

# Walden Academy

## 2021 School Accountability Report Card

### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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 [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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.

## 2021-22 School Contact Information

<b>School Name</b>	Walden Academy
<b>Street</b>	1149 W. Wood Street
<b>City, State, Zip</b>	Willows, CA 95988
<b>Phone Number</b>	(530) 361-6480
<b>Principal</b>	Suzanne Tefs
<b>Email Address</b>	leadershipteam@waldenacademy.org
<b>School Website</b>	www.waldenacademy.org
<b>County-District-School (CDS) Code</b>	11101160124909

## 2021-22 District Contact Information

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

## 2021-22 School Overview

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

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	32
Grade 1	27
Grade 2	24
Grade 3	25
Grade 4	17
Grade 5	24
Grade 6	16
Grade 7	16
Grade 8	9
Total Enrollment	190

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	42.1
Male	57.9
American Indian or Alaska Native	3.2
Asian	2.1
Black or African American	1.1
Hispanic or Latino	36.8
Two or More Races	2.6
White	52.1
English Learners	10.5
Foster Youth	1.6
Homeless	1.1
Socioeconomically Disadvantaged	57.4
Students with Disabilities	13.2

## 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

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

### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

### 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

TK-6th grades: This is the first school year using 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 Everyday Mathematics.

7th and 8th grade: In English Language Arts, students read from the Houghton-Mifflin 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
<b>Reading/Language Arts</b>	Benchmark Advance-Adopted 2017 Benchmark Education Company Houghton-Mifflin Literature Series-Adopted June 2017	Yes	0
<b>Mathematics</b>	Everyday Mathematics Everyday Learning Corp - Adopted 2012 College Preparatory Mathematics-Adopted 2013	Yes	0
<b>Science</b>	Full Option Science System - Adopted 2013	Yes	0
<b>History-Social Science</b>	Reflections - Adopted 2006 History Alive TCI- Adopted 2015	Yes	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 completes 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.

## School Facility Conditions and Planned Improvements

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.

**Year and month of the most recent FIT report**

01/13/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC systems checked yearly.
<b>Interior:</b> Interior Surfaces	X			CR 6, 7 and 8 had linoleum flooring stripped and rewaxed and all carpet was cleaned over the summer of 2020. During the summer months, each classroom is deep cleaned and rooms painted, as needed.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			The new custodian keeps the campus spotless. The climbing structure and eating areas are power washed each week. Pest control sprays on a regular basis.
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			New camera surveillance system installed.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			All windows in the front wing of classrooms and in the office were replaced with new energy efficient windows through Proposition 39 funds. Campus is in process of being completely fenced.

## 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).

#### 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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	110	99	90	10	35.35
<b>Female</b>	43	38	88.37	11.63	50
<b>Male</b>	67	61	91.04	8.96	26.23
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	38	36	94.74	5.26	36.11
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	58	49	84.48	15.52	36.73
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	59	51	86.44	13.56	31.37
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	16	13	81.25	18.75	7.69

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	110	99	90.00	10.00	26.26
Female	43	38	88.37	11.63	31.58
Male	67	61	91.04	8.96	22.95
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	38	36	94.74	5.26	25.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	58	49	84.48	15.52	28.57
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	59	51	86.44	13.56	23.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	13	81.25	18.75	7.69

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A	N/A	N/A
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A	N/A	N/A

\*At or above the grade-level standard in the context of the local assessment administered.

### 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
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\*At or above the grade-level standard in the context of the local assessment administered.

### 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	12.12	N/A	--	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	33	33	100.00	0.00	12.12
Female	15	15	100.00		
Male	18	18	100.00		
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	13	13	100.00	0.00	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	13.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	18	100.00	0.00	5.56
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.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 Opportunities for Parental Involvement

Walden Academy believes that our partnership with parents and the community are an integral part of student success and the school's success. Parent and community involvement is always welcome at Walden Academy. Parent involvement looks different this year due to COVID 19. Involvement on campus was on hold until December 2021. Beginning in December, the board approved allowing parent volunteers on campus under the same guidelines as staff.

In a normal school year, 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.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	207	201	23	11.4
Female	86	85	9	10.6
Male	121	116	14	12.1
American Indian or Alaska Native	7	6	1	16.7
Asian	4	4	0	0.0
Black or African American	2	2	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	73	71	11	15.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	5	5	1	20.0
White	111	108	9	8.3
English Learners	22	22	3	13.6
Foster Youth	3	3	0	0.0
Homeless	2	2	0	0.0
Socioeconomically Disadvantaged	120	116	20	17.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	29	29	5	17.2

### 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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	4.50	0.97	3.26	1.29	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	3.77	3.01	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.97	0.00
<b>Female</b>	1.16	0.00
<b>Male</b>	0.83	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	1.37	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.90	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>		

## 2021-22 School Safety Plan

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 the last 2 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.

**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 employees do a health screening every day regardless of vaccination status. We do the same screening of students and parents when they enter campus too. All students and staff wear masks while inside.

## 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.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	21	1	1	
1	23		1	
2	21		1	
3	23		1	
4	24		1	
5	22		1	
6	10	1		



## 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		

## 2020-21 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	

## 2020-21 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	.2 FTE
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	.4 FTE
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	.3 FTE
<b>Resource Specialist (non-teaching)</b>	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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
<b>School Site</b>	\$8,551.13	\$1,920.78	\$6,630.35	\$46,318.
<b>District</b>	N/A	N/A	\$6,630.35	
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.0	
<b>State</b>			\$8,444	
<b>Percent Difference - School Site and State</b>	N/A	N/A	-24.1	

## 2020-21 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.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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
<b>Beginning Teacher Salary</b>		
<b>Mid-Range Teacher Salary</b>		
<b>Highest Teacher Salary</b>		
<b>Average Principal Salary (Elementary)</b>		
<b>Average Principal Salary (Middle)</b>		
<b>Average Principal Salary (High)</b>		
<b>Superintendent Salary</b>		
<b>Percent of Budget for Teacher Salaries</b>		
<b>Percent of Budget for Administrative Salaries</b>		

## Professional Development

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 first 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 Professional 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

## Professional Development

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 opportunities for the entire staff in the area of academics, behavior and social-emotional. As part of the MTSS grant, all staff members were trained on Universal Designs for Learning. This is an important 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 opportunities in the area of English/language arts, mathematics, science and 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	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	23	23	22