



## **2023-24 Annual Report**

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# Mission & Overview

Wasatch Charter School is a K-8 tuition-free charter school in the Salt Lake Valley guided by the principles of public Waldorf education that provides a comprehensive education program integrating academics, arts, movement, nature, and social responsibility into everyday learning. Through a culture of holistic learning and dedication to the optimal development of each individual child, WCS nurtures intellectual, social and emotional, and physical capacities through an artistic, hands-on, interdisciplinary approach to core academic subjects which enables each student to blossom into an imaginative, engaged, competent, life-long learner. Our students, teachers, faculty, and families emerge as confident, creative, strong critical thinkers and environmental stewards, empowered to act positively in their own lives and communities.

## OVERVIEW

The 2023-24 school year was the eighth operational year at Wasatch Waldorf Charter School and marked a change in leadership at the school. Emily Merchant, the school's Executive Director, moved to a part-time remote role and the Pedagogical Advisory Committee (PAC) and school's Administrative team took up additional responsibilities within the day-to-day functions of the school.

This change led to a significant increase in the leadership responsibilities of the PAC. It helped to elevate teacher voices and collaborative leadership in school operations, such as holding faculty meetings, planning for professional development, supervising and working with teachers, and building school culture. It also highlighted areas where additional support was needed and where clarification of roles and responsibilities was relevant.

Site-based leadership was also increased through the activities of the PAC and other key staff members working together. Additional summer deepening courses and licensure courses were offered to support teacher development, and by the end of the summer, all returning teachers had commenced Waldorf training.

Students made continued progress and received engaged, quality instruction. School culture continued to be cultivated through assemblies, buddy classes, and growth of the Student Action Committee. Overall, it was a year filled with the realization of many long-standing intentions and significant growth.

*Emily Merchant*  
Executive Director

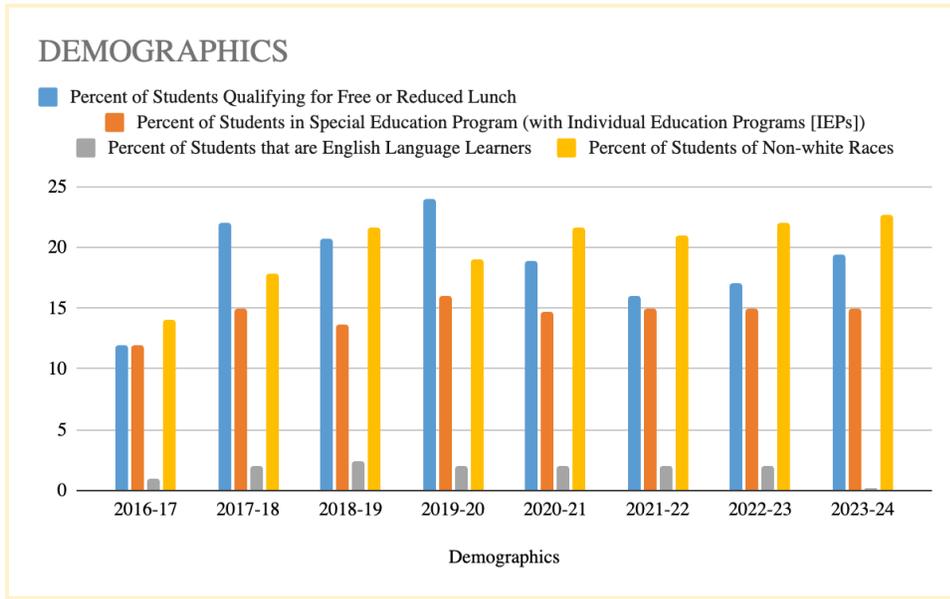
# 2023-24 Key Accomplishments

- ★ Increased teacher leadership.
- ★ Greater on-site mentoring for teachers.
- ★ Demonstrated “Exemplary” Growth on the State Performance metrics, with “High” percentages of growth for both English Language Arts and Mathematics.
- ★ Provided quality training to teachers, including additional summer offerings, math workshops, and curative training.
- ★ Continued growth of innovative “Special Class” in special education, our “Lotus” class. Developed unique movement-based approach to working with students.
- ★ Exceptionally high student and staff retention.
- ★ Fundraising engagement and revenue was high.
- ★ Governing Board leadership and processes were strengthened.
- ★ Continued low number of disciplinary actions, including suspension for behavior that violated the school’s Code of Conduct.

# Our Community

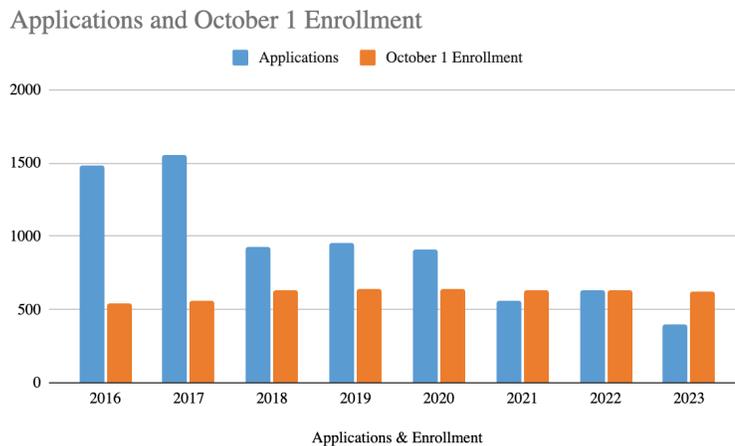
## Demographics

In our eighth year, all demographic measures remained relatively close to the previous years, as demonstrated below. The data on economic disadvantage continues to track lower in the post-Covid years than prior for most schools throughout Utah, which may continue to be an under-representation as we work to get students re-enrolled in the program after several years of federally-supported free lunches.



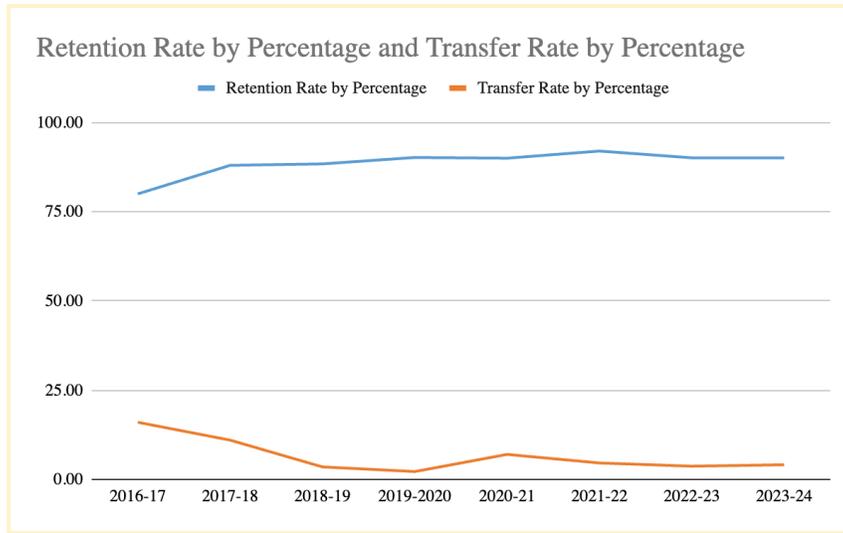
## Enrollment

WCS maintained consistent interest in enrollment, although total applications were lower than in previous years. Enrollment was lower than in the previous year due to a smaller eighth grade class.



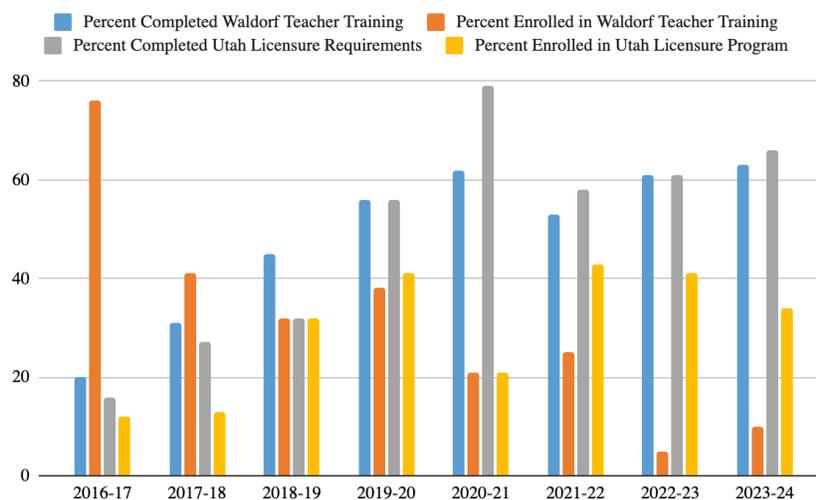
## Retention

WCS maintained a solid population from year to year 98.4% enrollment trend (the SCSB goal is 95%). Our student retention was 90.1%, the same as the preceding year, meaning that 90.1% of students returned from the 2022-23 school year. The within year transfer rate (the number of students who withdraw *during* the school year) was slightly higher than the previous year at 4.1%, over 3.7% in 2022-23. On all measures, WCS outperformed the State average for all charter schools and the State's target goals of 80% retention and less than 15% transfer rate.



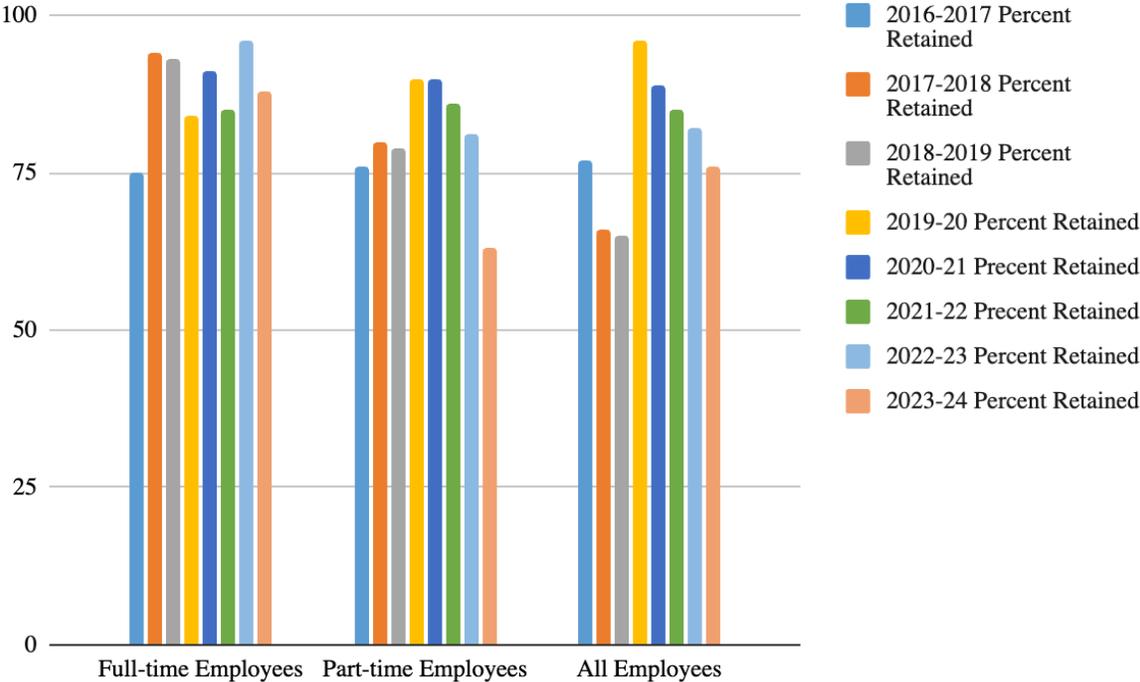
## Employee Qualifications & Training

Additional teachers completed Waldorf training in the summer, and many teachers began or continued training programs as well. A significant increase occurred in the number of teachers with Utah teaching licenses, as well as those involved in a licensure training program. Overall, a far greater number of teachers have been with the school for multiple years and have completed State licensure and Waldorf training.



## Employee Retention

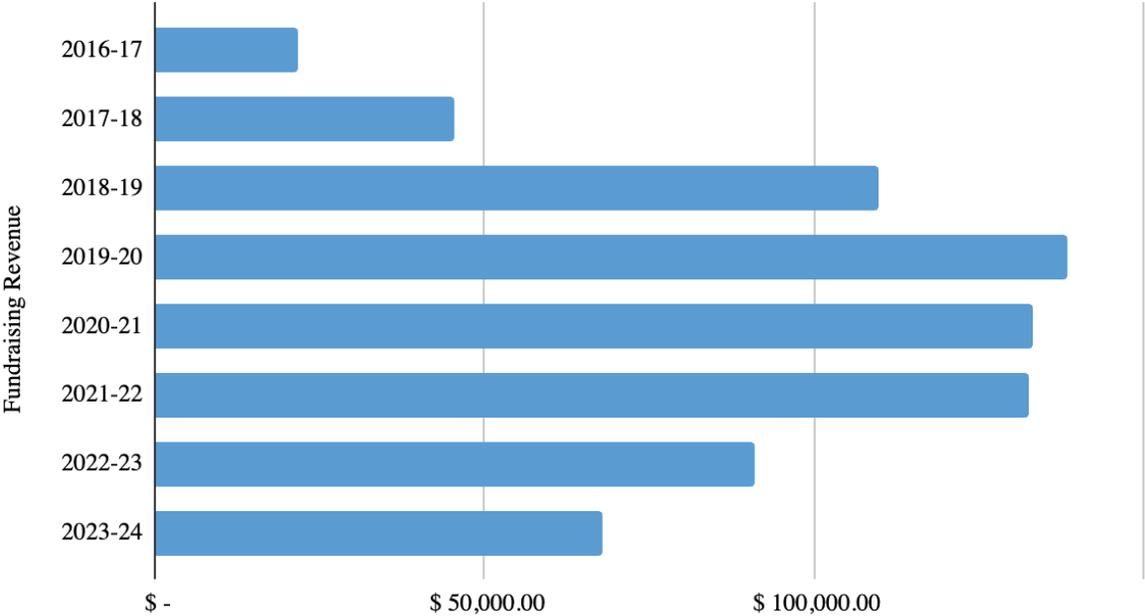
WCS had strong employee and teacher retention again. Retention was measured by comparing employees present at the beginning of one school year with the subsequent school year, regardless of if they changed role or position. These numbers were lower than the past few years. In part, this may be influenced by two factors. First, better records of part-time employees, including custodial and kitchen staff that have been under-represented in previous year’s accounting for part-time staff. Secondly, a higher total number of employees. 2023-24 recorded 113 employees (excluding Foundation employees and substitutes) at the beginning of the year; in contrast, in 2019-2020 (the year with highest retention) there were only 90 employees recorded.



*Fundraising*

WCS continued to have significant community investment in our programs and mission, with revenue from various fundraising activities holding steady, even during the pandemic. Our total funds raised was \$91,020, a reduction of about \$40,000 over the previous year based on lower revenue from both the Sustainer program and the Spring Gala.

**Fundraising Revenue**



*Family & Community Engagement*

Community engagement was an area of focus in the 2023-24 school year with increased involvement. The Family Council helped to recruit and maintain very engaged Parent Coordinators to work with each class. They also tracked over 240 individual volunteers who contributed to the school during the year.

WCS conducts a survey of parents and of older students (school climate survey) every other year to gather additional information regarding the composition and well-being of our community. These surveys were not conducted in the 2023-24 school year as they were completed in 2022-23 and will be repeated again in 2024-25.

# Key Elements

These aspects of our original charter application and agreement with the State Charter School Board have been deemed to be central to fully implementing our mission and vision of a fully realized Waldorf school within the context of the Utah Charter School system. Annually, we review progress to help re-center and prevent mission creep.

## **Maintain a large enough student population to offer all programmatic elements listed in the approved application.**

Meets: Enrollment has remained steady, with consistent interest allowing WCS to continue to grow and develop all program elements intended. Wasatch enrolled 625 students as of the October 1 student count and maintained an Average Daily Membership of 617 students throughout the school year, similar attrition to previous years.

The lower enrollment (under 640) has been expected for a few years as 3 classes graduated and were replaced by classes that were smaller. This was a conscious period of letting enrollment decrease a bit to support the goal of lower class sizes. In the coming years, if the school continues to enroll 3 classes per grade, then the trajectory will shift and overall enrollment will increase.

## **Be based on a developmental approach to curriculum which uses Waldorf methods and partners with public or private Waldorf associations.**

Meets: Teachers and administration are utilizing developmental approach to curriculum, Waldorf methods and working with a variety of trainers and mentors to deepen faculty knowledge and work. WCS is officially a full member of the Alliance for Public Waldorf Education and also attends events and trainings associated with the Association for Waldorf Schools of North America (AWSNA).

## **Teachers actively participate in a Waldorf teacher training within 2 years of employment and complete training within the expected timeframe for the selected program.**

Meets: As noted above, 63% of full-time faculty have completed Waldorf training and another 10% were actively enrolled during the 2023-24 school year. Some of those not yet participating were new to the school (less than 2 years) or in a role without a clear training path. By summer 2024, all class teachers had finished or commenced Waldorf teachers training, along with a majority of full-time specialty teachers.

## **Integrate the Utah Core Standards into the existing Waldorf curriculum to seamlessly teach competencies and material.**

Meets: Guides for teachers, professional development and alignment documents are all developed or in process to support the seamless integration of standards into the Waldorf curriculum. This is a matter of on-going effort and development, as it relies, in part, on teacher experience and competencies. Courses and training for teachers exists and is provided annually in mathematics, science and language arts.

**Integrates arts and hands-on activities into curriculum to promote human development and brain development, including all five of the key methods through which children build neural connections: music, art, handwork, movement, and forming personal connections to adults.**

Meets: Arts, hands-on activities, music, movement, handwork, and connection continue to thrive in WCS. These elements are clearly demonstrable in classroom observations. Professional development and collaboration is being facilitated to continue to support teachers in growing their own expertise in these areas.

**Offers specialty classes taught outside Main Lessons and practice periods that further integrate and reinforce curriculum content and holistic development.**

Meets: Specialty classes have been able to build on curriculum in all areas. Class teachers and specialty teachers continue to collaborate more and more each year.

**Use a holistic approach of formative assessment.**

Meets: WCS provides narrative-based reports for parents on student progress and uses portfolio reviews to highlight student growth and learning in grades 6-8.

**Teachers loop with students, staying with same group of students for multiple grades, when possible from grades 1 – 8.**

Meets: Many teachers have been able to loop with their classes, although individual needs and circumstances and changes in staffing often create exceptions and always will.

**Includes a Family Council that meets regularly, typically monthly during the school year, to coordinate efforts to involve families, build school culture, participate in committees, and provide advice to governing board regarding family and student needs.**

Meets: Family Council leadership has been strong. Regular meetings are held, the Chair collaborates with the Joint Committee and school administration, and Parent Coordinators offer real support to teachers and the community.

**Has a garden and farming program which partners with local farms and gardens, outdoor education programs, and local natural resource organizations to provide educational experiences to students, including instruction in gardening and cooking.**

Meets: WCS leases 11 acres of county farm land near the school. Additional gardening and farming opportunities have emerged through this collaboration, including a CSA. Work continues towards including items from the garden in the school lunch program. Gardening classes have included more cooking and stewardship for the school grounds.

**Students receive regular foreign language instruction.**

Spanish classes began again for lower grades after being paused during the pandemic. They have expanded to include all classes, although more work will come in future years to work on refining the schedule and approach. It is the commencement of working to rebuild a stronger foreign language program.

**Students receive consistent musical instruction through their class activities and specialty classes (in grades 4 – 8).**

Meets: Lower grades 1-3 have music classes. Students from grades 4-8 have strings and/or orchestra twice a week. Singing and recorder playing in Main Lessons has been resumed. Work is being commenced to strengthen the music program and make it more accessible to all students by employing more Orff pedagogy. This will unfold in the coming years and grow into a stronger, more consistent, music program for all classes.

**Incorporates movement into Main Lesson activities and into the school day through games and eurythmy classes.**

Meets: Movement is alive and well in WCS and is a part of the beginning of all classes Main Lessons. Classes from 1-8 grade have games class and part-time eurythmy. All teachers are receiving more training on bringing movement into their classrooms, particularly therapeutic movement throughout the day.

**Incorporates sustainable living practices, environmental stewardship, and experiential learning through outdoor experiences and sustainable practices.**

Meets: Many outdoor experiences occurred, including nature walks, hikes, time outdoors, gardening and camping trips. Continued work occurred on gardening program, recycling program, and farming, as well as supporting teachers in developing an understanding of how to teach outdoors.

**Uses a community-wide approach to discipline, including offering training to teachers, parents, and community members on the “3 streams” (or an equivalent) approach to working with students on discipline, social inclusion, and RtI processes**

Meets: The 3 Streams program is robust and includes an effective referral process for promptly addressing student needs and teacher and parent concerns. This included online meetings with students and lots of innovative supports during the pandemic. The RtI process is formalized with referral forms and format for Support Circle meetings with parents, 3 week follow-ups and SPED referral process. Progress monitoring is formalized and supported by the Assessment Coordinator.

**Parents and families are involved in a community of learning, including regular festivals, classes, and activities that connect to the purposes and mission of WWCS.**

Meets: A Parent Education program has continued in the 2023-23 school year to help provide more consistent experiences for all parents at the school to learn about the curriculum and child development. Many activities are occurring regularly, such as parenting classes, Family Council Meetings, Back to School Night, Panel Discussion & Class Parent Nights.

### *Charter Agreement Performance Measures*

As noted, charter performance measures were identified and reviewed annually in each of the first seven years of the school’s operations. They were also reviewed with the State Charter School Board (SCSB) during our 5 Year Comprehensive review in 2021-22. Given the lack of annual assessment data from numerous years due to the Covid-19 pandemic, evidence was not clear on the trajectory towards meeting these goals. In consultation with SCSB, it was determined that the charter-specific goals set prior to the school’s opening were not the best reflection of the school’s priorities and duplicative of other state and local goals. Beginning in the 2023-24 school year, these performance measures are no longer part of the charter agreement, and thus, they are not tracked here. Information on these goals from past years can be obtained in previous years’ annual reports.

### *Attendance*

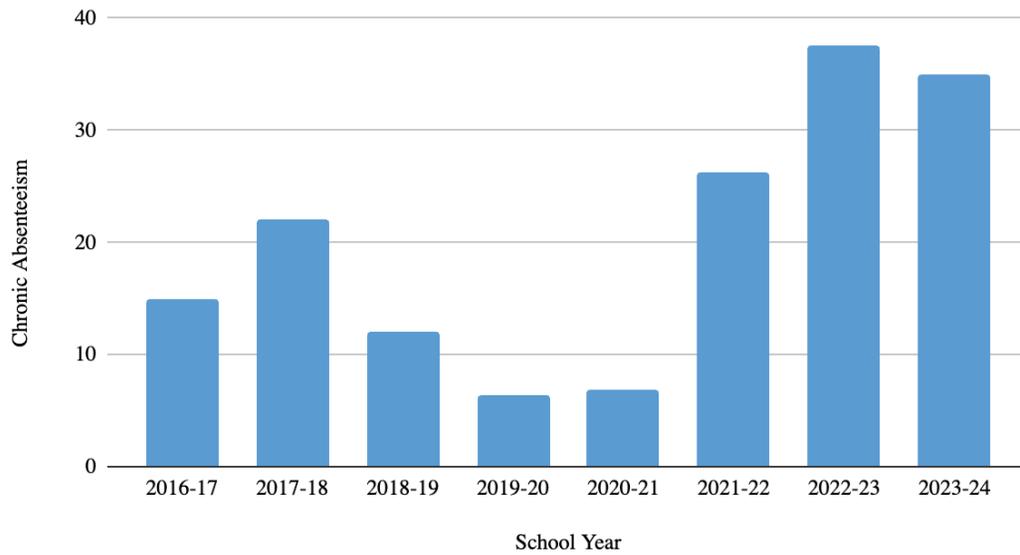
One of the past charter performance measures was regular attendance. In a similar trend to other schools in Utah (23% chronic absenteeism state-wide in 2023-24), and throughout the country, a lack of regular attendance is a significant concern from the 2023-24 school year in which 35% of our students were chronically absent. Below is a chart showing the percentage of students who missed 10% or more of the school year (18+ days).

Interestingly, some of the years are very hard to interpret (the lowest years were years where we offered online school, so we did not really track attendance as much). In 2021-22, we tracked attendance again and while we still had many Covid-related absences, we did not offer online school in these circumstances. However, absenteeism is worse since the

pandemic ceased.

This trend may correlate with assessments which went up in the pandemic years with fewer “absences.” More analysis would need to occur to determine if there is any related causality, but it is interesting to note. Perhaps just more sense of maintaining continuity in learning when out is part of the difference. In subsequent years, assessment scores have decreased as the rate of absence has significantly increased. While the threshold to be included in this data as “chronically absent” is missing 10% of the school year, it is also notable that many more students are missing far more than 10% of the days.

Percentage of Students Chronically Absent by School Year



# Student Achievement Scores

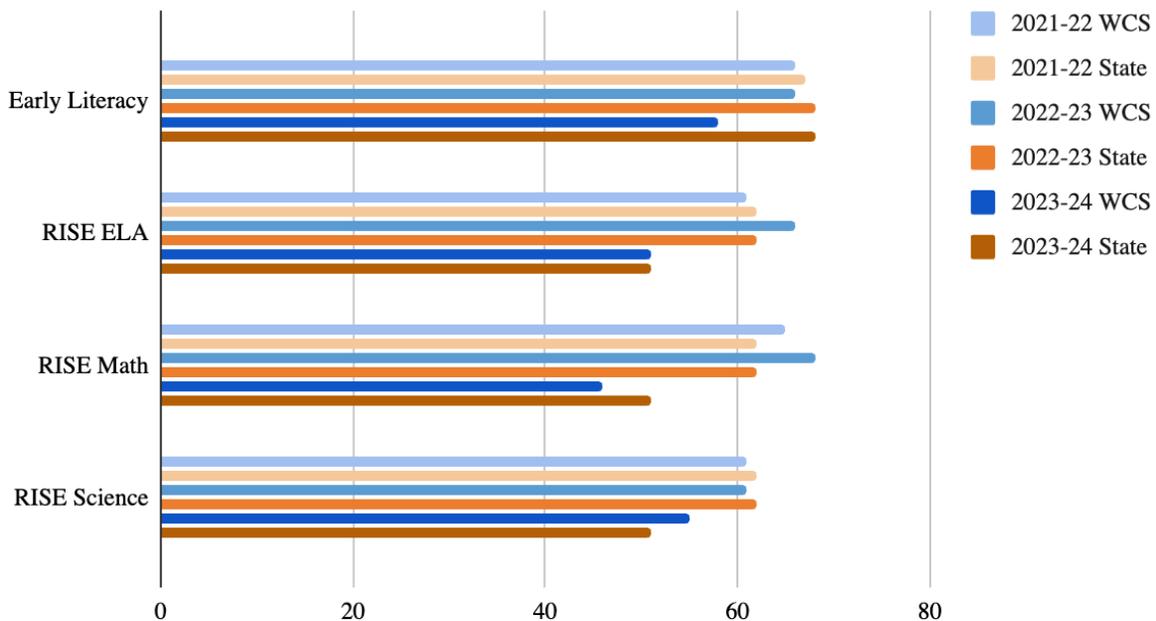
## Growth

Overall, students were assessed using three tools: Acadience (a state-required indicator of early reading and math used in grades 1-3 and administered three times a year), NWEA (a benchmark assessment used internally for students to track progress in ELA and Math administered 3 times a year), and RISE (a state-required summative assessment used in grades 3-8 and administered only at the end of the year).

At WCS, we focus on **student growth** overtime, recognizing that all students learn and progress at their own, individual paces. Consequently, we find the most critical piece of state data to be our growth percentiles, or the number of students who increased their level of proficiency from one year to the next. In this measurement, the State's School Report Card scored WCS as "Average" and "Commendable" in the 2023-24 school year, lower than our previous "Exemplary" rating.

This shows WCS growth compared to the State's growth for the past three years for which data is available on these four measures. Interestingly, while WCS growth fell in all areas last year, so did the State's for all of RISE. Absenteeism may be one possible explanation for this variation both at WCS and statewide.

Early Literacy, RISE ELA, RISE Math and RISE Science



## READING LOWER GRADES

Overall, reading scores for students in grades 1-3 have increased over the course of the years that the school has been operating, with the 2023-24 school year dipping some. As we expect within our Waldorf model, these numbers look lower because our first graders have a slower start to reading. However, we consider to see significant growth overtime and have typically increased third grade proficiency to exceed that of the State overall. The 2023-24 cohort of students in Grade 3 have remained lower and had significantly higher rates of students with learning and behavioral challenges since they began in kindergarten. This data reflects the effect of this student population on the overall school performance.

Below is a summary of state and local literacy goals for the 2023-24 school year. It is helpful to note, that for a given grade of students 2% variation in numbers represents ONE STUDENT when looking at a grade as a whole, and even fewer students when looking at a subset.

### *State Goal*

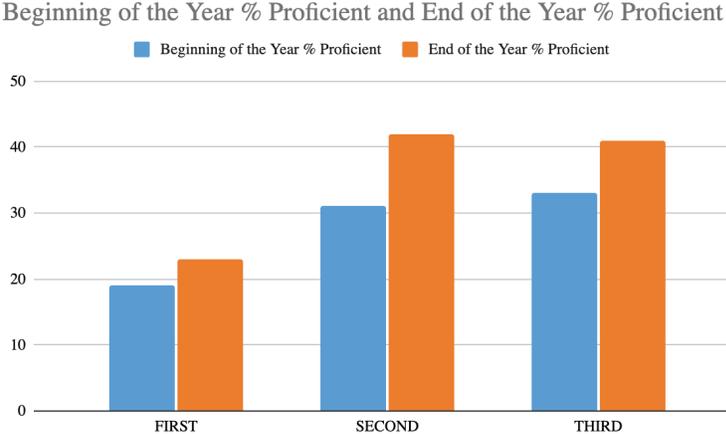
The State Growth Goal requires 60% of first through third grade students to make typical, above typical, or well above typical growth from beginning of year to the end of year as measured by Pathways of Progress on the Acadience Reading assessment. We did not meet this goal for 2023-24, as we had 58.4% of our students make typical or better progress. The previous year was our highest year for growth with 68% of students making typical progress, anchored by that year's third grade cohort.

### *Local Goals*

By EOY 2024, Wasatch Waldorf Charter will increase the percentage of first grade students at or above benchmark on Acadience Reading Nonsense Word Fluency Whole Words Read from Beginning of the Year (BOY) to End of the Year (EOY) by 13%. At BOY, we had 26 students (34%) who scored at/above on Whole Word Read. At EOY, we had 31 (42%) students who scored at/above on Whole Word Read. We increased by 8% and needed to increase by 13%.

By EOY 2024, Wasatch Waldorf Charter will increase the percentage of second grade students on Acadience's sub measure, Oral Reading Fluency, from BOY to EOY by 13%. AT BOY, we had 28% (22 students) meeting at/above on oral fluency. At EOY we had 35% (27 students) who scored at/above benchmark on Oral Fluency. However, we fell short by 6% as we needed to increase by 13%.

### Acadience Reading Percent Proficiency Growth over 2023-24



### Acadience Reading Percent Proficiency Growth over Time

	<b>BOY 2021-22</b>	<b>EOY 2021-22</b>	<b>BOY 2022-23</b>	<b>EOY 2022-23</b>	<b>BOY 2023-24</b>	<b>EOY 2023-24</b>
1st	7	27	12	18	19	23
2nd	29	31	42	54	31	42
3rd	33	34	67	76	33	41

The preceding charts do not demonstrate another key metric, the reduction of students who were “well-below” benchmark over the course of the year. There was substantial progress within this dimension in 2023-24, as demonstrated below.

### Acadience Reading Percent Well-below Proficiency over 2023-24

	<b>BOY 2023-24</b>	<b>EOY 2023-24</b>
1st	74	68
2nd	62	40
3rd	56	44

It is meaningful to look at the scores of a cohort, since this is comparing the same group of students over-time. Below is an analysis of student proficiency over the years by cohort, which is the best method for comparing growth as it looks at where the specific group of students began and where they ended over the three years from Grade 1 to Grade 3. Third

grade scores are bolded. Note, there is no data for 2020 due to the lack of testing during the first pandemic year.

END OF YEAR READING PERCENT PROFICIENCY by COHORT							
	2017	2018	2019	2021	2022	2023	2024
1st-3rd	39	32	<b>65</b>				
2nd-3rd	50	<b>59</b>					
1st-2nd		11	29				
1st / 3rd			14	<b>61</b>			
2nd-3rd				53	<b>76</b>		
1st-3rd				28	54	<b>78</b>	
1st-3rd					18	20	<b>41</b>
1st-2nd						27	42
1st							23

## MATH LOWER GRADES

Overall, math for the lower grades is still emerging. Part of this is due to the nature of the assessment. (The math assessment does not have an option to read aloud to students, so students who struggle in reading cannot do well on the mathematics exam, even though they may if it were administered differently.) In addition, we have put tremendous focus on improving literacy instruction and training teachers.

That focus is now moving to mathematics in the lower grades, and it is expected that there will be demonstrable increases as a result. In addition, it is important to note that in comparing BOY to EOY, the test is not the same. Reduced levels of proficiency do not reflect student loss of learning, rather not sufficient levels for progress as determined by the given assessment. In order to help better track student's math proficiency, in the 2024-25 school year, the school is also administering math assessments read aloud without time limits. This adjusts two aspects of the standardized assessment that are not pedagogically connected to mathematics ability nor understanding, but may substantially affect student scores. This additional data will help to inform instructional practices and give a more robust view of actual mathematics learning.

Overall, 18% of first through third graders were At or Above Benchmark on the Acadience Mathematics assessment.

## State Goal

The State Growth Goal requires 60% of first through third grade students to make typical, above typical, or well above typical growth from beginning of year to the end of year as measured by Pathways of Progress on the Acadience Mathematics assessment. 32% of our first through third graders met this metric, a significant increase from the previous year's 19%.

## Local Goals

By EOY 2024, Wasatch Waldorf Charter will maintain first grade students scoring at or above proficiency for Acadience's Math sub measure missing number fluency from BOY to EOY. We were able to maintain all 29 students who scored at/above benchmark at BOY to EOY, thus meeting our goal.

## Acadience Math Percent Proficiency Growth over Time

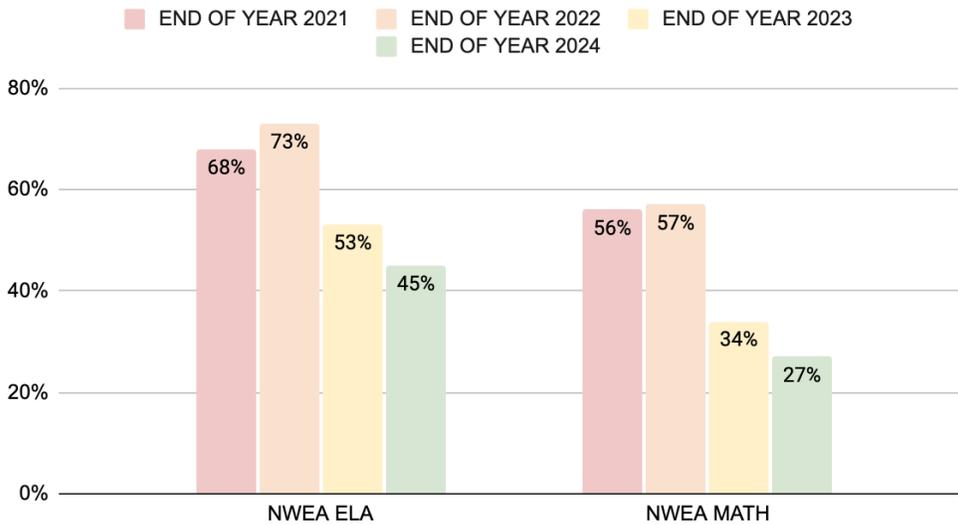
	BOY 2021-22	EOY 2021-22	BOY 2022-23	EOY 2022-23	BOY 2023-24	EOY 2023-24
1st	19	10	26	18	24	32
2nd	33	30	18	12	25	17
3rd	44	45	40	39	20	14

END OF YEAR MATH PROFICIENCY by COHORT						
	2021	2022	2023			
3rd	45					
2nd-3rd	30	39				
1st-3rd	10	12	14			
1st-2nd		18	17			
1st			32			

## UPPER GRADES

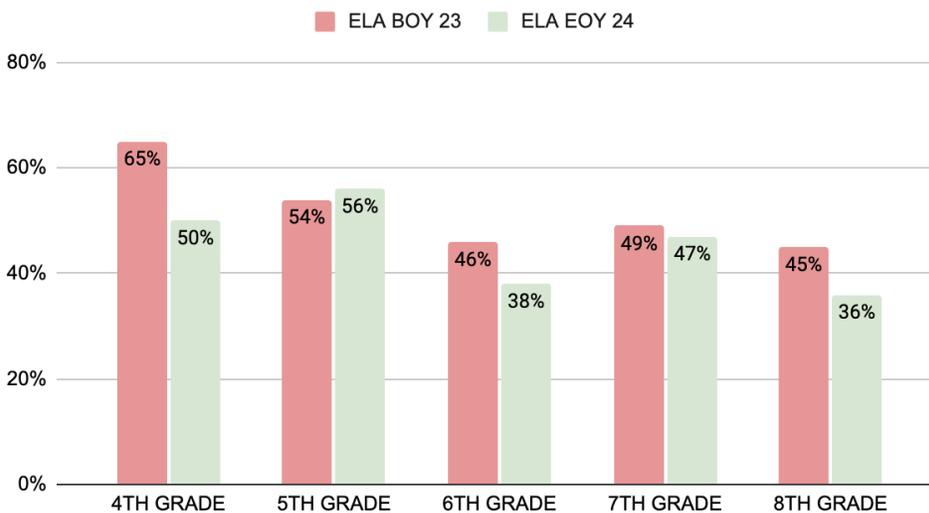
In the upper grades, increased proficiency in English Language Arts (ELA) and Mathematics from the beginning to the end of the school year varied by grade. Some grades showed increases in mathematics (note a statistically significant and achievable increase in proficiency is typically supposed to be 2-3%), while others dipped or remained steady. In ELA, only 5th grade showed an increase over the year. Again, in these grades, with fewer students per grade, it is helpful to note that one individual student represents 1.6%, so a change of 2-4% represents 1-2 students.

### MAPS YEAR TO YEAR PROFICIENCY



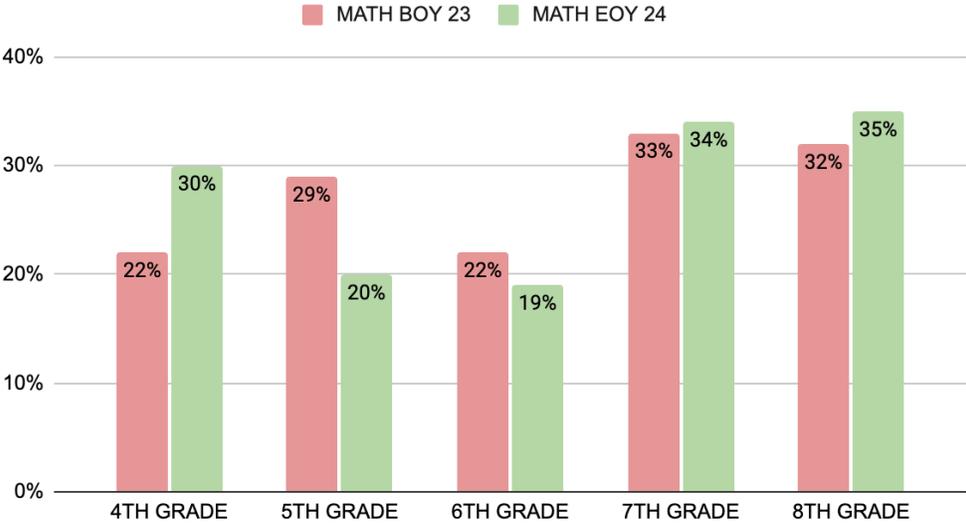
## English Language Arts

### 2023-2024 NWEA ELA GROWTH BOY TO EOY



# Mathematics

## 2023-2024 NWEA MATH BOY TO EOY PROFICIENCY



# RISE

On the State required RISE assessments, 41% of students in 3rd - 8th were proficient on RISE ELA (and increase of 4.2% from the previous year), 27% in math (an increase of 2.5% from the previous year), and 37% in science for grades 4-8 (an increase of 3.8% from the previous year).

In order to contextualize the data, it is also helpful to look at the progress of cohorts of students over time on RISE. It is also important to note that we are missing the 2020 data, as assessments were not administered and that the 2021 data was less complete due to lower participation of online students and a year of very disrupted learning.

## Disaggregated Proficiency on RISE

WCS Percent Proficient on RISE	ELA 38% Math 18% Science 41%
State Percent Proficient on RISE	ELA 46% Math 45% Science 51%
Caucasian Students Proficient on RISE	ELA 40% Math 20%

	Science 43%
Multi-Race Students Proficient on RISE	ELA 39% Math 11% Science 24%
Hispanic Students Proficient on RISE	ELA 36% Math 15% Science 36%
Students with Disabilities Proficient on RISE	ELA 24% Math 10% Science 11%
Economically Disadvantaged Students Proficient on RISE	ELA 35% Math 10% Science 35%

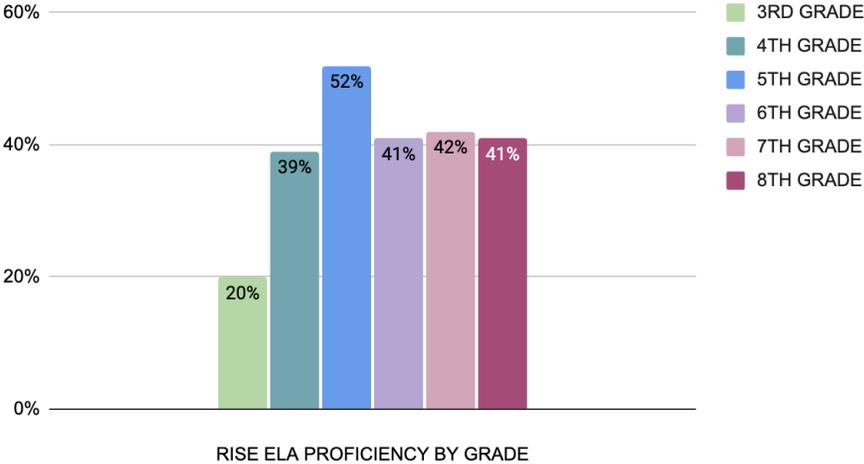
*RISE English Language Arts*

Detailed information on the State’s required ELA assessments for Grades 3-8 is below. This information provides a number of comparisons all based on the percentage of students proficient at the end of the school year, as this test is only administered once annually. The most meaningful analysis is the cohort based analysis which shows significant increases for nearly all classes over time from year to year, and definitely from the lower to the upper grades.

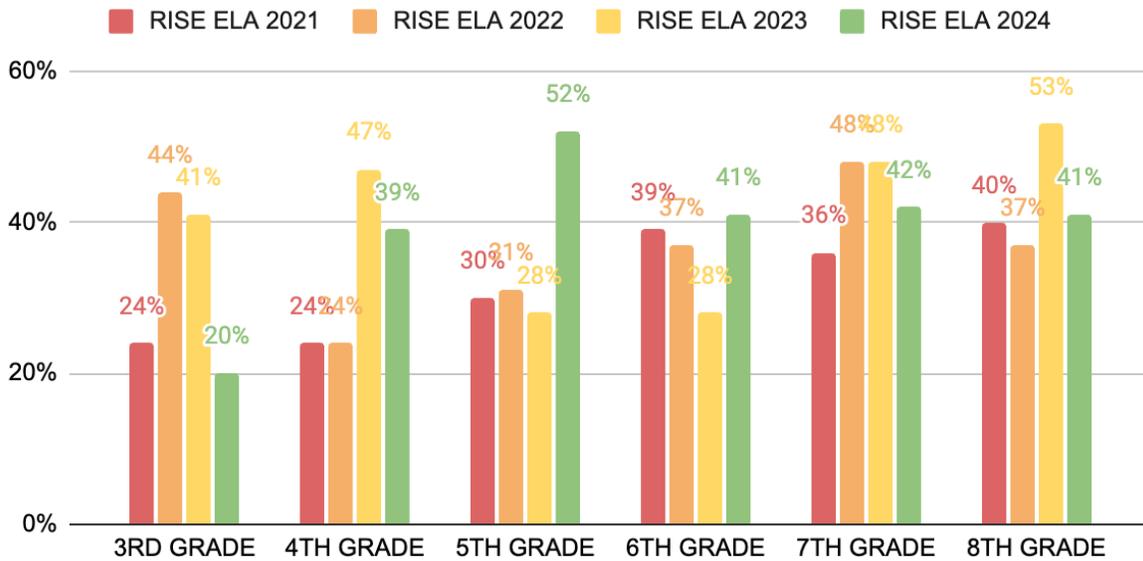
SAGE / RISE ELA by GRADE								
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
3rd	20	28	18	N/A	24	44	41	20
4th	17	23	39	N/A	24	23	47	39
5th	35	16	33	N/A	16	30	28	52
6th	40	32	42	N/A	40	37	28	41
7th	40	32	37	N/A	38	48	48	42
8th	60	48	41	N/A	27	36	53	41
School-wide			34	N/A	33	37	41	38

SAGE / RISE ELA by COHORT							
	2017	2018	2019	2021	2022	2023	2024
PK-3rd							20
PK-4th						41	39
K-5th					44	47	52
1st-6th				24	23	28	41
2nd-7th				24	30	28	42
1st-8th			18	16	37	48	41
2nd-8th		28	39	40	48	53	
3rd-8th	20	23	33	38	36		
4th-8th	17	16	42	27			
5th-7th	35	32	37				
6th-8th	40	27	41				
7th-8th	40	48					

RISE ELA PROFICIENCY BY GRADE 2024



## PROFICIENCY BY YEAR/GRADE 2021 TO 2024



Proficiency By Grade:

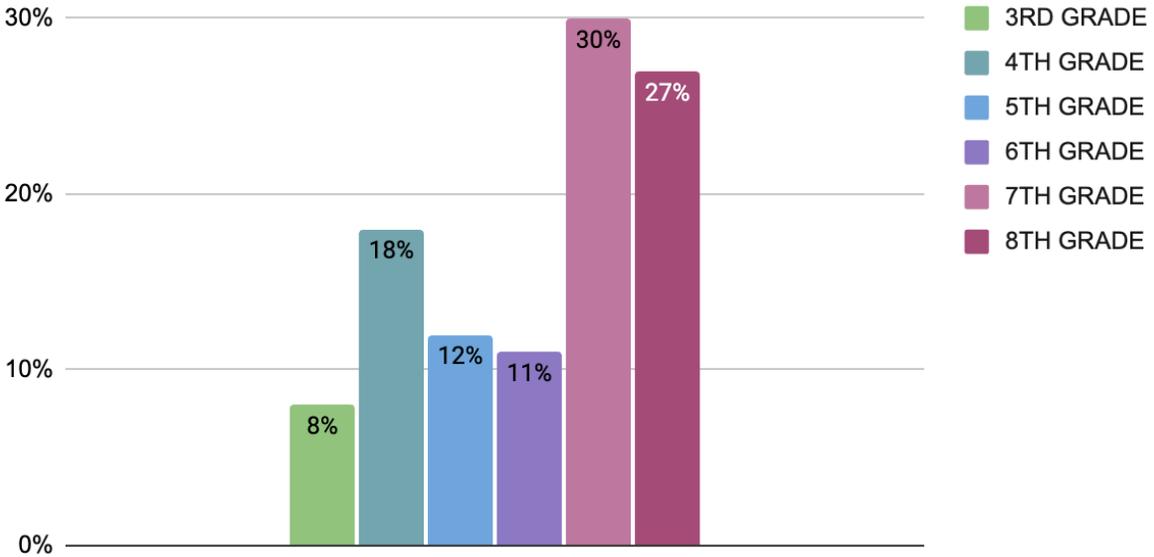
### RISE Mathematics

Math scores show a need to strengthen instructional practices or identify some improved strategies. Fourth and seventh grades both demonstrated increases, but the other grades did not. However, in looking at year-to-year data, it can be noticed that the 6th grade assessment is typically a dip in our overall numbers that should improve in future years. These seems to be a function of the assessment, and less about instruction as it holds steady year over year with a dip and then increase.

SAGE / RISE MATH by GRADE								
	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
3rd	8	10	14	N/A	10	32	15	8
4th	17	25	10	N/A	22	16	25	18
5th	33	33	9	N/A	12	26	16	12
6th	0	11	24	N/A	15	8	18	11
7th	40	27	32	N/A	18	40	40	30
8th	19	57	10	N/A	29	24	42	27
School-wide			15	N/A	17	24	27	18

SAGE / RISE MATH by COHORT							
	2017	2018	2019	2021	2022	2023	2024
PK-3rd							8
PK-4th						15	18
K-5th					32	25	12
1st-6th				11	16	16	11
2nd-7th				22	26	18	30
1st-8th			14	12	8	40	27
2nd-8th		10	10	15	40	42	
3rd-8th	8	25	9	18	24		
4th-8th	17	33	24	29			
5th-7th	33	11	32				
6th-8th	0	27	10				
7th-8th	40	57					

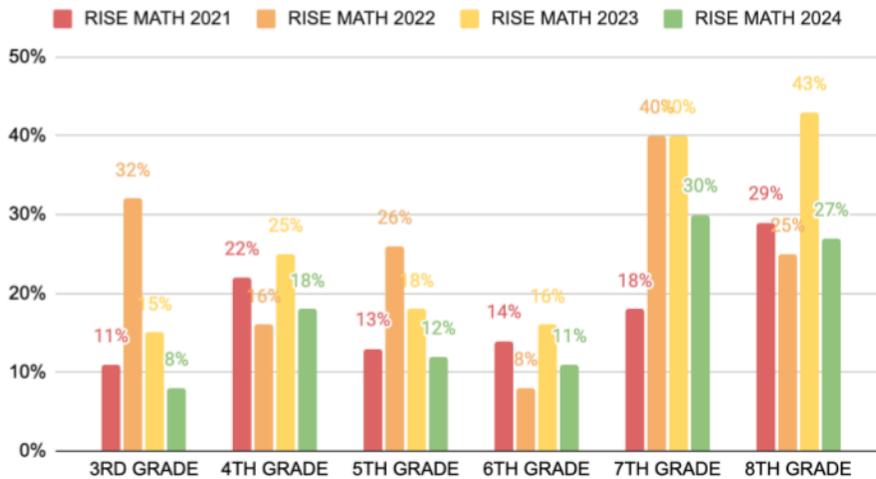
### RISE MATH PROFICIENCY BY GRADE 2024



RISE MATH PROFICIENCY BY GRADE 2024

# RISE MATH PROFICIENCY BY GRADE AND YEARS

PROFICIENCY BY GRADE AND YEARS 2021 TO 2024



## RISE Science

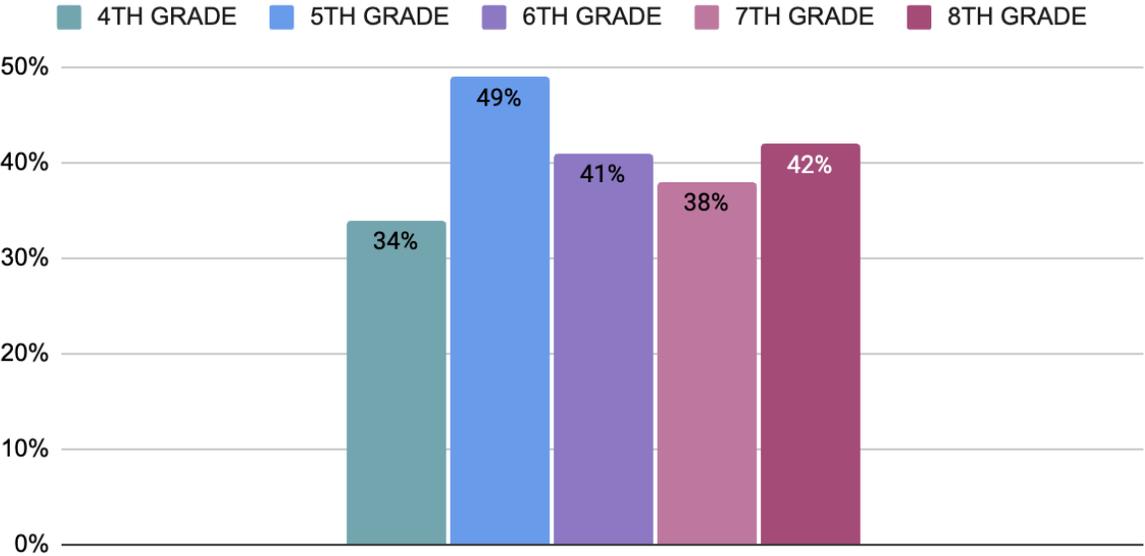
Science is an area where we saw marked improvements in proficiency and out-performed the State in growth. Science is administered in Grades 4-8. By cohort, every grade level made significant improvement in 2023-24 and over the years. Science is an area in which newer State assessments gauge scientific thinking rather than just factual knowledge, which aligns increasingly well with Waldorf methods.

SAGE / RISE SCIENCE by GRADE

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
4th	N/A	6	6	N/A	N/A	26	39	34
5th	14	22	10	N/A	N/A	19	26	49
6th	39	32	27	N/A	32	38	32	41
7th	15	18	23	N/A	18	41	29	38
8th	15	60	23	N/A	14	37	55	42
School-wide			16	N/A	36	33	38	41

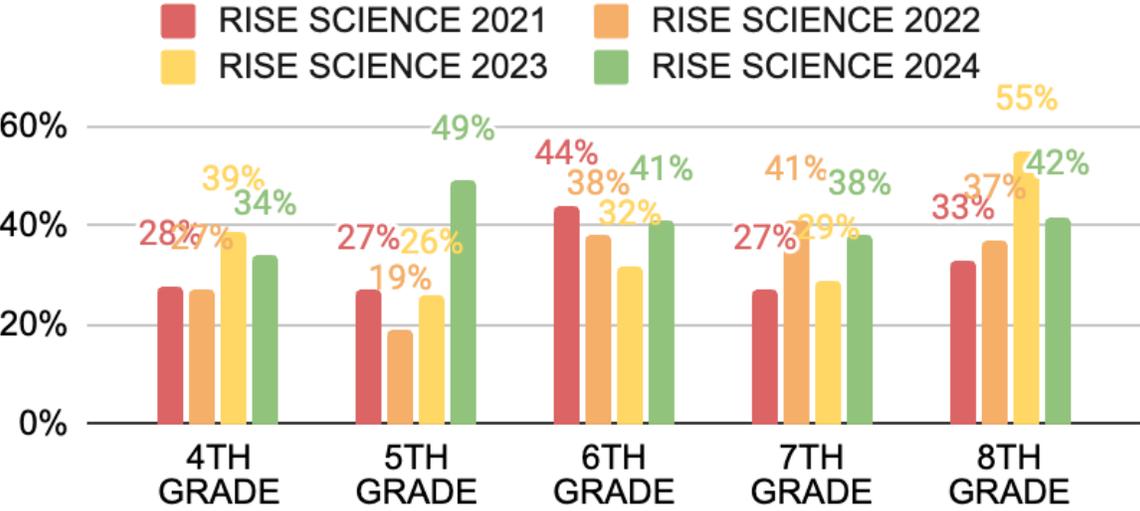
SAGE SCIENCE by COHORT							
	2017	2018	2019	2021	2022	2023	2024
PK-4th							34
PK-5th						39	49
PK-6th					26	26	41
K-7th					19	32	38
1st-8th					38	29	42
2nd- 8th			6	32	41	55	
3rd-8th		6	10	18	37		
4th-8th	14	22	27	14			
5th-7th	39	32	23				
6th-8th	15	18	23				
7th-8th	15	60					

### RISE SCIENCE PROFICIENCY BY GRADE 2024



RISE SCIENCE PROFICIENCY BY GRADE 2024

# RISE SCIENCE PROFICIENCY BY GRA...



Proficiency By Grade:

# Our Operations

## Governance

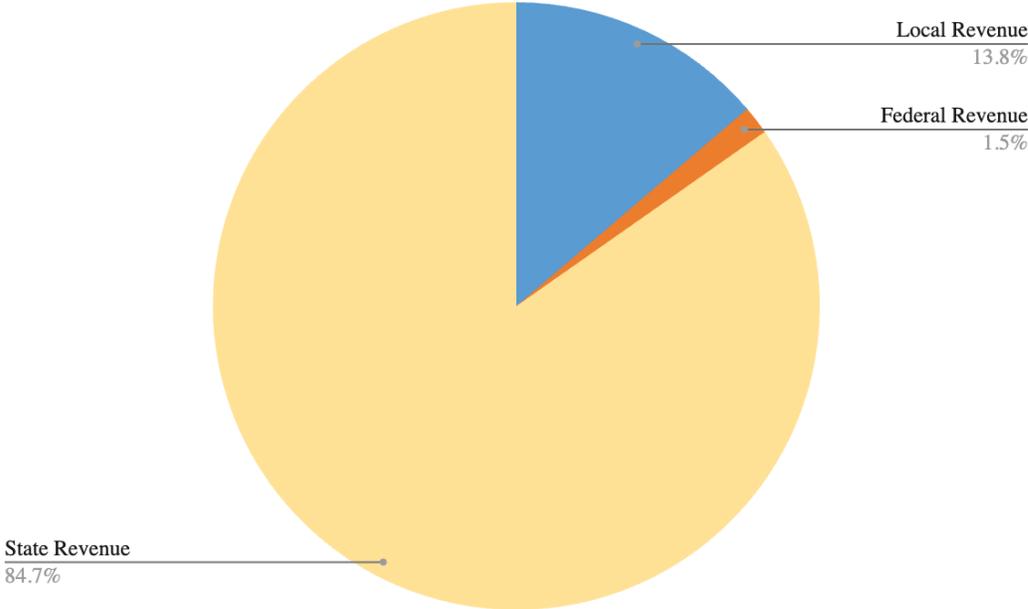
Governance of the school is overseen by a 5-11 member Board of Directors and their appointee, the Executive Director. Over the course of the 2023-24 school year, the Board of Directors has increased in professionalism, received helpful training, and reviewed policies, as well as maintaining ongoing responsibilities for oversight of budgets, operations, and fundraising. The Board continued to refine a formal Executive Director Evaluation and Board Self-Evaluation process as well as improving Board handbooks, agreements, and on-boarding processes.

Key required functions that have been complied with include:

- ❖ The Governing Board has instituted policies and programs to ensure compliance with the terms and conditions of the Charter Agreement as well as compliance with all governing laws, regulations, and rules.
- ❖ The Governing Board has a website with the content requirements found in R277-482, Utah Administrative Code, posted at least 180 days prior to the opening day of school. In addition, the SCSB requires the website contain links to school data and accountability reports maintained on other websites (e.g., student assessment, audited financial statement, etc.); links to Governing Board meeting dates, agendas and minutes; and reports created by the Governing Board to provide evidence of how the Charter School performed compared to the assurances and school accountability measures in this Charter Agreement.
- ❖ The Charter School's Governing Board has submitted such reports as required by state and federal law, this Charter Agreement, and as may be requested by the SCSB.
- ❖ WCS protects the rights of students with disabilities.
- ❖ WCS has all full-time class teachers with a current license or temporary authorization to provide that they are State Qualified. Details on qualifications are above.
- ❖ WCS complies with Governance Requirements and the developing Governing board policies, including those related to oversight of an Education Service Provider, if applicable and governing board by-laws, Utah Open & Public Meetings Act, Governing board code of ethics, Governing board conflicts of interest, and Governing board composition and/or membership rules (e.g., requisite number of qualified teachers, restriction on employees or contractors serving on the board, etc.).

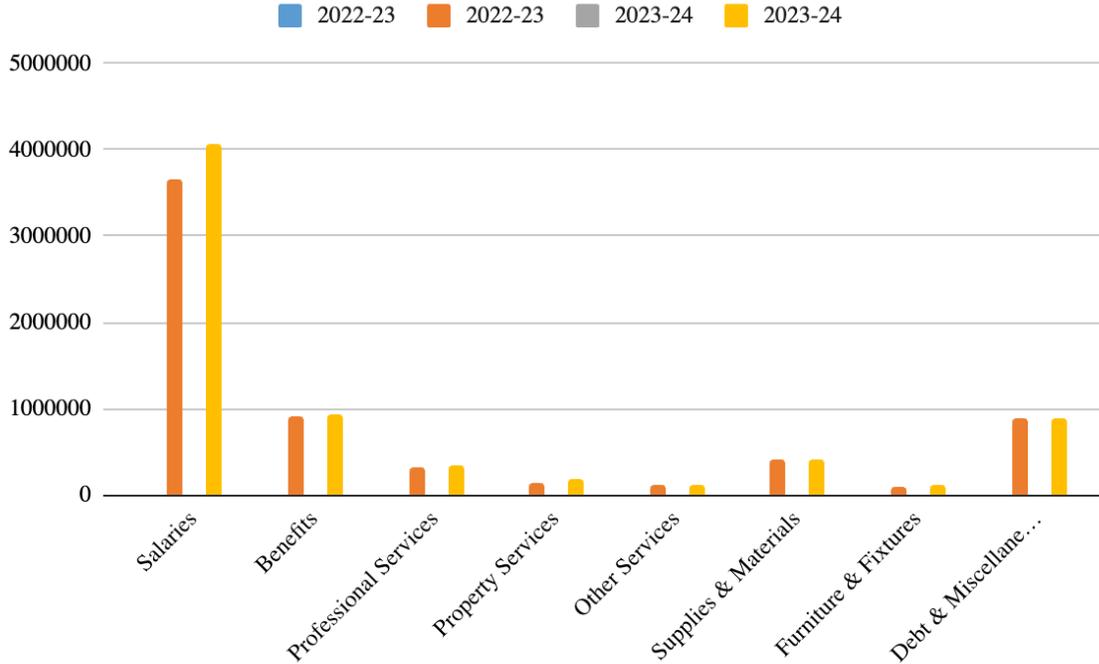
# Finances

The overall spending profile shifted slightly to reflect a loss of just over \$200,000 in federal funds, shrinking this position of revenue from 5% to 1.5%. Total State revenue increased in dollar amount, but maintained in terms of percentage, with local revenue growing in both dollar and percentage from 10% to nearly 14%, offsetting the loss in federal dollars.



WCS is carefully managing state, federal, and local funds to meet all priorities and needs. State funding comprises 85% of all revenue to the school, with Federal funds providing 1.5%, a reduction from previous years and local revenue and fundraising making up about 14%, an increase from the previous year. The vast majority of funding is used to pay salaries and benefits, comprising an increased percentage of all funds: 71% over the previous year's 68% of all costs. Building expenses (including maintenance, grounds care, and other costs) comprised 16% of expenses.

	2022-23	2022-23	2023-24	2023-24
Salaries	54%	\$3,657,000	58%	\$4,059,589
Benefits	14%	\$900,211	13%	\$936,762
Professional Services	5%	\$328,000	5%	\$335,372
Property Services	2%	\$129,000	3%	\$181,578
Other Services	2%	\$114,000	2%	\$117,672
Supplies & Materials	7%	\$420,558	6%	\$404,968
Furniture & Fixtures	2%	\$88,000	2%	\$112,257
Debt & Miscellaneous	14%	\$892,000	13%	\$895,554
		\$6,528,769		\$7,043,752



Pursuant to U.C.A. § 63G-7-604(4) and Rule 37-4, U.A.C, the WCS obtained and maintains insurance through the Utah State Division of Risk Management or other suitable insurance carrier (with a general policy holder rating of not less than A and a financial rating of AAA as rated in the most current available “Best Guide” Insurance Report) coverage to insure against all claims up to and including the limitation of judgements established by statute and rule. Such coverage shall include but not be limited to:

- 1) General liability;
- 2) Employee dishonesty bond;
- 3) Workers’ compensation, as specified by federal law;
- 4) Comprehensive/collision consistent with cash values of vehicles if applicable;
- 5) Liability insurance specific to the School’s Governing Board’s financial officer or treasurer or business administrator consistent with coverage designated in USBE rule.

SCSB is named as an additional insured under any and all general liability insurance policies required by this section.

In terms of State Financial Metrics, the following information provides details by metric.

<b>Number of Material of Significant Audit Findings, Current Year</b>
2016-17: No findings on enrollment audit.  Two findings on financial audit which have been addressed and formal response is being sent to USBE by May 30. 1. Need to increase coverage on Treasurer’s Bond 2. Need to formally appoint Records Officer (Ms. Merchant and Ms. Salisbury had been identified and attended training, but training was in December 2015 and there had not been a formal Board vote. That has been remedied for the coming year.)
2017-18: No material findings.
2018-19: One finding related to additional spending from a project fund part of bond that was not listed in the original budget as “revenue.”
2019-20: No material findings.
2020-21: No material findings.
2021-22: No material findings.
2022-23: No material findings.
2023-24: No material findings.

<b>Number of Unresolved Audit Findings from Prior Year</b>
2016-17: N/A
2017-18: See Above. All findings have been addressed.
2018-19: N/A
2019-20: N/A
2020-21: N/A
2021-22: N/A
2022-23: N/A
2023-24: N/A

<b>Maintain bond covenants</b>
2016-17: N/A - School does not have a bond.
2017-18: Covenants were maintained for the months in which they existed.
2018-19: Covenants were maintained.
2019-20: Covenants were maintained.
2020-21: Covenants were maintained.
2021-22: Covenants were maintained.
2022-23: Covenants were maintained.
2023-24: Covenants were maintained.

<b>Adherence to Operational Budget: Within 5%</b>
2016-17: Current projections are for less than 1% deviation from budget projections. Final budget will be accurate.
2017-18: Yes.
2018-19: No.
2019-20: Yes.
2020-21: Yes.
2021-22: Yes.
2022-23: Yes.
2023-24: Yes.

<b>Occupancy Costs: 28% or less</b>
2016-17: 17.5%
2017-18: 17.5%
2018-19: 19%

2019-20: 19%
2020-21: 19%
2021-22: 17%
2022-23: 16%
2023-24: 17^

<b>Debt service coverage ratio: 1.1</b>
2016-17: 1.39
2017-18: 1.31
2018-19: 1.24
2019-20: 1.32
2020-21: 1.25
2021-22: 1.5
2022-23: 1.1
2023-24: 1.2

<b>Cashflow: Positive</b>
2016-17: Meets. Cash flow has remained positive all year.
2017-18: Meets.
2018-19: Meets.
2019-20: Meets.
2020-21: Meets.
2021-22: Meets.
2022-23: Meets.
2023-24: Meets.

<b>Total Margin of Net Income to Revenue (for 3 years aggregated): Positive</b>
2016-17: 5.3%
2017-18: 4.2%
2018-19: 3.8%
2019-20: 4.7%
2020-21: 3.58%
2021-22: 6.9%
2022-23: Positive
2023-24: Positive

<b>Enrollment Variance (October 1 count compared to projections): 95%</b>
2016-17: 100%. October 1 enrollment was 540 (as verified on audit). Projections for 2016-17 were 540.
2017-18: October 1 count was 558. Budget was 540.
2018-19: October 1 count was 628. Budget was 634.
2019-20: October 1 count was 640. Budget was 640.
2020-21: October 1 count was 641. Budget was 640.
2021-22: October 1 count was 631. Budget was 640.
2022-23: October 1 count was 635. Budget was 640.
2023-24: October 1 count was 625. Budget was 635.

<b>Unrestricted Cash on Hand: 30 days with a positive trend.</b>
2016-17: 48 days cash on hand.
2017-18: 44 days cash on hand.
2018-19: 61 days cash on hand.

2019-20: 42 days cash on hand.
2020-21: 67 days cash on hand.
2021-22: 73 days cash on hand.
2022-23: 175 days cash on hand.
2023-24: 171 days cash on hand.

<b>Ratio of Assets to Liabilities: 1.0 with positive trend</b>
2016-17: 2
2017-18: 1.0
2018-19: 1.01
2019-20: 1.04
2020-21: 1.02
2021-22: 1.05
2022-23: 1.08
2023-24: 1.11

<b>Debt to asset ratio: less than or equal to .9</b>
2016-17: Meets -- more assets (cash and property) than debt
2017-18: Meets
2018-19: Meets
2019-20: Meets
2020-21: Meets
2021-22: Meets
2022-23: Meets
2023-24: Meets

# Our Plans for Success

## *Framework for Success*

Based on State requirements and school-level leadership, WCS has developed a comprehensive “Framework for Success.” This document represents analysis of the root causes of challenges, areas of strength and opportunities for growth. This document synthesizes many elements with a desire to weave together State mandates and required goals with the mission, vision and culture of WCS as a Waldorf School.

This document includes:

- An Overview of the Paradigm and Definition of “Success” at WCS
- Strategic Priorities for the 2020-21 School Year
- A Long-term Vision / Strategic Plan
- Required State & Federal Plans

This document is available on the school’s website at:

<https://www.wasatchwaldorf.org/governance#compliance>