

Walden Academy

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2018-19)

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
E-mail Address	leadershipteam@waldenacademy.org
Web Site	www.waldenacademy.org
CDS Code	11101160124909

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

School Description and Mission Statement (School Year 2018-19)

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

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

Mission Statement:

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

Core Values

We value:

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

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	31
Grade 1	23
Grade 2	21
Grade 3	24
Grade 4	23
Grade 5	22
Grade 6	7
Grade 7	11
Grade 8	6
Total Enrollment	168

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	3.0
Asian	0.0
Filipino	0.6
Hispanic or Latino	39.3
Native Hawaiian or Pacific Islander	0.0
White	51.8
Socioeconomically Disadvantaged	50.0
English Learners	11.3
Students with Disabilities	12.5
Foster Youth	1.8

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.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	8	6	8	
Without Full Credential	0	2	3	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: January, 2019

TK-6th grades: This is the first school year using Benchmark Advance curriculum for English/Language Arts in grades TK-6. It has a very strong English language development component to support English learners. Students in this grade receive mathematics instruction with Everyday Mathematics.

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

Science in grades TK-8: FOSS curriculum.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance-Adopted 2017 Benchmark Education Company Houghton-Mifflin Literature Series-Adopted June 2017	Yes	0
Mathematics	Everyday Mathematics Everyday Learning Corp - Adopted 2012 College Preparatory Mathematics-Adopted 2013	Yes	0
Science	Full Option Science System - Adopted 2013	Yes	0
History-Social Science	Reflections - Adopted 2006 History Alive TCI- Adopted 2015	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

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

We are currently in the process of adding two more portable classrooms to our campus to accommodate our growth. They should be installed in the next month. Once installed, we plan to fence the entire campus and expand the blacktop playing area for students.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 01/22/2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Light bulbs have been replaced with LED lamps through Proposition 39 funds.
Interior: Interior Surfaces	Good	CR 6, 7 and 8 had linoleum flooring stripped and rewaxed and all carpet was cleaned over the summer of 2018. During the summer months, each classroom is deep cleaned and some classes painted.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	All windows in the front wing of classrooms and in the office have been replaced with new energy efficient windows through Proposition 39 funds.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 01/22/2019	
Overall Rating	Exemplary

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. 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); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	40.0	40.0	34.0	34.0	48.0	50.0
Mathematics (grades 3-8 and 11)	33.0	34.0	22.0	23.0	37.0	38.0

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

Note: 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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	93	89	95.70	40.45
Male	49	46	93.88	34.78
Female	44	43	97.73	46.51
Filipino	--	--	--	--
Hispanic or Latino	43	42	97.67	40.48
White	46	44	95.65	40.91
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	47	45	95.74	37.78
English Learners	19	18	94.74	22.22
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	93	89	95.7	33.71
Male	49	46	93.88	34.78
Female	44	43	97.73	32.56
Filipino	--	--	--	--
Hispanic or Latino	43	42	97.67	33.33
White	46	44	95.65	34.09
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	47	45	95.74	24.44
English Learners	19	18	94.74	11.11
Students with Disabilities	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	40.0	10.0	30.0
7	18.2	18.2	36.4

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Walden Academy believes that our partnership with parents and the community are an integral part of our success. Parent and community involvement is always welcome at Walden Academy. 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 are eligible to serve on the school board and Parents & Teachers of Glenn County Charters (parent fundraising group) board. To learn more about volunteering, please call or visit the school office, contact your child's teacher or the school directors, and check Parent Square.

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

Fundraising: Parents and community members work with Walden Academy's PTC (Parents and Teachers of Glenn County Charters) to raise funds that support students and school programs. They are the primary support of our 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.

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	3.7	2.9	2.8	1.5	1.7	2.7	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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

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

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

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	28		1		24		1		16	2		
1	23		1		25		1		23		1	
2	22		1		24		1		21		1	
3	21		1		24		1		24		1	
4	25		1						23		1	
5	15	2			22		2		22		1	
6					17	1						

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

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.2	N/A
Social Worker	.1	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist (non-teaching)	.8	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,673.	\$2,541	\$5,131.	\$41,725.
District	N/A	N/A	\$5,131.	\$41,725.
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,125.	
Percent Difference: School Site and State	N/A	N/A	-32.5	

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Walden Academy strives to provide students the best possible education through a variety of strategies. One primary strategy is keeping our student to adult ratio low. We have aides in every classroom at various times of the day to support students individually and in small group settings. Science is an area of emphasis and an important strategy for student engagement and learning. We use FOSS curriculum developed by the Lawrence Hall of Science. It has a hands-on, experiential approach that draws students in through inquiry. Students participate in many field trip opportunities to extend the classroom learning. During the school day, we provide students interventions as needed in Mathematics, Language Arts, and English language development. This is a key strategy to support student achievement. 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. These areas help with student engagement which can lead to increased academic achievement. Students in grades 4-8 participate in the elective wheel and choose a new class each trimester as another way of providing a quality, balanced education. Classes offered: yearbook, drama, gardening, astronomy, coding, art, games, and student council. We contract with Glenn County SELPA for special education services. Our learning center is a blended model providing 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 that wishes to be.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

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

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

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.

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.

Teaching staff with preliminary credentials participate in the ATE program.

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