

Walden Academy

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 and 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 and the county. 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 (School Year 2016-17)

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
CDS Code	11101160124909

District Contact Information	
District Name	Walden Academy Charter School
Phone Number	5303616480
Superintendent	Suzanne Tefs/Kathy Zabell
E-mail Address	leadershipteam@waldenacademy.org
Web Site	www.waldenacademy.org

School Description and Mission Statement (School Year 2016-17)

Walden Academy is a K-8 public school, directly funded, non-profit 501c3 incorporated charter school 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 2015-16)

Grade Level	Number of Students
Kindergarten	28
Grade 1	24
Grade 2	24
Grade 3	22
Grade 4	21
Grade 5	29
Grade 6	10
Grade 7	10
Grade 8	2
Total Enrollment	171

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	1.8
Asian	0.6
Filipino	0.6
Hispanic or Latino	31
Native Hawaiian or Pacific Islander	0
White	58.3
Two or More Races	3
Socioeconomically Disadvantaged	27.4
English Learners	14.3
Students with Disabilities	3
Foster Youth	1.8

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	7	8	8	
Without Full Credential	1	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	1	0	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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	93.3	6.7
High-Poverty Schools in District	92.7	7.3
Low-Poverty Schools in District	100.0	0.0

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 2016-17)

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

Subject	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 TCI- Adopted 2015	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.

A school garden was installed in April 2016 with separate areas for each classroom to have plantings. A large mural depicting the local geography was painted on the side of one building. Student handprints were used to complete the project. Two other murals were painted on the kindergarten classroom and the student bathrooms over the summer of 2016. Many potted plants were installed throughout the campus. Two Buddy Benches were built and painted for students to sit during recesses. An area behind the adult bathrooms was planted and an automated sprinkler system was installed. The grass play area was replanted in the summer of 2016. Linoleum flooring was stripped and rewaxed in classrooms 6, 7, & 8. All carpets were cleaned as well. Room 5 and room 3 were repainted and room 2 had two walls repainted.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 12/28/2016				
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			CR 6, 7 and 8 had linoleum flooring stripped and rewaxed over summer of 2016. All carpet was cleaned. Rooms 3 and 5 were repainted as were 2 walls in room 2.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			CR 7, 8, and 9 have settled so doors scrape on landing surface.
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 Side gate damaged by vandals and lessor will repair.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 12/28/2016				
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students 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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	33	43	33	39	44	48
Mathematics	30	41	25	30	34	36

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 Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	22	22	100.0	59.1
	4	23	23	100.0	56.5
	5	28	28	100.0	28.6
	7	11	11	100.0	36.4
Male	3	11	11	100.0	54.5
	4	12	12	100.0	50.0
	5	12	12	100.0	8.3
Female	3	11	11	100.0	63.6
	4	11	11	100.0	63.6
	5	16	16	100.0	43.8
White	3	14	14	100.0	64.3
	4	19	19	100.0	57.9
	5	15	15	100.0	40.0
Socioeconomically Disadvantaged	3	11	11	100.0	54.5
	5	13	13	100.0	7.7

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	22	22	100.0	50.0
	4	23	23	100.0	47.8
	5	28	28	100.0	35.7
	7	11	11	100.0	45.5
	8	11	11	100.0	45.5
Male	3	11	11	100.0	36.4
	4	12	12	100.0	58.3
	5	12	12	100.0	33.3
Female	3	11	11	100.0	63.6
	4	11	11	100.0	36.4
	5	16	16	100.0	37.5
White	3	14	14	100.0	57.1
	4	19	19	100.0	52.6
	5	15	15	100.0	53.3
Socioeconomically Disadvantaged	3	11	11	100.0	45.5
	5	13	13	100.0	7.7

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	46	27	50	--	52	42	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	30	30	100.0	50.0
Male	12	12	100.0	41.7
Female	18	18	100.0	55.6
White	16	16	100.0	68.8
Socioeconomically Disadvantaged	15	15	100.0	20.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The “Proficient or Advanced” is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.9	28.6	32.1

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 (School Year 2016-17)

Walden Academy believes that our partnership with parents and the community are an integral part of our success. Parent involvement is welcome at Walden Academy, and parents are encouraged to contribute 40 hours per year to the school; each additional child is another 20 hours. We offer many ways for parents to volunteer and become part of the school community. Our parent volunteers do everything from basic maintenance tasks, assisting in classrooms, serving as recess supervisors, fund raising, committee members and board members. Parents can volunteer on campus before, during, or after 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. 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.

School and staff evaluations: parents complete at least two surveys each year evaluating our overall program at Walden Academy. We ask for feedback regarding strengths and areas for improvement, as well as programs or changes they suggest for the future. The results are carefully reviewed and action taken when and where necessary.

Fundraising: Parents and community members work with Walden Academy's PTC (Parents and Teachers of Glenn County Charters) to raise funds that support students and school programs. They are the primary support of our field trip program. Walden Academy believes that academic success is not just found within the classroom walls and encourages staff to take advantage of myriad learning opportunities available outside the classroom.

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	9.0	1.7	3.7	4.9	0.8	1.6	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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. 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 as needed.

In August of 2016, Walden Academy contracted with CatapultEMS as one more layer in site safety. This emergency management system links all school personnel and allows us to track each student and staff member in the event of an emergency. It provides an immediate notification system so that school personnel are notified the moment an incident occurs.

Volunteer Requirements: Student safety is our 1st priority. In order to keep all students protected, all volunteers are required to complete a fingerprint screening through the Department of Justice and screened for TB. Volunteers are required to complete a volunteer agreement as well as sign a confidentiality agreement. If a volunteer will be driving students for activities, they will complete the school driver's form and fulfill the driver requirements.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
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	2013-14				2014-15				2015-16			
	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	29		1		26		1		28		1	
1	21		1		18	1			24		1	
2	26		1		22		1		24		1	
3	27		1		26		1		22	1		
4	22		1		25		1		21		1	
5					18	1			15	2		
6	25		1						10	1		
Other									12	1		

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

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	.8	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8,433.		8,433.	41,000.
District	N/A	N/A	8,433.	41,000.
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$5,677	
Percent Difference: School Site and State	N/A	N/A	48.5	

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

Types of Services Funded (Fiscal Year 2015-16)

Walden Academy strives to provide students the best possible education available by keeping our student to adult ratio low. We have aides in every classroom at various times of the day. Students receive interventions as needed in Mathematics and Language Arts. In addition to regular classroom instruction, we offer additional music and physical education instruction. Students in grades 6-8 may join student council. We contract with Glenn County SELPA for special education services.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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. 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.