The instructions for completing the Learning Continuity and Attendance Plan is available at https://www.cde.ca.gov/re/lc/documents/lrngrntntyatndncpln-instructions.docx.

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walden AcademyCharter School</td>
<td>Suzanne Tefs Director</td>
<td><a href="mailto:leadershipteam@waldenacademy.org">leadershipteam@waldenacademy.org</a> (530) 361-6480</td>
</tr>
</tbody>
</table>

**General Information**

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Walden Academy is a TK-8th grade charter school in rural Northern California with 193 enrolled students. Community employers are primarily in the farm and service industry. We have 10 classroom teachers, an intervention teacher, education specialist, and part-time school based counselor, speech therapist and school psychologist. Walden believes that a low adult to student ratio is crucial to student academic achievement, so each classroom has an aide to assist in small group and whole class learning. In order to ensure all kindergarten and 1st grade students receive the strongest foundational education, each of those grades have been divided into 2, so class sizes are approximately 15 students.

March 16, 2020, was the last day Walden Academy had in-person instruction. The staff immediately got to work and distributed school work to students via Google Classroom and paper work packets to ensure all our students continued learning during the closure. Each student that needed one, was provided a device to access Google Classroom, online learning programs and texts, as well as online meetings.

We immediately started online Homework Clubs where students met with an aide to assist in school work completion, tutoring, and social-emotional check in. Each teacher continued our commitment to Responsive Classroom by holding Morning Meetings online. Morning Meetings are an opportunity to keep kids connected with their peers and the adults on campus.

Our part-time school based counselor kept up communication with students on the caseload and their families. The school psychologist met with students online or on the phone to assist in providing emotional support to students and parents. The education specialist continued our program, Check in-Check out, with students that struggle to get their class work completed. Check ins continued online or on the phone.

Lunches were provided by the local school district to all students in the county. We distributed handouts instructing families where and when food was available via our online parent communication platform, Parent Square, on Facebook, and posted here on campus.
**Stakeholder Engagement**

[A description of the efforts made to solicit stakeholder feedback.]

Walden Academy began soliciting stakeholder input before the end of the 2019-20 school year. We began with a needs assessment and reflection tool of the teaching staff. It asked them to reflect on the current year distance learning and next year’s distance learning, if we went back into distance learning at any other time in the coming year. We gathered data on the type of interaction, live or asynchronous interaction, the number of interactions on a weekly basis, the degree of parent technical support needed, what was most successful, least successful, trainings needed, and what is necessary to include or add in for the future.

In May of 2020, we asked parents to complete a survey to obtain parent feedback regarding what did and did not work well for their family’s distance learning. We sought recommendations for future distance learning and asked about preferences regarding the start of the next school year. At that time, 53% stated they were comfortable with returning to a traditional school day.

In July, we asked parents to complete another COVID-19 School Survey 2020-21. Due to changing numbers of COVID-19 and the climbing local numbers, we asked parents to weigh in again about their preference for returning to school. 47% of parents felt comfortable sending their child to a traditional school day, 27% preferred a blended model and the remainder wanted Distance Learning.

After Governor Newsom’s announcement that all schools on the watch list were to begin the school year through distance learning, we had a whole new set of input we needed from parents. We asked families more detailed information about computer device access, internet availability, child care needs, days students have adult support available, etc.

In addition, the board held 4 board meetings, open to the public and accessible through Zoom. At this time, parents could share comments and concerns about reopening school. Those dates include March 23, 2020, April 27, 2020, June 22, 2020 and August 3, 2020.

Employee stakeholder meetings were held on June 10th to debrief regarding the school year and stakeholder surveys completed by this date.

Employee stakeholder meetings were held on June 24 and July 13th to begin preparing for both distance learning and in-person learning.

On July 20th, employee stakeholders met to pivot from planning for in-person instruction to distance learning after Gov. Newsom’s announcement about distance learning in counties on the watch list.

On July 27th, employee stakeholders met to finalize the outline of the distance learning structure.

On August 21st, we asked stakeholders if they were in favor of Walden submitting a waiver to reopen school. 75% of parents supported submitting a waiver.
On August 24th, we surveyed the school staff for their thoughts about filing a waiver. The numbers were nearly the same as the parents.

From the onset of Distance Learning in March, all Board of Directors meeting were held online. Parents and community members had access available via Zoom.

In August, parents indicated the amount of devices their home would need, 93% indicated they had sufficient bandwidth for 1 child to participate in Distance Learning and 88% had sufficient bandwidth for more than 1 child. 35% indicated they had children that could access online instruction independently and parents or caregivers were available mornings and afternoons to assist their child. 90% of parents chose Distance Learning over Independent Study.

When parents were consulted about applying for a waiver, 74% supported it. When the employees were consulted about applying for the waiver, 82% of staff members were in favor of a waiver, but only 70% were comfortable working in-person even with strict health and safety guidelines.

The Walden Academy Board of Directors provided guidance for Distance Learning, Independent Study, and In-Person instruction.

The requests by all stakeholders were considered in establishing parameters for Distance Learning and Independent Study in the area of time, devices, curriculum, and internet access. When planning to resume in-person learning, requests for social distancing, hand washing and hand sanitizing influenced the plans. Cohorts are planned with parent availability and child care in mind. We created an Independent Study program for families that Distance Learning wouldn't work for.
**Continuity of Learning**

### In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

Due to the number of COVID cases in Glenn County, all schools in the county must begin the 2020-21 school year through Distance Learning.

Walden Academy will return to in-person instruction when the CDPH gives schools in Glenn County the go ahead to return to in-person learning or when the waiver we applied for is approved. Depending upon the parameters set forth by the CDPH, we may return to "normal" in-person school with modifications for hygiene and social distancing, or a form of blended learning where students are on campus part-time and participate in Distance Learning the other part of the day. At this time, our current plan will bring back small cohorts of students in morning and afternoon groupings 4 days a week. Our largest class of students is 24, so our cohorts will not exceed 12 children. We anticipate the number of students on independent study will increase when we return, so each cohort will actually be much smaller. During the time students are not on campus, they will continue their learning at home asynchronously. They may view instructional videos, complete skill practice, and participate in physical activity.

The educational focus during the time students are in the classroom will be on ELA and mathematics. At this time, our ELA curriculum is Benchmark Advanced. They have created a bridge pack of lessons that focus on what students missed at the end of the 2019-20 school year. Teachers are spending the beginning of the school year teaching from this curriculum to fill in the gaps resulting from crisis teaching at the end of last year. The ability to focus solely on those gaps at this time will find our students in less need of remediation.

We offer tutoring, Homework Club, interventions, and other supports as needed to all students.

When allowed to return to either full time school or another model that incorporates in-person and Distance Learning, students may need another round of assessments to gauge their achievement level. This will take place in-person and/or through computer assessments, and assessments through other means. Students will be appropriately grouped for small group scaffold instruction. In addition, some will be placed with members from the intervention team.

English Learners will continue to receive direct and embedded language instruction on campus and online if needed, targeted to their level of English competency. These students may participate in Homework Club or tutoring, if needed.

Students receiving special education services will continue to do so on site and online if necessary, through either the speech provider or education specialist and aide. These students may participate in Homework Clubs or tutoring, if needed.

At this time, Walden Academy does not have any homeless or foster youth, but we have in past years. When present, these students will receive additional support from the classroom teacher, and anyone else on campus in the area of academic support, social-emotional...
support, and meals. The Homeless Liaison will assist the student/family to access support through Glenn County Office of Education and/or other resources in the community.

### Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional handwashing stations will be installed around campus for increased handwashing opportunities for students and staff.</td>
<td>3,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Sanitization stations installed around campus for increased opportunities for staff and students to sanitize hands.</td>
<td>1,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Benchmark Advance Distance Learning packs purchased for grades 1-6 to bridge the learning loss from crisis teaching at the end of the 2019-20 school year.</td>
<td>1,500</td>
<td>Yes</td>
</tr>
<tr>
<td>Additional staff hired for increased tutoring sessions and Homework Club opportunities</td>
<td>10,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Additional disinfecting supplies purchased for increased cleaning and cleaning between cohorts inside the classroom, office, restrooms, and outside.</td>
<td>2,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Additional staff hired for increased cleaning frequency.</td>
<td>15,000</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA’s plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

All schools in Glenn County were required to begin the year through Distance Learning. To prepare in August, teachers met in grade-range pods to identify the most important ELA and mathematics standards to focus on when school began for the 2020-21 school year. In anticipation of learning loss from 2019-20 crisis teaching, we purchased the Benchmark Advance Distance Learning pack. This pack covers the most important information students may have missed when we left for distance learning.

Upon starting the school year, students were immediately assessed for an up to date snapshot of student achievement and needs. From this data, we created small groupings for online differentiated instruction. We have planned additional online small intervention groups that begin next week.

The Distance Learning program was created to meet the requirements of the state, the needs of our students and as outlined in SB98. SB 98 requires all students have daily live interaction with a certificated instructor and their peers. Academic instruction can be delivered synchronously (live) and asynchronously (video). This is achieved in a variety of ways at Walden. It begins each morning in every classroom with a live Morning Meeting. There is a greeting, students and teacher share, they participate in an activity, and they close with a message. Woven into Morning Meetings are a variety of social-emotional learning components and preparation for the academic day. From there, students meet with their teachers and peers in either small group or whole class instruction. Additional ways to participate include watching instructional videos, completing work online or on paper, & logging onto online curriculum platforms such as I-Ready and IXL. Teachers utilize a variety of curriculum sources to teach all subjects. We have purchased some curriculum that is more distance learning friendly for ease of access.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

All students in need of a device to access online learning are provided one. We have hotspots available for families experiencing challenges with connectivity. Walden staff is available for technology coaching and support every school day. In addition, we have created a robust library of instructional videos for parents and students to support them with curriculum, technology, and social-emotional support.
Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Students must participate in live instruction daily with peers. Roll is taken in Morning Meeting each day and logged onto the school's SIS. Instructional assistants attend Morning Meeting and call students that are not present and to assist with technical glitches. This support has been key to having excellent attendance rates so far. If a student misses 3 live sessions, contact will be made by the classroom teacher and the attendance team to determine the barriers for participation and create a plan to ensure the student is present for live instruction.

In addition to attendance at Morning meeting, there is an exact number of minutes each child must be engaged in meaningful learning each day, established by the state that varies by grade. Students in kindergarten must participate for 180 minutes daily, grades 1-3 participate for 230 daily minutes and students in grades 4 and above are required to participate for 240 minutes.

When teachers are planning student instruction, practice, and assessment, they assign a time value to each task. Teachers track the amount of time students will be engaged in synchronous and asynchronous instruction, work completion online and independently, as well as assessments. As students participate and complete work, the teacher logs this information and determines the extent to which they receive credit for the required minutes for each day.

Student progress will be measured by assessments such as I-Ready, curriculum assessments, and completion of assignments. Student participation and attendance will be tracked by the classroom teacher and attendance will be tracked in Power School.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Teachers began participating in professional development as soon as crisis teaching began in March 2020. They have attended virtual training on curriculum, technology, teaching strategies to meet the needs of their students, and socio-emotional health. The county office of education and other local offices of education provided a wide breadth of training opportunities. The Walden Academy staff shares strategies for distance learning as well as coaching and training each other in curriculum and technology. The classified staff members participated in online training in curriculum and technology to further support the success of each student and they teaching staff.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Each staff member’s role and responsibility has changed to some extent to meet the needs of the students and the staff when we began Distance Learning. All staff members had to adhere to new and rigorous safety guidelines when on campus. Teachers had the option to work from home or on campus in their classroom. The work week was modified so there would be fewer staff members on campus at one time, reducing the risk of person to person interaction. Aide staff worked on campus on a rotating schedule supporting students online.
and/or working at jobs outside their job description in order to keep current with campus needs. Aides and other classified staff took work to complete at home or did tutoring/Homework Club online. Over the summer the staff closed up the campus and participated in numerous facilities projects. For Distance Learning at the onset of the 2020-21 school year, teachers are asked to work from school 2 days a week and most aide staff are here prepping work for teachers and supporting families in technology, tutoring and Homework Club.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

We have a number of at-risk students at Walden. Some of these students are supported through the Check in-Check out system which we continued throughout the 2019-20 school year. These students received support by certificated and classified employees through Zoom meetings, phone contact and internet. The goal was to keep them engaged and to provide whatever social-emotional and academic support possible to achieve mastery of grade level standards. This program will be used again this year if necessary.

Students on IEPs or with 504 Plans received services, accommodations/modifications as necessary to achieve their personalized learning goals and academic success.

To support mastery of grade level standards, English learners receive direct and embedded language learning supports. They are assessed each year to gauge English language proficiency.

At this time, we do not have any students experiencing homelessness or in foster care. If we do, we will provide them with academic support, social-emotional support, support with school supplies, breakfast and lunch and guide them and their families towards other necessary support available in the community.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chromebook devices purchased so each student has a device when needed.</td>
<td>8,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Laptops purchased so aide staff can connect with students during Morning Meeting, interventions, tutoring, interventions and socio-emotional check in.</td>
<td>9,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Hire an Independent Study teacher</td>
<td>15,000</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Walden Academy students will participate in I-Ready testing in ELA and mathematics three times a year to measure academic growth and learning loss during the COVID 19 pandemic. Additional testing tools will be used as needed. These assessment results were used and will be used to inform teacher planning and developing small groups for targeted support, grade level support, and support of students achieving above grade level. The data from these assessments will be analyzed by the classroom teacher and then with the intervention team. School-wide data will be analyzed by the teaching staff during collaboration.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Distance Learning at the end of the 2019-20 school year may have adversely affected some of our student population. Although we have a lot of room still to improve, our I-Ready data from August 2020, shows the steps taken to mitigate learning loss last year were more than helpful. The teaching staff was very focused on what they were teaching and how they were presenting the material for maximum accessibility. Students received one on one tutoring and homework help support from our teaching and aide staff.

This year, we are continuing a focused approach to distance learning to maximize the time we have with students. The core skills of reading, writing, and mathematics will receive the most attention. We are still offering a robust education in all subject areas, but special attention is being paid to the core subjects. We are implementing small group and one on one homework and tutoring support in late September.

The special education team meets weekly to discuss student needs and the most effective ways to meet those needs. The team provides support above and beyond what services are called for in the IEP. The education specialist, speech provider, and school psychologist work in tandem with the general education teacher to make sure that all appropriate accommodations, modifications and supports are provided during Distance Learning.
At this time, Walden Academy does not have any homeless or foster youth. If we do, we will provide them with academic support, social-emotional support, support with school supplies, breakfast and lunch and guide them and their families towards other necessary support available in the community.

Effectiveness of Implemented Pupil Learning Loss Strategies

The effectiveness of the learning loss strategies are measurable through I-Ready diagnostic assessments given 3 times a year, the data from small group and one on one intervention, and the evaluation of student participation and engagement. The data is reviewed each week at the intervention team collaboration and teacher collaboration.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

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<tr>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
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</thead>
<tbody>
<tr>
<td>Additional aide support for online tutoring and Homework Club</td>
<td>3,000</td>
<td>Yes</td>
</tr>
<tr>
<td>Additional teacher support for online tutoring</td>
<td>10,000</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Mental Health and Social and Emotional Well-Being

COVID-19 has definitely caused staff, students and families additional stress in the form of parental job loss, lack of interaction with peers, isolation, and fear of contracting the virus. During this time, it is more important than ever to provide students with increased tools to lower their stress level during Distance Learning or when students are on campus again. At Walden Academy, we utilize a number of trauma-informed and research based practices in and out of the classroom. We begin the year creating a community through Morning Meeting. We follow the Responsive Classroom model which provides our students a safe and predictable environment to grow and connect with their teacher(s) and peers. It also provides the opportunity for the teacher to set the tone for engaged learning, to model social and emotional skills and to merge social, emotional, and academic learning. Creating a community of learners also fulfills students' needs to belong and
feel significant. In addition to Morning Meeting and the Responsive Classroom approach, the staff uses the Mind Up curriculum. Mind Up teaches the skills and knowledge children (and adults) need to regulate their stress and emotions, form positive relationships, and act with kindness and compassion. We review and learn new strategies to support students at weekly collaboration with all staff virtually. Mind Up has a parent component that we have and will share with families. Students that appear to need additional mental health or social-emotional support may receive it from Walden Academy staff or referred to our school based counselor, the school psychologist, or the local mental health services supplied by Glenn County Mental Health. Families that need support will be guided to mental health services in the community.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Part of what sets Walden Academy apart is open communication with our families and staff. To reach our families and staff, we utilize communication through our social media platform Parent Square, email, and an automated phone service. We have a Facebook account that helps us reach our parents and a wider demographic as does our webpage.

Supporting consistent student engagement in Distance Learning and Independent Study, Walden Academy begins with establishing relationships with our families and students. Its more challenging to do during mandated Distance Learning, but we are doing our best. The relationship with our families is the most important first step and allows us to support families before we have to utilize other means. When other means are called for, Walden Academy will follow the CDE recommended tiered strategy model. This three tier system will be used by teaching and support staff as well as the Attendance Team.

Tier 1: Prevention:
A. Aide staff attend Morning Meetings when attendance is taken. If students are missing or if they get bumped off the Zoom session, the aide contacts the parent to see why the student is not attending and to assist with technology issues.
B. The next preventative measure is the Homework Club. Students have a designated time with an adult from school to meet virtually to support work completion.
C. If the above methods have proved unsuccessful, the school staff will contact the student and family through phone calls, Parent Square, or any other methods preferred by the family. If necessary, virtual meetings can be arranged with the teacher and school director in attendance

Tier 2:
After 3 days of no contact (with parents or students) and/or no work turned in by the student, administration will contact the family in order to perform a well-being inquiry. During the phone call, the director will attempt to determine what barriers are keeping the child from attending
school and completing assignments. Once barriers are established, a plan of action will be created with the parent. The phone call will be followed up by a 1st Attendance Letter that contains the action plan.

Tier 3: After 6 days of inactivity and/or no communication, administration will notify the family via certified letter containing Attendance Letter #2.

Tier 4: After 2 weeks of inactivity and/or no communication, administration will refer the family to the School Attendance Review Board.

School Nutrition

[description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

All Walden Academy students and any other children under the age of 18 are eligible to receive free breakfast and lunch. We contract with Plaza Elementary School to provide meals. We distribute them twice weekly.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

<table>
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<tr>
<th>Section</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]</td>
<td>[A description of what the action is; may include a description of how the action contributes to increasing or improving services]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.88%</td>
<td>$151,226</td>
</tr>
</tbody>
</table>

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

The following services were chosen and designed to support our foster youth, English learners, and low-income students. In addition, they benefit all Walden Academy students in the following manner:

Me Time
Me Time developed through our implementation of MTSS, Multi-Tiered System of Support, which is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success. Walden Academy’s participation in the SUMS Initiative enabled us to begin an intervention time for the entire school population that we call Me Time. All students participate in a dedicated intervention period based upon assessment data and intentionally designed for the benefit of all Walden students. Students that need targeted intervention, receive the intervention with other students that share a common need. Students on target, meet with instructors that further strengthen their current ability, and those above grade level, are provided time to extend and enhance their learning. We have seen promising results across the board in terms of engagement and academic improvement. We look forward to another successful year implementing this in this challenging environment due to COVID-19.

Mind Up
Mind Up was introduced to Walden Academy staff and students 3 years ago due to a large number of our students experiencing trauma. Mind Up is designed to foster children’s well-being through educational programs based in neuroscience and mindful practice. It teaches students the skills and knowledge they need to regulate their stress and emotion, form positive relationships, and act with kindness and compassion. Our staff and students love Mind Up and students report how it has improved their ability to problem solve with peers, how to
focus better in the classroom, and how to handle stressful events like testing. This program is easy to teach in the classroom and through distance learning. We plan to continue increasing our children’s ability to utilize the strategies and apply them to their ever changing world at this time.

Parent Square
To assist in maintaining strong relationships on an easy to manage platform, Walden Academy adopted Parent Square as our primary way to connect with our parent population. Parent Square has the ability to unify all our school communication tools into one secure, unified format. Parents and staff can communicate through private messaging, staff can message parents of an entire classrooms, administration can send out timely and important announcements and educational literature, parents can stay current regarding student success, and day to day functions like attendance and school lunches are organized on this platform. In addition, there is a bilingual function which is helpful for communication between school and non-English speaking families.

Bilingual Staff
Walden Academy has a small number of non-English speaking families, but we believe the only way to connect with the families and support the students is with bilingual staff. We have a bilingual receptionist that translates for parents, students and staff when needed. We have a bilingual classroom aide and a bilingual classroom teacher. We are able to provide wrap around services for our students and families through these staff members.

Walden Academy has an unduplicated percentage of 43%. The services outlined are created with a lens on our English learners, low-income and foster youth. Considering our school population, the services outlined are needed by all our students.

During Me Time, we are strategically placing our English learners with one of the bilingual aides to further support those students’ accessibility of the material taught. We recognize the needs of these students and hope this additional support increases their academic achievement as well as moving them closer to reclassification.

Students experiencing homelessness will be supported in a variety of ways on the campus. They will have access to our part-time school based counselor if needed, receive breakfast and lunch each day, participate in Mind Up lessons and practice, plus get academic needs met in Me Time and Homework Club after school. Our school psychologist will check in with the family and the school director will check in regularly with the student and family to assist with any community needs they may have.