unduplicated pupils have access to the programs and services developed for them. 100% of students with exceptional needs will have programs and services developed for them.

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<b>Teacher credentialing</b> Walden Academy teachers in the core content areas without a Clear California Credential will be enrolled in a culturally responsive, concurrent ATE induction program.	No	Partially Implemented	91.7% have a clear credential which is higher than the state and county average.		\$15,900.00	\$7,950.00
1.2	<b>Broad course of study- Supplemental Courses</b>  We will provide a broad course of study in each classroom, including supplementary courses such as STEM and Agriculture to increase engagement and provide low income, foster youth, and English learners alternate ways to show mastery outside the core academic program.	Yes	Fully Implemented	100% of all learners receive a broad course of study, including instruction in core subjects such as English, Mathematics, Social Sciences, Science, Arts, Health, and Physical Education. 100% of all		\$79,000.00	\$52,700.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				students receive a broad course of study with instruction in the core subjects and supplemental programs which includes STEM and Agriculture.			
1.3	<p><b>Instructional materials</b></p> <p>Provide a variety of instructional and supplemental programs with embedded individualization and language supports for English learners, foster students, and low-income students during interventions (Me Time), and whole class instruction.</p>	Yes	Fully Implemented	The SARC and teacher inventories indicate that 100% of Walden Academy learners have adequate and appropriate instructional material and appropriate technology devices.		\$6,000.00	\$6,000.00
1.4	<p><b>Maintenance</b></p> <p>Maintain the employment of a full time custodian to ensure we have a clean, sanitized, safe and functional environment.</p>	No	Fully Implemented	The 2025 FIT report indicates that Walden Academy school grounds and facilities are in good/exemplary condition due to the continual employment of a full time custodian.		\$53,000.00	\$35,400.00

## Goal 2

### Goal Description

All Walden Academy learners will make annual growth towards meeting or exceeding standards in English Language Arts (ELA) and mathematics demonstrated by CAASPP/SBAC, other benchmark assessments such as iReady and report cards.

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Priority 4 A. statewide assessments	2022/2023 CAASPP data shows that 35.64% of students grades 3-8 met or exceeded standards in ELA. iReady Diagnostic data from Spring 2023 shows that 43% of all students K-8 met or exceeded standards in Reading.	23.5% of Walden students met or exceeded ELA standards for the 24/25 school year.		Increase of 10.4 points on the CAASPP as determined by the 2025 Dashboard release.	40% met or exceeded in ELA 47% overall iReady Diagnostic test results should show schoolwide incremental increase in students who meet or exceed standard each year.
2.2	Priority 4 A. statewide assessments	2022/2023 CAASPP data shows that 19.41% of students in grades 3-8 met or exceeded standards in Math. iReady Diagnostic data from Spring 2023 shows that 37% of students all grades K-8 met or exceeded standards in Math.	15.83% met or exceeded standards in Math the 24/25 school year.		Increase of 12.4 points in Math on the CAASPP as determined by the 2025 Dashboard release.	25% met or exceeded in Math 34% overall iReady Diagnostic test results should show schoolwide incremental increase in students who meet or exceed standard each year.
2.3	Priority 4 C. Percentage of English Learners making progress toward English proficiency	According to the latest California School Dashboard, Walden Academy Charter School's English Learner Progress Indicator (ELPI) shows	According to the latest California School Dashboard (23/24), Walden Academy's ELPI show that 56% of our EL students are		44.4% of our English Learner (EL) students are making progress towards English proficiency as per the 2025 CA School Dashboard release.	46% to better match the state average.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		that 29.4% of our English Learner (EL) students are making progress towards English proficiency.	making progress toward proficiency.			
2.4	Priority 4 D. English Learner Reclassification Rate	According to CALPADS, our reclassification rate is 0%.	5.8% reclassification rate.		We are currently revising our reclassification criterion to reclassify students.	15% reclassification rate.
2.5	Priority 4 A. statewide assessments	Our 22/23 data for CAST is 25.71% met or exceeded standards in Science.	18% of Walden students met or exceeded standards in science. (CAST scores)		2.5% increase in students meeting or exceeding standards on the CAST.	40% overall

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<b>Academic Achievement</b> Provide instruction assistants in classrooms for small group learning, utilizing scaffolded instruction in ELA, mathematics, and ELD to address the needs of students struggling to meet standards, English learners, and low income learners.	Yes	Partially Implemented	Increase of 10.4 points on the CAASPP as determined by the 2025 Dashboard release. Increase of 12.4 points in Math on the CAASPP as determined by the 2025 Dashboard release.		\$150,520.00	\$75,260.00
2.2	<b>Professional Development</b> The school will continue to have early release on Wednesdays so that teachers and staff can engage in professional development and highly effective PLCs. Walk-through data aligned with MTSS will support the decisions for ongoing professional development in instruction. Structured PLCs led by department leaders will focus on student data, student	Yes	Ongoing Implementation	At mid-year, Walden Academy has maintained early release Wednesdays to support MTSS-aligned PLCs focused on		\$43,000.00	\$22,000.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>needs, state standards, and high quality instruction to support all students- especially our EL and students who are socioeconomically disadvantaged. In addition, capacity development is needed to meet the needs of those that struggle with self-regulation and provide support for social-emotional student needs. Additional opportunities for professional development outside of early release Wednesdays would be available for staff to attend include, but are not limited to the core curriculum, core standards, social emotional strategies, STEM, agricultural science, Responsive Classroom, and effective teaching strategies.</p>			<p>student data, high-quality instruction, and targeted supports for English Learners and socioeconomically disadvantaged students. Walk-through data informs ongoing professional development, including social-emotional and self-regulation strategies, with 9 teachers attending the CA MTSS Conference in July 2025 and 3 staff attending the ACTE Vision Conference in December 2025.</p>			
2.3	<p><b>Class Size Reduction</b> Walden will continue class size reduction in the primary grades to support all students- especially unduplicated pupils.</p>	Yes	Ongoing Implementation	Ratios remain 1:10 in TK and K and 1:12 beyond.		\$125,000.00	\$62,500.00
2.4	<p><b>CAASPP Coordination</b> We will continue to provide a CAASPP lead staff member to track progress and needs for English learners and low-income, and students with exceptional needs.</p>	Yes	Ongoing Implementation	We continue to have a CAASPP coordinator.		\$4,000.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.5	<b>After School Support</b> Additional teacher time allocated for after school tutoring and homework club for all students. Students who are English learners, foster youth and low income learners struggling to meet grade level needs will be encouraged to attend.	Yes	Partially Implemented	Homework club/ tutoring has been ongoing two days a week since November.		\$10,000.00	\$3,240.00
2.6	<b>English Learner support</b> Provide bilingual aides to support English learners.	Yes	Ongoing Implementation	We have bilingual aides hired and working.		\$61,000.00	\$30,500.00
2.7	<b>Intervention</b> "Me Time: One additional aide to provide targeted support for our tier 2 students. This will ensure all students receive one on one or very small group instruction at their level and in areas they show gaps in both mathematics and ELA as noted by benchmark or formative assessments and classroom observation.	No	Ongoing Implementation	We have an intervention assistant hired and working in intervention providing tier 2 services to students.		\$29,000.00	\$15,000.00
2.8	<b>Additional Support ELPAC</b> ELPAC lead staff member to coordinate and analyze testing data to track English Learner progress to provide additional support.	Yes	Partially Implemented	Walden has an ELPAC coordinator who has done the training and will test students in the upcoming weeks. Stipend will be paid in May/June.		\$3,500.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.9	<p><b>Leadership Team</b> Assemble a leadership team comprised of a lead teacher for k-2, 3-8, and classified staff. Beyond PLCs, the leadership team will meet two additional times per month with the administration and dean of students to discuss targeted supports for students that align with the school's mission and needs of students, in addition to, communicate process and organization of PLCs to effectively run PLCs among grade bands.</p>	No	Ongoing Implementation	Walden has 3 department leaders as part of the leadership team that will be paid stipends in June.		\$6,000.00	\$0.00

### Goal 3

#### Goal Description

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

#### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Priority 3 A. the efforts the school district makes to seek parent input in making decisions for the school district and each individual school site	According to CHKS Table 6.1, 91% of parents agree or strongly agree that Walden Academy actively seeks the input of parents before making important decisions.	No data collected due to oversight. Survey will be administered in the next year.		CHKS survey is currently being implemented and no data has been given yet.	Above 90%.
3.2	Priority 5 B. chronic absenteeism rates	Chronic absenteeism rate for 22/23 school year were 20.9%.	Chronic absenteeism rate for 23/24 was 9.6%.		CA School Dashboard reports chronic Absenteeism has not changed and remains lower than state average at 9.6% for 24/25 school year.	10% overall.
3.3	Priority 6 A. pupil suspension rates	According to the CA School Dashboard, 5.8% of students were suspended at least one day in the 22/23 school year. Socioeconomically disadvantaged students had a 8.2% suspension rate while white students had a 6.7% suspension rate.	9.6% of students were suspended at least one day in the 23/24 school year. Socioeconomically disadvantaged students had 11.4% rate while white students had 8% rate.		Decreased suspension rate by 2.3% for a 7.3% overall suspension rate.	Less than 3% overall.
3.4	Priority 3 C. how the school district will promote parental participation in programs for individuals with exceptional needs	According to CHKS, 96% of parents feel welcome to participate at the school, and 74% have been involved in the school in some	No data collected due to oversight. Survey will be administered in the next year.		CHKS is currently be implemented and data will be available at a later date.	Maintenance of 96% or greater for parents feeling welcome to participate. 75% or higher being involved. 29% or higher

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		capacity. 29% of the parents who responded to the survey were a parent of an exceptional needs student.				representation from parents with exceptional needs students.
3.5	Priority 3 B. how the school district will promote parental participation in programs for unduplicated pupils	0% of those surveyed on CHKS represented our unduplicated population, or they declined to answer.	No data collected due to oversight. Survey will be administered in the next year.		CHKS is currently be implemented and data will be available at a later date.	2% or higher representation parents/guardians of unduplicated students will complete the CHKS.
3.6	Priority 5 A. school attendance rates	95% attendance rate. Chronic absenteeism is at 28.8% for our socioeconomically disadvantaged students, 26.3% for our students with disabilities, and 13.1% for our white students.	As per the CA School Dashboard data, chronic absenteeism declined 11.3 percentage points. 12.3% of our socioeconomically disadvantaged chronically absent, as were 13.9% of our students with disabilities, and 8% of our white students.		Current records show 96% attendance rate for the 25/26 school year. CA School Dashboard reports chronic Absenteeism has not changed and remains lower than state average at 9.6% for 24/25 school year.	Greater than 95% attendance rate.
3.7	Priority 5 C. middle school dropout rates	Middle school drop out rate for 22/23 was 0%.	Middle school drop out rate for 23/24 was 0%.		Middle school drop out rate for 24/25 was 0%.	0% overall
3.8	Priority 6 B. pupil expulsion rates	22/23 data shows a 0% expulsion rate.	23/24 data shows a 0% expulsion rate.		24/25 data shows a 0% expulsion rate.	0%

## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<b>Student engagement and well-rounded educational experience</b> We will provide high-interest and engaging learning opportunities to motivate students and foster a strong desire to attend school every	No	Partially Implemented	Unable to hire a part-time art / music teacher but still recruiting. All		\$55,000.00	\$1,500.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>day, particularly for socio-economically disadvantaged students. To support this goal, we will implement the following actions to create a more engaging and well-rounded experience:</p> <p>Good Morning Walden Assemblies: These assemblies will recognize students for their academic achievements, personal growth, and social-emotional skills.</p> <p>Art Teacher for TK-5th Grade: We will have an art teacher dedicated to our transitional kindergarten through 5th-grade classrooms, ensuring students have access to creative and artistic learning opportunities.</p> <p>School Assemblies and Talent Shows: Regular assemblies and an annual talent show will provide students with platforms to showcase their talents and achievements.</p> <p>Participation in Local Events: Students will have the opportunity to participate in local events such as the Lamb Derby Parade, fostering community involvement and pride.</p> <p>Field Trips: Organized field trips will expose students to new experiences and hands-on learning outside the classroom.</p> <p>These initiatives aim to create a dynamic and stimulating educational environment that encourages consistent attendance and engagement among all students.</p>			other actions within this goal are being met.			
3.2	<p><b>Parent support and engagement</b> We will implement several initiatives to engage new families and support them in their children's education. Each new family will participate in an orientation session emphasizing the importance of regular attendance and ways to get involved in school activities. Additionally, during Back to School Night, we will educate parents on how to effectively support their children in academics,</p>	No	Ongoing Implementation	All actions including Parent Universities have been implemented, yet, since our PTC has supported funding for many of these		\$1,500.00	\$250.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>attendance, school preparedness, and socio-emotional development. Throughout the year, we will host three parent education nights to teach parents strategies and tools to support their child's learning at home, enhance their social-emotional health, and provide tips for test-taking.</p> <p>To ensure ongoing communication, we will send out a weekly newsletter titled "River Hawk Talk" to parents, providing updates, information on upcoming events, ways to support their students, and school highlights. Following the Good Morning Walden assemblies, we will set aside time to meet with parents to discuss various topics pertinent to child-rearing, education, and social issues affecting schools. These initiatives aim to create a supportive and informed parent community, fostering a collaborative environment that enhances student success.</p>			items, we have not expended many funds.			
3.3	<p><b>Student support and Behavioral Intervention</b> Because we are in the red with our socioeconomically disadvantaged and white student population for suspension rate we have shifted one of our two academic interventionists to "behavior intervention" and provided a space connected to our Dean of Students office where she can provide a "calm down area" for students, support social and emotional growth using Responsive Classroom and Toolbox strategies, create and oversee behavioral plans, gather and collect data to better inform our classroom management strategies, and implement restorative practices to provide more of an individualized educational approach for student behavior.</p>	Yes	Partially Implemented	We have a behavioral intervention assistant on campus 3 times a week.		\$26,000.00	\$9,000.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.5	<p><b>Responsive Classroom and CARES</b> Each morning, every classroom will participate in Morning Meeting. This activity provides a time for each student to see their connectedness within the classroom and their importance as a member of the class. This is especially important for students with high absenteeism and behavior challenges. In addition, Morning Meeting supports language and vocabulary acquisition for English learners and low-income students. We will allocate time in every classroom for classroom rule creation at the beginning of the school year. Teaching and aide staff will teach each and every behavior during the first 6 weeks of school, and the Continental Congress will meet with representatives from every classroom to create school rules. Once school rules have been created, they will be shared with students and parents.</p> <p>CARES Program: (Cooperation, Assertion, Respect &amp; Responsibility, Empathy, and Self-control). Allocate time each month for classroom teachers to teach the character trait for the month and share information with parents in the weekly newsletter. Students exhibiting CARES traits will be acknowledged with CARES Cash that can be redeemed at the CARES Store. This high motivational support is especially helpful with students from low-socioeconomic homes and foster youth.</p>	No	Ongoing Implementation	All actions have been implemented and are ongoing. Several classrooms can more consistently provide weekly newsletters.		\$2,000.00	\$800.00
3.6	<b>Bilingual parent support</b>	Yes	Ongoing Implementation			\$28,000.00	\$14,000.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Provide bilingual office staff to assist families that speak Spanish and are not fluent in English.						
3.7	<b>Dean of students and Behavioral Data Tracking</b> Maintain the Dean of Students to support positive students behavior. Within this role, the Dean of Students will also support the behavioral interventionist and review schoolwide data on behavior to drive professional development for teachers in classroom management.	No	Ongoing Implementation	Walden has a dean of students currently carrying out the mentioned actions.		\$79,000.00	\$32,000.00
3.8	<b>Bilingual attendance clerk</b> Because our school is in the red for chronic absenteeism with our socioeconomically disadvantaged and white students and our students with disabilities, we have employed a bilingual attendance clerk to track absenteeism and trancies plus support students with attendance barriers and challenges.	Yes	Ongoing Implementation	Walden has a bilingual attendance clerk monitoring attendance.		\$12,400.00	\$7,000.00

# Goal 4

<b>Goal Description</b>

## Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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# Goal 5

<b>Goal Description</b>

## Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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## Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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# Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds		
LCFF Supplemental/Concentration Grants		