

Walden Academy

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	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
Website	www.waldenacademy.org
County-District-School (CDS) Code	11101160124909

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Walden AcademyCharter School
Phone Number	5303616480
Superintendent	Suzanne Tefs
Email Address	leadershipteam@waldenacademy.org
Website	www.waldenacademy.org

School Description and Mission Statement (School Year 2020-2021)

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

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	35
Grade 1	29
Grade 2	25
Grade 3	21
Grade 4	24
Grade 5	22
Grade 6	18
Grade 7	11
Grade 8	16
Total Enrollment	201

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	2.5
Asian	2
Filipino	0.5
Hispanic or Latino	34.3
White	47.8
Two or More Races	4
Socioeconomically Disadvantaged	42.8
English Learners	8
Students with Disabilities	14.4
Homeless	

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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	10	11	11	
Without Full Credential	1	0	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: January, 2021

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 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-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

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

School Facility Conditions and Planned Improvements

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

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

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.

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 is in the process of being installed which will house 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.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 01/13/2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC systems checked yearly.
Interior: Interior Surfaces	Good	CR 6, 7 and 8 had linoleum flooring stripped and rewaxed and all carpet was cleaned over the summer of 2020. During the summer months, each classroom is deep cleaned and rooms painted, as needed.

System Inspected	Rating	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	The new custodian keeps the campus spotless. The climbing structure and eating areas are power washed each week. Pest control sprays on a regular basis.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	New camera surveillance system installed.
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 were replaced with new energy efficient windows through Proposition 39 funds. Campus is in process of being completely fenced.
Overall Rating	Good	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	23	N/A	31	N/A	50	N/A
Mathematics (grades 3-8 and 11)	19	N/A	16	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	9	N/A	10	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

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

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 2020-2021)

Walden Academy believes that our partnership with parents and the community are an integral part of student success and the school's success. Parent and community involvement is always welcome at Walden Academy. Parent involvement looks different this year due to COVID 19. Involvement on campus is on hold, and involvement at home has become more important than ever. Here are some ways parents can partner with school: The majority of our students are attending a hybrid school schedule. They attend in-person for part of the school day and complete school work at home for the remainder of the school day. Parents support is needed to assist students getting on zoom, accessing their Google Classroom, making sure they stay current on assignments, helping them understand the concepts they are studying at home, supporting student work completion, and working with their children to produce their best work. Parents can make sure their child has a quiet, well lit area to study and that the home is quiet. Parents can read each day with and to their child and talk about what is being read.

In a normal school year, the following are just some ways for parent and community 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.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.8	4.5	2.7	3.3	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.8		
Expulsions	0.0		

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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

In the last 2 years, we have installed cameras in all areas of campus, completed fencing the campus, installed a locked pedestrian gate with a buzzer to the office, added a whole school intercom system.

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

To address COVID 19, Walden Academy does a health screening of all employee and students when they enter campus. Most classes are on an AM/PM cohort schedule to keep class sizes small so students can be placed 6' apart. All students and staff wear masks. Each student has his/her own supplies in the classroom. All classrooms are cleaned between cohorts, and the exterior and bathrooms are sanitized each day. Students on quarantine or ill are provided independent study or distance learning.

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	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	16	2			21	1	1		18	2		
1	23		1		23		1		15	2		
2	21		1		21		1		25		1	
3	24		1		23		1		21		1	
4	23		1		24		1		24		1	
5	22		1		22		1		22		1	
6					10	1			9	2		

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	
Other	

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8,279.45	3,399.23	4,880.22	\$42,600
District	N/A	N/A	\$5,023.44	45,000
Percent Difference - School Site and District	N/A	N/A	-2.9	-5.5
State	N/A	N/A	\$7,750	
Percent Difference - School Site and State	N/A	N/A	-45.4	

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

Types of Services Funded (Fiscal Year 2019-2020)

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. Beginning this school year, we began a program titled Me Time. Me Time provides every student at Walden Academy in grades 1 and above, an intervention or enrichment period in ELA. 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. Students in grades 4-8 participate in the elective wheel program and choose a new class each trimester as another way of providing a quality, balanced education. 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.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	42,000	
Mid-Range Teacher Salary	65,000	
Highest Teacher Salary	85,000	
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries	.26	
Percent of Budget for Administrative Salaries	.08	

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	23	23	23

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.

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 SAEBS, 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.

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.