



2019-2020 Annual Report

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 2019-2020 school year brought great growth and also unprecedented challenges to Wasatch Waldorf Charter School, as well as all other schools in the world with the Covid-19 Pandemic. The strength that is being built at Wasatch and in our community were most evident in the way that all stakeholders, students, teachers, parents, and school staff rallied together around distance learning, maintained strong indicators in many areas, and met challenges with optimism and collaboration.

While many typical indicators of school success are not available for the 2019-20 school year, there are many points to which to look to demonstrate how well our school weathered a challenging year.

In all, the last year has been a reminder of how fragile and precious our school community is and what a privilege it is to be able to to gather together and unite our efforts to continue to educate children and serve our community well.

Emily Merchant
Executive Director

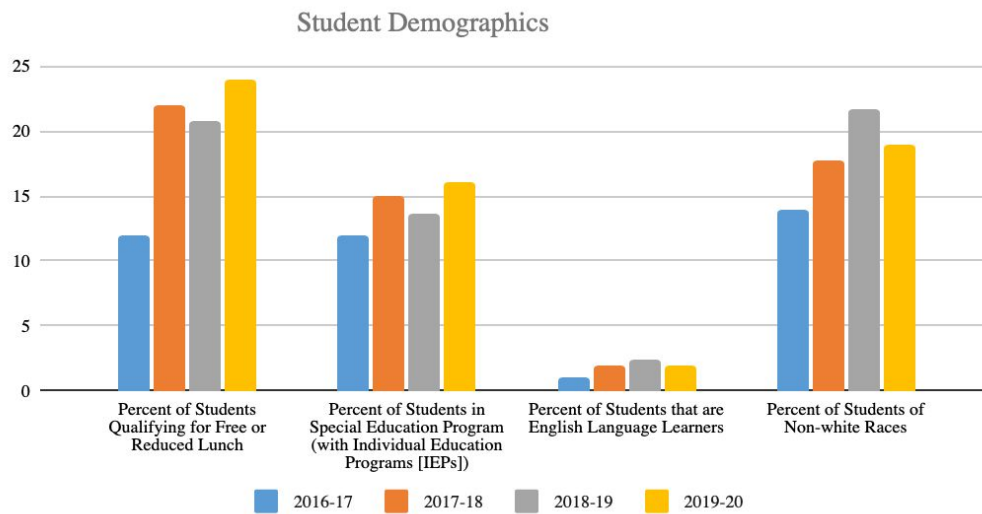
2019-20 Key Accomplishments

- ★ Maintained enrollment throughout the school year, even throughout the school closure due to Covid-19.
- ★ Implemented consistent interventions for math and reading across grades and built out system for tracking student progress.
- ★ Converted to distance-based remote learning in two days in March. Maintained teaching and relationships with students throughout the school during closure.
- ★ Provided quality training to teachers, including on-site math workshops, Orton Gillingham reading training, and curative training.
- ★ Launched Lotus class based on curative education model for special needs students. Demonstrated tremendous student growth in first year of implementation.
- ★ Very high student and staff retention both within the year and from year 4 to year 5.
- ★ Academic growth and progress was made across all grades as measured by internal assessment metrics, even with months of remote learning.
- ★ Fundraising engagement and revenue generated increased, even when adjusting our largest event -- the Spring Gala -- to an online format in just 2 days.
- ★ Governing Board leadership stabilized, Director and Board Evaluations were implemented, Policy Review was more timely.

Our Community

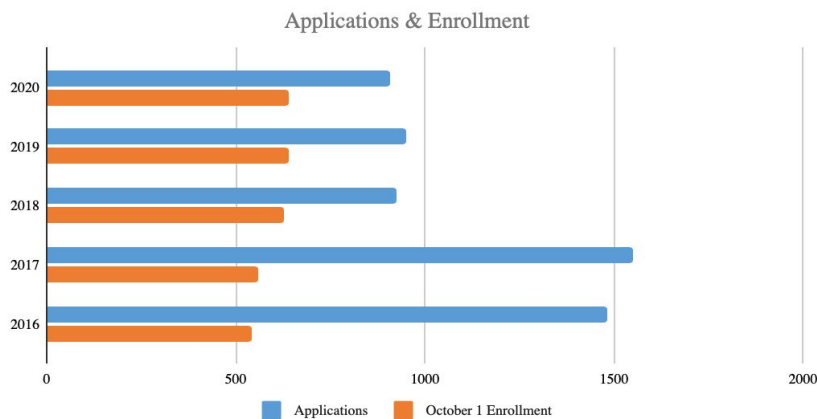
Demographics

In our fourth year, WCS saw a slight decrease in the number of minority students (21% to 19%), an increase in the number of special education students (13% to 16%), a steady percentage of English language learners (2%), and an increase in economically disadvantaged students (20% to 24%); however, all demographic measures remained relatively close to the previous years, as demonstrated below.



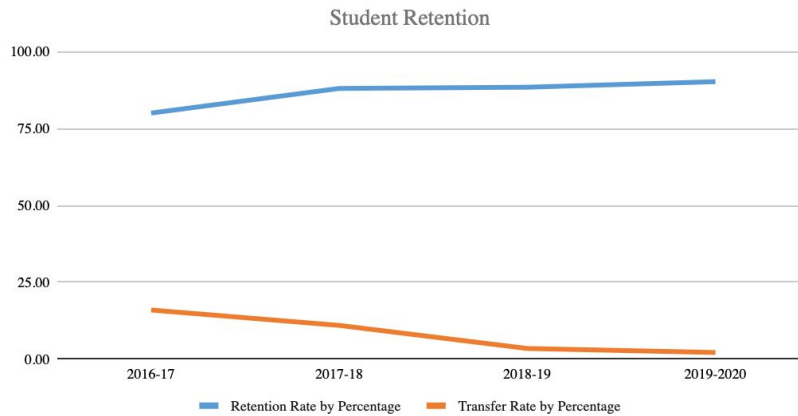
Enrollment

WCS maintained consistent interest in enrollment, once again fully enrolling to our maximum and maintaining sizable waiting lists throughout the year.



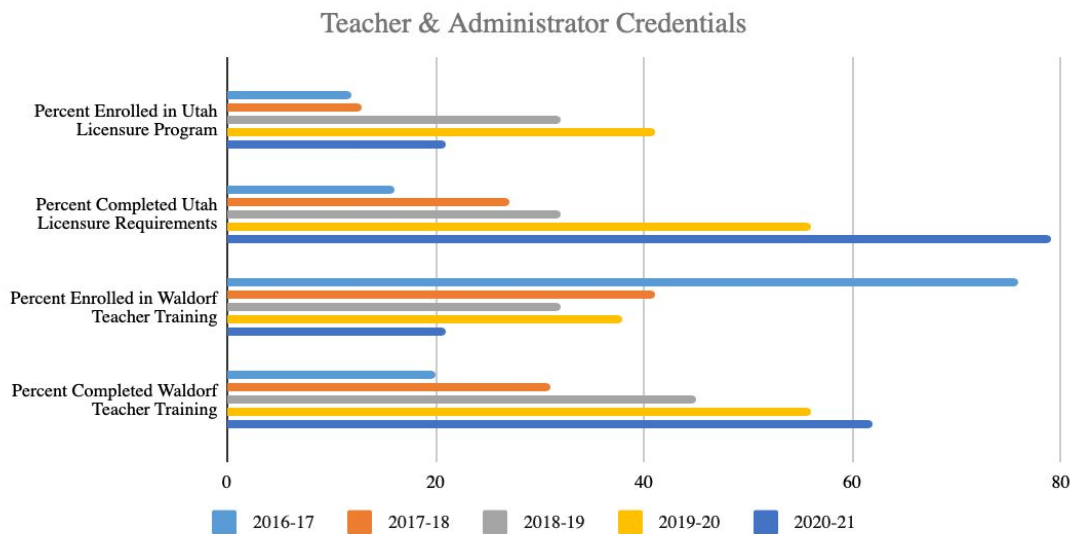
Retention

WCS increased year to year student retention with 90% of our students returning for the 2019-20 school year. This was an improvement of 9% over our retention rate between years one to two which was 81%. The within year transfer rate (the number of students who withdraw *during* the school year) also dropped significantly. The first year was 16%, second year 11%, and year three was 3.5%, and year four was 2.2%. On both measures, WCS outperformed the State average for all charter schools (81% and 8.6%, respectively).



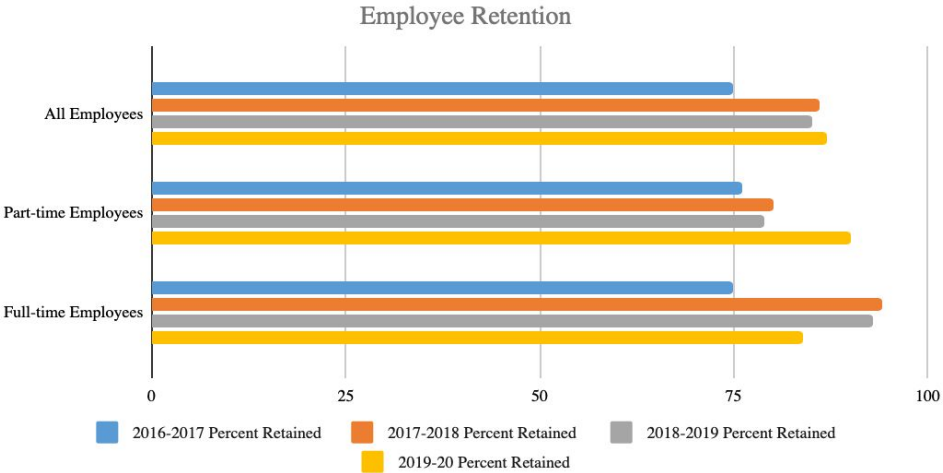
Employee Qualifications & Training

Additional teachers completed Waldorf training in the summer prior to the 2019-20 school year, 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.



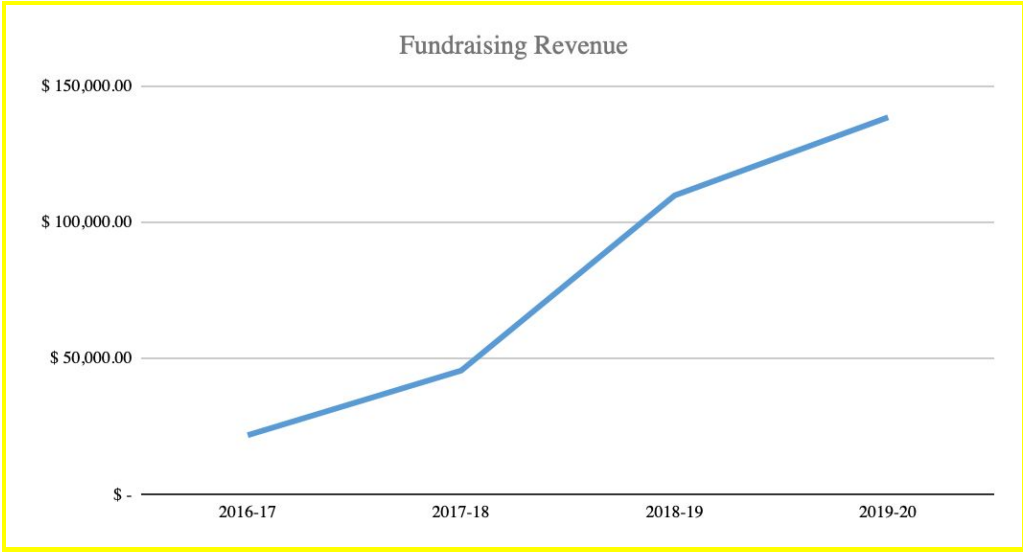
Employee Retention

WCS had very strong employee and teacher retention again from 2019-2020. We had several teachers transfer out of state based on personal circumstances, which made the full-time employee retention a little lower than in previous years; however, overall retention of all employees was the highest yet at 87%, demonstrating significant retention, particularly in light of the pandemic’s pressures.



Fundraising

WCS continued to have significant community investment in our programs and mission, with increased revenue from fundraising being one result, even during the pandemic. Our first year raised just under \$22,000 and the second year’s fundraising activities brought in over \$45,000, an increase of over 200%, and the third year netted \$109,666, with the fourth year bringing in \$138,353.



Family & Community Engagement

Changes in the timing and clarified approaches to Family Council meetings led to significantly increased attendance at Friday morning meetings and greater involvement from Vice-chairs and Parent Coordinators. This school year saw a new aspect for parental involvement as all students had to transition to remote learning. Many aspects of community-building were lost in the pandemic, but the few opportunities that existed, such as a last day of school popsicle drive-through were met with enthusiastic participation.

At the end of the 2019-20 school year, all parents at Wasatch Charter School were invited to participate in a survey related to their perceptions, desires and experiences. One hundred twenty-one parents of two hundred nine students (approximately 30% of the total families / students) responded. Responses were evenly spread across all grades. Forty-six percent of respondents had attended the school for all four years of operations; twenty-four percent had attended for three years; seventeen percent for two years and thirteen percent for only one. Eighteen percent of respondents had students in special education, which aligns with the school's overall demographics.

WHY PARENTS COME TO WASATCH?

- 32% Looking for holistic education
- 30% Looking for Waldorf education
- 17% Recommended by friend or family member
- 13% Previous school was not a match for my child
- 4% Is close to my home
- 3% Previously attended a Waldorf school

WHAT PARENTS SAY IS "EXTREMELY IMPORTANT" IN THEIR CHILD'S EDUCATION:

1. Teachers and staff that understand and care about my child
2. Having my child feel safe and expected
3. Social and emotional growth
4. Time in nature and outdoors
5. Seeing my child become more capable and autonomous
6. Nurturing imagination
7. Knowing my child is seen as an individual with unique gifts and challenges
8. Friends and a positive social environment

WHAT PARENTS SAY IS "IMPORTANT" IN CHILD'S EDUCATION:

1. Development of strong academic skills
2. Practical arts and skills
3. Individualized instruction
4. Festivals, celebrations & events

WHAT PARENTS SAY IS "SOMEWHAT IMPORTANT" IN CHILD'S EDUCATION:

1. Academic growth as measured by test scores

2. Test scores or “school grade” as a reflection of excellence

WHAT PARENTS SAY IS “NOT AT ALL IMPORTANT” IN CHILD’S EDUCATION:

1. Test scores or “school grade” as a reflection of excellence
2. Academic growth as measured by test scores
3. Access to core curriculum content

HOW TRUE ARE THE FOLLOWING IN RELATION YOUR CHILD’S EDUCATION?

	TRUE	NEITHER	FALSE
My child is becoming capable and confident	88%	12%	0%
My child feels safe and accepted	93%	5%	2%
My child wants to go to school	83%	15%	2%
My child is growing in academic arenas: literacy, mathematics, science	79%	18%	3%
My child learns many interesting things	92%	7%	1%

HOW TRUE ARE THE FOLLOWING IN RELATION YOUR CHILD’S TEACHERS?

	ALWAYS	MOST OF THE TIME	SOMETIMES	NEVER
Teachers & staff care about my child	83%	16%	< 1%	0%
Teachers & staff respect me	88%	10%	2%	0%
Teachers & staff have my child’s best interests in mind	81%	16%	2%	0%
Teachers are willing to accommodate for and support my child’s individual needs	70%	25%	4%	0%
I feel comfortable expressing my concerns & collaborating with school staff	74%	18%	6%	< 1%
I know my child is seen and understood	66%	29%	3%	0%
My child’s teacher is capable and effective	80%	14%	3%	0%

HOW TRUE ARE THE FOLLOWING IN RELATION TO SCHOOL COMMUNICATION?

	ALWAYS	MOST OF THE TIME	SOMETIMES	NEVER
I receive adequate information about what is happening at school	59%	33%	7%	0%
I receive support to help me be involved in my child’s education	59%	30%	8%	2%

I have ways to engage with the school community	72%	21%	6%	0%
I am informed if there is a problem with my child's behavior	59%	30%	7%	2%
I am informed about my child's progress & development at school	50%	33%	15%	0%
I feel welcome at WCS	79%	18%	2%	0%
I know what the expectations are for my child	51%	36%	12%	0%
WCS provides a community that supports our family	64%	30%	5%	0%

HOW TRUE ARE THE FOLLOWING IN RELATION TO YOUR OVERALL EXPERIENCE?

	ALWAYS	MOST OF THE TIME	SOMETIMES	NEVER
WCS meets the social needs of students	74%	18%	6%	0%
WCS meets the academic needs of students	61%	31%	4%	0%
WCS meets the holistic needs of students	86%	7%	5%	0%
WCS expects quality work from students	76%	12%	7%	0%
WCS provides a positive learning environment	83%	12%	3%	0%
WCS provides appropriate special education services for my child, if applicable	64%	8%	4%	<1%
Overall, the school is preparing children well for life	74%	17%	3%	<1%

HOW TRUE ARE THE FOLLOWING IN RELATION TO YOU?

	TRUE	NEITHER	FALSE
I respect the school's teachers	96%	2%	0%
I respect the school's administration & leadership	93%	6%	<1%
I feel my child is getting an excellent education at WCS	79%	18%	2%
WCS is meeting its mission and vision	81%	15%	2%
I feel good about myself as a parent	88%	10%	0%
I enjoy being a parent	94%	4%	0%

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 641 students as of the October 1 student count and maintained an Average Daily Membership of 635 throughout the school year.

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 a 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, 62% of teachers and administrators have completed Waldorf training and another 21% are actively enrolled in a training program / plan at this time.

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.

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 are collaborating more. A few examples include:

- 5th grade study of Ancient Greece and enhancement through the training for the Greek Pentathlon in Games classes
- Spanish classes focused on culture and language of South America that enhances middle school study of South American Geography
- Handwork classes in 1-3 grade that build fine motor skills, patterning skills for mathematics, bi-lateral brain integration for reading, coordination, concentration
- Gardening classes for 7th grade that supplement CTE classes on land use, agriculture, and farming

Use a holistic approach of formative assessment.

Meets: WCS hired a FT dedicated Assessment Coordinator and has been fine tuning the tools and schedule for assessments, including the format and platform for teacher-based assessments on report cards. With the approach of the 2020-21 school year and response to the Covid pandemic and need to adapt to remote teaching and learning, WCS has acquired and trained staff and students on new robust assessment systems and tools to help support systematic instruction.

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: New Family Council leadership and new structure helped to strengthen this body.

Other improvements included:

- Greater involvement of Parent Coordinators with Vice-chairs serving as liaisons with particular grades
- More reports from Committees and Working Groups
- Online meetings are being met enthusiastically
- New volunteer tracking system is in place and being utilized

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 secured the lease to farm 11 acres of county land near to the school site. 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.

Students receive regular foreign language instruction.

Meets: Spanish lessons are happening for all upper grades classes.

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

Meets: All classes begin their Main Lesson with singing and song. Many are playing penny whistles, recorders and flutes. Students from grades 4-8 have strings twice a week and the upper grades have a choir elective.

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 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 Rtl processes

Meets: Kim John Payne returned to train faculty, parents, and Student Support Team during August. A guide for parents and faculty on the discipline and Student Support process (including a process for referrals and case management) was distributed and the focus of parent education during Back to School Night. Additional staffing was provided to support this process more robustly.

Rti process formalized with referral forms and format for Support Circle meetings with parents, 3 week follow-ups and SPED referral process. Progress monitoring formalized and supported by 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: Many activities are occurring regularly, such as parenting classes, Family Council Meetings, Back to School Night, Panel Discussion & Class Parent Nights, Visiting Lecturers, and Festivals and Assemblies.

Charter Agreement Performance Measures

Percentage of students demonstrating growth on WCS Assessment Rubrics at the beginning and end of the year on a variety of competencies.

Development in process. Identifying meaningful and reliable tools to use to track growth.

Percentage of students in grades 6 – 8, who have attended 3 FAY, who are proficient according to the state summative ELA assessment: Greater than or equal to 3%.

No data available for school year; State end-of-year assessments did not occur due to Covid pandemic and closure of in-person schooling.

Percentage of students in grades 6 – 8, who have attended 3 FAY, who are proficient according to the state summative Mathematics assessment: Greater than or equal to 5%.

No data available for school year; State end-of-year assessments did not occur due to Covid pandemic and closure of in-person schooling..

Percentage of students in grades 6 – 8, who have attended 3 FAY, who are proficient according to the state summative Science assessment: Greater than or equal to 4%.

No data available for school year; State end-of-year assessments did not occur due to Covid pandemic and closure of in-person schooling.

Percentage of students in grade 3 reading on grade level at the beginning and end of the year: 90%

2016-17: **88%** of students in third grade that were proficient at the beginning of the year remained proficient at the end of the year.

2017-18: **100%** of students in third grade that were proficient at the beginning of the year remained proficient at the end of the year.

2018-2019: **100%** of students in third grade that were proficient at the beginning of the year remained proficient at the end of the year.

2019-2020: No data available for school year; State end-of-year assessments did not occur due to Covid pandemic and closure of in-person schooling.

Percentage of students in grade 3 not reading on grade level at the beginning of the year who are reading on grade level at the end of the year: 40%.

2016-17: **10%** of students who were not proficient at the beginning of the year reached proficiency by the end of the year. WCS met its UNIFORM GROWTH GOAL as set and calculated by the Utah State Board of Education.

2017-18: **6%** of students who were not proficient at the beginning of the year reached proficiency by the end of the year. WCS again met its UNIFORM GROWTH GOAL as set and calculated by the Utah State Board of Education.

2018-19: **29%** of students who were not proficient at the beginning of the year reached proficiency by the end of the year.

In 2018-19, the State's cut score for the UNIFORM GROWTH GOAL increased from 48% to 60% and shifted to include not only 3rd Grade students, but all of 1st-3rd. WCS scored 59% and just missed the newly increased standard as set and calculated by the Utah State Board of Education.

2019-2020: No data available for school year; State end-of-year assessments did not occur due to Covid pandemic and closure of in-person schooling.

Percentage of students in grades 1 – 8 missing $\geq 10\%$ of school days: 14% or less.

2016-17: 15% of students missed over 10% of the school year.
2017-18: 22% of students missed over 10% of the school year.
2018-19: 12% of students missed over 10% of the school year.
2019-20: 6.4% of students missed over 10% of the school year.

Student Achievement Scores

Overall, students were assessed using two tools: DIBELS (an indicator of early reading used in grades 1-3 and administered three times a year) and Fast Bridge (a benchmark assessment used internally for students to track progress in ELA and math).

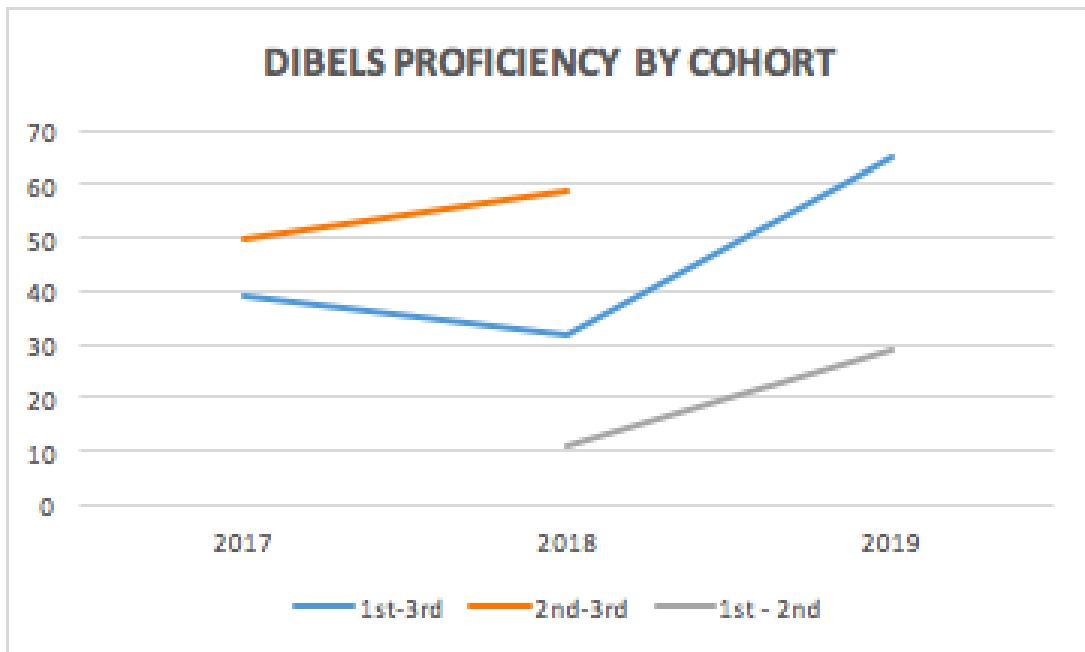
All End-of-Year State required testing was suspended due to school closures. Subsequently, there was not End-of-Year data from DIBELS. Also, notably, Fast Bridge was administered to students remotely. This may affect the overall validity of scores in several ways:

- Participation did not include all students; we do not have good data to help us determine the profile of participating / non-participating students which may affect the percentage proficient of *participating* students
- Varied testing conditions may have an affect on student performance. No control of testing conditions may have affected whether students received assistance from parents or caregivers on the assessments. Conversely, not being attuned to peers and feeling free to take their time may also have influenced student performance as compared to testing in the classroom environment.

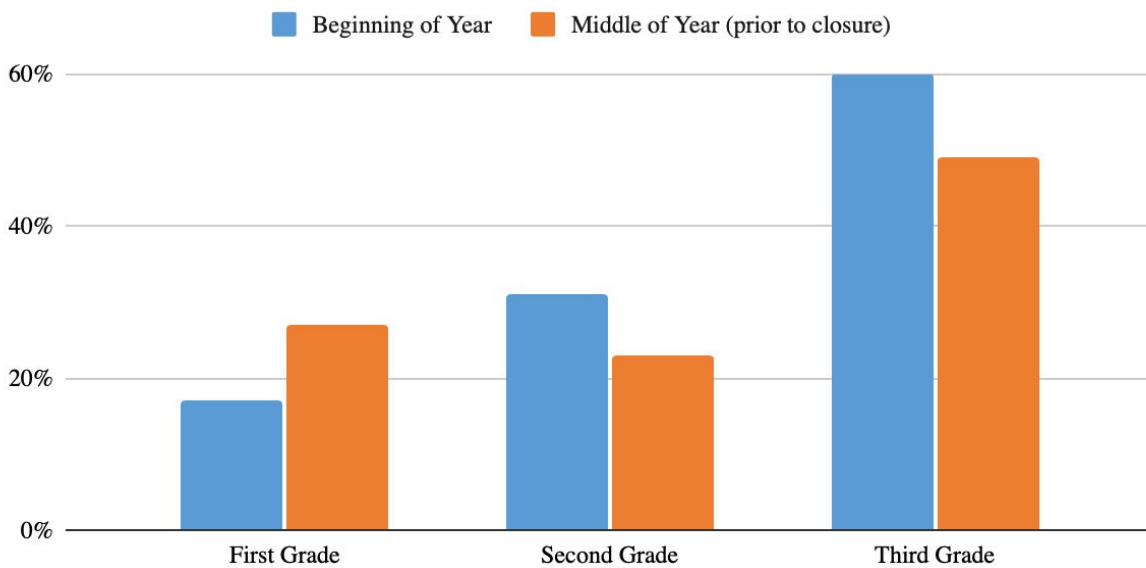
READING LOWER GRADES

Overall, reading scores for students in grades 1-3 have increased over the course of the years that the school has been operating, as shown on the chart below. It is typical to see a Middle of the Year dip in proficiency levels on DIBELS with End of Year increases; however, for

2019-20 we do not have any available End of Year Data. The Beginning to Middle of the Year proficiencies are below.



Beginning of Year and Middle of Year (prior to closure)

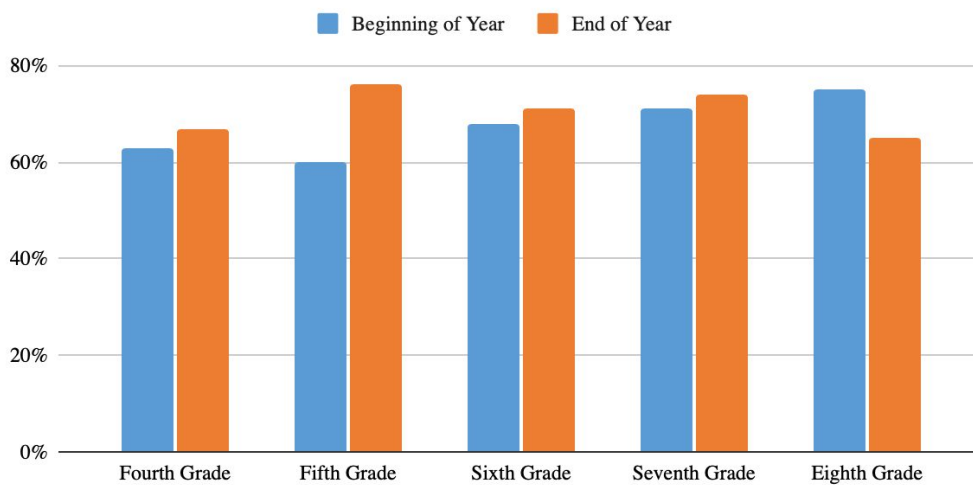


2019-20 DIBELS Reading - Percentage of Students at Grade-level Proficiency

UPPER GRADES

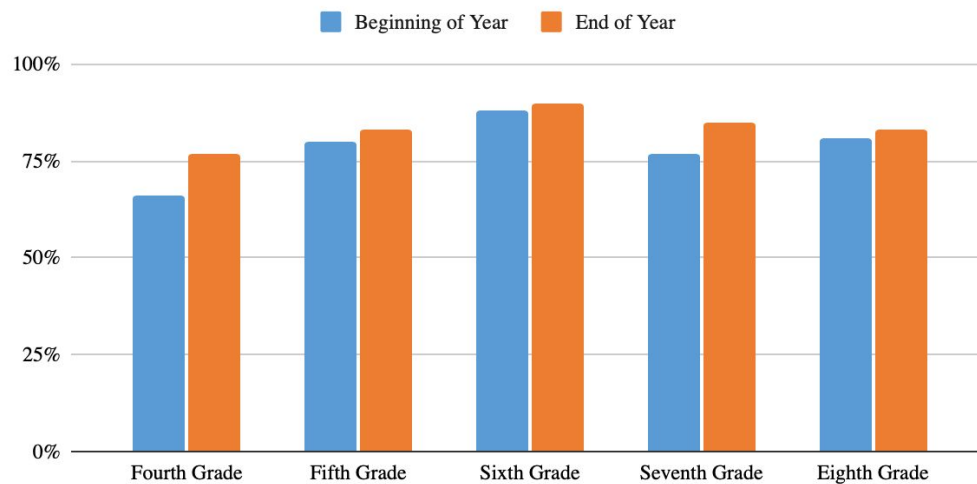
In the upper grades, nearly every grade in both math and reading showed an increase in the percentage of students scoring at grade-level proficiency from the Beginning of the Year to the End of the Year as shown below.

Beginning of Year and End of Year



Fast Bridge Math - Percentage of Students at Grade-level Proficiency

Beginning of Year and End of Year



Fast Bridge Reading - Percentage of Students at Grade-level Proficiency

Our Operations

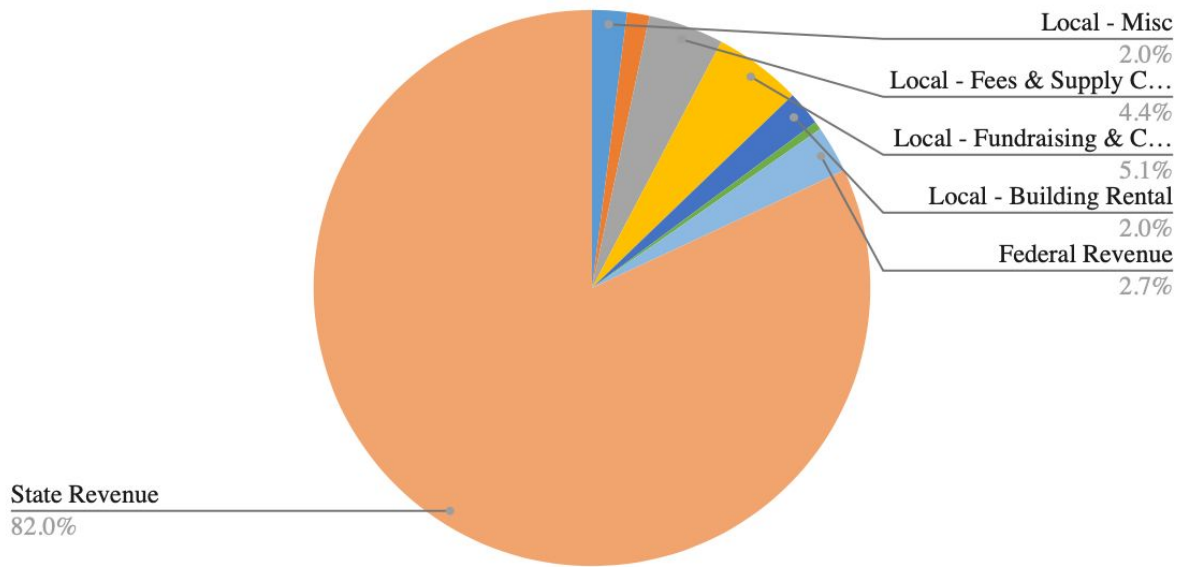
Governance

Governance of the school is overseen by a 5-9 member Board of Directors and their appointee, the Executive Director. Over the course of the 2019-20 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 also developed and implemented a formal Executive Director Evaluation and Board Self-Evaluation process as well as improving Board handbooks, agreements, and on-boarding processes.

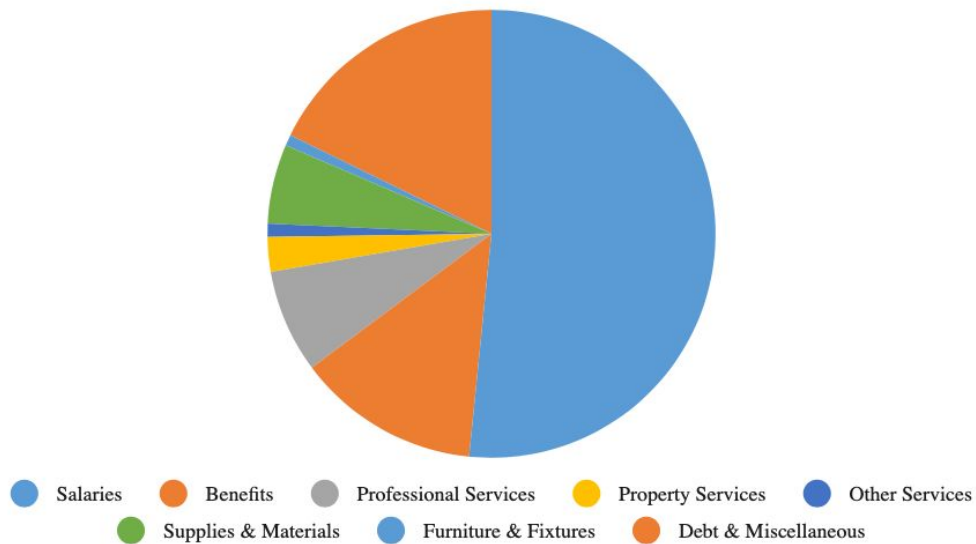
Key required functions that have been complied with include:

- ❖ 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



Expenses



WCS is carefully managing state, federal, and local funds to meet all priorities and needs. State funding comprises 82% of all revenue to the school, with Federal funds providing 3% and Fundraising making up 5%. The vast majority of funding is used to pay salaries and benefits, comprising 65% of all costs. Building expenses (including maintenance, grounds care, and other costs) comprised 19% of expenses, with the lease alone making up 16% of total budget. Professional services comprise 7% of the total budget, including professional development costs and special education service providers.

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.

Number of Material of Significant Audit Findings, Current Year
<p>2016-17: No findings on enrollment audit.</p> <p>Two findings on financial audit which have been addressed and formal response is being sent to USBE by May 30.</p> <ol style="list-style-type: none"> 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.)
<p>2017-18: No material findings.</p>
<p>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.”</p>
<p>2019-20: No material findings.</p>

Number of Unresolved Audit Findings from Prior Year
<p>2016-17: N/A</p>
<p>2017-18: See Above. All findings have been addressed.</p>
<p>2018-19: N/A</p>

2019-20: N/A

Maintain bond covenants

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.

Adherence to Operational Budget: Within 5%

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.

Occupancy Costs: 28% or less

2016-17: 17.5%

2017-18: 17.5%

2018-19: 19%

2019-20: 19%

Debt service coverage ratio: 1.1

2016-17: 1.39

2017-18: 1.31

2018-19: 1.24

2019-20: 1.32

Cashflow: Positive
2016-17: Meets. Cash flow has remained positive all year.
2017-18: Meets.
2018-19: Meets.
2019-20: Meets.

Total Margin of Net Income to Revenue (for 3 years aggregated): Positive
2016-17: 5.3%
2017-18: 4.2%
2018-19: 3.8%
2019-20: 4.7%

Enrollment Variance (October 1 count compared to projections): 95%
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.

Unrestricted Cash on Hand: 30 days with a positive trend.
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.

Ratio of Assets to Liabilities: 1.0 with positive trend
2016-17: 2
2017-18: 1.0
2018-19: 1.01
2019-20: 1.04

Debt to asset ratio: less than or equal to .9
2016-17: Meets -- more assets (cash and property) than debt
2017-18: Meets
2018-19: Meets
2019-20: 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 2019-2020 School Year
- A Long-term Vision / Strategic Plan
- Required State & Federal Plans

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

<http://wasatchwaldorf.org/teacher-and-student-success-plan/>.