Walden Academy
2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Walden Academy
Street	1149 W. Wood Street
City, State, Zip	Willows, CA 95988
Phone Number	(530) 361-6480
Principal	Amber Calonico
Email Address	acalonico@waldenacademy.org
School Website	www.waldenacademy.org
Grade Span	K-8
County-District-School (CDS) Code	11101160124909

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

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

Vision Statement: "Walden Academy aims to foster integrity as the cornerstone of character development, guiding students to make principled decisions and embrace honesty, accountability, and perseverance. We nurture a supportive environment igniting curiosity and building a strong academic foundation, aiming to cultivate respected leaders who uphold these ideals in society."

Mission Statement: Walden Academy is dedicated to fostering integrity, academic excellence, and social-emotional growth in

2025-26 School Description and Mission Statement

our students. With small class sizes and low student to adult ratio, we create a nurturing environment that values curiosity, accountability, and perseverance, guided by the CARES traits.Utilizing Responsive Classroom and Toolbox strategies, we offer personalized intervention time and rigorous academics to instill a growth mindset. Our River Hawk STEM and Ag program connects students to their rural roots while preparing them for future success, supported by hands-on learning and engaging out of school learning experiences.We value and seek active partnerships with families and the community to enhance our students' educational experiences.

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	27
Grade 1	20
Grade 2	23
Grade 3	23
Grade 4	17
Grade 5	23
Grade 6	12
Grade 7	11
Grade 8	11
Total Enrollment	167

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.5
Male	54.5
American Indian or Alaska Native	2.4
Asian	1.8
Hispanic or Latino	38.3
Two or More Races	5.4
White	40.1
English Learners	18
Foster Youth	0.6
Socioeconomically Disadvantaged	46.7
Students with Disabilities	13.2

A. Conditions of Learning

State Priority: Basic

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

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

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)	8.3	80.73	10.7	41.71	234405.2	84
Intern Credential Holders Properly Assigned	1	9.63	2	7.78	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	4	15.56	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	5	19.81	11953.1	4.28
Unknown/Incomplete/NA	1	9.63	3.8	15.1	15831.9	5.67
Total Teaching Positions	10.3	100	25.7	100	279044.8	100

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.

2022-23 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)	10	90.91	14.3	49.53	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	9.09	3.2	11.13	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	8.3	28.92	11746.9	4.23
Unknown/Incomplete/NA	0	0	3	10.38	14303.8	5.15
Total Teaching Positions	11	100	29	100	277698	100

Note: The data in this table is based on 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.

2023-24 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	91.67	17.7	59	230039.4	100
Intern Credential Holders Properly Assigned	1	8.33	2	6.92	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	1	3.33	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	9.2	30.73	12112.8	4.34
Unknown/Incomplete/NA	0	0	0	0	13705.8	4.91
Total Teaching Positions	12	100	30	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	11.1	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

TK-5th grades: Magnetic Reading and Haggerty curriculum for English/Language Arts in grades TK-5. It has a very strong English
language development component to support English learners. Students in this grade receive mathematics instruction with Eureka Math.
6th, 7th and 8th grade: In English Language Arts, students read from the Curriculum Associates 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-5: Mystery Science and FOSS curriculum.
Science in grades 6th-8th: Discovery Education

Year and month in which the data were collected	May 2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Magnetic Reading-Adopted 2024 Curriculum Associates, LLC Heggerty 2022 Heggerty Phonemic Awareness Benchmark Advanced 2017 Benchmark Education Company Houghton-Mifflin Literature Series-Adopted June 2017 Savvas My Perspectives (Middle School English) Adopted 2025	0
Mathematics	College Preparatory Mathematics-Adopted 2013 Eureka Math	0
Science	Mystery Science 2020 Discovery Education	0
History-Social Science	Benchmark with supplemental Studies Weekly through 5th grade History Alive TCI- Adopted 2015	0

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

School Facility Conditions and Planned Improvements

Walden Academy Charter School operates on a campus leased from St. Monica's Catholic Church, with facilities monitored daily by school staff and maintenance and repairs managed collaboratively by Walden Academy and the lessor. The campus expanded in 2014 with the addition of eight portable classrooms and a new playground, along with updates to existing classrooms that included fresh paint, new carpeting, and upgraded HVAC systems. Walden Academy conducts an annual facilities inspection using the Facilities Inspection Tool (FIT) developed by the Office of Public School Construction to ensure facilities remain clean, safe, and in good repair, and uses inspection findings to guide ongoing maintenance and improvements.

Since that time, the school has made continual enhancements to improve both functionality and student experience. In 2016, a school garden was established with designated planting areas for each classroom, and campus murals were added to showcase student work and local themes, including geography and CARES traits. Additional improvements have included landscaped areas with automated irrigation, Buddy Benches for recess, replanted grass play areas, expanded storage sheds, routine flooring and carpet maintenance, walkway beautification, and exterior repainting of campus buildings. Energy efficiency upgrades funded through Proposition 39 included the installation of LED lighting, cloth light diffusers in select classrooms, and energy-efficient tempered glass windows to reduce glare and improve learning conditions.

Campus safety and infrastructure improvements have remained a priority. Security cameras were installed in 2019 and expanded in subsequent years, the campus was fully enclosed with fencing, safety lighting was added, and blacktop areas were resurfaced to address wear and cracks. In fall 2025, the school increased the size of its security camera monitor and repositioned it to improve visibility for office staff. Walden Academy has also worked collaboratively with the County Safety Supervisor to implement enhanced security measures as recommended, further strengthening campus monitoring and overall safety. Additional improvements include the installation of handwashing stations, water bottle filling stations, sanitizing stations, and air purifiers in every room. With the addition of the River Hawk Ag-STEM program, unused outdoor areas have been repurposed for planting beds and crops, including dryland agriculture at a nearby Walden property. While the school continues to explore long-term facility development opportunities, all improvements reflect Walden Academy's commitment to maintaining safe, functional, and engaging learning environments for students and staff.

Year and month of the most recent FIT report	12/03/2024

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 and serviced as needed.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Our custodian is dedicated to maintaining a clean and safe campus. Daily cleaning and weekly upkeep of the school grounds are diligently performed. Repairs to broken or inadequate equipment or building components are addressed promptly. Additionally, school-safe pesticides are applied regularly to ensure a healthy environment.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Camera systems are regularly updated as needed. A larger camera monitor was added September 2025 to have a better view of cameras in live mode.
Structural: Structural Damage, Roofs	X			
External:	X			

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences			

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).

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	24	31	23	27	47	48
Mathematics (grades 3-8 and 11)	16	20	11	13	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	101	96	95.05	4.95	31.25
Female	38	37	97.37	2.63	32.43
Male	63	59	93.65	6.35	30.51
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	39	37	94.87	5.13	29.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	17	100.00	0.00	47.06

White	39	36	92.31	7.69	25.00
English Learners	17	16	94.12	5.88	12.50
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	48	45	93.75	6.25	22.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	12	75.00	25.00	8.33

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	101	96	95.05	4.95	19.79
Female	38	37	97.37	2.63	16.22
Male	63	59	93.65	6.35	22.03
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	39	37	94.87	5.13	10.81
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	17	100.00	0.00	23.53
White	39	36	92.31	7.69	25.00
English Learners	17	16	94.12	5.88	6.25
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	48	45	93.75	6.25	8.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	12	75.00	25.00	0.00

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.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	20.69	19.35	--	0	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	35	31	88.57	11.43	19.35
Female	11	11	100.00	0.00	27.27
Male	24	20	83.33	16.67	15.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	16	14	87.50	12.50	14.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	10	83.33	16.67	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	14	87.50	12.50	7.14
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.

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	100	100	100	100	100
Grade 9	--	--	--	--	--

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.

2025-26 Opportunities for Parental Involvement

Parents are encouraged to contribute 40 volunteer hours per year to the school; each additional child is another 20 hours. We offer many ways for parents to volunteer and become part of the school community—including more than 175 various sign-ups run through our front office. Our parent volunteers do everything from basic maintenance tasks, assisting in classrooms, serving as recess supervisors, supporting fundraisers, serving on committees and the board, running our CARES Store, and helping with clerical tasks such as making copies for teachers. Parents can volunteer on campus before, during, or after the school day, on weekends, or may take work home to complete.

Walden parents serve on the School Board, School Site Council, and the Parents & Teachers Club (PTC), our parent fundraising and event-planning group. Parent input is highly valued. Parents complete surveys that inform decision-making on campus and are offered multiple opportunities throughout the year to be engaged. Families participate in parent conferences, Back to School Night, Sneak Peek, Math/Science Nights, the Winter Songfest, Multicultural Night, Good Morning Walden celebrations, and the Walden Showcase.

Parent University is another intentional opportunity we have created to partner with families. These evening sessions focus on topics such as academic support at home, social-emotional learning, growth mindset, resilience, and understanding state standards and assessments. Parent University sessions are designed to empower families with tools, knowledge, and strategies that support student success and strengthen the connection between home and school.

We communicate with parents weekly through our school communication platform, ParentSquare. Each week, we share information on strategies parents can use to support academic and social-emotional learning, provide education on state standards and assessments, and keep families informed on schoolwide initiatives. Parents also complete at least two surveys each year evaluating our overall program at Walden Academy. We ask for feedback regarding strengths, areas for improvement, and suggestions for future programs or changes. The results are carefully reviewed, and action is taken when and where necessary.

2025-26 Opportunities for Parental Involvement

Fundraising is another vital avenue for parent involvement. Parents and community members work collaboratively 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 for 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 the rich learning opportunities available outside the classroom.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	179	177	17	9.6
Female	81	79	6	7.6
Male	98	98	11	11.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	72	70	6	8.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	70	70	10	14.3
English Learners	36	36	2	5.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	91	90	15	16.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	26	26	3	11.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
5.83	9.57	8.94	3.43	4.71	4.19	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.94	0.00
Female	4.94	0.00
Male	12.24	0.00
Non-Binary	0.00	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	12.50	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.71	0.00
English Learners	11.11	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	13.19	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	23.08	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Walden Academy Charter School maintains a Comprehensive School Safety Plan (CSSP) that is reviewed, updated, and adopted annually in accordance with California Education Code requirements. The most recent CSSP was updated on February 3, 2025 and formally adopted by the Walden Academy Board of Directors on February 25, 2025. The plan was reviewed and discussed with school staff in March 2025 and shared for consultation with local law enforcement and the fire authority during the same month. The CSSP is reviewed annually by the school safety planning committee and administration, with opportunities for stakeholder input, and is made available for public inspection upon request.

The CSSP outlines comprehensive procedures designed to ensure a safe, orderly, and supportive learning environment. Key elements include emergency response and disaster preparedness procedures; protocols for active threats, medical emergencies, and dangerous or unlawful activities; child abuse reporting requirements; discipline and behavioral expectations; bullying and cyberbullying prevention; hate crime reporting; and procedures for safe ingress and egress. The plan also incorporates the California Standardized Emergency Management System (SEMS) and an Incident Command System to guide coordinated responses during emergencies, with clearly defined staff roles and responsibilities.

In addition, the CSSP integrates an Instructional Continuity Plan to ensure the continuation of student learning during school closures caused by emergencies or natural disasters. This includes provisions for remote and alternative instructional delivery, access to instructional materials and technology, communication with families, and support for students with disabilities, English learners, and other vulnerable populations. Through annual review and continuous improvement, Walden Academy demonstrates its ongoing commitment to student and staff safety, preparedness, and well-being.

2025-26 School Safety Plan

.

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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	2	0	0
1	15	2	0	0
2	23	0	1	0
3	23	0	1	0
4	22	0	1	0
5	23	0	1	0
6	17	1	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	10	2	0	0
1	16	1	0	0
2	18	1	0	0
3	20	1	0	0
4	22	0	1	0
5	19	1	0	0
6	16	1	0	0
Other	16	1	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	11	2		
1	10	2		
2	12	2		
3	23		1	
4	17	1		
5	23		1	
6	12	1		

2024-25 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

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$11,146	
Percent Difference - School Site and State	N/A	N/A	-47.6	

Fiscal Year 2024-25 Types of Services Funded

Walden Academy Charter School is committed to providing a well-rounded, high-quality educational program that meets the academic, social-emotional, and developmental needs of all students. With an emphasis on maintaining low adult-to-student ratios, instructional aides are strategically assigned to classrooms throughout the day to provide targeted support for individuals and small groups, strengthening both academic learning and positive student behavior.

A key component of Walden Academy's instructional program is "Me Time," a daily intervention and enrichment block for students in grade one and above. During this time, students receive focused instruction in English language arts or mathematics based on their individual needs. Academic learning is further enriched through a comprehensive STEM and Agricultural program that emphasizes hands-on, inquiry-based science instruction and meaningful connections to the school's rural community. Off-campus learning opportunities and field trips are incorporated to extend classroom learning and deepen student engagement.

Walden Academy utilizes a strong Multi-Tiered System of Supports (MTSS) to identify and address student needs through in-class and targeted interventions in English language arts, mathematics, and English language development. All students participate in a broad instructional program that includes music, physical education, art, performing arts, health, and STEM Ag. Special education services are provided in partnership with the Glenn County Office of Education SELPA using a blended learning center model that supports students with and without Individualized Education Programs (IEPs). In addition, the school offers an inclusive after-school sports program for students in grades four and above, with no tryouts, ensuring access and participation for all interested students. Through these programs and services, Walden Academy remains dedicated to fostering academic excellence and the well-rounded growth of every student.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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

Walden Academy Charter School provides ongoing, high-quality professional development aligned to school goals, student needs, and instructional priorities. Professional learning opportunities focus on strengthening instructional practices, improving student outcomes, and supporting staff growth in academics, social-emotional learning, and inclusive practices.

During the 2024–25 school year, all staff participated in Project ARISE, a yearlong professional development initiative focused on instructional improvement and teacher collaboration. Additionally, Multitudes training was provided for TK–2 teachers and staff to strengthen early literacy instruction. The school continued ongoing professional development focused on enhancing English Learner (EL/ELL) practices and writing instruction, ensuring alignment with research-based strategies and state standards.

Walden Academy also prioritizes external learning opportunities to build staff capacity. In July 2025, nine staff members attended the California MTSS Professional Learning Institute (PLI) to deepen their understanding of Multi-Tiered Systems of Support and strengthen implementation across academic and behavioral domains. In December 2025, three staff members attended the ACTE Vision Conference, gaining insight into career-connected learning and pathways that support the school's STEM and Ag focus. In addition to these opportunities, staff engage in regular site-based collaboration, Professional Learning Communities (PLCs), and targeted training throughout the year to continuously improve instructional practice and support student success.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5