Walden Academy
2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://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 https://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).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
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.

2022-23 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
Email Address	leadershipteam@waldenacademy.org
School Website	www.waldenacademy.org
County-District-School (CDS) Code	11101160124909

2022-23 District Contact Information

District Name	Walden Academy Charter School
Phone Number	5303616480
Superintendent	Suzanne Tefs
Email Address	leadershipteam@waldenacademy.org
District Website Address	www.waldenacademy.org

2022-23 School Overview

Walden Academy is a TK-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

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	28
Grade 1	24
Grade 2	22
Grade 3	18
Grade 4	19
Grade 5	20
Grade 6	11
Grade 7	9
Grade 8	12
Total Enrollment	163

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	40.5
Male	59.5
American Indian or Alaska Native	1.8
Asian	1.2
Black or African American	1.2
Filipino	0.0
Hispanic or Latino	36.2
Native Hawaiian or Pacific Islander	0.0
Two or More Races	6.1
White	47.2
English Learners	9.8
Foster Youth	0.0
Homeless	1.2
Migrant	0.0
Socioeconomically Disadvantaged	49.7
Students with Disabilities	13.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.00	100.00	13.10	47.48	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	3.62	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.00	3.62	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	7.40	26.85	12115.80	4.41
Unknown	0.00	0.00	5.00	18.39	18854.30	6.86
Total Teaching Positions	11.00	100.00	27.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

TK-6th grades: Benchmark Advance curriculum for English/Language Arts in grades TK-6. It has a very strong English language development component to support English learners. Students in this grade receive mathematics instruction with Eureka Math.

7th and 8th grade: In English Language Arts, students read from the Houghton-Miflin Literature Series. In addition, they read from selected novels, short stories and plays. We use College Preparatory Mathematics curriculum for math. They use TCI/History Alive for history.

Science in grades TK-8: FOSS curriculum.

Year and month in which the data were collected	January, 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance-Adopted 2017 Benchmark Education Company Houghton-Miflin Literature Series-Adopted June 2017	Yes	0
Mathematics	Everyday Mathematics Everyday Learning Corp - Adopted 2012 College Preparatory Mathematics-Adopted 2013 Eureka Math	No	0
Science	Full Option Science System - Adopted 2013	Yes	0
History-Social Science	Benchmark with supplemental Studies Weekly through 5th grade History Alive TCI- Adopted 2015	No	0

School Facility Conditions and Planned Improvements

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 complets a yearly analysis of its facilities using the Facilities Inspection Tool from the Office of Public School Construction. Walden is in very good condition.

A school garden was installed in April 2016 with separate areas for each classroom to have plantings.   Murals on the sides of buildings contain student work or are student centered, depicting the local geography, CARES, and student centered scenes. We do not have a lot of space for plantings, so many potted plants are 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 is stripped and rewaxed each year in classrooms containing linoleum. All carpets in classrooms are cleaned yearly. We have purchased 2 storage sheds for items used on a daily or weekly basis. Along the main walkway joining the front and back campus, trees, plants and groundcover have been planted. The exterior front wing was painted before students returned in August 2017.

Using Proposition 39 funding, we have made improvements in lighting in all classrooms on campus. We switched to LED lighting tailored to each classroom. In addition, some classrooms have cloth diffusers to soften the light even more. All the windows in the front wing, including the office, were replaced with energy efficient windows. The glass is tempered to reduce additional glare.

In August of 2019, security cameras were installed on all parts of the campus. Two separate monitors strategically placed offer constant surveillance of campus. In October, 2019 a fencing project began to completely fence the entire campus. Over the summer of 2019, two additional portable classrooms were added and the office was moved from the west to the east end of campus to be situation closer to the gate parents and visitors use to enter campus. In August of 2019, the entire front blacktop area was resurfaced covering the old, cracked blacktop. Safety lights were installed in two spots on the blacktop to provide a lighted campus for safety. A third portable was installed which houses the cold prep kitchen.

During the 2020 summer, the last portable in the front gravel area was installed. Hand washing, water bottle filling and sanitizing stations have been set up on campus in key areas.

At this time, we are not making further improvements on campus and are exploring the possibility of building our own facility to house some of the grades.

During the 2021-22 school year, landscaping complete in front of campus, new security cameras added, the blacktop was resurfaced over the summer of 2022.

Year and month of the most recent FIT report	12/16/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC systems checked yearly.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			The custodian keeps the campus spotless. The climbing structure and eating areas are power washed each week. Pest control sprays on a regular basis.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Camera surveillance system updated with new cameras as needed.
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			

Overall Facility Rate

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 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   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.

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	44	N/A	34	N/A	47
Mathematics (grades 3-8 and 11)	N/A	30	N/A	20	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 (i.e., achieved Level 3-Alternate) 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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	104	103	99.04	0.96	43.69
Female	45	44	97.78	2.22	54.55
Male	59	59	100.00	0.00	35.59
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	33	33	100.00	0.00	48.48
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	58	57	98.28	1.72	38.60
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	30	30	100.00	0.00	26.67
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	21	20	95.24	4.76	20.00

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 (i.e., achieved Level 3-Alternate) 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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	104	101	97.12	2.88	29.70
Female	45	42	93.33	6.67	26.19
Male	59	59	100.00	0.00	32.20
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	33	32	96.97	3.03	18.75
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	58	56	96.55	3.45	37.50
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0.00	0.00	0.00
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	30	29	96.67	3.33	13.79
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	21	19	90.48	9.52	10.53

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	12.12	25.71	--	--	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	36	35	97.22	2.78	25.71
Female	13	12	92.31	7.69	16.67
Male	23	23	100	0	30.43
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	11	10	90.91	9.09	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	19	19	100	0	21.05
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95.6%	95.6%	95.6%	95.6%	95.6%
Grade 7	100%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parents are encouraged to contribute 40 volunteer 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 serve on the school board, site council and Parents & Teachers Club (parent fundraising and event planning group). Parent input is highly valued. Parents complete surveys which inform decision making on campus. We offer opportunities for parent involvement multiple times a year. Parents attend parent conferences, Back to School Night, Sneak Peek, Math/Science Nights, Mind Up Night, Good Morning Walden, and the Walden Showcase. We communicate with parents weekly through the Yellow Folders Program, and on our school communication platform, Parent Square. Weekly, we send home information on strategies parents can use to support student academic and social-emotional learning, education on state standards and assessments and other timely information.

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 extensive 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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	192	188	27	14.4
Female	82	81	13	16.0
Male	110	107	14	13.1
American Indian or Alaska Native	3	3	1	33.3
Asian	2	2	0	0.0
Black or African American	3	3	1	33.3
Filipino	0	0	0	0.0
Hispanic or Latino	66	64	8	12.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	14	14	3	21.4
White	93	91	9	9.9
English Learners	22	21	3	14.3
Foster Youth	2	2	0	0.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	119	117	23	19.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	34	33	2	6.1

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.77	3.01	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.97	1.56	1.29	2.07	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.56	0.00
Female	0.00	0.00
Male	2.73	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.52	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.08	0.00
English Learners	4.55	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.52	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.94	0.00

2022-23 School Safety Plan

Walden Academy strives 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.

Over the last 4 years, we have installed cameras in all areas of campus, completed fencing the campus, installed a locked pedestrian gate with a buzzer to the office, added a whole school intercom system. We had a Vulnerability Assessment completed recently and are working to implement the suggested improvements.

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.

To address COVID 19, Walden Academy updates the Return to In-Person Learning Plan as required and posts it on our webpage.

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	2		
1	15	2		
2	25		1	
3	21		1	
4	24		1	
5	22		1	
6	9	2		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	2		
1	15	1		
2	20	1		
3	23		1	
4	16	1		
5	24		1	
6	16	1		
Other	12	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	2		
1	12	2		
2	22		1	
3	18	1		
4	19	1		
5	20	1		
6	11	1		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$8,551.13	$1,920.78	$6,630.35	$53,300.00
District	N/A	N/A	$6,630.35	
Percent Difference - School Site and District	N/A	N/A	0.0	
State	N/A	N/A	$6,594	
Percent Difference - School Site and State	N/A	N/A	0.5	

2021-22 Types of Services Funded

Walden Academy strives to provide students a high quality education through a variety of programs and services. We believe a low adult to student ratio is an important component to support students behaviorally and academically. We have aides in every classroom at various times of the day to support students individually and in small group settings. Me Time provides every student at Walden Academy in grades 1 and above, an intervention or enrichment period in ELA or mathematics. Providing a rigorous science program supports academic learning and student engagement.. We use the FOSS curriculum developed by the Lawrence Hall of Science. It has a hands-on, experiential approach that draws students in through inquiry. Providing students off campus learning opportunities is an important program at Walden Academy. Students participate in many field trip opportunities that extend and enhance what they are learning within classroom. During the school day, we provide students interventions in and out of the classroom as needed in Mathematics, Language Arts, and English language development. This is a key service to support student achievement and bridge the achievement gap. To ensure our students have a well-rounded education, all students receive instruction in music, physical education, art, performing arts, and health within the classroom. This supports student engagement which can lead to increased academic achievement. This year, the elective wheel will begin in the third trimester. Elective sessions offered: yearbook, drama, gardening, astronomy, coding, art, games, and student council. Students that qualify for special education receive those through our contract with Glenn County Office of Education's SELPA. Our learning center is a blended model providing academic and behavioral services for students with and without IEPs. Walden offers an after school sports program to all interested students in grades 4 and above. There are no tryouts so everyone is included.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

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		

Professional Development

2022-23
During the summer of 2022, we sent 4 employees to Sacramento for training from Responsive Classroom. Staff members in grades 3 and below are attending Get Reading Right professional development that meets monthly for the entire school year. All staff will participate in Multi-Tier Systems of Support training over the year. Intervention staff is participating in professional development through Linda Mood-Bell Instruction for Reading sessions. In addition, aide staff meets weekly for continued training in academics and behavior support and teaching staff meets twice monthly for professional development. Each staff member may participate in any additional professional development they wish to attend. All staff with preliminary teaching credentials participate in ATE.

2021-22
Over the summer of 2021, all teaching and academic support staff participated in Universal Designs for Learning professional development to increase their knowledge in this key area of support for all students. During the fist 1/2 of the school year, all teaching staff furthered their education in UDL with a Train the Trainer UDL series. Administration is participating in a county-wide educational leaders consortium designed to improve and track student success in targeted schools in the county. In addition, all staff is able to choose additional professional development opportunities. All staff are participating in on-site Professioinal Learning Communities and ongoing training in this area.

The classroom support staff receives training as well in Responsive Classroom, trauma informed practices, Benchmark, and supporting English learners in twice monthly collaboration. They participate in before school trainings in August with teaching staff. They are welcome to participate in other training throughout the year.

Paraprofessional staff members participate in weekly collaboration and training by administration.

Teaching staff with preliminary credentials participate in the ATE program.

2020-21
Staff has professional development during the week before school starts and 1 afternoon a week throughout the school year. Due to COVID 19, the majority of outside professional development has been attended virtually. The focus of most of it was on successful distance learning and technology and has not shifted to learning loss. Our on-site professional development has focused on mitigating learning loss and teachers are participating in PLC meetings every other week.

2019-20:
At the end of the 2018-19 school year, we did a needs assessment of our teaching staff to help determine areas of focus for PD in the next school year. In addition to that, other areas were identified through work on the MTSS grant using results from the FIA and SAEBRS, and analysis of end of school year achievement data. It was decided that we would concentrate our professional development on English language arts, English language acquisition, and social-emotional learning. The school year for staff began on August 19th with a full week devoted to classroom and school preparation and professional development. The professional development that week was provided by the school director and school psychologist on site. Staff also attended Butte County Office of Education's day of professional learning at California State University, Chico. Staff participated in The Glenn Learns Day sessions on September 16th with a focus on sessions in the social-emotional realm. Each Wednesday, school is released at 1:30 so teaching staff can collaborate and participate in professional development. We devote approximately 2 hours at least twice monthly in professional development covering English language arts, English language acquisition, social-emotional learning, preparing students for the rigor of test taking, developing assessment standards and developing our intervention program in English language arts. All the aide staff participates in collaboration approximately 2 times per month as well with focus on the same topics as the teaching staff. The majority of the professional development is presented by staff members and occasionally by outside personnel. All staff members are encouraged to take advantage of other training off campus by Glenn County Office of Education, other offices of education, and anything else pertaining to and supporting education.

For the 2018-19 school year, we qualified for the MTSS grant. This grant will fund a myriad of training opportunites for the entire staff in the area of acadmics, behavior and social-emotional. As part of the MTSS grant, all staff members were trained on Universal Designs for Learning. This is an inportant framework that maximizes strategies to maximize learning for all students. A belief at Walden is that all staff members require training if all students are to benefit and increase their academic, social, and behavioral knowledge. The grant lasts for 2 school years. Staff will revisit all areas of training during weekly collaboration. 5 teachers attended a week long Responsive Classroom institute in July of 2018 to expand their knowledge and understanding of Responsive Classroom. Responsive Classroom continues as a guiding force as the academic and social/emotional structure on our campus. Teachers and all classroom staff received training over the summer and during the school year which increased their effectiveness in supporting effective classroom management, engaging academics, positive school community, and developmentally appropriate curriculum. Multiple staff members have participated in Glenn County Office of Education professional development opportunites in the area of English/language arts, mathematics, science and

Professional Development

social science.

2016-17 and 2017-18: At the beginning of each school year, Walden Academy provides teachers a full week for classroom preparation, team meetings and professional development. During that time, some of the training the staff participates in are Responsive Classroom, our socio-emotional-academic approach to learning, mandated reporter training, and Benchmark curriculum training. This year, we chose teacher language as our focus in Responsive Classroom. We spend time each month to delve more deeply into this area of Responsive Classroom during our collaboration time on Wednesdays. Each year, our staff attends the Glenn County Common to the Core professional development event in September. The staff may choose three sessions to take on any variety of topics. Our staff chose to learn more about our new Benchmark curriculum, trauma informed practices, improving writing practices, and ways to support special education students in the general education classroom. Since we've adopted Benchmark Advanced, our new ELA/ELD curriculum , teachers receive training on Benchmark curriculum before the school year began. Teachers continue training when available for Every Day Math and College Preparatory Math (CPM). In addition, GCOE provides trainings throughout the year that teachers may participate in. During the summer, teachers participate in trainings of their choice.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	23	22	5