Walden Academy, Inc. Board of Directors' Meeting Agenda

Monday January 23, 2023, 4:00 p.m. – Regular Meeting

The meeting will be held at the Walden Main Campus, 1149 W. Wood Street, Willows, California

Call to Order and Attendance at:

Board Members

H. Geroy
S. Maben
M. Martin
N. Michaud

Pledge of Allegiance

Review & Approval of Agenda

Public Comments:

- COMMENTS FROM THE FLOOR - At this time any person wishing to speak to any item not on the agenda will be granted **three** minutes to make a presentation to the Board of Directors.
- COMMENTS ON AGENDA ITEMS – Any person wishing to speak to any item on the agenda will be granted **five** minutes to make a presentation to the Board of Directors.

Consent Agenda
Approval of Minutes: December Regular Meeting
Approval of Check Register: November & December 2022
Approval of Financials: November 2022
Committee Developed Policy/Procedures: None
Staff:

1. PUBLIC EMPLOYMENT: Classroom Aide: Gina Martinez
2. PUBLIC EMPLOYMENT: Office Assistant: Raquel Bose

Administrator/Board Member Reports
Financial Update
Leadership Team Report
Board Member Reports
Planning Committee
PTC Update

Discussion/Action Items

1. 2021-2022 Audited Financial Statement approval (Vanderwaal). Board will review and take action as necessary.
2. Succession Planning Committee - Create a team of individuals who will participate in the process of hiring of our next Directors (Maben) - Board will discuss and take action as needed.
3. Open Position on the School Board (Maben) - Board will discuss & take action as needed.

4. School Plan for Student Achievement (Leadership) - Board will review and take action as needed.
5. Safe Return to In Person Learning Plan Update (Leadership) - Board will review and take action as needed.
6. What Matters to You Survey Results (Leadership) - Leadership will share results of survey.- Information only.
7. Williams Report (Leadership) - Information only
8. School Accountability Report Card (Leadership) - Board will review and take action as needed.

Closed Session

1. Succession planning (Board)

Pending/Upcoming Items

1. None

Announcements

1. Next Regular Meeting: Monday February 27, 2023

Adjournment

Vision: Creating a Confident Community Passionate About Lifelong Learning.

Mission: 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.

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE
Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.

REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY
The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY
Pursuant to the *Rehabilitation Act of 1973* and the *Americans with Disabilities Act of 1990*, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting Walden Academy at 1149 W. Wood Street, Willows, CA 95988, (530)361-6480, or smaben@waldenacademy.org, as far in advance as possible, but no later than 24 hours before the meeting.

FOR MORE INFORMATION
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Walden Academy, Inc. Board of Directors' Meeting Agenda

Monday December 12, 2022, 4:00 p.m. – Regular Meeting

The meeting will be held at the Walden Main Campus, 1149 W. Wood Street, Willows, California

Leadership Team is inviting you to a scheduled Zoom meeting.

Join Zoom Meeting

https://us06web.zoom.us/j/2275075886?pwd=K2FPa2xjWnk5WU0rRHZmOEtJNkVFQT09

Meeting ID: 227 507 5886

Passcode: 005617

One tap mobile

+16694449171,,2275075886#,,,,*005617# US

+17207072699,,2275075886#,,,,*005617# US (Denver)

Dial by your location

+1 669 444 9171 US

+1 720 707 2699 US

+1 646 931 3860 US

Meeting ID: 227 507 5886

Passcode: 005617

Find your local number: https://us06web.zoom.us/u/kcr33uR6hd

Call to Order and Attendance at: 4:06 PM

Board Members

H. Geroy-Present
S. Maben-Present
M. Martin-Present
N. Michaud-Present
A. Philp-Absent

Pledge of Allegiance Led by Sara Maben.

Resolution 2022-2023. 10 Remote Teleconferencing: Action Item
In response to the COVID-19 Pandemic, Governor Newsom signed AB 361 into law, permitting public agencies to continue conducting meetings remotely. Walden Academy Charter School will consider adopting Resolution 2022/23-10, to make a finding that the current circumstances meet the requirements of AB361 and Government Code 54953 for Walden Academy to conduct meetings remotely-Board will review and take action as necessary.
Motion made by M. Martin, 2nd by H. Geroy. Unanimous

Review & Approval of Agenda

Public Comments:

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- COMMENTS ON AGENDA ITEMS – Any person wishing to speak to any item on the agenda will be granted five minutes to make a presentation to the Board of Directors.

Consent Agenda
Approval of Minutes: November Regular Meeting
Approval of Check Register: November
Approval of Financials: October
Staff: None
Committee Developed Policy/Procedures: None
Revision of Employee Handbook
Consent Agenda Approved
Motion by H. Geroy, 2nd. by N. Michaud, Unanimous

Administrator/Board Member Reports
Financial Update Merrilee absent.
Leadership Team Report
- Updated again on LCAP goals.
- Winter break will include 5 days of "Winter Camp" towards meeting our 30 days of additional care required by the state. 42 kids planned for the first week. 30-35 planned for week 2 so far. Pedro and Suzanne will both be in attendance.
- Jan 4th-Jan24th open enrollment open for TK and Kindergarten. With enough enrollment TK may become a stand alone class, removing them from the Kindergarten class.
- Data included from "What matters to you survey" in the Director's Report. Results from the survey were split down the middle with regards to opportunity classes, discipline, and expansion.
- The Girl's Basketball Team placed 3rd at the Los Molinos Basketball Tournament.

PTC Update
- Last meeting canceled.
- Walden Boutique right around the corner.

Board Member Reports
- Board president has been attending classroom events and overseeing. Received 13 responses to the surveys

Planning Committee
- Application found after visit to planning department.
- Has been sent to the state for review on environmental impact. Does not impact cities plans for housing.
- More meetings are set to continue the process. Attorney has been contacted regarding the LLC. Conversation also held with city council member regarding previous uses of Pacific Avenue property.

Discussion/Action Items
1. 2021-2022 Audited Financial Statement approval (Vanderwaal). Board will review and take action as necessary. Merrilee absent and item forwarded to

next meeting. Financials are due by December 15th.

2. Resolution 2022-09: Check Signer Authorization (Vanderwaal). Board will review and take action as necessary. Merrilee Absent and item forwarded to next meeting.
3. School Environment (Michaud). Information and discussion item
   - Director and Dean of students met with teachers during collaboration. Meeting again January 2nd, 2023 to finalize some steps going forward with improving the school environment with special regard to discipline.
   - Openings for teacher and aide training becoming available in Sacramento for recurrent training.
   - Internally, using more seasoned/tenured teachers to help train newer teachers in Responsive Classroom.
   - Looking at options for opportunity programs, in school disciplinary programs, and independent study. Some of these programs are currently being used for 1-2 students.
   - 2 Recent in school suspensions and 1 suspension to home.
   - We have requested a counselor for 2 days a week. Due to staffing issues, we have a counselor 1 day a week. Utilizing SELPA, and Glenn County Mental Health to find other support offered on an as needed or when available basis.
   - Trying to find more solutions to help balance students with behavioral issues. Utilizing the buddy classrooms again as well.
   - Implementing Toolbox social/emotional program K-3rd starting January 3rd.
   - School "Cares Store" has also returned to help generate more good behavior and learning.

Closed Session

1. Succession planning (Board)
   - Reviewed Teacher Survey Information
   - Planned for Parent Survey/Questionnaire
   - Developed discussion items for hiring.

Pending/Upcoming Items

1. SPSA

Announcements

1. Next Regular Meeting: Monday January 23, 2023

Adjournment 6:03 PM

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Walden Academy
Account Reconciliation
As of Nov 30, 2022
911000000000000 - Cash in Bank-Tri Cty x0950
Bank Statement Date: November 30, 2022

Filter Criteria includes: Report is prin

Check #	Date	Payee	Cash Account	Amount
9999999	11/3/22	VERIZON WIRELESS	911000000000000	
7213	11/3/22	ADMINISTRATIVE RESOURCES, INC	911000000000000	3,562.50
7214	11/3/22	EVERGREEN JANITORIAL SUPPLY INC	911000000000000	81.51
7215	11/3/22	MERRILEE VANDERWAAL	911000000000000	1,300.00
7216	11/3/22	CHARTER SCHOOLS DEVELOPMENT CENTER	911000000000000	582.00
7217	11/3/22	SAN JOAQUIN COUNTY OFFICE OF EDUCATION	911000000000000	1,200.00
7218	11/3/22	MIKE GRAF	911000000000000	800.00
7219	11/3/22	MARCELLA WHITE	911000000000000	242.50
7220	11/3/22	WILLOWS ACE HARDWARE	911000000000000	10.23
11/03/22-EFT	11/3/22	AFLAC	911000000000000	294.44
11/03/22-PHN TFR	11/3/22	WALDEN ACADEMY	911000000000000	5,000.00
11/08/22-EFT	11/8/22	CHARTERSAFE	911000000000000	4,076.00
7189V	11/9/22	CLOSE LUMBER	911000000000000	-108.08
7208V	11/9/22	CARISSA D. THUEMLER	911000000000000	-107.58
7221	11/10/22	GLENN COUNTY OFFICE OF EDUCATION	911000000000000	360.00
7222	11/10/22	CLIFTON LARSON ALLEN, LLP	911000000000000	4,620.00
7223	11/10/22	STUDIES WEEKLY	911000000000000	64.24
7224	11/10/22	WILLOWS ACE HARDWARE	911000000000000	29.28
7225	11/10/22	GOTO COMMUNICATIONS, INC.	911000000000000	485.02
7226	11/10/22	AMAZON CAPITAL SERVICES	911000000000000	118.79
11917	11/10/22	PAYROLL	911000000000000	1,801.23
11918	11/10/22	PAYROLL	911000000000000	201.98
11929	11/10/22	PAYROLL	911000000000000	182.50
11931	11/10/22	PAYROLL	911000000000000	180.62
11932	11/10/22	PAYROLL	911000000000000	182.50
11933	11/10/22	PAYROLL	911000000000000	547.51
11939	11/10/22	PAYROLL	911000000000000	1,310.15
11940	11/10/22	PAYROLL	911000000000000	26.02
11950	11/10/22	PAYROLL	911000000000000	1,308.98
11951	11/10/22	PAYROLL	911000000000000	387.81
11953	11/10/22	PAYROLL	911000000000000	252.80
11956	11/10/22	NEWPORT TRUST COMPANY FBO#10199352#	911000000000000	4,322.36
11/10/22-EFT	11/10/22	PAYCHEX OF NEW YORK, LLC	911000000000000	178.34
7227	11/18/22	ANTHEM BLUE CROSS	911000000000000	3,680.20
7228	11/18/22	CO POWER	911000000000000	1,290.35
7229	11/18/22	DEPARTMENT OF JUSTICE	911000000000000	399.00
7230	11/18/22	WASTE MANAGEMENT	911000000000000	521.15
7231	11/18/22	LAW OFFICES OF YOUNG, MINNEY & CORR LLP	911000000000000	847.00
7232	11/18/22	WILLOWS ACE HARDWARE	911000000000000	54.64
11/18/22-WIRE FEE	11/18/22	TRI COUNTIES BANK	911000000000000	15.00
7233	11/23/22	ST MONICAS CHURCH	911000000000000	11,359.00
7234	11/23/22	TSC GROUP, INC.	911000000000000	3,625.00
7235	11/23/22	EVERGREEN JANITORIAL SUPPLY INC	911000000000000	328.21
7236	11/23/22	VERIZON WIRELESS	911000000000000	107.62
7237	11/23/22	WEED MAN	911000000000000	1,104.00
7238	11/23/22	KARI CRAWFORD	911000000000000	44.39
7239	11/23/22	AMAZON CAPITAL SERVICES	911000000000000	657.75
11958	11/25/22	PAYROLL	911000000000000	1,801.23
11959	11/25/22	PAYROLL	911000000000000	134.65
11970	11/25/22	PAYROLL	911000000000000	21.30
11972	11/25/22	PAYROLL	911000000000000	196.18
11974	11/25/22	PAYROLL	911000000000000	180.62
11975	11/25/22	PAYROLL	911000000000000	547.51
11981	11/25/22	PAYROLL	911000000000000	1,276.29
11990	11/25/22	PAYROLL	911000000000000	1,373.30
11995	11/25/22	NEWPORT TRUST COMPANY FBO#10199352#	911000000000000	4,369.98
11/25/22-EFT	11/25/22	PAYCHEX OF NEW YORK, LLC	911000000000000	174.71
11/01/22-POS	11/1/22	TEACHERS PAY TEACHERS	912000000000000	6.50
11/02/22-POS	11/2/22	INTUIT PAYMENTS INC	912000000000000	500.00
11/02/22-1-POS	11/2/22	WALMART	912000000000000	178.69
11/02/22-2-POS	11/2/22	U.S. POSTAL SERVICE	912000000000000	60.00
11/04/22-POS	11/4/22	STAPLES	912000000000000	45.22
11/07/22-POS	11/7/22	STAPLES	912000000000000	310.41

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Check #	Date	Payee	Cash Account	Amount
11/07/22-1-POS	11/7/22	STAPLES	912000000000000	182.60
11/07/22-2-POS	11/7/22	ADOBE	912000000000000	239.88
11/09/22-POS	11/9/22	WALMART	912000000000000	27.41
11/09/22-1-POS	11/9/22	BEARCOM	912000000000000	1,735.45
1119	11/10/22	CARISSA D. THUEMLER	912000000000000	107.58
11/14/22-POS	11/14/22	WALMART	912000000000000	6.86
1120	11/15/22	VINA ELEMENTARY SCHOOL	912000000000000	150.00
11/16/22-POS	11/16/22	AMAZON	912000000000000	58.99
11/16/22-1-POS	11/16/22	STAPLES	912000000000000	80.36
11/17/22-POS	11/17/22	AMAZON	912000000000000	22.51
11/17/22-1-POS	11/17/22	AMAZON	912000000000000	343.46
11/17/22-2-POS	11/17/22	WALMART	912000000000000	32.75
11/17/22-3-POS	11/17/22	HOME DEPOT USA., INC.	912000000000000	802.96
11/18/22-POS	11/18/22	WALMART	912000000000000	12.98
11/29/22-POS	11/29/22	WALMART	912000000000000	96.68
11/29/22-1-POS	11/29/22	AMPM	912000000000000	7.34
11/29/22-2-POS	11/29/22	AMPM	912000000000000	7.38
11/30/22-POS	11/30/22	STAPLES	912000000000000	161.80
11/30/22-1-POS	11/30/22	WALMART	912000000000000	25.08
11/30/22-2-POS	11/30/22	WALMART	912000000000000	26.16
11/30/22-3-POS	11/30/22	AMAZON	912000000000000	59.42
11/30/22-4-POS	11/30/22	360 TRAINING	912000000000000	99.00
Total				**72,990.20**

Walden Academy
2022-23 Financial Overview

Current Financial Position as of: **11/30/22**

Approved Budget	**Net Increase/Decrease (including depreciation)**
Jul 1	**-$86,235**
1st Interim	**$320,195**

Long-Term Financial Health:

Beginning Fund Balance at 07/01/22:	**$1,777,537**
Projected Ending Fund Balance at 06/30/23:	**$2,097,732**

22/23 Budget Projections
- **Enrollment projected at 190**
- **ADA projected at 180.50**
- **LCFF funding per ADA is projected at $10,179**

Cash Position:

Ending Cash	**$915,936**

Forecast Update:
- **22/23 P-1 First Interim budget revisions:**
- **LCFF revenues increased by $129.1k (increase in COLA/est ADA since Jul 1)**
- **Federal revenues decreased by $106.2k (unbudgeted ESSER/GEER revenures removed at 1st Interim)**
- **Other State revenues increased by $154k (ELO-P funds $151.5k, increase to State Lottery funds, and addition of PY State Lottery)**
- **Other Local revenues increased by $1.5k (increase to Misc revenues & addition of T-Shirt sales)**
- **Certificated salaries increased by $28.5k**
- **Classified salaries increased by $11.1k**
- **Employee benefits increased by $23.3k**
- **Books/Supplies increased by $19.9k**
- **Services/Operating expenses decreased by $279.9k (Insurance $3.7k, undefined expenses removed from expenses)**
- **SpEd expense decreased by 30.8k**
- **Net change (increase) to Fund Balance increased by $233.9k**

Year to Date

Revenue:
- **LCFF revenues have been paid to date**
- **Federal revenues have been paid to date according to the state schedules**
- **Other state revenues have been paid to date according to the state schedules**
- **Other local revenues are at 27.07% of the projected budget**
- **After school revenue is at 60.65% of the projected budget**

Salaries & Benefits:
- **Certificated salaries are at 35.51% of the projected budget**
- **Classified salaries are at 37.93% of the projected budget**
- **Benefits are at 31.41% of the projected budget**

Other Expenses:
- **Books and Supplies are at 40.15% of the projected budget**
- **Services/Operating Expenses are at 37.17% of the projected budget**
- **Special Ed encroachment is at 0% of the projected budget**

Walden Academy
Income Statement
For the Five Months Ending November 30, 2022

	July 1 Budget	First Interim Budget	Actuals to Date	Remaining Budget	Percent
Revenues					
LCFF Sources	1,837,396	1,966,582	470,016	1,496,566	23.90
Federal Revenues	582,952	476,731	150,796	325,935	31.63
Other State Revenues	138,683	292,699	43,584	249,115	14.89
Other Local Revenues	30,700	32,200	8,715	23,485	27.07
Total Revenues	**2,589,731**	**2,768,212**	**673,111**	**2,095,101**	**24.32**
Expenses					
Certificated Salaries					
Teacher Salaries	705,194	719,134	249,390	469,744	34.68
Administrator Salaries	161,681	176,219	68,531	107,688	38.89
Total Certificated Salaries	*866,875*	*895,353*	*317,921*	*577,432*	*35.51*
Classified Salaries					
Paraeducator Salaries	192,759	203,491	69,992	133,499	34.40
Support Services Salaries	78,380	74,858	29,761	45,097	39.76
Office/Technical Salaries	65,574	76,089	30,691	45,398	40.34
Other Classified Salaries	25,425	18,824	11,151	7,673	59.24
Total Classified Salaries	*362,138*	*373,262*	*141,595*	*231,667*	*37.93*
Employee Benefits					
OASDI/Medicare	94,030	97,060	34,491	62,569	35.54
Health and Welfare	26,170	48,723	12,486	36,237	25.63
Unemployment Insurance	9,184	8,210	(573)	8,783	(6.98)
Workers' Compensation	18,188	15,614	5,364	10,250	34.35
Other Benefits	38,531	39,786	14,007	25,779	35.21
Total Employee Benefits	*186,103*	*209,393*	*65,775*	*143,618*	*31.41*
Books and Supplies					
Books/Reference	23,975	29,625	14,722	14,903	49.69
Instructional Materials/Suppli	29,740	37,787	28,665	9,122	75.86
Supplies/Stores	28,941	34,460	13,727	20,733	39.83
Non-Capitalized Equipment	58,025	59,251	3,959	55,292	6.68
Non-Capitalized Furniture	9,000	9,000	6,001	2,999	66.68
Food Service Supplies	4,117	3,639	2,690	949	73.92
Total Books and Supplies	*153,798*	*173,762*	*69,764*	*103,998*	*40.15*

Walden Academy
Income Statement
For the Five Months Ending November 30, 2022

	July 1 Budget	First Interim Budget	Actuals to Date	Remaining Budget	Percent
Services/Operating Expenses					
Subagreements for Services	12,000	12,000	0	12,000	0.00
Travel/Conferences	2,912	2,139	681	1,458	31.84
Dues/Memberships	4,270	4,270	5,983	(1,713)	140.12
Insurance	35,226	38,939	19,547	19,392	50.20
Operations/Housekeeping	43,624	43,667	16,218	27,449	37.14
Rentals/Leases/Repairs	198,154	193,271	91,803	101,468	47.50
Professional Services	555,764	280,648	78,667	201,981	28.03
Communications	9,421	6,499	3,213	3,286	49.44
Total Services/Operating Expenses	*861,371*	*581,433*	*216,112*	*365,321*	*37.17*
Capital Outlay					
Sites/Site Improvements	0	0	0	0	0.00
Buildings/Building Improvement	0	0	0	0	0.00
Capital Equipment	0	0	0	0	0.00
Depreciation	117,882	117,882	0	117,882	0.00
Total Capital Outlay	*117,882*	*117,882*	*0*	*117,882*	*0.00*
Other Outgo					
Other Transfers	127,799	96,932	0	96,932	0.00
Direct Support/Indirect Transf	0	0	0	0	0.00
Total Other Outgo	*127,799*	*96,932*	*0*	*96,932*	*0.00*
Total Expenses	**2,675,966**	**2,448,017**	**811,167**	**1,636,850**	**33.14**
Other Sources and Uses					
Other Sources					
Other Sources	0	0	0	0	0.00
Charter School Loans	0	0	0	0	0.00
Total Other Sources	*0*	*0*	*0*	*0*	*0.00*
Other Uses					
Debt Service Interest	0	0	0	0	0.00
Debt Service Principal	0	0	0	0	0.00
Total Other Uses	*0*	*0*	*0*	*0*	*0.00*
Total Other Sources and Uses	**0**	**0**	**0**	**0**	**0.00**
Net Increase/Decrease in Fund Balance	***(86,235)***	***320,195***	***(138,056)***	***458,251***	***(43.12)***

Walden Academy
Income Statement
For the Five Months Ending November 30, 2022

	Monthly Actuals	First Interim Budget	Actuals to Date	Remaining Budget	Percent Actuals to Total Budget
Revenues					
State and Local Revenues					
LCFF Sources					
801100000000000 State Aid Entitlement	65,652	807,114	204,250	602,864	25.31
801214000000000 EPA Funding	0	454,456	101,694	352,762	22.38
809600000000000 In-Lieu Tax Transfers	0	705,012	164,072	540,940	23.27
Total LCFF Sources	*65,652*	*1,966,582*	*470,016*	*1,496,566*	*23.90*
Federal Revenues					
829030100000000 Other Federal Revenues-Title I	0	42,787	0	42,787	0.00
829031820000002 Other Federal Rev-CSI Yr 21/22	19,545	207,483	73,589	133,894	35.47
829032120000000 Other Federal Revenue-ESSER II	0	26,015	26,014	1	100.00
829032130000000 Other Federal Rev-ESSER III	21,326	185,756	51,149	134,607	27.54
829032140000000 Other Federal Rev-ESSER III	44	0	44	(44)	0.00
829040350000000 Other Federal Revenue-Title II	0	4,690	0	4,690	0.00
829041270000000 Other Federal Revenue-Title IV	0	10,000	0	10,000	0.00
Total Federal Revenues	40,915	476,731	150,796	325,935	31.63
Other State Revenues					
855000000000000 Mandated Cost Reimburse-Block	0	2,988	0	2,988	0.00
856011000000000 State Lottery Revenue-Non-Prop	0	24,820	0	24,820	0.00
856011000000001 State Lottery Rev-Non-Prop-PY	0	548	548	0	100.00
856063000000000 State Lottery Revenue-Prop 20	0	9,782	0	9,782	0.00
856063000000001 State Lottery Rev-Prop 20-PY	0	600	600	0	100.00
859000000000000 Other State Revenue	0	350	0	350	0.00
859026000000003 Other State Rev-ELO-P 22/23	13,640	151,554	42,436	109,118	28.00
859060300000000 Oth State Rev-SB740-Lease Cost	0	102,057	0	102,057	0.00
Total Other State Revenues	*13,640*	*292,699*	*43,584*	*249,115*	*14.89*
Other Local Revenues					
869800000000000 Donations	28	200	65	135	32.50
869891400000000 Donations-PTC	0	10,000	0	10,000	0.00
869900000000000 Other Local Revenues-Misc	0	1,000	729	271	72.90
869953100000000 Oth Loc Rev-Student Meals	0	7,500	0	7,500	0.00
869991260000000 Oth Local Revenue-Fundraising	0	1,000	0	1,000	0.00
869991370000000 Oth Loc Rev-T Shirt Sales	58	1,000	946	54	94.60
869991540000000 Other Local Rev-After School	882	11,500	6,975	4,525	60.65
Total Other Local Revenues	*968*	*32,200*	*8,715*	*23,485*	*27.07*
Total Revenues	**121,175**	**2,768,212**	**673,111**	**2,095,101**	**24.32**

Walden Academy
Income Statement
For the Five Months Ending November 30, 2022

	Monthly Actuals	First Interim Budget	Actuals to Date	Remaining Budget	Percent Actuals to Total Budget
Expenses					
Certificated Salaries					
Teacher Salaries					
110100001110000 Cert Teacher	46,630	6,487	58,832	(52,345)	906.92
110114001110000 Cert Teacher-EPA	0	454,456	101,694	352,762	22.38
110131821110002 Cert Teacher-CSI	5,298	48,000	17,298	30,702	36.04
110132121110000 Cert Teacher-ESSER II	0	10,800	10,800	0	100.00
110132131110000 Cert Teacher-ESSER III	8,002	61,201	15,202	45,999	24.84
110162661110000 Cert Teacher-Ed Effect	0	2,679	2,679	0	100.00
110200001110000 Cert Teacher Substitute	3,223	12,700	3,718	8,982	29.28
110232131110000 Cert Teach Sub-ESSER III	3,000	2,300	5,300	(3,000)	230.43
110299981110000 Cert Teacher Substitute-LCAP	0	25,200	910	24,290	3.61
110500001110000 Cert Teacher Medical Stipend	4,233	42,330	14,816	27,514	35.00
110531821110002 Cert Teacher Medical Stipend	0	4,980	1,245	3,735	25.00
110532121110000 Cert Teacher Medical Stipend	0	1,121	1,121	0	100.00
110532131110000 Cert Teacher Medical Stipend	0	6,349	747	5,602	11.77
117500001110000 Cert Teacher Mile/Mast Stipend	730	6,651	2,393	4,258	35.98
117532121110000 Cert Teacher M/M Stpn-ESSER II	0	83	83	0	100.00
117532131110000 Cert Teacher M/M Stp-ESSER III	0	468	55	413	11.75
117600001110000 Cert Teacher Stipend	425	14,320	4,915	9,405	34.32
117626001110003 Cert Teacher Stipend-ELO-P	0	2,609	2,609	0	100.00
117699981110000 Cert Teacher Stipend-LCAP	2,277	16,400	4,973	11,427	30.32
Total Teacher Salaries	*73,818*	*719,134*	*249,390*	*469,744*	*34.68*
Administrator Salaries					
130100001127000 Cert School Director	8,597	93,760	33,585	60,175	35.82
130131821127002 Cert School Director-CSI	4,727	52,000	18,909	33,091	36.36
130162661127000 Cert School Director-Ed Effect	0	801	801	0	100.00
130500001127000 Cert Director Medical Stipend	886	8,856	3,542	5,314	40.00
130531821127002 Cert Director Medical Stipend	590	5,904	2,362	3,542	40.01
137500001127000 Cert Director Mile/Mas Stipend	(2,980)	360	144	216	40.00
137600001127000 Cert Director Stipend	3,016	10,000	4,650	5,350	46.50
137600001127001 Cert Director Stipend-PY	0	3,500	3,500	0	100.00
137626001127003 Cert Director Stipend-ELO-P	0	4,538	4,538	0	100.00
137662661127001 Cert Director Stipnd-Ed Eff PY	0	(3,500)	(3,500)	0	100.00
Total Administrator Salaries	*14,836*	*176,219*	*68,531*	*107,688*	*38.89*
Other Certificated Salaries					
Total Other Certificated Salaries	*0*	*0*	*0*	*0*	*0.00*
Total Certificated Salaries	**88,654**	**895,353**	**317,921**	**577,432**	**35.51**

Walden Academy
Income Statement
For the Five Months Ending November 30, 2022

	Monthly Actuals	First Interim Budget	Actuals to Date	Remaining Budget	Percent Actuals to Total Budget
Classified Salaries					
Paraeducator Salaries					
210100001110000 Class Instruct Aide	9,986	70,006	27,245	42,761	38.92
210126001110003 Class Instr Aide-ELO-P	0	2,246	2,246	0	100.00
210130101110000 Class Instruct Aide-Title I	1,758	13,459	4,553	8,906	33.83
210131821110002 Class Instruct Aide-CSI	4,533	34,429	11,201	23,228	32.53
210132121110000 Class Instruct Aide-ESSER II	0	53	53	0	100.00
210132131110000 Class Instruct Aide-ESSER III	0	1,949	1,949	0	100.00
210162661110000 Class Instruct Aide-Ed Effect	0	1,329	1,329	0	100.00
210199981110000 Class Instruct Aide-LCAP	7,607	59,179	20,044	39,135	33.87
210200001110000 Class Instruct Aide Substitute	0	3,000	0	3,000	0.00
210400001110000 Class Teacher-Music	(243)	0	0	0	0.00
210441271110000 Class Teacher-Music-Title IV	243	4,641	264	4,377	5.69
210500001142000 Class Teacher-PE Coach	0	7,500	0	7,500	0.00
210600001110000 Class Teacher-Elective	0	400	0	400	0.00
210632131110000 Class Teacher-Elect-ESSER III	0	5,000	0	5,000	0.00
217500001110000 Class Instruct Aide-Stipend	875	200	1,013	(813)	506.50
217500001137000 Class Instruct Aide-Stip-Lunch	0	100	66	34	66.00
217562661110000 Class Teach-Stipend-Ed Eff	29	0	29	(29)	0.00
Total Paraeducator Salaries	*24,788*	*203,491*	*69,992*	*133,499*	*34.40*
Support Services Salaries					
220131821137002 Class Food Service-CSI	1,347	12,243	3,853	8,390	31.47
220199981137000 Class Food Service-LCAP	1,195	10,857	3,417	7,440	31.47
221000001181000 Class Maintenance	5,253	49,980	20,713	29,267	41.44
221099981181000 Class Maintenance-LCAP	0	1,778	1,778	0	100.00
Total Support Services Salaries	*7,795*	*74,858*	*29,761*	*45,097*	*39.76*
Supervisor Salaries					
Total Supervisor Salaries	*0*	*0*	*0*	*0*	*0.00*
Office/Technical Salaries					
240100001127000 Class Clerical/Office	5,348	48,275	18,533	29,742	38.39
240130101127000 Class Clerical/Office-Title I	717	6,728	2,151	4,577	31.97
240131821127002 Class Clerical/Office-CSI	1,077	7,053	3,222	3,831	45.68
240132121127000 Class Clerical/Office-ESSER II	0	1,184	1,184	0	100.00
240132131127000 Class Clerical/Office-ESSERIII	0	941	941	0	100.00
240199981127000 Class Clerical/Office-LCAP	717	6,728	2,478	4,250	36.83
240500001127000 Class Clerical Medical Stpnd	453	4,980	2,037	2,943	40.90
247500001127000 Class Clerical Stipend	0	200	145	55	72.50
Total Office/Technical Salaries	*8,312*	*76,089*	*30,691*	*45,398*	*40.34*
Other Classified Salaries					
290162661139000 Classified After School Staff	0	868	868	0	100.00
290191541139000 Classified After School	3,703	17,956	10,283	7,673	57.27
Total Other Classified Salaries	*3,703*	*18,824*	*11,151*	*7,673*	*59.24*
Total Classified Salaries	**44,598**	**373,262**	**141,595**	**231,667**	**37.93**

Walden Academy
Income Statement
For the Five Months Ending November 30, 2022

	Monthly Actuals	First Interim Budget	Actuals to Date	Remaining Budget	Percent Actuals to Total Budget
Employee Benefits					
STRS/PERS					
Total STRS/PERS	0	0	0	0	0.00
OASDI/Medicare					
330100001110000 Social Security/Medicare Cert	4,161	44,165	14,288	29,877	32.35
330100001127000 Social Security/Medicare Cert	661	8,644	2,936	5,708	33.97
330100001127001 Social Sec/Medicare Cert-PY	0	268	268	0	100.00
330126001110003 Social Security/Medicare Cert	0	200	200	0	100.00
330126001127003 Social Security/Medicare Cert	0	347	347	0	100.00
330131821110002 Social Security/Medicare Cert	402	4,053	1,408	2,645	34.74
330131821127002 Social Security/Medicare Cert	407	4,430	1,627	2,803	36.73
330132121110000 Social Security/Medicare Cert	0	822	822	0	100.00
330132131110000 Social Security/Medicare Cert	833	5,301	1,654	3,647	31.20
330162661110000 Social Security/Medicare Cert	0	205	205	0	100.00
330162661127000 Social Security/Medicare Cert	0	61	61	0	100.00
330162661127001 Social Security/Medicare Cert	0	(268)	(268)	0	100.00
330199981110000 Social Security/Medicare Cert	174	276	450	(174)	163.04
330200001110000 Social Security/Medicare Class	827	6,162	1,846	4,316	29.96
330200001127000 Social Security/Medicare Class	444	4,074	1,585	2,489	38.91
330200001137000 Social Security/Medicare Class	(5)	0	0	0	0.00
330200001142000 Social Security/Medicare Class	0	574	0	574	0.00
330200001181000 Social Security/Medicare Class	402	3,823	1,585	2,238	41.46
330226001110003 Social Security/Medicare Class	0	172	172	0	100.00
330230101110000 Social Security/Medicare Class	135	1,030	348	682	33.79
330230101127000 Social Security/Medicare Class	55	515	165	350	32.04
330231821110002 Social Security/Medicare Class	347	2,634	857	1,777	32.54
330231821127002 Social Security/Medicare Class	82	540	247	293	45.74
330231821137002 Social Security/Medicare Class	105	937	297	640	31.70
330232121110000 Social Security/Medicare Class	0	4	4	0	100.00
330232121127000 Social Security/Medicare Class	0	91	91	0	100.00
330232131110000 Social Security/Medicare Class	0	149	149	0	100.00
330232131127000 Social Security/Medicare Class	0	72	72	0	100.00
330241271110000 Social Security/Medicare Class	0	222	2	220	0.90
330262661110000 Social Security/Medicare Class	2	101	103	(2)	101.98
330262661139000 Social Security/Medicare Class	0	65	65	0	100.00
330291541139000 Social Security/Medicare Class	281	1,376	782	594	56.83
330299981110000 Social Security/Medicare Class	582	4,527	1,533	2,994	33.86
330299981127000 Social Security/Medicare Class	55	515	190	325	36.89
330299981137000 Social Security/Medicare Class	94	837	264	573	31.54
330299981181000 Social Security/Medicare Class	0	136	136	0	100.00
Total OASDI/Medicare	*10,044*	*97,060*	*34,491*	*62,569*	*35.54*
Health and Welfare					
340100001110000 Health & Welfare Certificated	2,835	27,546	6,918	20,628	25.11
340100001127000 Health & Welfare Certificated	755	9,060	2,710	6,350	29.91
340132121110000 Health & Welfare Certificated	0	605	605	0	100.00
340132131110000 Health & Welfare Certificated	783	8,790	1,566	7,224	17.82
340200001110000 Health & Welfare Classified	(58)	0	0	0	0.00
340200001127000 Health & Welfare Classified	170	1,346	515	831	38.26
340200001181000 Health & Welfare Classified	172	1,376	172	1,204	12.50
Total Health and Welfare	*4,657*	*48,723*	*12,486*	*36,237*	*25.63*

Walden Academy
Income Statement
For the Five Months Ending November 30, 2022

	Monthly Actuals	First Interim Budget	Actuals to Date	Remaining Budget	Percent Actuals to Total Budget
Unemployment Insurance					
350100001110000 Unemployment Insurance Cert	56	3,897	516	3,381	13.24
350100001127000 Unemployment Insurance Cert	0	269	0	269	0.00
350131821110002 Unemployment Insurance Cert	0	224	0	224	0.00
350131821127002 Unemployment Insurance Cert	0	179	0	179	0.00
350132131110000 Unemployment Insurance Cert	0	336	4	332	1.19
350199981110000 Unemployment Insurance Cert	0	23	23	0	100.00
350200001110000 Unemployment Insurance Class	9	2,224	30	2,194	1.35
350200001127000 Unemployment Insurance Class	2	672	25	647	3.72
350200001137000 Unemployment Insurance Class	0	96	0	96	0.00
350200001181000 Unemployment Insurance Class	0	224	0	224	0.00
350226001110003 Unemployment Insurance Class	0	16	16	0	100.00
350231821137002 Unemployment Insurance Class	55	128	183	(55)	142.97
350262661139000 Unemployment Insurance Class	0	14	14	0	100.00
350291541139000 Unemployment Insurance Class	20	1,330	38	1,292	2.86
350400001110000 SUI-ETT Refund	0	(1,422)	(1,422)	0	100.00
Total Unemployment Insurance	*142*	*8,210*	*(573)*	*8,783*	*(6.98)*
Workers' Compensation					
360100001110000 Workers Compensation Cert	640	7,095	2,155	4,940	30.37
360100001127000 Workers Compensation Cert	100	1,255	447	808	35.62
360100001127001 Workers Compensation Cert-PY	0	43	43	0	100.00
360126001110003 Workers Compensation Cert	0	32	32	0	100.00
360126001127003 Workers Compensation Cert	0	56	56	0	100.00
360131821110002 Workers Compensation Cert	92	652	239	413	36.66
360131821127002 Workers Compensation Cert	33	713	229	484	32.12
360132121110000 Workers Compensation Cert	0	147	147	0	100.00
360132131110000 Workers Compensation Cert	131	985	242	743	24.57
360162661110000 Workers Compensation Cert	0	32	32	0	100.00
360162661127000 Workers Compensation Cert	0	9	9	0	100.00
360162661127001 Workers Compensation Cert	0	(43)	(43)	0	100.00
360199981110000 Workers Compensation Cert	28	44	72	(28)	163.64
360200001110000 Workers Compensation Class	131	1,025	342	683	33.37
360200001127000 Workers Compensation Class	70	658	251	407	38.15
360200001137000 Workers Compensation Class	0	0	1	(1)	0.00
360200001142000 Workers Compensation Class	0	92	0	92	0.00
360200001181000 Workers Compensation Class	62	616	244	372	39.61
360226001110003 Workers Compensation Class	0	28	28	0	100.00
360230101110000 Workers Compensation Class	21	166	54	112	32.53
360230101127000 Workers Compensation Class	9	83	26	57	31.33
360231821110002 Workers Compensation Class	55	424	135	289	31.84
360231821127002 Workers Compensation Class	13	87	38	49	43.68
360231821137002 Workers Compensation Class	17	151	47	104	31.13
360232121110000 Workers Compensation Class	0	1	1	0	100.00
360232121127000 Workers Compensation Class	0	14	14	0	100.00
360232131110000 Workers Compensation Class	0	23	23	0	100.00
360232131127000 Workers Compensation Class	0	11	11	0	100.00
360262661110000 Workers Compensation Class	0	16	16	0	100.00
360262661139000 Workers Compensation Class	0	11	11	0	100.00
360291541139000 Workers Compensation Class	45	221	124	97	56.11
360299981110000 Workers Compensation Class	93	728	244	484	33.52
360299981127000 Workers Compensation Class	9	83	31	52	37.35
360299981137000 Workers Compensation Class	15	135	42	93	31.11
360299981181000 Workers Compensation Class	0	21	21	0	100.00
Total Workers' Compensation	*1,564*	*15,614*	*5,364*	*10,250*	*34.35*

Walden Academy
Income Statement
For the Five Months Ending November 30, 2022

	Monthly Actuals	First Interim Budget	Actuals to Date	Remaining Budget	Percent Actuals to Total Budget
Other Benefits					
390100001110000 Other Benefits Certificated	2,367	21,074	7,383	13,691	35.03
390100001127000 Other Benefits Certificated	519	5,675	2,042	3,633	35.98
390131821110002 Other Benefits Certificated	240	2,400	840	1,560	35.00
390132121110000 Other Benefits Certificated	0	360	360	0	100.00
390132131110000 Other Benefits Certificated	240	2,040	480	1,560	23.53
390162661110000 Other Benefits Certificated	0	97	97	0	100.00
390162661127000 Other Benefits Certificated	0	34	34	0	100.00
390200001110000 Other Benefits Classified	166	3,079	465	2,614	15.10
390200001127000 Other Benefits Classified	97	1,657	363	1,294	21.91
390200001181000 Other Benefits Classified	242	2,251	932	1,319	41.40
390230101110000 Other Benefits Classified	57	109	147	(38)	134.86
390231821110002 Other Benefits Classified	93	155	216	(61)	139.35
390231821127002 Other Benefits Classified	32	78	97	(19)	124.36
390232121110000 Other Benefits Classified	0	3	3	0	100.00
390232121127000 Other Benefits Classified	0	34	34	0	100.00
390232131110000 Other Benefits Classified	0	40	40	0	100.00
390232131127000 Other Benefits Classified	0	20	20	0	100.00
390241271110000 Other Benefits Classified	0	1	1	0	100.00
390262661110000 Other Benefits Classified	0	8	8	0	100.00
390291541139000 Other Benefits Classified	55	460	150	310	32.61
390299981110000 Other Benefits Classified	93	122	206	(84)	168.85
390299981181000 Other Benefits Classified	0	89	89	0	100.00
Total Other Benefits	*4,201*	*39,786*	*14,007*	*25,779*	*35.21*
Total Employee Benefits	**20,608**	**209,393**	**65,775**	**143,618**	**31.41**

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	Monthly Actuals	First Interim Budget	Actuals to Date	Remaining Budget	Percent Actuals to Total Budget
Books and Supplies					
Books/Reference					
411000001110000 Textbooks/Core Curricula	64	6,492	5,018	1,474	77.30
411030101110000 Textbooks/Core Curric-Title I	0	10,000	76	9,924	0.76
411032131110000 Textbooks/Core Curr-ESSER III	0	1,500	1,194	306	79.60
411063001110000 Textbooks/CoreCurricula-Prop20	0	7,008	7,008	0	100.00
421000001110000 Books/Reference Materials	96	4,625	1,083	3,542	23.42
421062661110000 Books/Reference Mtls-Ed Effect	343	0	343	(343)	0.00
Total BooksReference	*503*	*29,625*	*14,722*	*14,903*	*49.69*
Instructional Materials/Supplies					
431000001110000 Instructional Mtls/Supplies	147	3,273	1,056	2,217	32.26
431032131110000 Instruct Mtls/Suppy-ESSER III	0	3,033	3,033	0	100.00
431041271110000 Instruct Mtls/Supp-Title IV	0	5,000	0	5,000	0.00
431063001110000 Instruct Mtls/Supply-Prop 20	0	2,533	2,533	0	100.00
431100001110000 Teacher Supplies	79	3,326	3,302	24	99.28
431132131110000 Teacher Supplies-ESSER III	119	2,000	119	1,881	5.95
431163001110000 Teacher Supplies-Prop 20	0	174	174	0	100.00
431231821110002 Educational Software-CSI	0	7,500	7,500	0	100.00
431232131110000 Educational Software-ESSER III	0	4,934	4,934	0	100.00
431241271110000 Educational Software-Title IV	0	5,347	5,347	0	100.00
431263001110000 Educational Software-Prop 20	0	667	667	0	100.00
Total Instructional Materials/Supplies	*345*	*37,787*	*28,665*	*9,122*	*75.86*
Supplies/Stores					
432000001127000 All Other Mtls/Supplies-Admin	1,158	19,172	7,328	11,844	38.22
432000001142000 All Other Mtls/Supplies-PE	0	100	43	57	43.00
432000001181000 All Oth Mtls/Supply-Custodial	410	5,750	2,295	3,455	39.91
432030101127000 All Other Mtls/Sup-Admin-Ttl I	0	2,500	135	2,365	5.40
432032131127000 All Oth Mtl/Sup-Admin-ESSERIII	59	1,834	1,894	(60)	103.27
432032131142000 All Oth Mtl/Sup-PE-ESSERIII	0	2,628	887	1,741	33.75
432091541139000 All Oth Mtls/Supplies-Aft Sch	104	500	369	131	73.80
432100001110000 Professional Develop Supplies	0	1,200	0	1,200	0.00
432130101110000 Profess. Develop Sup-Title I	0	776	776	0	100.00
Total Supplies/Stores	*1,731*	*34,460*	*13,727*	*20,733*	*39.83*
Non-Capitalized Equipment					
441000001110000 Non-Cap Equip-Instructional	0	1,326	1,326	0	100.00
441000001127000 Non-Capitalized Equip-Admin	1,735	3,000	1,735	1,265	57.83
441032131110000 Non-Cap Equip-Instr-ESSER III	0	5,000	0	5,000	0.00
442000001110000 Non-Capitalized Computer-Instr	0	375	0	375	0.00
442000001127000 Non-Capitalized Computer-Admin	0	2,200	0	2,200	0.00
442032131110000 Non-Cap Cptr-Inst-ESSER III	0	40,750	0	40,750	0.00
442032131127000 Non-Cap Cptr-Adm-ESSER III	0	6,600	898	5,702	13.61
Total Non-Capitalized Equipment	*1,735*	*59,251*	*3,959*	*55,292*	*6.68*

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	Monthly Actuals	First Interim Budget	Actuals to Date	Remaining Budget	Percent Actuals to Total Budget
Non-Capaltized Fixed Assets					
445000001110000 Non-Cap Furniture-Instr	0	6,000	5,105	895	85.08
445000001127000 Non-Cap Furniture-Admin	0	3,000	896	2,104	29.87
Total Non-Capaltized Fixed Assets	*0*	*9,000*	*6,001*	*2,999*	*66.68*
Food Service Supplies					
470026001139003 Food Expenses-ASP-ELO-P	179	708	886	(178)	125.14
470091541139000 Food Expenditures-After School	33	1,973	851	1,122	43.13
472000001127000 Food Expenditures-Other	(5)	927	922	5	99.46
472062661127000 Food Expenditures-Other	0	31	31	0	100.00
Total Food Service Supplies	*207*	*3,639*	*2,690*	*949*	*73.92*
Total Books and Supplies	**4,521**	**173,762**	**69,764**	**103,998**	**40.15**

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		Monthly Actuals	First Interim Budget	Actuals to Date	Remaining Budget	Percent Actuals to Total Budget
Services/Operating Expenses						
Subagreements for Services						
510031821184002	Subagreements for Svc-CSI	0	12,000	0	12,000	0.00
	Total Subagreements for Services	*0*	*12,000*	*0*	*12,000*	*0.00*
Travel/Conferences						
522000001127000	Travel & Conference-Admin	0	141	141	0	100.00
522062661127000	Travel & Conference-Admin	0	216	216	0	100.00
523000001110000	Travel & Lodging-Instr	243	1,701	243	1,458	14.29
523000001127000	Travel & Lodging-Admin	0	81	81	0	100.00
524000001127000	Meals & Entertainment-Admin	5	0	0	0	0.00
	Total Travel/Conferences	*248*	*2,139*	*681*	*1,458*	*31.84*
Dues/Memberships						
531000001127000	Dues & Memberships	2,081	4,270	5,983	(1,713)	140.12
	Total Dues/Memberships	*2,081*	*4,270*	*5,983*	*(1,713)*	*140.12*
Insurance						
540000001127000	Insurance	3,072	38,939	19,547	19,392	50.20
	Total Insurance	*3,072*	*38,939*	*19,547*	*19,392*	*50.20*
Operations/Housekeeping						
551500001181000	Janitorial,GardeningSvc/Supply	0	7,000	800	6,200	11.43
551532131181000	Jan,Garden Exp-ESSER III	0	8,000	0	8,000	0.00
551591451181000	Janitorial,GardeningSvc/Supply	0	1,500	1,445	55	96.33
551691451181000	Janitorial-Carpet Cleaning-Bea	0	3,054	1,527	1,527	50.00
552000001181000	Security	0	100	0	100	0.00
553500001181000	Utilities	2,161	24,013	12,446	11,567	51.83
	Total Operations/Housekeeping	*2,161*	*43,667*	*16,218*	*27,449*	*37.14*
Rentals/Leases/Repairs						
561000001127000	Equipment Rental/Lease	0	10,227	4,524	5,703	44.24
562000001187000	Property/Building Rental	0	29,971	0	29,971	0.00
562060301187000	Property/Building Rental-SB740	9,719	89,913	58,314	31,599	64.86
562100001187000	Property Taxes - New property	0	3,700	0	3,700	0.00
562500001187000	Modular Lease	3,625	31,356	9,606	21,750	30.64
562560301187000	Modular Lease-SB740	0	12,144	12,144	0	100.00
563000001127000	Repairs/Maintenance-Computers	0	35	0	35	0.00
563000001187000	Repairs/Maintenance-Building	(108)	2,721	2,519	202	92.58
563032121187000	Repair/Maint-Build-ESSER II	0	(242)	(242)	0	100.00
563091451187000	Repairs/Maint-Beautification	2,094	10,000	3,802	6,198	38.02
563100001127000	Repairs/Maintenance-Othr Equip	0	446	314	132	70.40
563100001187000	Grounds Upkeep & Improvement	0	3,000	822	2,178	27.40
	Total Rentals/Leases/Repairs	*15,330*	*193,271*	*91,803*	*101,468*	*47.50*
Direct Costs Transfers						
	Total Direct Costs Transfers	*0*	*0*	*0*	*0*	*0.00*

Walden Academy
Income Statement
For the Five Months Ending November 30, 2022

		Monthly Actuals	First Interim Budget	Actuals to Date	Remaining Budget	Percent Actuals to Total Budget
Professional Services						
580300000071910	Accounting/Audit Services	4,620	15,043	9,475	5,568	62.99
580500001127000	Advertising Fees	0	1,000	0	1,000	0.00
580600001127000	Assemblies	800	1,000	800	200	80.00
580900001127000	Banking Fees	15	450	96	354	21.33
581200000073000	Business Services	3,563	43,200	17,813	25,387	41.23
581200000073001	Business Services-Edtec	0	9,298	0	9,298	0.00
582000001127000	Consultants-Admin	1,300	18,200	5,297	12,903	29.10
582165005711900	Contract Services-Instr-SpEd	0	11,972	0	11,972	0.00
582199985711900	Contract Services-Instr-SpEd	0	26,157	0	26,157	0.00
582400000076000	District Oversight Fee	0	19,666	0	19,666	0.00
583091401110000	Field Trip-PTC	500	10,000	3,471	6,529	34.71
583600001127000	Fingerprinting	360	750	552	198	73.60
583691401127000	Fingerprinting-PTC	399	750	546	204	72.80
583991201127000	Fundraising Expense-MS	0	450	0	450	0.00
583991261127000	Fundraising Expense	0	35	0	35	0.00
583991371127000	Fundraising Expense-T Shirts	0	1,000	857	143	85.70
583991401127000	Fundraising Expense-PTC	587	587	587	0	100.00
583991401142000	Fundraising Expense-PTC	(587)	0	0	0	0.00
584500001127000	Legal Services Contracts	847	5,000	3,378	1,622	67.56
584800001127000	Licenses & Other Fees	0	2,000	356	1,644	17.80
584800001137000	Licenses & Other Fees-Food Svc	0	240	240	0	100.00
585100001127000	Marketing & Student Recruiting	0	3,000	2,647	353	88.23
585900001127000	Payroll Fees	353	4,553	1,691	2,862	37.14
586000001127000	Printing and Reproduction	0	2,500	1,461	1,039	58.44
586300001110000	Prof Development Exp-Instruct	0	28,210	0	28,210	0.00
586300001127000	Prof Development Exp-Admin	0	2,000	0	2,000	0.00
586340351110000	Prof Dev Exp-Instr-Title II	0	4,690	0	4,690	0.00
586362661110000	Prof Dev Exp-Instr-Ed Effect	0	8,825	4,149	4,676	47.01
586362661127000	Prof Dev Exp-Admin-Ed Effect	99	75	174	(99)	232.00
586400001127000	State Service Use Tax-Admin	0	127	0	127	0.00
587700001127000	Student Activites	0	1,000	784	216	78.40
587700001142000	Student Activites-PE	150	150	150	0	100.00
587732131127000	Student Activites-ESSER III	0	2,306	0	2,306	0.00
587732141127000	Student Activites-ESSER III	44	44	44	0	100.00
587791351127000	Student Activites-Student Coun	0	100	100	0	100.00
587800001127000	Student Assessment	0	12,409	0	12,409	0.00
588100001127000	Student Information System	(8,159)	4,524	0	4,524	0.00
588132121127000	Student Inform System-ESSER II	0	10,935	10,935	0	100.00
588132131127000	Student Info System-ESSER III	8,159	11,002	9,734	1,268	88.47
588700001127000	Technology Services	0	17,000	3,330	13,670	19.59
588730101127000	Technology Services-Title I	0	400	0	400	0.00
	Total Professional Services	*13,050*	*280,648*	*78,667*	*201,981*	*28.03*
Communications						
591000001127000	Postage and Shipping	60	512	296	216	57.81
593000001127000	Telephone & Fax	593	5,987	2,917	3,070	48.72
	Total Communications	*653*	*6,499*	*3,213*	*3,286*	*49.44*
	Total Services/Operating Expenses	**36,595**	**581,433**	**216,112**	**365,321**	**37.17**

Walden Academy
Income Statement
For the Five Months Ending November 30, 2022

		Monthly Actuals	First Interim Budget	Actuals to Date	Remaining Budget	Percent Actuals to Total Budget
Capital Outlay						
690000001110000	Depreciation/Amortization Exp	0	117,882	0	117,882	0.00
	Total Capital Outlay	**0**	**117,882**	**0**	**117,882**	**0.00**
Other Outgo						
714165000092000	SpEd Encroachment	0	84,932	0	84,932	0.00
714199980092000	SpEd Encroachment-LCAP	0	12,000	0	12,000	0.00
731000000072102	Indirect Cost Transfer - 21-22	0	(5,589)	(1,539)	(4,050)	27.54
731031820072102	Indirect Cost Trf-CSI 21-22	0	5,589	1,539	4,050	27.54
	Total Other Outgo	**0**	**96,932**	**0**	**96,932**	**0.00**
	Total Expenses	**194,976**	**2,448,017**	**811,167**	**1,636,850**	**33.14**
Other Sources and Uses						
Other Sources						
898000000000000	Contrib from Unrestr Resource	0	(123,061)	0	(123,061)	0.00
898065000000000	Contrib from Unrestr Res-SpEd	0	123,061	0	123,061	0.00
	Total Other Sources	**0**	**0**	**0**	**0**	**0.00**
Other Uses						
	Total Other Uses	**0**	**0**	**0**	**0**	**0.00**
	Total Other Sources and Uses	**0**	**0**	**0**	**0**	**0.00**
	Net Increase/Decrease in Fund Balance	***(73,801)***	***320,195***	***(138,056)***	***458,251***	***(43.12)***

Walden Academy
Balance Sheet
November 30, 2022

ASSETS

Current Assets		
Cash in Bank-Tri Cty x0950	$ 909,013.86	
Cash in Bank-Tri Cty x4876	999.91	
Cash in Bank-Tri Cty x4244	5,922.64	
Accounts Receivable-PTC	10,482.90	
Employee Receivable-Med 125	2,482.43	
Due from Grantor Gov-ELO-P	3,806.00	
Due from Grantor Gov-Title I	19,999.00	
Due from Grantor Gov-CSI-20/21	35,623.83	
Due from Grantor Gov-CSI-21/22	21,718.45	
Due frm Grantor Gov-ESSER 3212	65,093.00	
Due frm Grantor Gov-ESSER 3213	31,416.92	
Due frm Grantor Gov-ESSER 3219	5,271.00	
Due from Grantor Gov-Title II	2,451.00	
Due from Grantor Gov-SB740	23,924.35	
Prepaid Expenses/Deposits	8,317.00	
Prepaid Expenses-Parent Club	1,089.00	
Total Current Assets		1,147,611.29
Property and Equipment		
Land	186,946.05	
Sites/Improvement of Sites	239,742.21	
Accumulated Depr-Site Improv	(132,005.00)	
Buildings/Improvement of Bldgs	542,024.56	
Accumulated Depr-Buildings	(219,265.81)	
Total Property and Equipment		617,442.01
Other Assets		
Total Other Assets		0.00
Total Assets		$ 1,765,053.30

Walden Academy
Balance Sheet
November 30, 2022

LIABILITIES AND CAPITAL

Current Liabilities		
Employee Payable-Med 125	$ 631.64	
Worker's Compensation Payable	(751.79)	
Summer Withholding Payable	32,507.70	
Aflac Prem Payable	294.44	
Health Premiums Payable	(2,548.80)	
Due to Grantor Govern-Prop 39	49,359.33	
Due to Grantor Gov-State Aid	40,182.00	
Deferred Rev-ESSER III 3214	4,888.61	
Deferred Revenue-GEER II 3217	1,011.00	
Total Current Liabilities		125,574.13
Long-Term Liabilities		
Total Long-Term Liabilities		0.00
Total Liabilities		125,574.13
Capital		
Beginning Fund Balance	1,777,536.82	
Net Income	(138,057.65)	
Total Capital		1,639,479.17
Total Liabilities & Capital		$ 1,765,053.30

Walden Academy

2022/23
Cash Flow Worksheet

Actuals through the month of Nov	Budget	YTD	Budget	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Beginning Cash	**Forecast**	**Actual**	**Remain**	**1,242,884**	**1,233,389**	**1,011,620**	**868,120**	**1,024,098**	**915,937**	**956,608**	**1,022,281**	**968,454**	**1,029,336**	**1,118,898**	**1,072,250**	**1,242,884**
Revenues																
LCFF Funding																
State Aid Portion	807,114	204,250	602,864		36,473	36,473	65,652	65,652	65,652	65,652	65,652	81,181	81,181	81,181	81,181	725,930
EPA Funding	454,456	101,694	352,762				101,694			101,694			128,036			331,424
In Lieu Tax Portion CY	705,012	164,072	540,940				164,072		100,966	50,483	50,483	113,003	56,502	56,502	56,502	648,513
In Lieu Tax Portion PY	0	0	0													0
Other Fed Rev-NCLB-Title I	42,787	0	42,787						10,697		10,697				10,697	32,090
Other Fed Rev-NCLB-Title I PY	0	0	0													0
Other Fed Rev-NCLB-Title II	4,690	0	4,690						1,173		1,173				1,173	3,518
Other Fed Rev-CSI-21/22	207,483	73,589	133,894		7,760	30,040	16,245	19,545	20,000	20,000	20,000	20,000	20,000	20,000	13,894	207,483
Other Fed Rev-ESSER II RS 3212	26,015	26,014	1		17,770	8,244									1	26,015
Other Fed Rev-ESSER III RS 3213	185,756	51,149	134,607		272	6,951	22,599	21,326	20,000	20,000	20,000	20,000	20,000	20,000	14,607	185,756
Other Fed Rev-ESSER III RS 3214	0	44	-44					44								44
Other Fed Rev-GEER II RS 3217	0	0	0													0
Other Fed Rev-NCLB-Title IV	10,000	0	10,000						2,500		2,500				2,500	7,500
California Lottery	35,750	1,148	34,602				1,148			7,474			8,173			16,795
All Other State Revenues	350	0	350												350	350
All Other State Revenues-Mandate Block	2,988	0	2,988							2,988						2,988
All Other State Revenues-ELOP	151,554	42,436	109,118		7,578	7,578	13,640	13,640	13,640	13,640	13,640	13,640	13,640	13,640	13,640	137,916
All Other State Revenues-SB740	102,057	0	102,057									51,029			25,514	76,543
All Other State Revenues-SB740-PY	0	0	0													0
All Other State Revenues-UPK Planning	0	0	0													0
Other State Revenues-Ed Effect RS 6266	0	0	0													0
Donations	200	65	135				37	28	19	19	19	19	19	19	19	200
Donations-Middle School	0	0	0													0
Donations-PTC	10,000	0	10,000													0
Other Local Revenue-Misc/T-Shirt Sales	2,000	1,675	325		0	989	627	58	46	46	46	46	46	46	46	2,000
Other Local Revenue-Student Meals	7,500	0	7,500						1,071	1,071	1,071	1,071	1,071	1,071	1,071	7,500
Other Local Revenue-MS Fundraising	0	0	0													0
Other Local Revenue-Fundraising	1,000	0	1,000						143	143	143	143	143	143	143	1,000
Other Local Revenue-Student Council	0	0	0													0
Other Local Revenue-After School	11,500	6,975	4,525	391		5,430	272	882	646	646	646	646	646	646	646	11,500
Total Revenues	**2,768,212**	**673,111**	**2,095,101**	**391**	**69,854**	**95,705**	**385,986**	**121,175**	**236,554**	**283,858**	**186,071**	**300,779**	**329,459**	**193,249**	**221,985**	**2,425,065**
Expenses																
Certificated	895,353	317,922	577,431	7,147	51,866	82,602	87,652	88,654	87,064	87,064	87,064	87,064	87,064	87,064	55,047	895,353
Classified	373,262	141,595	231,667	6,547	10,873	41,024	38,555	44,596	33,095	33,095	33,095	33,095	33,095	33,095	33,095	373,262
Employee Benefits	209,393	65,776	143,617	3,216	8,326	16,327	17,302	20,605	20,517	20,517	20,517	20,517	20,517	20,517	20,517	209,393
Books and Supplies	173,762	69,762	104,000	7,652	18,092	32,008	7,490	4,521	14,857	14,857	14,857	14,857	14,857	14,857	14,857	173,762
Services & Operational Expenses	561,767	216,115	345,652	68,269	34,348	39,918	36,984	36,594	49,379	49,379	49,379	49,379	49,379	49,379	49,379	561,767
Oversight Fee	19,666	0	19,666												19,666	19,666
SPED Encroachment	96,932	0	96,932						48,466						48,466	96,932
Debt Service Interest	0	0	0													0
Total Expenses	**2,330,135**	**811,169**	**1,518,966**	**92,831**	**123,505**	**211,879**	**187,984**	**194,971**	**253,378**	**204,912**	**204,912**	**204,912**	**204,912**	**204,912**	**241,027**	**2,330,135**
Net Increase/Decrease in Fund Balance	**438,077**			**-92,440**	**-53,652**	**-116,173**	**198,002**	**-73,796**	**-16,824**	**78,946**	**-18,841**	**95,867**	**124,547**	**-11,663**	**-19,043**	**94,930**

Walden Academy

2022/23
Cash Flow Worksheet

Actuals through the month of Nov	Budget	YTD	Budget	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Total
Beginning Cash	**Forecast**	**Actual**	**Remain**	**1,242,884**	**1,233,389**	**1,011,620**	**868,120**	**1,024,098**	**915,937**	**956,608**	**1,022,281**	**968,454**	**1,029,336**	**1,118,898**	**1,072,250**	**1,242,884**
Adjustments and Prior Year																
Current Year Adjustments																
Payroll Liabilities				-10,135	4,587	292	1,349	1,534								-2,373
Payroll Reserve for Summer Pay					5,190	8,966	9,172	9,180	9,180	9,180	9,180	9,180	9,180	9,180	-17,932	69,655
Employee Receivable				-2,546	-1,082	382	382	382	382	382	382	382	382	382	191	0
Accounts Receivable																0
Prepaid Expenses							-1,089								1,089	0
Due from Grantor Gov-CSI						-37,800	35,626	-19,545	-20,000	-20,000	-20,000	-20,000	-20,000	-20,000	-13,894	-155,612
Due from Grantor Gov-ESSER II RS 3212					-17,770	-8,244										-26,014
Due from Grantor Gov-ESSER III RS 3213							-10,091	-21,326	-20,000	-20,000	-20,000	-20,000	-20,000	-20,000	-14,607	-166,024
Due from Grantor Gov-ESSER III RS 3214																0
Due from Grantor Gov-GEER RS 3217																0
Accounts Payable																0
Other Sources/Uses																
All Other Financing Sources-PPP Forgiveness																0
Deferred Revenue-CSI 21/22				51,871	-7,760	7,760	-51,871									0
Deferred Revenue-ESSER RS 3212																0
Deferred Revenue-ESSER RS 3213				19,732	-272	-6,951	-12,508									0
Deferred Revenue-ESSER RS 3214				4,933				-44								4,889
Deferred Revenue-GEER RS 3217																0
Capital Outlay																0
Sites/Bldgs Improvement																0
Accrued Interest	0	0														0
Debt Service Principal Payments	0	0														0
Prior Year Transactions																
Accounts Receivable	10,483	0							10,483							10,483
Due from Grantor Govern	302,067	171,912		112,180	264	15,192	43,800	476	82,474	22,188	476	476	476	476	23,115	301,593
Prepaid Expenses	40,565	32,248		32,152	95											32,248
Accounts Payable	-20,671	-20,671		-16,243	-4,427											-20,671
Due to Grantor Govern	-206,618	-157,259			-105,488		-51,771								-49,359	-206,618
Due to Grantor Govern-State Aid	-55,808	-15,626			-2,790	-2,790	-5,023	-5,023	-5,023	-5,023	-5,023	-5,023	-5,023	-5,023	-5,023	-50,787
Loans Payable	0	0														0
Payroll Liabilities	-151,795	-151,795		-108,998	-38,664	-4,133										-151,795
Total Adjustments and Prior Year				**82,945**	**-168,118**	**-27,327**	**-42,024**	**-34,366**	**57,496**	**-13,273**	**-34,985**	**-34,985**	**-34,985**	**-34,985**	**-76,421**	**-361,027**
Net Change and Ending Cash Balance																
Net Change in Cash Position				**-9,495**	**-221,769**	**-143,500**	**155,978**	**-108,161**	**40,672**	**65,672**	**-53,826**	**60,882**	**89,562**	**-46,648**	**-95,464**	**1,242,884**
Ending Cash Balance				**1,233,389**	**1,011,620**	**868,120**	**1,024,098**	**915,937**	**956,608**	**1,022,281**	**968,454**	**1,029,336**	**1,118,898**	**1,072,250**	**976,786**	**976,786**
Cash in Bank x0950				**1,225,628**	**1,001,958**	**859,136**	**1,016,788**	**909,014**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	
Cash in Bank x4876				**1,839**	**3,739**	**3,061**	**1,387**	**1,000**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	
Cash in Bank x4244				**5,923**	**5,923**	**5,923**	**5,923**	**5,923**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	
				0	**0**	**0**	**0**	**0**	**956,608**	**1,022,281**	**968,454**	**1,029,336**	**1,118,898**	**1,072,250**	**976,786**	

School Year: 2021-22/2022-23

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Walden Academy	11101160124909		

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Comprehensive Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Plan for 2022-23 school year:
To prepare the plan for the 2022-23 school year, we began with analysis of prior year achievement data by I-Ready, benchmark assessments and CAASPP data. I-Ready data over the 2021-22 school year showed very strong growth in nearly all grades. We attribute a great deal of the growth due to Me Time, the school-wide intervention block for ELA. In Me Time, all students receive an intervention in ELA. The progress of students below grade level is tracked on a weekly basis. Students are moved between groups as needed. In addition, push in ELA groups are planned by trained aide staff to give those needing a double dose and to support students in homework completion. 2021-22 CAASPP results show a strong improvement in ELA and mathematics achievement. We utilized survey and stakeholder input for the creation of the LCAP and the 2021-22 Mid Year Survey.

Plan for previous school years:
2021-22:To develop the current plan, we analyzed academic achievement data over the past three school years. The major source of the data has been from I-Ready since data from CAASPP is inconsistent due to the pandemic. We are making consistent improvement in English/language arts and mathematics. The gains are small, but they are consistently moving upwards. In the other areas, attendance is improving, and suspensions are down from 5 in the 2019-20 school year to 2 in the 2020-21 school year. Due to the extensive surveys done for ESSER, CARES Act, and the LCAP, we had more than ample feedback from all stakeholders to build and update the current plan.

2020-21: To develop the school plan, we had to better understand our school's needs. We first analyzed data from The California School Dashboard and the student subgroups. The FIA (Fidelity Integrity Assessment survey) allowed us to dig deeper and analyze our school site community and current implementation of school wide practices. It was instrumental in helping us clearly identify resource inequities, root causes, weaknesses and strengths. The SAEBRS (Student Academic Emotional Behavior Rating Scale) supported a deeper understanding of our student population and where their needs meshed with the areas we most need to target. Stakeholder surveys were instrumental in viewing the parents and staff perspective of needs and strengths and a staff needs assessment further illuminated the areas of resource inequities, strengths and weaknesses.

The California School Dashboard indicates the performance level in Suspension as orange. Looking deeper, the subgroup Socioeconomically Disadvantaged group is red, Hispanic is orange and White is yellow. The Chronic Absenteeism overall level is orange and a deeper look indicates Socioeconomically Disadvantaged is red and Hispanic and White students are at the orange level. In Academic Performance, school falls in the orange tier with Socioeconomically Disadvantaged students in the red and Hispanic and White students in orange. In mathematics, all students are at the orange tier as are all student subgroups. These data points contributed to our school's Comprehensive Support and Improvement (CSI) designation for the 2019-20 school year. The plan addresses the need to improve in the following areas: academic achievement in English/Language Arts and Math (goals 1 and 2), reduction in Suspensions (goal 3), and reduction in Chronic Absenteeism and increased attendance (goal 4). The school plan is aligned to goals of the Walden Academy LCAP and CSI plan.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

To inform the current SPSA, we drew from stakeholder input that guided all academic, social and emotional/behavioral planning for the current school year. We used data from educational partner feedback through surveys and meetings.

2022:
January 2022: Walden Academy Board of Directors and LCAP Update meeting, teacher collaboration, aide collaboration, California Healthy Kids Survey Students, Good Morning Walden, PTC.
February 2022: Walden Academy Board of Directors and LCAP Update meeting, teacher collaboration, aide collaboration, California Healthy Kids Survey Parents, Good Morning Walden, PTC.
March 2022: Walden Academy Board of Directors and LCAP Update meeting, teacher collaboration, aide collaboration, educational partners 2021-22 Mid-Year Survey, Good Morning Walden, School Site Council, Walden Showcase, PTC.
April 2022: Walden Academy Board of Directors and LCAP Update meeting, teacher collaboration, aide collaboration, School Site Council, PTC.
May 2022: Walden Academy Board of Directors AND LCAP Update meeting, teacher collaboration, aide collaboration, School Site Council, PTC.
May 24, 2022: Consultation with SELPA.
June 2022: Walden Academy Board of Directors and LCAP Update meeting, teacher collaboration, aide collaboration, PTC
July 2022: Walden Academy Board of Directors and LCAP Update meeting.
August 2022: Walden Academy Board of Directors and LCAP Update meeting, Aide and teacher collaboration, PTC.
September 2022: Walden Academy Board of Directors and LCAP Update meeting, teacher collaboration, aide collaboration, PTC.
October 2022: Walden Academy Board of Directors and LCAP Update meeting, teacher collaboration, aide collaboration, PTC.
November 2022: Walden Academy Board of Directors and LCAP Update meeting, teacher collaboration, aide collaboration, PTC, School Site Council, What Matters To You Survey.
December 2022: Walden Academy Board of Directors and LCAP Update meeting, teacher collaboration, aide collaboration, PTC.

California Healthy Kids Surveys overwhelmingly indicated the following:
Staff and parents are welcome on campus, parents are well communicated with, parents and staff treat each other respectfully, parent concerns are taken seriously, the school encourages active participation.

The ESSER 3 survey indicated:
1. Parents value instructional assistants and want them as often as possible in the classroom,
2. Small group learning opportunities
3. Student goal setting and tracking their own progress

4. Use of evidence based interventions and regular progress monitoring

.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Walden Academy School Director and Dean of Students make multiple informal walk-through observations to assess classroom culture, academic instruction, implementation of Responsive Classroom components, and teacher and support staff effectiveness. Each year, all teachers are formally observed and assessed. Surveys are sent home yearly for families to rate their child and family experience with the classroom teacher.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Walden Academy utilizes state and local assessments data for analysis. Teachers have a variety of assessments they use to closely monitor student achievement in their classrooms. Due to the pandemic, we have not had CAASPP assessment and have relied instead on I-Ready assessment data, and classroom/grade specific assessments such as BPST, Spelling Inventory, sight words, DRA, intervention assessments, and ELPAC for our English learners.

To further support student achievement, Me Time was developed to address student needs in English/Language Arts first and math the following year. We designed the program to meet the needs of all our students, not just those that struggle academically. Students below grade level were placed in leveled academic groupings for evidence-based interventions in ELA. Progress monitoring is done every Friday and data analyzed weekly with the intervention team. Once a student reached their goal they are moved to the next level. Students at or above grade level were offered instruction and enrichment.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers and staff utilize the results from curriculum aligned assessments to track the growth and needs of their students and to inform and align their instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Walden Academy teachers are fully credentialed by the State of California. At this time, there are 4 teachers participating in the induction program.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers at Walden receive training upon the adoption of new curriculum. The most recent being from Benchmark Advance. When able, we include our classroom aide staff in curriculum training. Our staff attend trainings of their choice through the Glenn County Office of Education, other local offices of education, and other areas of their choice. We provide a full week of professional development before the school year begins for all teachers. During part of that time, classroom aides attend the same training so our support staff is well trained and able to support all our students. In preparation for the 2022-23 school year, aide staff participated in Responsive Classroom. At the onset of the school year, a Responsive Classroom trainer did a refresher professional development session for the entire staff. An I-Ready trainer came to assist in analysis of our initial diagnostic assessments.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

At least twice each month, teachers attend collaboration time where our staff participates in professional development tailored to the needs of the staff, student needs, and aligned to content standards. We build in early release days into the school calendar on Wednesday afternoons. The focus this year has been on best teaching practices, social-emotional student support and a book study.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Glenn County Office of Education provides training for teachers in content standards, best practices, and various curriculum.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Due to our size, Walden Academy has 1 teacher per grade except in kindergarten and 1st grade, so our teachers do not have the opportunity to collaborate with other grade level teachers. We do vertical alignment planning from grades TK-8th and then separate into grade band bods, K-2, 3-5, 6-8 for additional vertical alignment planning. Teachers are able to collaborate with teachers in like grades at other professional development events.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The curriculum, instruction and materials are aligned to the content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Walden Academy's school day meets the state requirements.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teaching staff have developed pacing schedules that allow all areas of the framework to be covered. Daily, we have Me Time for all students. Those needing ELA interventions receive them during the whole school learning block and in small groups in the classroom.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to the latest state approved instructional material in English/Language Arts and mathematics. Our science curriculum, FOSS, is being updated as we go with Next Generation Science Standards. Additional material and curriculum is purchased to support varied learning styles and abilities.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All student have access to the core curriculum and SBE-adopted and standards aligned instructional material. We use intervention material from the curriculum, I-Ready, Read Naturally, SIPPS, and other evidence-based practices.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

*Differentiated instruction within the classroom
*Evidence-based instructional practices
*Targeted instructional material from evidence-based resources
*Me Time intervention block
*English Language Development small group instruction daily
*MTSS
*Instructional aides in every classroom
*Low adult to student ratio
*Small group and individual instruction
*Intervention coordinators
*Intervention room for pull out, small group instruction and computer based programs
*Weekly intervention sessions after school in reading and mathematics
*Afterschool homework club
*Coordination of classroom, support services and home through the SST process
*DRA assessments 2-3 times yearly
*Other curriculum assessments
*Parent volunteers support students individually and in small group instruction
*Responsive Classroom
*I-Ready
*Trauma informed practices
*Mind Up

Evidence-based educational practices to raise student achievement

Interventions offered through adopted curriculum, Read Naturally, I-Ready, SIPPS and other evidence-based interventions have been successful in helping students bridge the performance gap, meet the academic content standards, make progress toward English language fluency. Other evidence-based practices through What Works Clearinghouse and Florida Center for Reading Research are used in ELA.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Walden Academy receives support from Glenn County Office of Education with library and media support, special education, health, and psychologist services. We support trauma informed best practices on campus. Our robust field trip program is back in action and students are engaging in other experiences outside the classroom once again. We have a well-developed science program and curriculum and believe a hands-on, experiential based program yields the greatest learning. We have our own science fair each year and are supported by many entities from the community in this endeavor. Our very supportive Parent-Teacher Club is dedicated to providing our students a number of positive learning events, field trip support and funding for additional programs.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, school staff and credentialed teachers provide input to help formulate and evaluate the categorical programs at Walden Academy.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title Funds, Supplemental, and CSI Funds used to increase these services:
Instructional Assistants for targeted interventions and small group instruction
Bilingual Instructional Assistants and other bilingual staff members hired
Additional staff members hired for targeted interventions, Me Time, and homework assistance
School based counselor on staff
Additional teaching staff member to give teachers release time for lesson study
Increase in time for School Psychologist
Additional instructional curriculum purchased

Fiscal support (EPC)

Fiscal support is available dependent upon funding.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

To inform the current SPSA, we drew from stakeholder surveys and stakeholder input that guided all academic, social and emotional/behavioral planning for the current school year.

January 2022: Walden Academy Board of Directors and LCAP Update meeting, teacher collaboration, aide collaboration, California Healthy Kids Survey Students, Good Morning Walden, PTC.
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Staff and parents are welcome on campus, parents are well communicated with, parents and staff treat each other respectfully, parent concerns are taken seriously, the school encourages active participation.

Previous years:
The ESSER 3 survey indicated:
1. Parents value instructional assistants and want them as often as possible in the classroom,
2. Small group learning opportunities
3. Student goal setting and tracking their own progress
4. Use of evidence based interventions and regular progress monitoring

The 2021-22 Survey indicated:
1. Small class sizes
2. Small group instruction
3. Targeted interventions
4. Homework Club

Safe Return to in-person instruction for 2021-22
1. Regular cleaning and sanitizing
2. Breaks without masks

Walden Academy surveys all stakeholders 2-3 times yearly as required by our charter. Stakeholder surveys gather information including but not limited to the state priorities included in the Local Control and Accountability Plan: conditions of learning, stakeholder engagement, and student achievement. Survey results are used to guide the development of goals to address areas of need and the allocation of resources.
Survey focus was greatly changed this year due to COVID 19.

Social, Academic, Emotional, Behavior Risk Survey (SAEBRS) completed for each student to identify individual and group strengths and needs.

Fidelity Integrity Assessment (FIA) was administered to clearly identify resource inequities, root causes, weaknesses and strengths. It supports further development of our Multi-Tier System of Supports (MTSS).

Distance learning needs assessment and reflection tool of the teaching staff. It asked them to reflect on the current year distance learning and next year's distance learning, if we went back into distance learning at any other time in the coming year. We gathered data on the type of interaction, live or asynchronous interaction, the number of interactions on a weekly basis, the degree of parent

technical support needed, what was most successful, least successful, trainings needed, and what is necessary to include or add in for the future.

May of 2020, parent survey on distance learning seeking recommendations for future distance learning and preferences regarding the start of the next school year. At that time, 53% stated they were comfortable with returning to a traditional school day.

July 2020, COVID-19 School Survey asked families more detailed information about computer device access, internet availability, child care needs, and days students have adult support available.

Monthly board meetings open to the public and accessible through Zoom.

School Site Council meetings attempted but unable to meet due to scheduling conflicts and COVID 19.

Employee stakeholder meetings were held on June 10, June 24 and July 13th to begin preparing for both distance learning and in-person learning.

July 20th, employee stakeholders met to pivot from planning for in-person instruction to distance learning after Gov. Newsom's announcement about distance learning in counties on the watch list.

July 27th, employee stakeholders met to finalize the outline of the distance learning structure.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The needs of our school community and how we continue to address these needs:

Lack of computers to support students-we purchased chrome books so each student has access to technology at school and are piloting ipads in TK/K
Need for more evidence-based interventions-We have purchased ample evidence-based intervention curriculum and created a great deal of new curriculum. We have a lot of resources for staff to choose from, and two intervention coordinators.
Stronger home-school communication-Each classroom posts on the school to home social media platform. We send out Yellow Folders each week. These contain informative literature, newsletter, etc.
Lack of staff to provide release time for teachers to participate in coaching and lesson study-Each class signs up for prep time from prearranged substitute teachers.
Intervention aides are coordinators for grades TK-2 and 3-8
Standardization of behavior expectations-We worked to standardize behavior expectations and have created a system that parents, students, and staff can follow when dealing with student behavior. It is very successful.
More staff trained in Responsive Classroom-Staff attended Responsive Classroom training in the summer of 2022.
Standardization of assessment protocol-The assessment/testing standardization protocol has been developed.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	2.73%	2.49%	3.2%	5	5	6
African American	0.55%	0.5%	1.1%	1	1	2
Asian	%	1.99%	2.1%		4	4
Filipino	1.09%	0.5%	%	2	1	
Hispanic/Latino	35.52%	34.33%	36.8%	65	69	70
Pacific Islander	%	0%	%		0	
White	53.01%	47.76%	52.1%	97	96	99
Multiple/No Response	%	8.46%	2.6%		8	5
	Total Enrollment			183	201	190

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	41	35	32
Grade 1	23	29	27
Grade 2	21	25	24
Grade3	23	21	25
Grade 4	24	24	17
Grade 5	22	22	24
Grade 6	10	18	16
Grade 7	8	11	16
Grade 8	11	16	9
Total Enrollment	183	201	190

Conclusions based on this data:

1. The percentage of white and Hispanic students has risen.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	24	16	20	13.1%	8.0%	10.50%
Fluent English Proficient (FEP)	16	32	24	8.7%	15.9%	12.60%
Reclassified Fluent English Proficient (RFEP)	0	7	0	0.0%	29.2%	0.00%

Conclusions based on this data:

1. We did not reclassify any English Learners in 20-21.
2. This data does not reflect 2021-22 data

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	25	24	25	23	24	23	23	24	23	92	100	92.0
Grade 4	21	24	19	20	23	16	20	23	16	95.2	95.8	84.2
Grade 5	21	24	23	20	23	22	20	23	22	95.2	95.8	95.7
Grade 6	*	10	17	*	10	14	*	10	14		100	82.4
Grade 7	11	11	15	11	11	13	11	11	13	100	100	86.7
Grade 8	*	10	10	*	10	10	*	10	10		100	100.0
All Grades	93	103	109	89	101	98	89	101	98	95.7	98.1	89.9

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2409.	2365.	2406.	13.04	4.17	21.74	26.09	16.67	17.39	39.13	29.17	21.74	21.74	50.00	39.13
Grade 4	2440.	2436.	2410.	5.00	8.70	12.50	25.00	13.04	12.50	25.00	52.17	12.50	45.00	26.09	62.50
Grade 5	2510.	2440.	2452.	15.00	8.70	9.09	30.00	17.39	18.18	40.00	26.09	18.18	15.00	47.83	54.55
Grade 6	*	*	2540.	*	*	21.43	*	*	28.57	*	*	35.71	*	*	14.29
Grade 7	2540.	2500.	2540.	18.18	0.00	15.38	36.36	9.09	38.46	9.09	54.55	23.08	36.36	36.36	23.08
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	12.36	4.95	15.31	28.09	17.82	19.39	32.58	38.61	22.45	26.97	38.61	42.86

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	8.70	12.50	*	47.83	33.33	*	43.48	54.17	*
Grade 4	5.00	8.70	*	70.00	56.52	*	25.00	34.78	*
Grade 5	20.00	13.04	*	70.00	34.78	*	10.00	52.17	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	27.27	0.00	*	27.27	27.27	*	45.45	72.73	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	15.73	7.92	15.31	52.81	42.57	62.24	31.46	49.50	22.45

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	8.70	4.17	*	60.87	45.83	*	30.43	50.00	*
Grade 4	5.00	4.35	*	60.00	73.91	*	35.00	21.74	*
Grade 5	30.00	4.35	*	35.00	47.83	*	35.00	47.83	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	36.36	0.00	*	45.45	81.82	*	18.18	18.18	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	19.10	4.95	10.20	50.56	57.43	52.04	30.34	37.62	37.76

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	17.39	4.17	*	78.26	70.83	*	4.35	25.00	*
Grade 4	15.00	4.35	*	75.00	73.91	*	10.00	21.74	*
Grade 5	15.00	17.39	*	75.00	43.48	*	10.00	39.13	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	9.09	18.18	*	72.73	63.64	*	18.18	18.18	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	13.48	8.91	9.18	76.40	63.37	69.39	10.11	27.72	21.43

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	17.39	0.00	*	60.87	54.17	*	21.74	45.83	*
Grade 4	5.00	8.70	*	60.00	47.83	*	35.00	43.48	*
Grade 5	25.00	4.35	*	45.00	52.17	*	30.00	43.48	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	18.18	9.09	*	54.55	63.64	*	27.27	27.27	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	20.22	6.93	15.31	52.81	53.47	62.24	26.97	39.60	22.45

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The percentage of students that met or exceeded standards in ELA grew significantly in the 2020-21 school year.
2. The percentage of students at or near standards in research/inquiry grew significantly. The percentage below standard dropped significantly.
3. The data does not reflect 2021-22 assessment results.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	25	24	25	23	24	23	23	24	23	92	100	92.0
Grade 4	21	24	19	20	23	16	20	23	16	95.2	95.8	84.2
Grade 5	21	24	23	20	23	22	20	23	22	95.2	95.8	95.7
Grade 6	*	10	17	*	10	14	*	10	14		100	82.4
Grade 7	11	11	15	11	11	13	11	11	13	100	100	86.7
Grade 8	*	10	10	*	10	10	*	10	10		100	100.0
All Grades	93	103	109	89	101	98	89	101	98	95.7	98.1	89.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2401.	2396.	2422.	4.35	0.00	13.04	26.09	25.00	30.43	39.13	37.50	39.13	30.43	37.50	17.39
Grade 4	2437.	2439.	2407.	5.00	4.35	0.00	25.00	17.39	25.00	40.00	39.13	12.50	30.00	39.13	62.50
Grade 5	2485.	2451.	2451.	10.00	4.35	4.55	35.00	8.70	4.55	25.00	34.78	40.91	30.00	52.17	50.00
Grade 6	*	*	2502.	*	*	7.14	*	*	21.43	*	*	28.57	*	*	42.86
Grade 7	2492.	2494.	2466.	27.27	9.09	0.00	9.09	9.09	30.77	9.09	36.36	7.69	54.55	45.45	61.54
Grade 8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	N/A	10.11	3.96	5.10	23.60	14.85	20.41	30.34	37.62	27.55	35.96	43.56	46.94

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	17.39	4.17	*	39.13	54.17	*	43.48	41.67	*
Grade 4	20.00	13.04	*	35.00	17.39	*	45.00	69.57	*
Grade 5	15.00	8.70	*	40.00	26.09	*	45.00	65.22	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	27.27	9.09	*	18.18	36.36	*	54.55	54.55	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	17.98	6.93	10.20	35.96	35.64	45.92	46.07	57.43	43.88

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	13.04	12.50	*	52.17	45.83	*	34.78	41.67	*
Grade 4	10.00	4.35	*	55.00	52.17	*	35.00	43.48	*
Grade 5	25.00	8.70	*	45.00	26.09	*	30.00	65.22	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	27.27	0.00	*	18.18	54.55	*	54.55	45.45	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	17.98	7.92	9.18	43.82	41.58	55.10	38.20	50.50	35.71

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	8.70	0.00	*	56.52	41.67	*	34.78	58.33	*
Grade 4	25.00	13.04	*	30.00	43.48	*	45.00	43.48	*
Grade 5	10.00	4.35	*	50.00	52.17	*	40.00	43.48	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	18.18	9.09	*	45.45	63.64	*	36.36	27.27	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	14.61	5.94	5.10	47.19	49.50	63.27	38.20	44.55	31.63

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The percentage of students that met or exceeded standards in math grew from the previous year.
2. 2021-22 data is not reflected.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*		*	*		*	*		8	7
1		*	*		*	*		*	*		4	*
2		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		4	4
4		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
All Grades											26	22

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*		*	*
All Grades		30.77	9.09		38.46	27.27		26.92	50.00		3.85	13.64		26	22

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*		*	*
All Grades		46.15	22.73		46.15	59.09		3.85	4.55		3.85	13.64		26	22

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*		*	*
All Grades		7.69	4.55		26.92	9.09		50.00	36.36		15.38	50.00		26	22

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
All Grades		46.15	31.82		50.00	59.09		3.85	9.09		26	22

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
All Grades		50.00	13.64		46.15	72.73		3.85	13.64		26	22

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
All Grades		7.69	4.55		69.23	36.36		23.08	59.09		26	22

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*
8		*	*		*	*		*	*		*	*
All Grades		30.77	9.09		61.54	50.00		7.69	40.91		26	22

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Percentage of students at Levels 1 and 2 grew and those at 3 and 4 declined.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
190	57.4	10.5	1.6
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	20	10.5
Foster Youth	3	1.6
Homeless	2	1.1
Socioeconomically Disadvantaged	109	57.4
Students with Disabilities	25	13.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	1.1
American Indian or Alaska Native	6	3.2
Asian	4	2.1
Filipino		
Hispanic	70	36.8
Two or More Races	5	2.6
Native Hawaiian or Pacific Islander		
White	99	52.1

Conclusions based on this data:

1. Approximately 57% of our students are in the socioeconomically disadvantaged subgroup, which is an increase from the previous year.

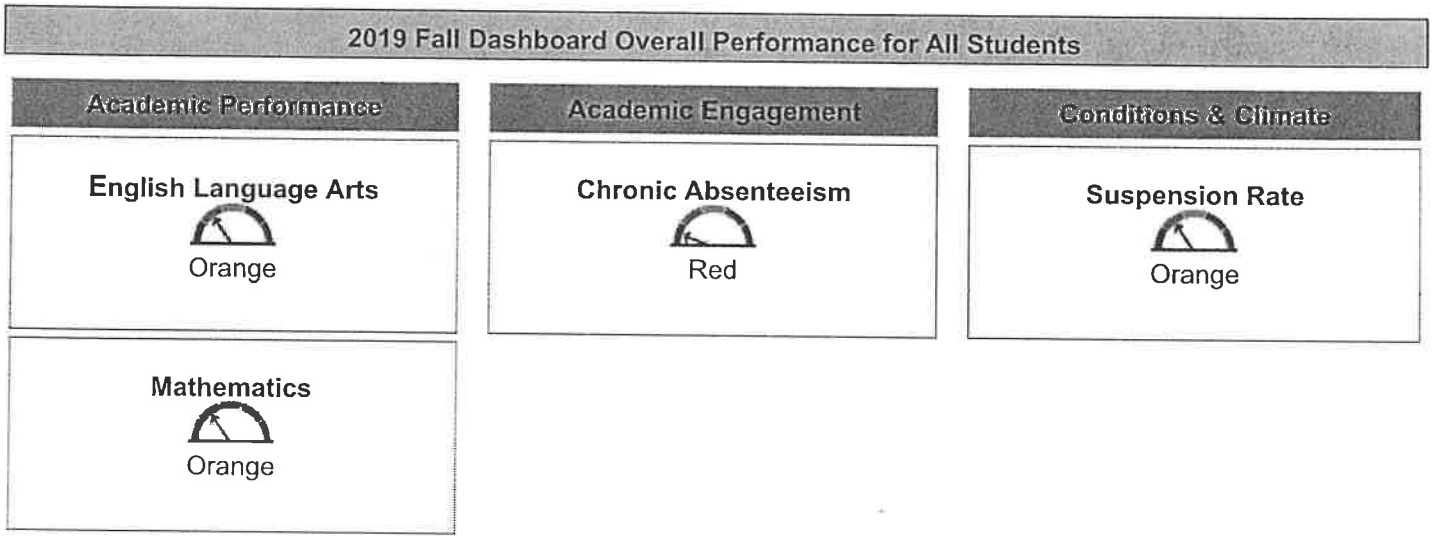
2. Homeless and Foster Youth numbers are quite low.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.



Conclusions based on this data:

1. 2019 data is reflected and has not been updated by the CDE.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	No Performance Color	No Performance Color
55 points below standard	77.4 points below standard	0 Students
Declined Significantly -44.1 points	Declined Significantly -28.7 points	
91	18	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	73.9 points below standard	113.2 points below standard
	Declined Significantly -49.8 points	
1	52	14

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 53.3 points below standard Declined Significantly -42.1 points 38	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color 0 Students	Orange 64.1 points below standard Declined Significantly -50.5 points 44

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
93.6 points below standard 11	Less than 11 Students - Data Not Displayed for Privacy 7	55.1 points below standard Declined Significantly -48.1 points 66

Conclusions based on this data:

1. Each subgroup declined significantly in the 2019 school year. The CDE has not updated the data.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	
64.8 points below standard	87.2 points below standard	
Declined Significantly -18.7 points	Maintained ++1 points	
91	18	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	83.3 points below standard	127 points below standard
1	Declined Significantly -20.5 points	14
	52	

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 69.8 points below standard Declined Significantly -17 points 38	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		Orange 64.6 points below standard Declined Significantly -22.2 points 44

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
93.1 points below standard 11	Less than 11 Students - Data Not Displayed for Privacy 7	61.1 points below standard Declined Significantly -23.2 points 66

Conclusions based on this data:

1. 2019: While all students declined significantly, English learners maintained their numbers. The CDE has not updated the data.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
29.4 making progress towards English language proficiency
Number of EL Students: 17
Performance Level: VeryLow

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
41.1	29.4	11.7	17.6

Conclusions based on this data:

1. 2019: Performance level is quite low. CDE has not updated current data.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	No Performance Color	No Performance Color
15.7	11.5	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly +7.1	Declined -6.6	0
198	26	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Red	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	22.4	21.6
4	Increased +9.7	Increased +2.6
	107	37

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
2	5	3	2

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Orange
13.2	0	Less than 11 Students - Data Not Displayed for Privacy	19
Increased +3.2	13	0	Increased +10.1
68			105

Conclusions based on this data:

1. 2019: Students with Disabilities and Socioeconomically Disadvantaged numbers climbed. We need to look for any common threads within that group.
2. We do not have current 2021-22 data.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	1	1	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	No Performance Color	
4.5	7.7	
Increased +1.7	Increased +7.7	
200	26	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	No Performance Color
Less than 11 Students - Data Not	6.4	5.4
4	Increased +3.4	Declined -4.1
	109	37

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data 2	Less than 11 Students - Data 5	Less than 11 Students - Data 3	Less than 11 Students - Data 2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color		Yellow
5.9	0		4.7
Increased +5.9	13		Declined -0.9
68			107

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	2018	2019
	2.8	4.5

Conclusions based on this data:

1. 2019:Overall, suspension numbers grew last year.
2. 2020-21: We had 2 suspensions, so this number is declining significantly.
3. 2021-22 Data is not available.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English/Language Arts and Mathematics

LEA/LCAP Goal

Through the implementation of state academic content, performance, ad ELD standards Walden Academy will provide engaging and challenging learning opportunities in a broad course of study, emphasizing science, and instructed by highly qualified professionals, with sufficient instructional material on a well maintained campus.

Goal 1

Through the implementation of state academic content, performance, ad ELD standards Walden Academy will provide engaging and challenging learning opportunities in a broad course of study, emphasizing science, and instructed by highly qualified professionals, with sufficient instructional material on a well maintained campus.

Identified Need

The 2019 California Data Dashboard reveals that student performance in English/Language Arts and Math are in the orange tier. We are 55 points below the standard in English Language Arts and 64 points below the standard in math. The Dashboard also reveals that Chronic Absenteeism is in the red tier. This may be a contributing factor in the scores. Stakeholder input revealed that assessment protocols were underdeveloped which may be another contributing factor.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA and Math scores	ELA: 55 points below standard Math: 64 points below standard	ELA and Math: A decrease of points away from standard in each subject.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will participate in small group instruction during the English Language Arts and math blocks.

Strategy/Activity

Students will participate in English Language Arts and mathematics small group instruction during the ELA and math blocks. Focus on students from Socioeconomically Disadvantaged and English Learner subgroups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
77,000	LCFF - Base 1000-1999: Certificated Personnel Salaries Small group instruction
56,700	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Small group instruction
8,000	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Instructional Assistant

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students. Focus on students from Socioeconomically Disadvantaged and English Learners subgroups.

Strategy/Activity

Provide smaller class sizes in key grades by adding more teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
95,000	CARES Act 1000-1999: Certificated Personnel Salaries Additional teachers
65,000	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Additional teacher

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

English Language Learners will receive dedicated language development instruction for at least 20 minutes each day as well as embedded instruction throughout the school day. A bilingual aide will be hired to assist with English language acquisition and academic support. Data indicates that Socioeconomically Disadvantaged students benefit from this instruction and may be included in some groups. Teachers will use the English Language Learner curriculum from Benchmark.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,500	Title I 2000-2999: Classified Personnel Salaries Bilingual Aide support
15,000	LCFF - Base 1000-1999: Certificated Personnel Salaries Daily small group English Language Development
3,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries EL Oversight

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will participate in Me Time. All students scoring below grade level will receive academic interventions.

Strategy/Activity

All students will receive interventions in English Language Arts. Those on grade level or above will receive additional instruction or enrichment activities. Those below grade level will receive targeted interventions in ELA using evidence based interventions. Student achievement will be progress monitored on a weekly basis and discussed at weekly team meetings.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
26,775	LCFF - Base 1000-1999: Certificated Personnel Salaries Me Time
5,000	Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Me Time Intervention Coordination 3-8
10,000	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Me Time Intervention Coordination K-2
17,500	ESSER III 2000-2999: Classified Personnel Salaries

	Me TIme Interventions from Learning Recovery Block Grant

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students performing below grade level on I-Ready and CAASPP assessments.

Strategy/Activity

Students below grade level receive evidence-based interventions. Data will be analyzed by Intervention Team and Intervention Coordinator, and those results discussed during weekly team meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,200	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Afternoon interventions
5,000	Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Intervention coordination 3-5

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students performing below grade level on I-Ready and/or CAASPP assessments in ELA and/or Math will receive first priority for a spot in Homework Club and tutoring. After those spots are filled, the remainder of students are welcome.

Strategy/Activity

Provide interventions, tutoring and Homework Club.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures SELPA
2,000	ESSER III 2000-2999: Classified Personnel Salaries

	Tutoring/Homework Club
2,000	ESSER III 1000-1999: Certificated Personnel Salaries Tutoring/Homework Club

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students benefit from highly skilled teachers.

Strategy/Activity

To increase teacher efficacy, teaching staff needs release time to participate in lesson study, coaching, and professional development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,500	Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Substitute teachers for release time
4,200	ESSER III 1000-1999: Certificated Personnel Salaries Substitute teachers for release time

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with focus on low performing students

Strategy/Activity

Online academic programs to assist in teaching and interventions and home reading program

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
17,500	LCFF - Supplemental 4000-4999: Books And Supplies Online academic programs
10,000	Title I 4000-4999: Books And Supplies Raising a Reader Program

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Additional training

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	ESSER III 5000-5999: Services And Other Operating Expenditures Training for academic intervention programs
3,000	ESSER III 1000-1999: Certificated Personnel Salaries Training outside school day

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers new to the profession receive induction support for two years to clear their teaching credential. The program provides coaching, mentoring and professional development

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,900	Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Induction
8,900	CARES Act 5000-5999: Services And Other Operating Expenditures Induction

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, with a focus on underperforming students in targeted subgroups.

Strategy/Activity

Ongoing training, support, and mentoring for Instructional Assistants to increase understanding of interventions, subject matter, how students learn, teaching and support strategies and behavior strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,600	LCFF - Base 2000-2999: Classified Personnel Salaries Aide collaboration

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The overall implementation of the strategies and activities were very effective and we were able to provide an immense amount of support. CAASPP scores increased significantly in the 2021-22 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We were not able to implement Raising a Reader. This will begin in 2023.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Targeted classroom sizes were reduced in size by providing additional teachers.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student engagement, parental involvement, decreased suspensions, and decreased chronic absenteeism.

LEA/LCAP Goal

A positive school climate with all stakeholders participating in activities which increase student engagement and parental involvement.

Goal 2

Reduce the number of suspensions and chronic absenteeism.

Identified Need

Chronic Absentee indicator is in the Red Tier. 15.7% of students in the 2018-19 school year. Socioeconomically Disadvantaged students scored in the red with White and Hispanic students scored in the orange.
The Suspension Rate is in the Orange Tier. Socioeconomically Disadvantaged students scored in the Red Tier, Hispanic students scored in the Orange Tier and White students in the Yellow Tier. 4.5% of students were suspended 4.5% times with an increase of 1.7%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The Suspension Rate will decrease by 2%.	4.5% of students were suspended with an increase of 1.7%.	Student suspensions will decrease by 2%.
Chronic Absenteeism will decrease.	No baseline from 2020-21.	Chronic Absenteeism wil decrease.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with particular emphasis on the needs of families of English Language Learners and Socioeconomically Disadvantaged students.

Strategy/Activity

Continue high level of communication between school and home through the online communication platform, Parent Square. Focus outreach education on areas that support good attendance, social-emotion supports, Mind Up, Responsive Classroom, and appropriate school behavior.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
400.	LCFF - Base 5000-5999: Services And Other Operating Expenditures Parent Square

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students with emphasis on students that are Socioeconomically Disadvantaged students.

Strategy/Activity

Begin breakfast program so families have increased motivation to get their children to school and on time. Breakfast will be served 15 minutes before the bell rings and will stop at the 5 minute warning bell. Having a healthy breakfast should support student health and their emotional wellbeing.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
14,000	Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Breakfast program staff
12,500	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Breakfast program staff
4,000	Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Food program coordination

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Additional student support in Alternative Work Enviornment (AWE) and with Dean of Students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
56,000	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Dean of Students

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Spanish speaking families and students.

Strategy/Activity

Hire bilingual office staff for increased communication with Spanish speaking families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,000	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual Office Staff
6,000	Title I 2000-2999: Classified Personnel Salaries Bilingual Office Staff

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with special focus on students that struggle with self-regulation

Strategy/Activity

Toolbox Program

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,500	ESSER III 4000-4999: Books And Supplies Toolbox supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with a focus on those with frequent absences and behavior challenges.

Strategy/Activity

Morning Meeting or Advisory Period using the Responsive Classroom model held in each classroom at the beginning of the school day. Morning Meeting/Advisory builds a strong classroom community, gives students a sense of belonging and sets the tone for a day of positives and learning outcomes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	LCFF - Base 1000-1999: Certificated Personnel Salaries Morning Meeting in 10 classrooms each morning included in salaries

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Positive reinforcement CARES Tickets Store

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,500	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Items for CARES Store

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Equipment for more engagement on campus by all students

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000	ESSER III 4000-4999: Books And Supplies Recess Equipment

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students with a focus on students with low SES backgrounds

Strategy/Activity
Students behavior training for aide staff

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5670	LCFF - Base 2000-2999: Classified Personnel Salaries Aide collaboration with a focus on behavior management

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students with a focus on students with attendance challenges

Strategy/Activity
Attendance Tracking

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,500	Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Attendance tracking

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All the strategies were implemented effectively.. Additional items added for student engagement and emotional support to decrease suspensions and attendance challenges.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No substantive differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$47,876.00
Total Federal Funds Provided to the School from the LEA for CSI	$153,000.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$580,345.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Comprehensive Support and Improvement (CSI)	$167,500.00
Title I	$19,500.00
Title II Part A: Improving Teacher Quality	$5,900.00

Subtotal of additional federal funds included for this school: $192,900.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
CARES Act	$103,900.00
ESSER III	$37,200.00
LCFF - Base	$130,445.00
LCFF - Supplemental	$115,900.00

Subtotal of state or local funds included for this school: $387,445.00

Total of federal, state, and/or local funds for this school: $580,345.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
CARES Act	103,900.00
Comprehensive Support and Improvement (CSI)	167,500.00
ESSER III	37,200.00
LCFF - Base	130,445.00
LCFF - Supplemental	115,900.00
Title I	19,500.00
Title II Part A: Improving Teacher Quality	5,900.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	346,975.00
2000-2999: Classified Personnel Salaries	179,670.00
4000-4999: Books And Supplies	35,500.00
5000-5999: Services And Other Operating Expenditures	18,200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	CARES Act	95,000.00
5000-5999: Services And Other Operating Expenditures	CARES Act	8,900.00
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	121,000.00

2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	44,000.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	2,500.00
1000-1999: Certificated Personnel Salaries	ESSER III	9,200.00
2000-2999: Classified Personnel Salaries	ESSER III	19,500.00
4000-4999: Books And Supplies	ESSER III	5,500.00
5000-5999: Services And Other Operating Expenditures	ESSER III	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	118,775.00
2000-2999: Classified Personnel Salaries	LCFF - Base	11,270.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	400.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	95,400.00
4000-4999: Books And Supplies	LCFF - Supplemental	17,500.00
2000-2999: Classified Personnel Salaries	Title I	9,500.00
4000-4999: Books And Supplies	Title I	10,000.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	5,900.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	460,275.00
Goal 2	120,070.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

2 School Principal

2 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

Name of Members	Role
Suzanne Tefs	Principal
Sarah Snider	Classroom Teacher
Pedro Bobadilla	Principal Parent or Community Member
Julie Bell	Parent or Community Member
Juan Puente	Parent or Community Member
Landry Otterson	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Suzanne Tefs on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

California Department of Education
June 2021

American Rescue Plan Act
Elementary and Secondary School Relief Fund (ESSER III)
Safe Return to In-Person Instruction
Local Educational Agency Plan Template

Background on ESSER

The American Rescue Plan Act (ARP) signed into law on March 11, 2021, provided nearly $122 billion for the Elementary and Secondary School Relief Fund (ESSER). ARP ESSER, also known as ESSER III, funds are provided to State educational agencies in the same proportion as each State received under Title I-A of the Elementary and Secondary Education Act (ESEA) in fiscal year (FY) 2020. The U.S. Department of Education (ED) published Interim Final Requirements (IFR) on April 22, 2021 requiring Local Educational Agencies (LEAs) receiving ESSER III funds to submit an LEA Plan for the Safe Return to In-Person Instruction and Continuity of Services. If an LEA had already developed a plan for safe return to in-person instruction and continuity of services prior to the enactment of ARP that meets the statutory requirements of section 2001(i) but did not address all of the requirements in the IFR, the LEA must revise and post its plan no later than six months after receiving its ESSER III funds. This applies even if an LEA has been operating full-time in-person instruction but does not apply to fully virtual schools and LEAs.

The IFR and ARP statute, along with other helpful resources, are located here:

- April 2021 IFR: https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-08359.pdf
- ARP Act text: https://www.congress.gov/117/bills/hr1319/BILLS-117hr1319enr.pdf
- Centers for Disease Control and Prevention (CDC) COVID-19 School Operation Guidance: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html#anchor_1616080023247
- ED COVID-19 Handbook Volume I: https://www2.ed.gov/documents/coronavirus/reopening.pdf
- ED COVID-19 Handbook Volume II: https://www2.ed.gov/documents/coronavirus/reopening-2.pdf
- ESEA Evidence-Based Guidance: https://oese.ed.gov/files/2020/07/guidanceuseseinvestment.pdf
- ED FAQs for ESSER and Governor's Emergency Education Relief (GEER): https://oese.ed.gov/files/2021/05/ESSER.GEER_.FAQs_5.26.21_745AM_FINAL_b0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf

Purpose of the Template

The IFR issued by ED outlines several requirements for all LEAs that receive ESSER III funds, including that LEAs have in place a plan for ensuring safety during in-person instruction (either in-progress or planned) as well as ensuring continuity of services should the LEA or one or more of its schools be required to close temporarily for COVID-19-related public health reasons in the future. LEAs who had a plan in place by March 11, 2021, which incorporated opportunity for public comment and was posted publicly have six months from the date their ESSER III Assurances were completed to update and revise the plans to meet those requirements. Examples of previous plans that may be allowable would be a completed Cal/OSHA or Assembly Bill 86 plan, as long as it meets the requirements previously stated. LEAs which did not have a statutorily compliant plan in place as of March 11, 2021, must create and post this plan within 30 days of completing their ESSER III Assurances. If you have questions as to which category applies to your LEA, please contact EmergencyServices@cde.ca.gov. Plans are required for all LEAs, regardless of operating status, unless an LEA is fully virtual with no physical location. All plans must be reviewed, and, as appropriate, revised, at least every six months to incorporate new or revised CDC guidance and other changed factors.

This template has been created to assist LEAs in the creation of these plans and to ensure all required elements are met. The following requirements and assurances pertain to both the statutory requirements and the IFR published by ED. LEAs may provide any additional information they believe are helpful in assessing their plan. If you have any questions, please contact EmergencyServices@cde.ca.gov.

LEA Plan for Safe Return to In-Person Instruction and Continuity of Services

LEA Name: Walden Academy Charter School

Option for ensuring safe in-person instruction and continuity of services:

○ has developed a plan ◉ will amend its plan

1. Please choose one:

◉ The LEA had a plan, as of March 11, 2021, that is already compliant with the ARP statute and will review and, as appropriate, revise it every six months to take into consideration the additional requirements of the IFR; or

NOTE: If your LEA already has a compliant plan as of March 11, 2021, and has assured such by checking the box above, then you may skip questions 2-4 and complete the Assurance and Contact sections.

○ The LEA has amended/created a plan compliant with the IFR using this template and has posted/will post it within 30 days of completing the ESSER III Assurances.

NOTE: If checking the box above that you are using this template to meet the 30 day plan requirements, you must respond to each question in the template.

Please note whether the LEA has a compliant plan and include a link to the plan, or acknowledge that the LEA is submitting a new plan and will post it within 30 days of receiving funds.

2. The LEA will maintain the health and safety of students, educators, and other school and LEA staff, and the extent to which it has adopted policies, and a description of any such policies, on each of the CDC's safety recommendations, including: universal and correct wearing of masks; modifying facilities to allow for physical distancing; handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

Describe how the LEA will maintain, or continue to maintain, health and safety policies and procedures. Include a description of any adopted policies and procedures regarding the CDC's safety recommendations (or available LEA website links to such policies). Include descriptions of appropriate accommodations adopted and coordination efforts conducted with outside State and local health officials. Please include or describe current public health conditions, applicable State and local rules and restrictions, and other contemporaneous information that informs your decision-making process.

Walden Academy follows guidance by the local health department and the CDC for health and safety. Here are some of the practices currently used on campus:
1. Handwashing: Students and staff are taught proper handwashing techniques. There are 3 additional handwashing stations installed on campus during the pandemic.
2. Hand Sanitizing: Students and staff are taught proper hand sanitizing techniques.
3. Cleaning and disinfecting: Classrooms and shared spaces are cleaned daily.
4. Masks and physical distancing will be brought back if instructed by local health department or/and CDC.
5. Quarantine/Testing: We follow all procedures outlined by the local health department for testing and quarantine.

3. The LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health and other needs, which may include student health and food services.

Describe how the LEA will ensure continuity of services in case isolation, quarantine, or future school closures are required, including how the LEA will meet the needs of students with disabilities and English learners.

At this time, we are no longer in a pandemic. Should we return to one, we will address the academic, social and emotional needs of our students through the many programs already in place.

Walden Academy's goal is to continue to provide what is best for our students. We believe prolonged periods of remote or virtual learning can have negative effects on the educational progress of our students. Safe, in-person school can offset the negative impacts of long-term virtual learning.

If COVID cases rise significantly again and we are required to close school, we will implement services as we did in prior school years.

4. The LEA sought public comments in the development of its plan and took those comments into account in the development of its plan.

   Describe the LEA's policy or practice that provided the public with an opportunity to provide comments and feedback and the collection process. Describe how any feedback was incorporated into the development of the plan.

   Walden Academy is committed to providing students and staff with safe, in-person learning environments. If COVID cases rise again and we are forced to return to distance learning or significantly altered in-person learning, we will follow all protocols set forth by our local health department and the CDC. We will seek stakeholder input and will follow plans previously created during the pandemic as well as consider previous stakeholder input.

   We currently reviewed all previous stakeholder input provided during the pandemic as well as current stakeholder input.

   We will review this plan every 6 months.

In addition, the LEA provides the following assurances:

▣ The LEA has made (in the case of statutorily compliant plans) or will make (in the case of new plans) its plan publicly available no later than 30 days after receiving its ARP ESSER allocation.

- Please insert link to the plan:

  www.waldenacademy.org

▣ The LEA sought public comment in the development of its plan and took those public comments into account in the development of its plan.

▣ The LEA will periodically review and, as appropriate revise its plan, at least every six months.

▣ The LEA will seek public comment in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to the plan.

☒ If the LEA revises its plan, it will ensure its revised plan addresses each of the aspects of safety currently recommended by the Centers for Disease Control (CDC), or if the CDC has revised its guidance, the updated safety recommendations at the time the LEA is revising its plan.

☒ The LEA has created its plan in an understandable and uniform format.

☒ The LEA's plan is, to the extent practicable, written in a language that parents can understand, or if not practicable, orally translated.

☒ The LEA will, upon request by a parent who is an individual with a disability, provide the plan in an alternative format accessible to that parent.

The following person or persons is/are the appropriate contact person for any questions or concerns about the aforementioned plan.

Please list name(s), title(s), address, county, and contact information for the person or persons responsible for developing, submitting, and amending the LEA plan.

Suzanne Tefs, Director, Walden Academy Charter School, 1149 W. Wood Street, WIllows, CA 95988, 530-361-6480, leadershipteam@waldenacademy.org.

California Department of Education
June 2021

American Rescue Plan Act
Elementary and Secondary School Relief Fund (ESSER III)
Safe Return to In-Person Instruction
Local Educational Agency Plan Template

Background on ESSER

The American Rescue Plan Act (ARP) signed into law on March 11, 2021, provided nearly $122 billion for the Elementary and Secondary School Relief Fund (ESSER). ARP ESSER, also known as ESSER III, funds are provided to State educational agencies in the same proportion as each State received under Title I-A of the Elementary and Secondary Education Act (ESEA) in fiscal year (FY) 2020. The U.S. Department of Education (ED) published Interim Final Requirements (IFR) on April 22, 2021 requiring Local Educational Agencies (LEAs) receiving ESSER III funds to submit an LEA Plan for the Safe Return to In-Person Instruction and Continuity of Services. If an LEA had already developed a plan for safe return to in-person instruction and continuity of services prior to the enactment of ARP that meets the statutory requirements of section 2001(i) but did not address all of the requirements in the IFR, the LEA must revise and post its plan no later than six months after receiving its ESSER III funds. This applies even if an LEA has been operating full-time in-person instruction but does not apply to fully virtual schools and LEAs.

The IFR and ARP statute, along with other helpful resources, are located here:

- April 2021 IFR: https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-08359.pdf
- ARP Act text: https://www.congress.gov/117/bills/hr1319/BILLS-117hr1319enr.pdf
- Centers for Disease Control and Prevention (CDC) COVID-19 School Operation Guidance: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html#anchor_1616080023247
- ED COVID-19 Handbook Volume I:https://www2.ed.gov/documents/coronavirus/reopening.pdf
- ED COVID-19 Handbook Volume II:https://www2.ed.gov/documents/coronavirus/reopening-2.pdf
- ESEA Evidence-Based Guidance:https://oese.ed.gov/files/2020/07/guidanceuseseinvestment.pdf
- ED FAQs for ESSER and Governor's Emergency Education Relief (GEER):https://oese.ed.gov/files/2021/05/ESSER.GEER_.FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf

Purpose of the Template

The IFR issued by ED outlines several requirements for all LEAs that receive ESSER III funds, including that LEAs have in place a plan for ensuring safety during in-person instruction (either in-progress or planned) as well as ensuring continuity of services should the LEA or one or more of its schools be required to close temporarily for COVID-19-related public health reasons in the future. LEAs who had a plan in place by March 11, 2021, which incorporated opportunity for public comment and was posted publicly have six months from the date their ESSER III Assurances were completed to update and revise the plans to meet those requirements. Examples of previous plans that may be allowable would be a completed Cal/OSHA or Assembly Bill 86 plan, as long as it meets the requirements previously stated. LEAs which did not have a statutorily compliant plan in place as of March 11, 2021, must create and post this plan within 30 days of completing their ESSER III Assurances.

If you have questions as to which category applies to your LEA, please contact EmergencyServices@cde.ca.gov. Plans are required for all LEAs, regardless of operating status, unless an LEA is fully virtual with no physical location. All plans must be reviewed, and, as appropriate, revised, at least every six months to incorporate new or revised CDC guidance and other changed factors.

This template has been created to assist LEAs in the creation of these plans and to ensure all required elements are met. The following requirements and assurances pertain to both the statutory requirements and the IFR published by ED. LEAs may provide any additional information they believe are helpful in assessing their plan. If you have any questions, please contact EmergencyServices@cde.ca.gov.

LEA Plan for Safe Return to In-Person Instruction and Continuity of Services

LEA Name: Walden Academy Charter School

Option for ensuring safe in-person instruction and continuity of services:
has developed a plan

1. Please choose one:

   [ ] The LEA had a plan, as of March 11, 2021, that is already compliant with the ARP statute and will review and, as appropriate, revise it every six months to take into consideration the additional requirements of the IFR; or

   NOTE: If your LEA already has a compliant plan as of March 11, 2021, and has assured such by checking the box above, then you may skip questions 2-4 and complete the Assurance and Contact sections.

   [X] The LEA has amended/created a plan compliant with the IFR using this template and has posted/will post it within 30 days of completing the ESSER III Assurances.

   NOTE: If checking the box above that you are using this template to meet the 30 day plan requirements, you must respond to each question in the template.

   Please note whether the LEA has a compliant plan and include a link to the plan, or acknowledge that the LEA is submitting a new plan and will post it within 30 days of receiving funds.

2. The LEA will maintain the health and safety of students, educators, and other school and LEA staff, and the extent to which it has adopted policies, and a description of any such policies, on each of the CDC's safety recommendations, including: universal and correct wearing of masks; modifying facilities to allow for physical distancing; handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

   Describe how the LEA will maintain, or continue to maintain, health and safety policies and procedures. Include a description of any adopted policies and procedures regarding the CDC's safety recommendations (or available LEA website links to such policies). Include descriptions of appropriate accommodations adopted and coordination efforts conducted with outside State and local health officials. Please include or describe current public health conditions, applicable State and local rules and restrictions, and other contemporaneous information that informs your decision-making process.

   Maintaining Health and Safety:
   A. Handwashing:
   1. Staff and students will be taught proper hand washing techniques of 20 seconds with soap, rubbing thoroughly, rinsing completely, and drying with a paper towel. Staff will model this for students, monitor, and reinforce on a daily basis.
   2. Three additional hand washing stations have been installed in the front and rear of the campus consisting of two sinks each separated by a shield, and will be clearly marked to support more frequent hand washing and to minimize congregating in bathrooms.

B. Hand Sanitizing:
1. Staff and students will be taught proper hand sanitizing techniques of rubbing sanitizer into hands until completely dry.
2. Sanitizing stations will be clearly marked around campus inside and out for easy and frequent access.
3. When practicable, sanitizer will be 70%+ ethyl alcohol-based and fragrance-free.
4. Young children will be supervised when using hand sanitizer to ensure proper and safe use.
5. Hand washing is preferred over hand sanitizing.

C. Face coverings must be used in accordance with CDPH guidelines, particularly indoor environments and in areas where physical distancing alone is not sufficient to prevent disease transmission.
1. All students and staff members will be required to wear a mask when inside at all times.
2. A parent of a student with a medical condition who is requesting their child not to wear a mask must provide a note from the student's physician with a specific reason. The district will review such a request and a decision will be made.
3. If a student or staff member forgets their mask, one will be provided to them for the day.
4. Anyone entering the school must wear a mask.
5. Students and staff will be instructed how to correctly use a mask and proper removal and disposal of mask.

D. Physical Distancing:
1. Students and staff must remain socially-distanced to the greatest extent possible.
2. Students and staff will be required to wear a mask when indoors.
3. Signage posted to remind people to maintain social distancing to the greatest extent possible.
4. Respectful isolation of anyone who is symptomatic or has a temperature of 100.4 or higher. Students and staff with temperatures of 100.4 or higher will be sent home.

Cleaning, Disinfection, and Ventilation:
A. Cleaning and disinfecting supplies will be approved for use against Covid-19 as listed on the Environmental Protection Agency(EPA) approved List. The product will be used according to label instructions and will be followed with proper use of PPE.
B. Areas will be cleaned and disinfected by trained staff members include but are not limited to:
1. Frequently touched indoor surfaces after use and throughout the day and/or when students are outside at recess or on a break.
2. Frequently touched outdoor surfaces such as doors, door handles, railings and bathrooms multiple times a day.
3. Hand washing stations disinfected at the end of the day.
4. All areas thoroughly cleaned and sanitized at the end of the day.
C. Each classroom will have a supply of appropriate cleaning and disinfecting supplies kept out of reach of students.
D. PE and recess equipment will be assigned to each classroom.
E. Ventilation will be maximized in classrooms, office, and staff room to the extent possible by opening windows and doors where practicable.
F. Each classroom contains:
1. separate air purifiers
2. separate HVAC system with filters changed regularly
G. Hand sanitizers will be replenished daily.

Check for Signs and Symptoms:
A. Student and family confidentiality will be maintained at all times.
B. At no time will students, staff or families will be treated with discrimination due to a diagnosed COVID-19 case or who are perceived to be a COVID-19 risk.
C. All staff and students exhibiting any of the following symptoms within the preceding 24 hours, or being in close contact with a person with COVID-19, need to contact the school immediately and stay

at home:
1. Fever present or within 24 hours
2. Cough
3. Shortness of breath or difficulty breathing
4. Fatigue
5. Muscle or body aches
6. Headaches
7. Sore throat
8. Congestion or runny nose
9. Recent loss of smell or taste
10. Diarrhea

D. Student and staff attendance will not be penalized for absences due to the above.
E. Staff will self-screen screened daily.
F. Parents will screen their child before the school day begins and report on school supported app or student will be screened when entering school.
G. Walden Academy will follow all Glenn County Public Health and Glenn County Board of Education guidelines when a staff member or student is diagnosed with, or exposed to, Covid-19.
F. All students and staff will be monitored for signs of illness throughout the day.

Plans When an Unvaccinated Staff Member or Student Becomes Sick: Due to changing information, school nurse and/or local public health office will be contacted to ensure most up to date guidance is followed.
A. A student exhibiting any of the above COVID-19 symptoms will wear a mask while waiting in a room designated as the isolation room until the student can get a ride home.
B. Staff will be asked to go home or to a healthcare facility immediately.
C. If a student or staff member comes in close contact (within 6 feet for over 15 minutes) with a person who is positive for COVID-19, they will notify the office manager or school director confidentially,
and sent home to quarantine and be tested for COVID-19.
D. An area used by an individual suspected of being infected with the COVID-19 virus will be closed off. After 24 hours it will be cleaned and disinfected.

Plans When a Vaccinated Staff Member Becomes Ill:
A. Staff member may be provided a rapid test at school. I negative and symptoms are mild, staff member may stay at work and remain masked.

Quarantine Recommendations-Walden Academy follows all CDPH guidance.
A. Unvaccinated persons:
1. With COVID like symptoms-Student/staff goes home, recommend testing, return when symptoms resolve.
2. Exposure to COVID-19 positive person, within 6 feet for more than 15 minutes. Isolate for 10 days from date of last exposure, return on 11th day if symptom free, or get tested on 6th day after
exposure. If negative, return on 8th day.
3. COVID positive: Isolate for 10 days. Return when symptom free and fever free for 24 hours.
4. If students was exposed at school, the students may be on a modified quarantine as described by CDPH.

B. Previously infected person:
1. COVID like symptoms-see A.1. above.

C. Vaccinated persons:
1. With COVID like symptoms-Student/staff may test at school. If negative, they may remain at school masked.
2. COVID positive and asymptomatic-Isolate for 10 days.
3. COVID positive with symptoms-Isolate for 10 days and return when symptom free and fever free for 24 hours.

Contact Tracing:

A. Contact tracing will be done in coordination with Glenn County Public Health:
1. Upon confirmation of a COVID diagnosis, the district will work with the student/staff/family to help them recall everyone with whom they have had close contact during the time when they may have been infectious. For COVID-19, a close contact is defined as any individual who was within 6 feet of an infected person for at least 15 minutes starting from 48 hours before the person began feeling sick until the time the patient is isolated.
2. We will follow quarantine recommendations as outlined above.
3. CDC cleaning protocols will be implemented. Any quarantine or school closure will be determined in concert with the Glenn County Department of Public Health.

Vaccinations/Testing Protocol:
A. Staff are encouraged to get a vaccination.
B. Staff members that decline a vaccination will be tested following California regulations.

3. The LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health and other needs, which may include student health and foodservices.

Describe how the LEA will ensure continuity of services in case isolation, quarantine, or future school closures are required, including how the LEA will meet the needs of students with disabilities and English learners.

A. Walden Academy's goal is to continue to provide what is best for our students: in-person learning that addresses their academic, social, emotional, and mental health via the many programs in place within our school.

B. We believe prolonged periods of remote or virtual learning can have negative effects on the educational progress of our students. Academic gains can potentially be slowed or even reversed. Students without the resources of home support, English learners, and students with disabilities may experience learning loss due to fewer learning supports outside of school.

C. Safe, in-person school can offset the above negative impacts of long-term virtual learning.

D. If COVID cases rise significantly and we are required to close school, we will implement services as we did in the 2019-20 and 2020-21 school years:
A. Above and beyond regular academic synchronous and asynchronous instruction. We will provide services virtually: Special education, tutoring, homework support, school-based counseling, check and check out with staff, technology support and devices, and internet access as is available. Meals provided by pickup at the school site or at a local district.

4. The LEA sought public comments in the development of its plan and took those comments into account in the development of its plan.

Describe the LEA's policy or practice that provided the public with an opportunity to provide comments and feedback and the collection process. Describe how any feedback was incorporated into the development of the plan.

Walden Academy is committed to providing students and staff with a safe, in-person learning environment. The strategies outlined within this plan will be implemented to mitigate the risk of COVID-19 spread within our school. These strategies will be revised periodically (at least every 6 months) based upon COVID cases within our school and community and any new research/evidence that becomes available.

The following were used to inform the creation of this plan:

1. Walden Academy 2021 COVID 19 School Guidance Checklist
2. Walden Academy Staff and Parent Survey, August 2021
3. California Department of Public Health COVID-19 Guidance for K-12 Schools, August 2021. https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/K-12-Guidance-2021-22-School-Year.aspx
4. California Department of Public HealthCOVID-19 Industry Guidance: Schools and School-Based Programshttps://files.covid19.ca.gov/pdf/guidance-schools.pdf
5. California Department of Education: Stronger Together: A Guidebook for the Safe Reopening of California's Public Schools https://files.covid19.ca.gov/pdf/guidance-schools.pdf
6. Teacher and Staff Meetings.
7. California Healthy Kids Survey of students, staff and parents. May 2021.
8. Walden Academy Waiver to Reopen Application, September 2020.
9. Walden Academy Reopening Framework for 2020-21.
10. CDC Covid-19 Webpage. https://www.cdc.gov/coronavirus/2019-ncov/index.

In addition, the LEA provides the following assurances:

- [X] The LEA has made (in the case of statutorily compliant plans) or will make (in the case of new plans) its plan publicly available no later than 30 days after receiving its ARP ESSER allocation.
  - o Please insert link to the plan:
    http://www.waldenacademy.org/documents/Safe-Return-to-In-Person-Instruction.pdf
- [X] The LEA sought public comment in the development of its plan and took those public comments into account in the development of its plan.
- [X] The LEA will periodically review and, as appropriate revise its plan, at least every six months.
- [X] The LEA will seek public comment in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to the plan.
- [X] If the LEA revises its plan, it will ensure its revised plan addresses each of the aspects of safety currently recommended by the Centers for Disease Control(CDC), or if the CDC has revised its guidance, the updated safety recommendations at the time the LEA is revising its plan.
- [X] The LEA has created its plan in an understandable and uniform format.
- [X] The LEA's plan is, to the extent practicable, written in a language that parent can understand, or if not practicable, orally translated.
- [X] The LEA will, upon request by a parent who is an individual with a disability, provide the plan in an alternative format accessible to that parent.

The following person or persons is/are the appropriate contact person for any questions or concerns about the aforementioned plan.

Please list name(s), title(s), address, county, and contact information for the person or persons responsible for developing, submitting, and amending the LEA plan.

Suzanne Tefs, Director/Superintendent, Walden Academy Charter School District, 1149 W. Wood Street, Willows, Glenn County, CA 95988 leadershipteam@waldenacademy.org 530-361-6480.

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

General Information about the School Accountability Report Card (SARC)

SARC Overview

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

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

2022-23 District Contact Information

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

2022-23 School Overview

Walden Academy is a TK-8 public school, directly funded, non-profit 501c3 incorporated charter school located in Willows, CA.

Our vision: To create a confident community passionate about lifelong learning.

Mission Statement:
Walden Academy provides an innovative learning environment that extends beyond the classroom. Science and challenging academics encourage students to collaborate and exceed in all aspects of life as modeled by family, school, and community.

Core Values
We value:
1. Joy of learning
2. Critical Thinking
3. Personal and academic confidence
4. Service to others
5. Lifelong learning
6. Self-awareness
7. Discovery of a personal passion and interests
8. Science-based learning
9. Active and innovative learning
10. Low adult to student ratio
11. Safety
12. Balanced and rigorous curriculum
13. Emphasis on academic, social, physical, and emotional learning
14. School wide and community partnership

About this School

2021-22 Student Enrollment by Grade Level

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

2021-22 Student Enrollment by Student Group

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

A. Conditions of Learning State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

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

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

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

2021-22 Teacher Preparation and Placement

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

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

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

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

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

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

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

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

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

2021-22 Class Assignments

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

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

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

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

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

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

Science in grades TK-8: FOSS curriculum.

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

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance-Adopted 2017 Benchmark Education Company Houghton-Miflin Literature Series-Adopted June 2017	Yes	0
Mathematics	Everyday Mathematics Everyday Learning Corp - Adopted 2012 College Preparatory Mathematics-Adopted 2013 Eureka Math	No	0
Science	Full Option Science System - Adopted 2013	Yes	0
History-Social Science	Benchmark with supplemental Studies Weekly through 5th grade History Alive TCI- Adopted 2015	No	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Walden Academy is located on premises rented from St. Monica's Catholic Church. School premises are monitored by staff and repairs are handled by Walden Academy and its lessor. In 2014, the school increased in size by bringing in 8 portable buildings and a new playground. At that time, existing classrooms received new paint, carpeting and HVAC systems. The school complets a yearly analysis of its facilities using the Facilities Inspection Tool from the Office of Public School Construction. Walden is in very good condition.

A school garden was installed in April 2016 with separate areas for each classroom to have plantings. Murals on the sides of buildings contain student work or are student centered, depicting the local geography, CARES, and student centered scenes. We do not have a lot of space for plantings, so many potted plants are installed throughout the campus. Two Buddy Benches were built and painted for students to sit during recesses. An area behind the adult bathrooms was planted and an automated sprinkler system was installed. The grass play area was replanted in the summer of 2016. Linoleum flooring is stripped and rewaxed each year in classrooms containing linoleum. All carpets in classrooms are cleaned yearly. We have purchased 2 storage sheds for items used on a daily or weekly basis. Along the main walkway joining the front and back campus, trees, plants and groundcover have been planted. The exterior front wing was painted before students returned in August 2017.

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

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

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

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

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

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

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

School Facility Conditions and Planned Improvements

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
   The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

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

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

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

2021-22 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

2021-22 CAASPP Test Results in Math by Student Group

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

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

CAASPP Test Results in Science for All Students

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

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

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

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

Parents are encouraged to contribute 40 volunteer hours per year to the school; each additional child is another 20 hours. We offer many ways for parents to volunteer and become part of the school community. Our parent volunteers do everything from basic maintenance tasks, assisting in classrooms, serving as recess supervisors, fund raising, committee members and board members. Parents can volunteer on campus before, during, or after the school day, on weekends, or take work home to complete. Walden parents serve on the school board, site council and Parents & Teachers Club (parent fundraising and event planning group). Parent input is highly valued. Parents complete surveys which inform decision making on campus. We offer opportunities for parent involvement multiple times a year. Parents attend parent conferences, Back to School Night, Sneak Peek, Math/Science Nights, Mind Up Night, Good Morning Walden, and the Walden Showcase. We communicate with parents weekly through the Yellow Folders Program, and on our school communication platform, Parent Square. Weekly, we send home information on strategies parents can use to support student academic and social-emotional learning, education on state standards and assessments and other timely information.

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

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

2021-22 Chronic Absenteeism by Student Group

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

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

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

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

2021-22 Suspensions and Expulsions by Student Group

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

2022-23 School Safety Plan

Walden Academy strives for the highest safety standards, to provide a safe workplace for all employees, and a safe school for all students. Walden Academy adheres to an Emergency Preparedness Plan drafted specifically to the needs of the school site. Staff has been trained in emergency procedures in accordance with state regulations. The school cooperates with local agencies to provide safety instruction for students to prepare them for emergencies at school and home. Walden's emergency plan is reviewed and updated as needed.

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

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

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

D. Other SARC Information

Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

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

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

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

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

2021-22 Types of Services Funded

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

2020-21 Teacher and Administrative Salaries

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

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

Professional Development

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

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

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

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

Teaching staff with preliminary credentials participate in the ATE program.

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

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

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

Professional Development

social science.

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

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

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

Walden Academy
RIVER HAWKS

Williams Lawsuit Settlement
Quarterly Report on Uniform Complaints 2022-2023

District Name: Walden Academy Date: 12/31/2022

Person completing this form: Cydnee Lausten Title: Office Manager

Quarter covered by this report (Check One Below):

☐	1st QTR	July 1 to September 30	Due	16-Oct	2022
☑	2nd QTR	October 1 to December 31	Due	15- Jan	2023
☐	3rd QTR	January 1 to March 31	Due	16-Apr	2023
☐	4th QTR	April 1 to June 30	Due	16-Jul	2023

Date for information to be reported publicly at governing board meeting: 1/23/2023

Please check the box that applies:

☑ No complaints were filed with any school in the district during the quarter indicated above.

☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

	Number of Complaints Received in Quarter	Number of Complaints Resolved	Number of Complaints Unresolved
Instructional Materials	0		
Facilities	0		
Teacher Vacancy and Misassignment	0		
TOTAL	0		

Print Name of District Superintendent Suzanne Tefs

Signature of District Superintendent Suzanne Tefs Date 12/31/2022

Return the **Quarterly Summary** to:
Suzanne Tefs
School Director
Walden Academy
1149 W. Wood Street
Willows, CA 95988

Telephone: (530) 361-6480
FAX: (530) 361-6480
E-Mail: leadershipteam@waldenacademy.org

Rev. 10-21-202

Walden Academy
1149 W. Wood St.
Willows, CA 95988
(530)361-6480

Creating a confident community passionate about lifelong learning

Director's Report and LCAP Update

January 2023

The mission of Walden Academy is to provide 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.

I. LCAP Goal 1: Through the implementation of state academic content, performance, and ELD standards, Walden Academy will provide engaging and challenging learning opportunities in a broad course of study emphasizing science and instructed by highly qualified professionals with sufficient instructional material on a well maintained campus.

Conditions of Learning

1. **Basic**

A. Credentialed teachers

Teachers held parent teacher conferences the week before the break.

B. Access to standards-aligned instructional materials

We continue to provide standards-aligned material to all Walden Academy students.

C. Facilities in good repair

Facilities continue to remain in good working order. Mr. Medina has worked on repairing some plumbing issues.

2. **State Standards Implementation**---*English language development standards and academic content & performance standards*

A. CAASPP preparation

Teachers are preparing for CAASPP testing with interim assessments.

3. **Course Access**---*broad course of study*

Broad Course of Study

A. Teachers will continue to provide a broad course of study within the classroom.

B. Mrs. Snider and Mr. Raygoza's classes went on a field trip to Round Table on 1/18. 6th grade is preparing to attend environmental camp next month.

II. LCAP Goal 2: Through the implementation of CCSS, Walden Academy will provide learning opportunities that result in increased academic achievement for all groups of students.

Pupil Outcomes

4. Student Achievement

A. We have included Kindergarten in Me Time for ELA.

B. We are piloting Me Time in math for grades 2 and 4.

C. Progress reports in middle school went out last week. The Parent Portal on Parent Square will be up and running this week for middle school parents.

III. LCAP Goal 3: A positive school climate with all stakeholders participating in activities which increase student engagement and parental involvement.

Engagement

5. Parent Involvement---*efforts to seek parent input in decision making & parent participation in programs for special need subgroups*

A. School Site Council met in January to approve the SPSA and begin work on the school safety plan.

B. Good Morning Walden assembly is in January. The focus is on Respect Awards, River Hawk Award, and I-Ready achievement. Ms. Geroy's class will lead.

C. Mad Science earlier in the month was well attended despite the weather. Each classroom had interesting and engaging activities for family members to participate in.

6. Pupil Engagement---*attendance rates/chronic absenteeism*

A. Daily attendance runs approximately 93% this month.

B. We have 4 students on Attendance Site Contracts. Mrs. Bose has taken over truancy tracking. We will increase to weekly oversight.

7. School Climate---*suspension/expulsion, school safety & connectedness*

A. Behavior:

We continue to use the Walden Academy Behavior Matrix when working with students that struggle with appropriate behavior.

B. Suspensions:
5 students have been suspended this year. 3 of those students have been suspended 2-3 times.

Current Enrollment

2022-23:

TK	K	1	2	3	4	5	6	7	8
8	24	27	23	19	20	24	20	14	13

TOTAL ENROLLMENT for 2022-23: 191

Additional information:

A. We continue to work on expanding the food program. At this time, we have received some small appliances and are awaiting the delivery of the commercial freezer.
B. During Teacher Collaboration, we continue to review and refine classroom and playground behavior expectations, support and response using the Multi Tier System of Support (MTSS) model.
C. During Aide Collaboration, we continue to work on methods to support students in and out of the classroom. Last week the focus was on students with Oppositional Defiant Disorder (ODD). We have a number of students with this diagnosis as well as students that don't have a formal diagnosis, but have many of the behaviors associated with ODD.
D. Expanded Learning Opportunities Grant: Schools are required to add in 30 additional 9 hour days outside the regular school year. Over the last 2 summers, we held summer camp for students. This year, we hosted camp during Christmas Vacation for 5 days. Originally, 42 students were enrolled for week 1 and average attendance was 23 students. 33 students enrolled for week 2, but only 10 students attended. I think the state seriously underestimates the amount of families that need 30 extra days a year of 9 hours of student coverage.

Respectfully submitted,
Suzanne Tefs