

Walden Academy

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Walden Academy
Street	1149 W. Wood Street
City, State, Zip	Willows, CA 95988
Phone Number	(530) 361-6480
Principal	Suzanne Tefs/Kathy Zabell
E-mail Address	leadershipteam@waldenacademy.org
Web Site	www.waldenacademy.org
Grades Served	K-8
CDS Code	11101160124909

District Contact Information	
District Name	Glenn County Office of Education - Walden Academy
Phone Number	(530) 934-6575
Superintendent	Tracey Quarne
E-mail Address	traceyquarne@glenncoe.org
Web Site	www.glenncoe.org

School Description and Mission Statement (Most Recent Year)

Walden Academy is a public charter school serving grades Transitional Kindergarten through 8th grade, located in Willows, CA.

Our vision: To create a confident community passionate about lifelong learning.

Mission Statement:

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

Core Values

We value:

1. Joy of learning
2. Critical Thinking
3. Personal and academic confidence
4. Service to others
5. Lifelong learning
6. Self-awareness
7. Discovery of a personal passion and interests
8. Science-based learning
9. Active and innovative learning
10. Low adult to student ratio
11. Safety
12. Balanced and rigorous curriculum
13. Emphasis on academic, social, physical, and emotional learning
14. School wide and community partnership

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	26
Grade 1	20
Grade 2	22
Grade 3	26
Grade 4	25
Grade 5	20
Grade 6	12
Grade 7	9
Grade 8	4
Total Enrollment	164

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	2.4
Asian	0.6
Hispanic or Latino	27.4
White	64.6
Two or More Races	1.2
Socioeconomically Disadvantaged	20.1
English Learners	6.7
Students with Disabilities	4.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	9	7	8	
Without Full Credential	0	1	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	1	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	75.0	25.0
All Schools in District	87.1	12.9
High-Poverty Schools in District	87.8	12.2
Low-Poverty Schools in District	75.0	25.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: January, 2016

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	CA Treasures McGraw-Hill Adopted 2010 Literature studies	Yes	0
Mathematics	Everyday Mathematics Everyday Learning Corp - Adopted 2012 College Preparatory Mathematics-Adopted 2013	Yes	0
Science	Full Option Science System - Adopted 2013	Yes	0
History-Social Science	Reflections - Adopted 2006 History Alive from TCI-Pilot 2015-16	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Walden Academy is located on premises rented from St. Monica's Catholic Church. School premises are monitored by staff and repairs are handled by Walden Academy and its lessor. In 2014, the school increased in size by bringing in 8 portable buildings and a new playground. At that time, existing classrooms received new paint, carpeting and HVAC systems. The school completed an analysis of its facilities using the Facilities Inspection Tool from the Office of Public School Construction and Walden is in good condition.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 12/17/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			Front student bathrooms have fresh paint
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		CR 2: Window locks not working CR 3: Window locks not working CR 4: Window locks not working CR 5: Window locks not working Room 1 Office: Window locks not working

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 12/17/2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	33	33	44
Mathematics	30	15	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	24	24	100.0	29	29	17	25
	4	25	25	100.0	52	20	16	12
	5	19	18	94.7	33	39	17	11
	6	11	11	100.0	45	18	27	9
	7	7	7	100.0	--	--	--	--
	8	5	4	80.0	--	--	--	--
Male	3		12	50.0	25	25	17	33
	4		9	36.0	--	--	--	--
	5		7	36.8	--	--	--	--
	6		2	18.2	--	--	--	--
	7		2	28.6	--	--	--	--
	8		3	60.0	--	--	--	--
Female	3		12	50.0	33	33	17	17
	4		16	64.0	44	13	25	19
	5		11	57.9	27	45	18	9
	6		9	81.8	--	--	--	--
	7		5	71.4	--	--	--	--
	8		1	20.0	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
American Indian or Alaska Native	4		1	4.0	--	--	--	--
	5		1	5.3	--	--	--	--
	8		1	20.0	--	--	--	--
Asian	3		1	4.2	--	--	--	--
Hispanic or Latino	3		3	12.5	--	--	--	--
	4		7	28.0	--	--	--	--
	5		5	26.3	--	--	--	--
	6		1	9.1	--	--	--	--
	7		3	42.9	--	--	--	--
	8		1	20.0	--	--	--	--
White	3		20	83.3	30	25	15	30
	4		15	60.0	33	20	27	20
	5		11	57.9	27	45	9	18
	6		7	63.6	--	--	--	--
	7		2	28.6	--	--	--	--
	8		0	0.0	--	--	--	--
Two or More Races	8		1	20.0	--	--	--	--
Socioeconomically Disadvantaged	3		6	25.0	--	--	--	--
	4		6	24.0	--	--	--	--
	5		7	36.8	--	--	--	--
	6		4	36.4	--	--	--	--
	7		2	28.6	--	--	--	--
	8		3	60.0	--	--	--	--
Students with Disabilities	4		2	8.0	--	--	--	--
	5		1	5.3	--	--	--	--
	6		1	9.1	--	--	--	--
	8		1	20.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	24	24	100.0	25	25	25	25
	4	25	25	100.0	36	32	16	16
	5	19	18	94.7	56	33	6	6
	6	11	11	100.0	55	18	9	18
	7	7	7	100.0	--	--	--	--
	8	5	4	80.0	--	--	--	--
Male	3		12	50.0	17	17	33	33
	4		9	36.0	--	--	--	--
	5		7	36.8	--	--	--	--
	6		2	18.2	--	--	--	--
	7		2	28.6	--	--	--	--
	8		3	60.0	--	--	--	--
Female	3		12	50.0	33	33	17	17
	4		16	64.0	38	25	19	19
	5		11	57.9	64	36	0	0
	6		9	81.8	--	--	--	--
	7		5	71.4	--	--	--	--
	8		1	20.0	--	--	--	--
American Indian or Alaska Native	4		1	4.0	--	--	--	--
	5		1	5.3	--	--	--	--
	8		1	20.0	--	--	--	--
Asian	3		1	4.2	--	--	--	--
Hispanic or Latino	3		3	12.5	--	--	--	--
	4		7	28.0	--	--	--	--
	5		5	26.3	--	--	--	--
	6		1	9.1	--	--	--	--
	7		3	42.9	--	--	--	--
	8		1	20.0	--	--	--	--
White	3		20	83.3	25	20	25	30
	4		15	60.0	13	33	27	27
	5		11	57.9	55	27	9	9
	6		7	63.6	--	--	--	--
	7		2	28.6	--	--	--	--
	8		0	0.0	--	--	--	--
Two or More Races	8		1	20.0	--	--	--	--
Socioeconomically Disadvantaged	3		6	25.0	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		6	24.0	--	--	--	--
	5		7	36.8	--	--	--	--
	6		4	36.4	--	--	--	--
	7		2	28.6	--	--	--	--
	8		3	60.0	--	--	--	--
Students with Disabilities	4		2	8.0	--	--	--	--
	5		1	5.3	--	--	--	--
	6		1	9.1	--	--	--	--
	8		1	20.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	92	46	27	0	--	52	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	52
All Students at the School	27
Male	--
Female	27
American Indian or Alaska Native	--
Hispanic or Latino	--
White	27
Socioeconomically Disadvantaged	--
Students with Disabilities	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.10	36.80	10.50

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Parent involvement is welcome at Walden Academy. Parents are expected to contribute 40 hours per year to the school; each additional child is another 20 hours.

Our parent volunteers do everything from basic maintenance tasks, working in classrooms, to serving as recess supervisors. Parents can volunteer on campus during the school day, on weekends, or take work home to complete. Walden parents are eligible to serve on the school board and Parents & Teachers of Glenn County Charters (parent fundraising group) board. we believe parent volunteers are a key part of our school success.

To learn more about volunteering, please call or visit the school office, contact your child's teacher or the school directors, and check Parent Square.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	3.82	9.09	1.69	2.02	4.88	0.77	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

It is the policy of Walden Academy to strive for the highest safety standards, to provide a safe workplace for all employees, and a safe school for all students. Walden Academy adheres to an Emergency Preparedness Plan drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall.

Walden Academy staff has been trained in emergency procedures in accordance with state regulations. The school cooperates with local agencies to provide safety instruction for students to prepare them for emergencies at school and home. Walden's emergency plan is reviewed and updated annually.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	No	Yes
Met Participation Rate: English-Language Arts	Yes	No	Yes
Met Participation Rate: Mathematics	Yes	No	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement	Not in PI	
Year in Program Improvement*	Not in PI	
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25		2		29		1		26		1	
1					21		1		18	1		
2	23		1		26		1		22		1	
3	21		7		27		1		26		1	
4					22		1		25		1	
5	25		1						18	1		
6	1	8			25		1		12	1		
Other									11	1		

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.2	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist	1.0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	6,903		6,903	54,268
District	N/A	N/A		
Percent Difference: School Site and District	N/A	N/A		
State	N/A	N/A	6,903	
Percent Difference: School Site and State	N/A	N/A	0.0	

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

Walden Academy strives to provide students the best possible education available by keeping our student to adult ratio low. We have aides in nearly every classroom at various times of the day. Students receive interventions as needed in Mathematics and Language Arts. We offered middle school electives in journalism, photography, art, and Spanish. All students could participate in different choirs and lunch clubs and cross country track.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	40,402.	39,948
Mid-Range Teacher Salary	54,838	57,401
Highest Teacher Salary	75,253	73,183
Average Principal Salary (Elementary)		94,578
Average Principal Salary (Middle)		97,400
Average Principal Salary (High)		
Superintendent Salary		112,657
Percent of Budget for Teacher Salaries	%	%35
Percent of Budget for Administrative Salaries	%	%7

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Walden Academy provides teachers nearly a full week before school begins for classroom preparation, team meetings and professional development. During that time, staff participates in training in Responsive Classroom, our socio-emotional-academic approach to learning. In addition to training before the school year begins, continual training is provided by the school's Leadership Team in all areas of Responsive Classroom during collaboration time. Since science is a major area of academic focus, teachers receive Full Option Science System (FOSS) professional development each year before the school year begins and some teachers elect to attend FOSS trainings off campus too. We receive training each year on mandated reporting through Glenn County. During collaboration time before the year begins and throughout the school year, we continue to train on i-Ready and Illuminate programs. We began a whole school guided reading hour each morning so continued training on Developmental Reading Assessment (DRA), guided reading, and the curriculum Treasures is ongoing so we can best meet the needs of every student. Teachers continue training when available for Every Day Math and College Preparatory Math (CPM). To help teachers better understand and teach all standards, teachers and staff participate in C2tC (Common to the Core) for Common Core State Standards training through the Glenn County Office of Education (GCOE). In addition, GCOE provides trainings throughout the year that teachers may participate in. Teachers and board members have attended the Charter School Association Conference. During the summer, teachers participate in trainings of their choice.

The classroom support staff receives training as well in Responsive Classroom and in other academic areas before the school year begins and at our twice monthly collaboration.

New teaching staff participate in the BTSA program.