

Executive Summary School Accountability Report Card, 2011–12

Address: 408 Pacific Ave. Willows, CA 95988
Principal: Mele Benz

Phone: (530) 361-6480
Grade Span: K-6

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011–12 school year. School finances and school completion data are reported for the 2010–11 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2012–13 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Walden Academy is a K-6 charter school located in Willows, CA.

The mission of Walden Academy is to provide a learning environment that extends beyond the classroom and textbooks and stimulates and nurtures a students' desire to learn. Students are exposed to a learning environment that helps them gain the knowledge, skills, perspectives and practices to be responsible citizens. Natural Resources Education provides an avenue for this development that can engage the students far beyond the classroom.

Walden Academy offers a curriculum that:

- Meets and exceeds state standards through a standards-based curriculum that uses natural resource-based education as integrating context for learning.
- Allows students to actively participate in learning projects as a way of applying their knowledge.
- Uniquely uses its surroundings to make its education program relevant, team-focused, and community-oriented.

Student Enrollment

Group	Enrollment
Number of students	115
Black or African American	--
American Indian or Alaska Native	5%
Asian	1%
Filipino	--
Hispanic or Latino	16%
Native Hawaiian or Pacific Islander	--
White	78%
Two or More Races	--
Socioeconomically Disadvantaged	5%
English Learners	5%
Students with Disabilities	--

Teachers

Indicator	Teachers
Teachers with full credential	5
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR ¹ Program Results
English-Language Arts	57.6%
Mathematics	56.1%
Science	--
History-Social Science	--

Academic Progress²

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	801
Statewide Rank (from 2011 Base API Report)	N/A
Met All 2012 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 3 of 5
2012–13 Program Improvement Status (PI Year)	N/A

School Facilities

Summary of Most Recent Site Inspection

To determine the condition of Walden Academy's facilities, an inspection was completed using the Facilities Inspection Tool (FIT). The FIT is produced by the Office of Public School Construction. The most recent inspection was conducted in January, 2013.

Repairs Needed

- Front door of building on Pacific Avenue
- Remove debris from west side of main campus
- Replace missing floor tiles in Room 5

Corrective Actions Taken or Planned

The school has made arrangements for parent volunteers to make the needed repairs before the end of the 2012-2013 school year.

¹ Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

² The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,928.11
District	\$
State	\$

California Department of Education
School Accountability Report Card
Reported Using Data from the 2011–12 School Year
Published During 2012–13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- 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 additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

Throughout this document the letters DPL means Data provided by the LEA, and the letters DPC means Data provided by the CDE.

II. About This School

District Contact Information (School Year 2012–13)

Name	Mele Benz
Phone Number	(530) 361-6480
Web Site	www.waldenacademy.org
Superintendent	Mele Benz
E-mail Address	mbenz@waldenacademy.org
CDS Code	11 10116 0124909

School Contact Information (School Year 2012–13)

Name	Walden Academy
Street	408 Pacific Ave.
City, State, Zip	Willows, CA 95988
Phone Number	(530) 261-6480
Principal	Mele Benz
E-mail Address	mbenz@waldenacademy.org

School Description and Mission Statement (School Year 2011–12)

Walden Academy is a K-8 public charter school located in Willows, CA.

The mission of Walden Academy is to provide a learning environment that extends beyond the classroom and textbooks and stimulates and nurtures a students' desire to learn. Students are exposed to a learning environment that helps them gain the knowledge, skills, perspectives and practices to be responsible citizens. Natural Resources Education provides an avenue for this development that can engage the students far beyond the classroom.

Walden Academy offers a curriculum that:

- Meets and exceeds state standards through a standards-based curriculum that uses natural resource-based education as integrating context for learning.
- Allows students to actively participate in learning projects as a way of applying their knowledge.
- Uniquely uses its surroundings to make its education program relevant, team-focused, and community-oriented.

Opportunities for Parental Involvement (School Year 2011–12)

Parent involvement is not only welcome at Walden Academy, it's required. 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 to working in classrooms to serving as yard duties. Walden parents are eligible to serve on the school board and Parents & Teachers of Glenn County Charters (parent fundraising group) board.

To learn more about volunteering, please visit the school office any time and stay in touch with the director and your student's teacher.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students
Kindergarten	25
Grade 1	23
Grade 2	19
Grade 3	13
Grade 4	13
Grade 5	16
Grade 6	6
Total Enrollment	115

Student Enrollment by Student Group (School Year 2011–12)

Group	Percent of Total Enrollment
Black or African American	--
American Indian or Alaska Native	5%
Asian	1%
Filipino	--
Hispanic or Latino	16%
Native Hawaiian or Pacific Islander	--
White	78%
Two or More Races	--
Socioeconomically Disadvantaged	5%
English Learners	5%
Students with Disabilities	--

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	--	--	--	--	--	--	--	--	25	0	1	0
1	--	--	--	--	--	--	--	--	23	0	1	0
2	--	--	--	--	--	--	--	--	19	1	0	0
3	--	--	--	--	--	--	--	--	26	--	1	--
4	--	--	--	--	--	--	--	--	26	--	1	--
5	--	--	--	--	--	--	--	--	22	--	1	--
6	--	--	--	--	--	--	--	--	22	--	1	--
Other	--	--	--	--	--	--	--	--	--	--	--	--

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

III. School Climate

School Safety Plan (School Year 2011–12)

It is the policy of Walden Academy to strive for the highest safety standards and 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.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	--	--	0	--	--	0
Expulsions	--	--	0	--	--	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

Walden Academy is located on premises rented from St. Monica Catholic Church and another private classroom and office located across the street from St. Monica. School premises are monitored by staff and repairs are handled by Walden Academy and its lessors. The school completed an analysis of its facilities using the Facilities Inspection Tool from the Office of Public School Construction.

School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces				X	Floor tiles need to be replaced in Room 5
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation			X		Debris needs to be removed on west side of campus
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials			X		
Structural: Structural Damage, Roofs		X			

External: Playground/School Grounds, Windows/ Doors/Gates/Fences				X	School is lacking playground. Asphalt in play area is cracked.
Overall Rating	Fair				

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	N/A	N/A	5	5
Without Full Credential	N/A	N/A	0	0
Teaching Outside Subject Area of Competence (with full credential)	N/A	N/A	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	N/A	0	0
Total Teacher Misassignments	N/A	0	0
Vacant Teacher Positions	N/A	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 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

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

Note: Cells shaded in black 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: October, 2012

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	2010 CA Treasures (McGraw Hill)	Yes	0
Mathematics	2012 Everyday Mathematics (Everyday Learning Corp.)	Yes	0
Science	2007 Holt Science & Technology (Holt, Rinehart & Winston) and FOSS	Yes	0
Social Studies	2006 Holt World History Ancient Civilizations: California Social	Yes	0

	Studies		
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VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	N/A	N/A	N/A	N/A
District			N/A	N/A
Percent Difference – School Site and District			N/A	N/A
State			N/A	N/A
Percent Difference – School Site and State			N/A	N/A

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org> (Outside Source).

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	--	--	57.6%	--	--	57.6%	50%	52%	54%
Mathematics	--	--	56.1%	--	--	56.1%	46%	48%	50%
Science	--	--	--	--	--	50%	49%	55%	58%
History-Social Science	--	--	--	--	--	--	--	--	--

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.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	57.6%	56.1%	50%	N/A
All Students at the School	57.6%	56.1%	50%	N/A
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	42.1%	42.1%	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	64.3%	64.3%	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

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 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	16.7%	38.9%	22.2%
7	--	--	--
9	--	--	--

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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	--	--	--
Similar Schools	--	--	--

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	B	B	B
Black or African American	B	B	B
American Indian or Alaska Native	B	B	B
Asian	B	B	B
Filipino	B	B	B
Hispanic or Latino	B	B	B
Native Hawaiian or Pacific Islander	B	B	B
White	B	B	B
Two or More Races	B	B	B
Socioeconomically Disadvantaged	B	B	B
English Learners	B	B	B
Students with Disabilities	B	B	B

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	B	B	B	B	B	B
Black or African American	B	B	B	B	B	B
American Indian or Alaska Native	B	B	B	B	B	B
Asian	B	B	B	B	B	B
Filipino	B	B	B	B	B	B
Hispanic or Latino	B	B	B	B	B	B
Native Hawaiian or Pacific Islander	B	B	B	B	B	B
White	B	B	B	B	B	B
Two or More Races	B	B	B	B	B	B
Socioeconomically Disadvantaged	B	B	B	B	B	B
English Learners	B	B	B	B	B	B
Students with Disabilities	B	B	B	B	B	B

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

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

Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	--	--
First Year of Program Improvement	--	--
Year in Program Improvement	--	--
Number of Schools Currently in Program Improvement		--
Percent of Schools Currently in Program Improvement		--

Note: Cells shaded in black do not require data.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

In 2011-2012 (Walden Academy's first year of operation), the staff at Walden Academy used professional development time to examine student achievement, and plan test preparation and practice periods. The team also looked at students data to determine the need for crisis management and safety training for administration and staff.

A representative from the team attended the California Charter School Association conference with the school's board members. Support was also provided through a local BTSA program.

All teaching staff was evaluated by the school's directors and created action plans based on feedback from the observation and parent surveys.