

Wildflower Open Classroom

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

About This School

Contact Information (School Year 2016-17)

| District Contact Information (School Year 2016-17) | |
|--|--|
| District Name | Chico Unified |
| Phone Number | (530) 891-3000 |
| Superintendent | Kelly Staley |
| E-mail Address | kstaley@chicousd.org |
| Web Site | www.chicousd.org |

| School Contact Information (School Year 2016-17) | |
|--|--|
| School Name | Wildflower Open Classroom |
| Street | 2414 Cohasset Rd., Ste. 3 |
| City, State, Zip | Chico, Ca, 95926-1318 |
| Phone Number | 530-892-1676 |
| Principal | Tom Hicks, Director |
| E-mail Address | info@wildflowerschool.com |
| Web Site | www.wildflowerschool.com |
| County-District-School (CDS) Code | 04614240123810 |

Last updated: 2/2/2017

School Description and Mission Statement (School Year 2016-17)

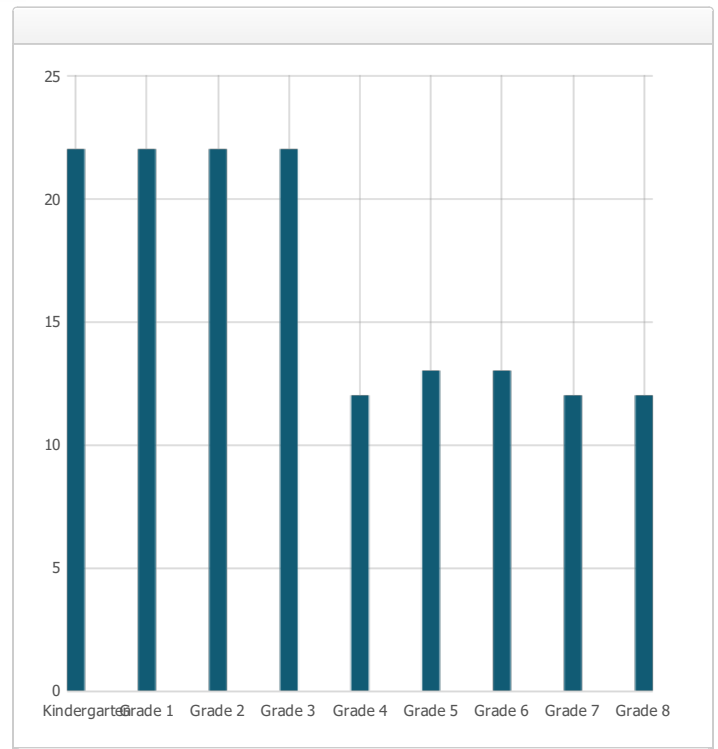
Vision: We are an innovative school that invites children, teachers and parents to collaborate as a community to inspire and celebrate the adventure of learning.

Mission: The mission of Wildflower Open Classroom is to enable students to flourish through the use of innovative curriculum and instruction that empowers them to reach their innate intellectual, creative, and leadership potentials. Wildflower provides an integrated thematic learning environment in which our community strives to create self-motivated, competent, and lifelong learners. We are committed to the celebration of diversity, stewardship of the earth, positive interpersonal relationships, appreciation of the arts, and academic excellence. We strive to create a supportive student-centered learning environment that provides a standards-based curriculum where students can work both independently and cooperatively with others. We endeavor to educate the "whole child" by addressing the cognitive, social, emotional, and physical needs of our students.

Last updated: 2/2/2017

Student Enrollment by Grade Level (School Year 2015-16)

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 22 |
| Grade 1 | 22 |
| Grade 2 | 22 |
| Grade 3 | 22 |
| Grade 4 | 12 |
| Grade 5 | 13 |
| Grade 6 | 13 |
| Grade 7 | 12 |
| Grade 8 | 12 |
| Total Enrollment | 150 |



Last updated: 2/6/2017

Student Enrollment by Student Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 2.7 % |
| American Indian or Alaska Native | 0.7 % |
| Asian | 0.0 % |
| Filipino | 1.3 % |
| Hispanic or Latino | 11.3 % |
| Native Hawaiian or Pacific Islander | 0.0 % |
| White | 69.3 % |
| Two or More Races | 8.7 % |
| Other | 6.0 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 27.3 % |
| English Learners | 0.0 % |
| Students with Disabilities | 12.0 % |
| Foster Youth | 0.0 % |

Last updated: 2/6/2017

A. Conditions of Learning

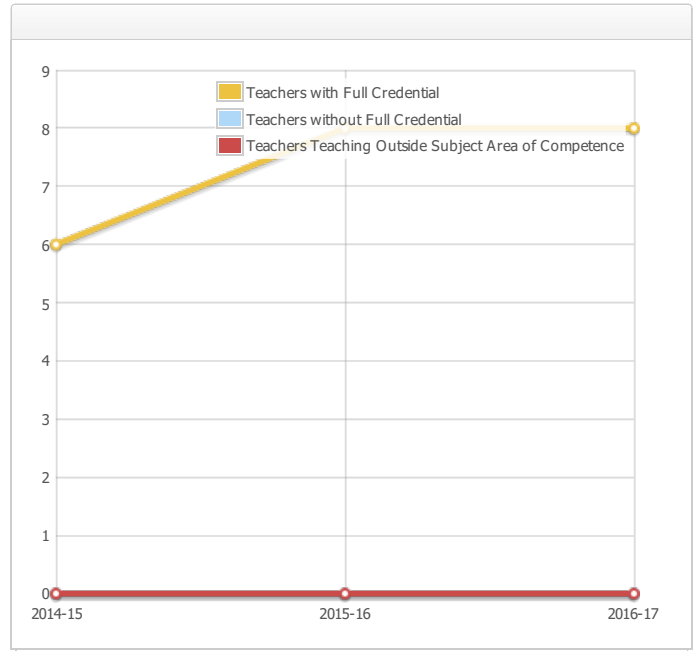
State Priority: Basic

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

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

Teacher Credentials

| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2014-15 | 2015-16 | 2016-17 | 2016-17 |
| With Full Credential | 6 | 8 | 8 | |
| Without Full Credential | 0 | 0 | 0 | |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | |



Last updated: 2/2/2017

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |



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

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

Last updated: 2/2/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|----------------------------------|---|---|
| This School | 100.0% | 0.0% |
| All Schools in District | 99.0% | 1.0% |
| High-Poverty Schools in District | 99.0% | 1.0% |
| Low-Poverty Schools in District | 99.0% | 1.0% |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 2/2/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 2016

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|---|-----------------------------------|---|
| Reading/Language Arts | ETA Cuisenaire Language Arts Guided Reading Books | Yes | 0.0 % |
| Mathematics | Everyday Math Common Core Addition (Grades k-6) Singapore Math Common Core Addition (Grades 7-8) | Yes | 0.0 % |
| Science | Teacher Made Materials | Yes | 0.0 % |
| History-Social Science | Teacher Made Materials | Yes | 0.0 % |
| Foreign Language | N/A | | 0.0 % |
| Health | N/A | | 0.0 % |
| Visual and Performing Arts | Teacher Made Materials | Yes | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0.0 % |

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

Last updated: 2/2/2017

School Facility Conditions and Planned Improvements

Wildflower Open Classroom is housed in a leased private facility. Facilities are maintained partially by the school and partially by the landlord. The school has a full time custodian and several independent contractors who, working together, keep the facilities well maintained and clean. The leased site includes administrative offices, seven permanent classrooms, a blacktop play area, a playground area, and an irrigated play field. During the 2013-14 school year, ADA compliance work was done on the parking area and entrance gates as well as the addition of two portable classrooms to house program growth.

Last updated: 2/2/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2016

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Fair | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Fair | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

Overall Facility Rate

Year and month of the most recent FIT report: December 2016

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 2/2/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| Subject | Percent of Students Meeting or Exceeding the State Standards | | | | | |
|--|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts / Literacy (grades 3-8 and 11) | 47.0% | 53.0% | 48.0% | 51.0% | 44.0% | 48.0% |
| Mathematics (grades 3-8 and 11) | 36.0% | 36.0% | 40.0% | 44.0% | 34.0% | 36.0% |

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

Last updated: 2/2/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 23 | 22 | 95.7% | 36.4% |
| Male | 12 | 12 | 100.0% | 33.3% |
| Female | 11 | 10 | 90.9% | 40.0% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 15 | 14 | 93.3% | 42.9% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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

Last updated: 2/2/2017

ELA - Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 12 | 11 | 91.7% | 45.5% |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 11 | 10 | 90.9% | 50.0% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 2/2/2017

ELA - Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 12 | 10 | 83.3% | 70.0% |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 2/2/2017

ELA- Grade 6

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 11 | 11 | 100.0% | 70.0% |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 2/2/2017

ELA - Grade 8

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 12 | 12 | 100.0% | 58.3% |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 2/2/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 23 | 22 | 95.7% | 36.4% |
| Male | 12 | 12 | 100.0% | 33.3% |
| Female | 11 | 10 | 90.9% | 40.0% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 15 | 14 | 93.3% | 42.9% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 2/2/2017

Mathematics - Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 12 | 11 | 91.7% | 54.6% |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 11 | 10 | 90.9% | 60.0% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 2/2/2017

Mathematics - Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 12 | 10 | 83.3% | 20.0% |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

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Last updated: 2/2/2017

Mathematics - Grade 6

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 11 | 10 | 90.9% | 40.0% |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

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Last updated: 2/2/2017

Mathematics - Grade 8

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 12 | 12 | 100.0% | 25.0% |
| Male | -- | -- | -- | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 2/2/2017

CAASPP Test Results in Science for All Students

| Subject | Percentage of Students Scoring at Proficient or Advanced | | | | | | | | |
|-------------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 84.0% | 41.0% | 64.0% | 67.0% | 64.0% | 61.0% | 60.0% | 56.0% | 54.0% |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Last updated: 2/2/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

| Student Group | Total Enrollment | Number of Students with Valid Scores | Percent of Students with Valid Scores | Percent Proficient or Advanced |
|---|------------------|--------------------------------------|---------------------------------------|--------------------------------|
| All Students | 24 | 22 | 91.7% | 63.6% |
| Male | 11 | 11 | 100.0% | 54.6% |
| Female | 13 | 11 | 84.6% | 72.7% |
| Black or African American | 0 | 0 | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% |
| White | 16 | 14 | 87.5% | 71.4% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | 0 | 0 | 0.0% | 0.0% |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Note: Scores are not shown 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.

Last updated: 2/2/2017

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

California Physical Fitness Test Results (School Year 2015-16)

| Grade Level | Percentage of Students Meeting Fitness Standards | | |
|-------------|--|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 36.4% | 18.2% | 36.4% |
| 7 | 0.0% | 0.0% | 0.0% |

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

Last updated: 2/2/2017

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

Our vision, as articulated in our charter petition, clearly demonstrates that our school values all stakeholder input in all our decision-making processes. It states, "We are an innovative school that invites children, teachers, parents and community members to collaborate as a community that inspires the adventure of learning." Furthermore, it states that parents "can effectively participate in the design and implementation of their children's education. In collaboration with parents and students, the Wildflower staff will work to identify and recommend the ideal learning environments to meet each student's educational needs." In short, seeking input concerning our needs, goals and the direction of our school is embedded in our school culture.

Throughout the year, stakeholder input is formally sought during Town Hall meetings, Wildflower Community Council meetings, Board meetings, Board retreats, Staff meetings, and Parent Surveys.

State Priority: Pupil Engagement

Last updated: 2/2/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

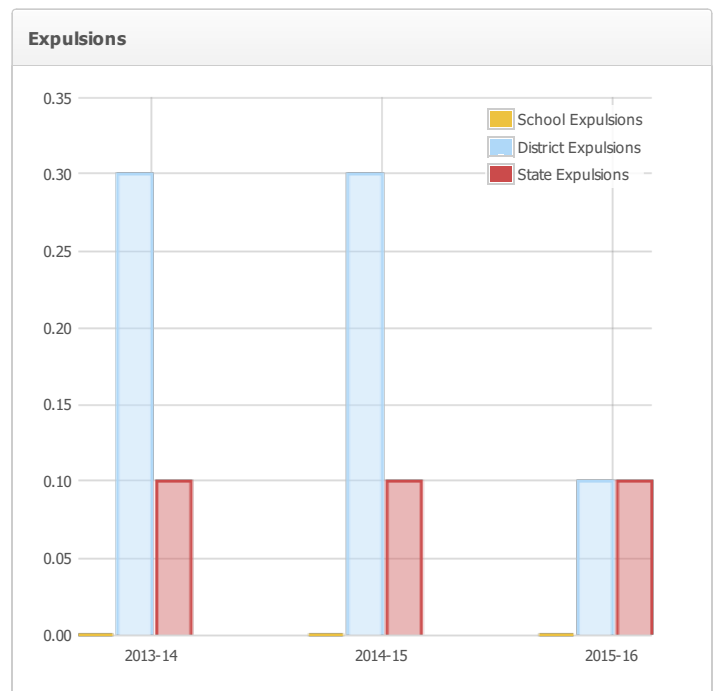
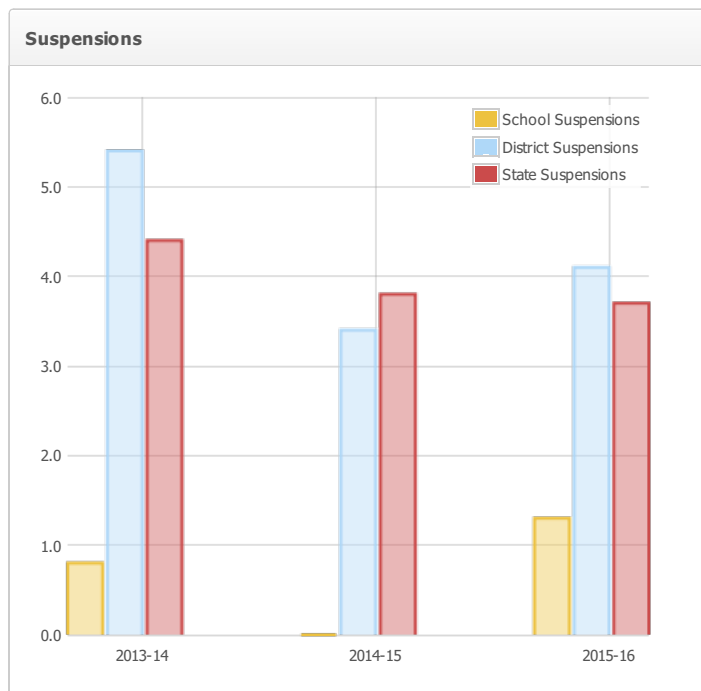
State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 0.8 | 0.0 | 1.3 | 5.4 | 3.4 | 4.1 | 4.4 | 3.8 | 3.7 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.3 | 0.3 | 0.1 | 0.1 | 0.1 | 0.1 |



Last updated: 2/2/2017

School Safety Plan (School Year 2016-17)

Comprehensive School Safety Plan was reviewed and adopted during the 2014-2015 academic year. Fire drills are conducted monthly and earthquake drills are conducted quarterly. All staff members are refreshed annually as to their responsibilities in the event of an emergency. Suspension, expulsion and behavior expectations are in place and communicated on a regular basis to community members. School safety and school climate are a regular topic of discussion at staff, board and parent meetings.

Last updated: 2/2/2017

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2013-14 | | | 2014-15 | | | 2015-16 | | | | | |
|-------------|--------------------|---------------------|-------|---------|--------------------|---------------------|---------|-----|--------------------|---------------------|-------|-----|
| | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 19.0 | 1 | 0 | 0 | 22.0 | 0 | 1 | 0 | | | | |
| 1 | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 | | | | |
| 2 | 17.0 | 2 | 0 | 0 | 21.0 | 0 | 2 | 0 | | | | |
| 3 | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 | | | | |
| 4 | 21.0 | 0 | 1 | 0 | 22.0 | 0 | 1 | 0 | | | | |
| 5 | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 | | | | |
| 6 | 23.0 | 0 | 1 | 0 | 24.0 | 0 | 1 | 0 | | | | |
| Other | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 | | | | |

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

Last updated: 2/2/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/Restricted) | Expenditures Per Pupil (Basic/Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site | \$7062.0 | \$178.0 | \$6884.0 | -- |
| District | N/A | N/A | \$0.0 | \$64053.0 |
| Percent Difference – School Site and District | -- | -- | -- | -- |
| State | N/A | N/A | \$5677.0 | \$74216.0 |
| Percent Difference – School Site and State | -- | -- | -- | -- |

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

Last updated: 2/13/2017

Types of Services Funded (Fiscal Year 2015-16)

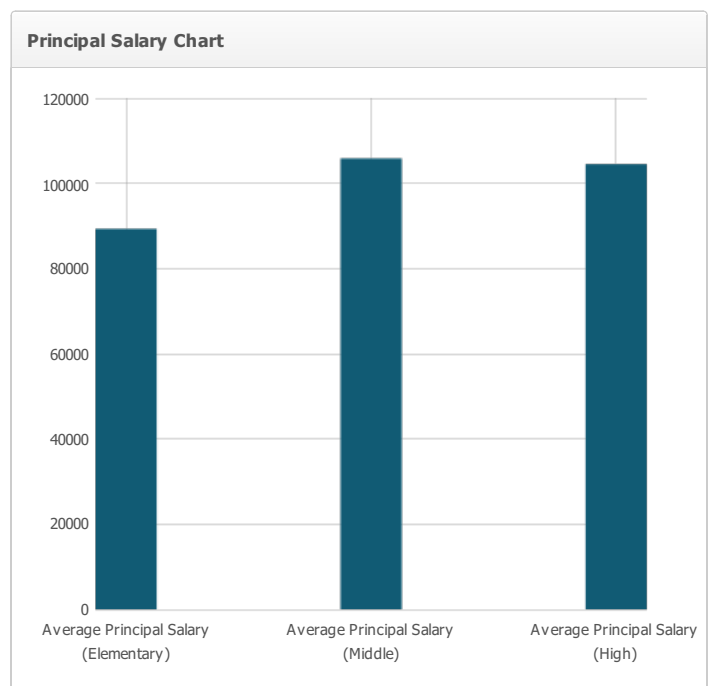
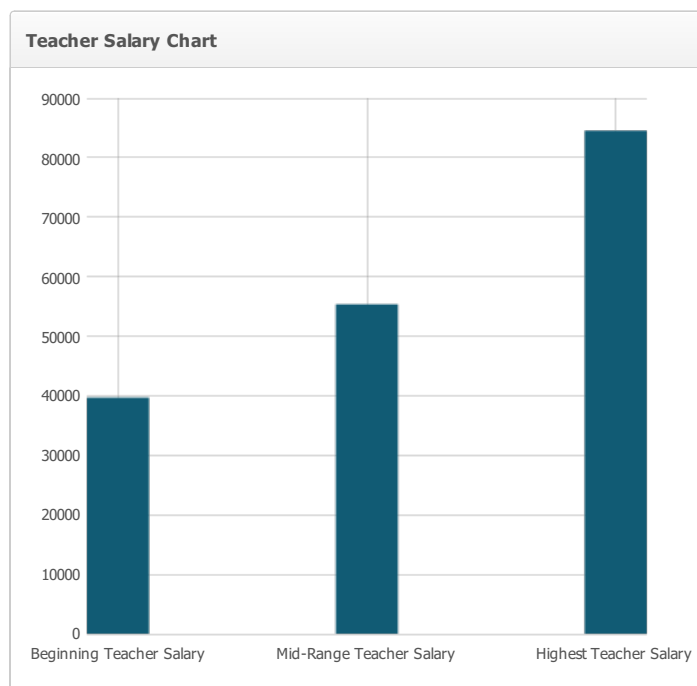
Programs and services available to support students exist in all core academic areas. The 2015-2016 school year expanded services to include a full time intervention coordinator tasked with reducing the achievement gap between all students and students of low income, foster youth, and English learners. Goals for services include increasing overall student achievement in core academic areas and creating a positive, safe learning environment for all students.

Last updated: 2/13/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$39,698 | \$44,958 |
| Mid-Range Teacher Salary | \$55,362 | \$70,581 |
| Highest Teacher Salary | \$84,541 | \$91,469 |
| Average Principal Salary (Elementary) | \$89,317 | \$113,994 |
| Average Principal Salary (Middle) | \$105,844 | \$120,075 |
| Average Principal Salary (High) | \$104,517 | \$130,249 |
| Superintendent Salary | \$175,100 | \$218,315 |
| Percent of Budget for Teacher Salaries | 37.0% | 38.0% |
| Percent of Budget for Administrative Salaries | 4.0% | 5.0% |

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



Last updated: 2/13/2017

Professional Development

Professional Development is provided at regular intervals throughout the school year.

Last updated: 2/13/2017