

# Walden Academy

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

## 2023-24 School Contact Information

These fields should be reviewed and updated by the LEA/School.

<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>	Amber Calonico
<b>Email Address</b>	acalonico@waldenacademy.org
<b>School Website</b>	www.waldenacademy.org
<b>County-District-School (CDS) Code</b>	11101160124909

## 2023-24 District Contact Information

These fields should be reviewed and updated by the LEA/School.

<b>District Name</b>	Walden Academy Charter School
<b>Phone Number</b>	5303616480
<b>Superintendent</b>	Amber Calonico
<b>Email Address</b>	acalonico@waldenacademy.org
<b>District Website</b>	www.waldenacademy.org

## 2023-24 School Description and Mission Statement

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

## 2023-24 School Description and Mission Statement

14. School wide and community partnership

## About this School

### 2022-23 Student Enrollment by Grade Level

These fields will be populated by DTS with data provided by CDE as it becomes available.

Grade Level	Number of Students
Kindergarten	31
Grade 1	30
Grade 2	23
Grade 3	23
Grade 4	22
Grade 5	23
Grade 6	17
Grade 7	13
Grade 8	10
Total Enrollment	192

### 2022-23 Student Enrollment by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

Student Group	Percent of Total Enrollment
Female	42.2%
Male	57.8%
American Indian or Alaska Native	2.1%
Asian	0.5%
Black or African American	1%
Hispanic or Latino	36.5%
Two or More Races	6.8%
White	44.8%
English Learners	12.5%
Foster Youth	1%
Homeless	1.6%
Socioeconomically Disadvantaged	58.9%
Students with Disabilities	16.1%

## **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

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

These fields will be populated by DTS with data provided by CDE as it becomes available.

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	8.30	80.73	10.70	41.71	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	9.63	2.00	7.78	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	4.00	15.56	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	5.00	19.81	11953.10	4.28
<b>Unknown</b>	1.00	9.63	3.80	15.10	15831.90	5.67
<b>Total Teaching Positions</b>	10.30	100.00	25.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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)

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

These fields will be populated by DTS with data provided by CDE as it becomes available.

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<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)	0	9

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

This field should be reviewed and updated by the LEA/School. The narrative field is optional, but the table data is required. Please keep the narrative content to 2-3 paragraphs.

**Note:**

List all textbooks and instructional materials used in the school in core subjects (reading/language arts, math, science, and history-social science).

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

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

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-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 Eureka Math	No	0
<b>Science</b>	Full Option Science System - Adopted 2013	Yes	0
<b>History-Social Science</b>	Benchmark with supplemental Studies Weekly through 5th grade History Alive TCI- Adopted 2015	No	0

## School Facility Conditions and Planned Improvements

**This field should be reviewed and updated by the LEA/School. The narrative field is optional, but the table data is required. Please keep the narrative content to 2-3 paragraphs.**

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. 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.

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.

This summer, we added a larger equipment shed to house our PE and sports equipment, as well as, our sports uniforms. Volunteers and members of the PTC generously planted seed for grass behind our TK/K classrooms to hopefully allow for a future TK/K playground or separate sports field.

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.

<b>Year and month of the most recent FIT report</b>	12/16/2022
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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 and serviced as needed.
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Our custodian works tirelessly to keep the campus clean and safe. He cleans daily, and maintains the



## School Facility Conditions and Planned Improvements

				school grounds weekly. All playground equipment receives power washing weekly, and school safe pesticides are used routinely.
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Camera systems are regularly updated as needed. A camera was added in our middle school area to provide better security.
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

**These fields should be reviewed and updated by the LEA/School. Please make sure they match your most recent facilities inspection ratings.**

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).

#### 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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table will be populated with data by DTS when it is released by CDE.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	44	36	34	29	47	46
<b>Mathematics</b> (grades 3-8 and 11)	30	19	20	12	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

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	105	101	96.19	3.81	35.64
Female	44	42	95.45	4.55	47.62
Male	61	59	96.72	3.28	27.12
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	41	38	92.68	7.32	31.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	11	91.67	8.33	54.55
White	50	50	100.00	0.00	34.00
English Learners	11	9	81.82	18.18	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	53	51	96.23	3.77	27.45
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	15	93.75	6.25	6.67

## 2022-23 CAASPP Test Results in Math by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

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	105	103	98.10	1.90	19.42
Female	44	43	97.73	2.27	20.93
Male	61	60	98.36	1.64	18.33
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	41	39	95.12	4.88	15.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	25.00
White	50	50	100.00	0.00	20.00
English Learners	11	11	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	53	51	96.23	3.77	5.88
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	15	93.75	6.25	0.00

## CAASPP Test Results in Science for All Students

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	25.71	25.71	--	--	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

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	35	35	100.00	0.00	25.71
Female	14	14	100.00	0.00	42.86
Male	21	21	100.00	0.00	14.29
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	25.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	16	100.00	0.00	12.50
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.

#### 2022-23 California Physical Fitness Test Results

**This field should be reviewed and updated by the LEA/School.**

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, 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	100%	100%	100%	100%	100%
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.

#### 2023-24 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- including 175 various sign-ups ran through our front office. Our parent volunteers do everything from basic maintenance tasks, assisting in classrooms, serving as recess supervisors, fund-raising, committee members and board members, running our CARES store and making copies for teachers. 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.

## 2022-23 Chronic Absenteeism by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	206	201	42	20.9
Female	89	86	27	31.4
Male	117	115	15	13.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	5	5	0	0.0
Asian	1	1	0	0.0
Black or African American	2	1	1	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	76	75	13	17.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	13	13	3	23.1
White	90	87	20	23.0
English Learners	26	26	5	19.2
Foster Youth	5	5	2	40.0
Homeless	4	4	2	50.0
Socioeconomically Disadvantaged	122	118	34	28.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	39	38	10	26.3

## 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

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Suspensions</b>	0.97	1.56	5.83	1.29	2.07	3.43	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	5.83	0
<b>Female</b>	4.49	0
<b>Male</b>	6.84	0
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	5.26	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	7.69	0
<b>White</b>	6.67	0
<b>English Learners</b>	3.85	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	0	0
<b>Socioeconomically Disadvantaged</b>	8.2	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	2.56	0

## 2023-24 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 5 years, we have installed cameras in all areas of campus, completed fencing the campus, installed a locked

## 2023-24 School Safety Plan

pedestrian gate with a buzzer to the office, added a whole school intercom system. This year, we installed an additional camera and had several cameras serviced. 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.

## 2020-21 Elementary Average Class Size and Class Size Distribution

**These fields will be populated by DTS with data provided by CDE as it becomes available.**

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

These fields will be populated by DTS with data provided by CDE as it becomes available.

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		

## 2022-23 Elementary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

This table displays the 2022-23 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	16	2	0	0
1	15	2	0	0
2	23	0	1	0
3	23	0	1	0
4	22	0	1	0
5	23	0	1	0
6	17	1	0	0
Other	0	0	0	0

## 2022-23 Ratio of Pupils to Academic Counselor

This field will be populated by DTS with data provided by CDE as it becomes available.

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

## 2022-23 Student Support Services Staff

These fields will be populated by DTS with data provided by CDE as it becomes available.

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	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

These fields will be populated by DTS with data provided by CDE as it becomes available:

- District Average Teacher Salary
- State Expenditures Per Pupil (Unrestricted)
- State Average Teacher Salary
- Percent Difference - School Site and District
- Percent Difference - School Site and State

The fields listed below should be reviewed and updated by the LEA/School:

- School Total Expenditures Per Pupil (School)
- School Expenditures Per Pupil (Restricted)
- School Expenditures Per Pupil (Unrestricted)
- School Average Teacher Salary (School)
- District Expenditures Per Pupil (Unrestricted)

**Note:**

The most recent data available from CDE is for fiscal year 2021-22. For comparison purposes, data for the same fiscal year is requested from the school.

This table displays the 2021-22 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	\$7,607	
Percent Difference - School Site and State	N/A	N/A	-13.7	

## Fiscal Year 2022-23 Types of Services Funded

Walden Academy is dedicated to delivering a top-tier education to its students through a diverse array of programs and services. Recognizing the significance of a low adult-to-student ratio in fostering both behavioral and academic growth, we strategically deploy aides in every classroom at various times throughout the day, providing personalized support in individual and small group settings.

Our commitment to individualized education is further exemplified by "Me Time," an initiative extending intervention or enrichment periods in English Language Arts (ELA) or mathematics to every student in grades 1 and above. In tandem, our robust science program, anchored by the hands-on and experiential FOSS curriculum developed by the Lawrence Hall of Science, not only facilitates academic learning but also kindles student engagement through inquiry-based approaches.

Walden Academy takes pride in offering off-campus learning opportunities, with enriching field trips that augment in-classroom learning experiences. Recognizing the importance of addressing the achievement gap, we provide interventions during the school day in Mathematics, Language Arts, and English language development, both within and outside the classroom.

A holistic education is integral to our mission. To this end, all students receive instruction in music, physical education, art, performing arts, and health within the classroom. We believe that fostering student engagement in these diverse areas contributes to heightened academic achievement. This academic year, our elective wheel, featuring yearbook, drama, gardening, astronomy, coding, art, games, and student council, will commence in the third trimester.

For students qualifying for special education, Walden Academy collaborates with the Glenn County Office of Education's SELPA, offering a blended learning center model that provides academic and behavioral services for students with and without Individualized Education Programs (IEPs).

Our commitment to inclusivity extends to the after-school sports program, open to all interested students in grades 4 and above, with no tryouts, ensuring that everyone has the opportunity to participate and benefit from the program. At Walden Academy, we are dedicated to creating an environment that nurtures both academic excellence and the well-rounded development of every student.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

**These fields will be populated by DTS with data provided by CDE as it becomes available.**

This table displays the 2021-22 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

**This field should be reviewed and updated by the LEA/School. The narrative field is optional, but the table data is required. Please keep the narrative content to 2-3 paragraphs.**

2023-2024

In August 2023, all staff began their CA MTSS Framework modules. As of December 2023, roughly 30% of our teachers have completed these modules. Walden will have 90% of staff complete these modules by May 2024.

In August, all teachers and aides in grades TK-6th grade participated in the Toolbox Project professional development (5 hours). They will participate in an additional 5 hours of ongoing training for the remainder of the school year.

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 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 countywide 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 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

## Professional Development

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 2022 School Accountability Report Card Page 25 of 25 Walden Academy 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	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	22	5	