

# Wildflower Open Classroom

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **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**

### **School Contact Information (School Year 2019-20)**

| Entity                                   | Contact Information   |
|--|---|
| <b>School Name</b>                       | Wildflower Open Classroom   |
| <b>Street</b>                            | 2414 Cohasset Rd., Ste. 3   |
| <b>City, State, Zip</b>                  | Chico, CA 95926   |
| <b>Phone Number</b>                      | 530.892.1676  |
| <b>Principal</b>                         | Tom Hicks   |
| <b>Email Address</b>                     | thicks@wildflowerschool.com   |
| <b>Website</b>                           | <a href="http://www.wildflowerschool.com/">http://www.wildflowerschool.com/</a> |
| <b>County-District-School (CDS) Code</b> | 04614240123810  |

| Entity         | Contact Information   |
|----------------|---|
| District Name  | Wildflower Open Classroom                                       |
| Phone Number   | 530.891.3000  |
| Superintendent | Kelly Staley  |
| Email Address  | erica.smith@chicousd.org  |
| Website        | <a href="http://www.chicousd.org/">http://www.chicousd.org/</a> |

### School Description and Mission Statement (School Year 2019-20)

**MISSION:** Wildflower Open Classroom focuses on the education of the “whole child” by supporting the cognitive, social, emotional, and physical needs of our students. With a diverse learning environment, students flourish through the use of innovative curriculum and instruction. Our goal is that each child is empowered to reach their innate intellectual, creative, and leadership potential.

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

### Student Enrollment by Grade Level (School Year 2018-19)

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 20                 |
| Grade 1                 | 22                 |
| Grade 2                 | 18                 |
| Grade 3                 | 24                 |
| Grade 4                 | 22                 |
| Grade 5                 | 19                 |
| Grade 6                 | 21                 |
| Grade 7                 | 16                 |
| Grade 8                 | 10                 |
| <b>Total Enrollment</b> | <b>172</b>         |

## Student Enrollment by Group (School Year 2018-19)

| Student Group                    | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Black or African American        | 4.7                         |
| American Indian or Alaska Native | 2.9                         |
| Filipino                         | 1.7                         |
| Hispanic or Latino               | 16.3                        |
| White                            | 63.4                        |
| Two or More Races                | 7                           |
| Socioeconomically Disadvantaged  | 30.8                        |
| English Learners                 | 0.6                         |
| Students with Disabilities       | 12.8                        |
| Foster Youth                     | 0.6                         |
| Homeless                         |                             |

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

| Teachers   | School 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential   | 9              | 9              | 10             |                  |
| Without Full Credential  | 0              | 0              | 0              |                  |
| Teaching Outside Subject Area of Competence (with full credential) | 0              | 0              | 0              |                  |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments*                  | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 0       | 0       |

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

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)**

Year and month in which data were collected: January 2020

| Subject                             | Textbooks and Other Instructional Materials/year of Adoption   | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-------------------------------------|--|----------------------------|--|
| <p><b>Reading/Language Arts</b></p> | <p>Fountas &amp; Pinnell Guided Reading Curriculum</p> <p>Fountas &amp; Pinnell Classroom is a cohesive, multi-text approach to literacy instruction for all students in grades PreK–6. The System is designed to support whole-group, small-group and independent learning opportunities including: interactive read-aloud, reading mini-lessons, shared reading, phonics/spelling/word study lessons, guided reading, book clubs, and independent reading collections. Fountas &amp; Pinnell Classroom is rich with authentic texts, lessons or conferring cards, mini-lessons and professional tools &amp; learning for a systematic, transformative approach to literacy instruction.</p> <p>Handwriting Without Tears<br/>The Handwriting Without Tears teaching sequence takes advantage of child development and brain research to promote effective learning and good habits. Teaching letters in a developmental order helps children master skills and boosts confidence. We teach capitals first, and then lowercase letters.</p> | <p>Yes</p>                 | <p>0.0 %</p>                               |
| <p><b>Mathematics</b></p>           | <p>Everyday Mathematics – Common Core Edition (K-6)</p> <p>Everyday Mathematics is a research-based and field-tested curriculum that focuses on developing children’s understandings and skills in ways that produce life-long mathematical power.</p> <p>The Everyday Mathematics curriculum emphasizes: Use of concrete, real-life examples that are meaningful and memorable as an introduction to key mathematical concepts.</p>   | <p>Yes</p>                 | <p>0.0 %</p>                               |

| Subject        | Textbooks and Other Instructional Materials/year of Adoption  | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|----------------|---|----------------------------|--|
|                | <p>Repeated exposures to mathematical concepts and skills to develop children’s ability to recall knowledge from long-term memory.</p> <p>Frequent practice of basic computation skills to build mastery of procedures and quick recall of facts, often through games and verbal exercises.</p> <p>Use of multiple methods and problem-solving strategies to foster true proficiency and accommodate different learning styles.</p> <p>Each grade of the Everyday Mathematics curriculum is carefully designed to build and expand a student’s mathematical proficiency and understanding. Goal: to build powerful mathematical thinkers.</p> <p>Singapore Math – Common Core Edition (7-8)<br/>Singapore math refers to the teaching method and curriculum used in Singapore, a nation that consistently ranks at the top of international assessments of student achievement in math. It’s based on a framework developed by Singapore’s Ministry of Education that emphasizes mastery of concepts through dynamic problem solving and communication.</p> <p>One of the defining features of Singapore math is visualization. The concrete, pictorial, and abstract method underscores real-world application of math. It takes students from hands-on activities to pictorial representations, and finally to numbers.</p> |                            |  |
| <b>Science</b> | <p>Teacher Developed Curriculum and Materials</p> <p>The majority of science curriculum and materials are created by teachers. Curriculum and materials are designed to be engaging and aligned with the school’s integrated thematic approach and the NGSS.</p>  | Yes                        | 0.0 %                                      |

| Subject                       | Textbooks and Other Instructional Materials/year of Adoption  | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|---|----------------------------|--|
| <b>History-Social Science</b> | Teacher Developed Curriculum and Materials<br><br>Wildflower Open Classroom Charter Renewal Petition<br>The majority of social studies curriculum and materials are created by teachers. Curriculum and materials are designed to be engaging and aligned with the school's integrated thematic approach. | Yes                        | 0.0  |
| <b>Health</b>                 | School utilizes outside educational consultants for health instruction.   | Yes                        | 0.0  |

### School Facility Conditions and Planned Improvements (Most Recent Year)

Wildflower Open Classroom is housed in a leased facility. The main facility contains classrooms, office space, intervention and special education rooms and a multi-purpose room. The school site also has four portable classrooms. The main facility is approximately 13,000 square feet and the portable space is approximately 4000 square feet.

School employs a full-time custodian and a part time handyman. School is clean and in good order. There is no major needed maintenance to ensure good repair.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** January 2019

| System Inspected  | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                 | Good   | None                                      |
| <b>Interior:</b> Interior Surfaces                                | Good   | None                                      |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation | Good   | None                                      |
| <b>Electrical:</b> Electrical                                     | Good   | None                                      |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains           | Good   | None                                      |
| <b>Safety:</b> Fire Safety, Hazardous Materials                   | Good   | None                                      |
| <b>Structural:</b> Structural Damage, Roofs                       | Fair   | None                                      |

| System Inspected  | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good   | None                                      |
| <b>Overall Rating</b>   | Good   |   |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

| Subject  | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 55             | 61             | 54               | 56               | 50            | 50            |
| Mathematics (grades 3-8 and 11)                    | 35             | 42             | 44               | 43               | 38            | 39            |

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group                    | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|----------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                     | 111              | 102           | 91.89          | 8.11               | 60.78                   |
| Male                             | 54               | 51            | 94.44          | 5.56               | 54.90                   |
| Female                           | 57               | 51            | 89.47          | 10.53              | 66.67                   |
| Black or African American        | --               | --            | --             | --                 | --                      |
| American Indian or Alaska Native | --               | --            | --             | --                 | --                      |

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Filipino                                      | --               | --            | --             | --                 | --                      |
| Hispanic or Latino                            | 15               | 15            | 100.00         | 0.00               | 53.33                   |
| Native Hawaiian or Pacific Islander           |                  |               |                |                    |                         |
| White   | 76               | 68            | 89.47          | 10.53              | 67.65                   |
| Two or More Races                             | --               | --            | --             | --                 | --                      |
| Socioeconomically Disadvantaged               | 37               | 37            | 100.00         | 0.00               | 48.65                   |
| English Learners                              | --               | --            | --             | --                 | --                      |
| Students with Disabilities                    | 17               | 14            | 82.35          | 17.65              | 0.00                    |
| Students Receiving Migrant Education Services |                  |               |                |                    |                         |
| Foster Youth                                  | --               | --            | --             | --                 | --                      |
| Homeless                                      |                  |               |                |                    |                         |

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

| Student Group                       | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                        | 111              | 102           | 91.89          | 8.11               | 42.16                   |
| Male                                | 54               | 51            | 94.44          | 5.56               | 45.10                   |
| Female                              | 57               | 51            | 89.47          | 10.53              | 39.22                   |
| Black or African American           | --               | --            | --             | --                 | --                      |
| American Indian or Alaska Native    | --               | --            | --             | --                 | --                      |
| Filipino                            | --               | --            | --             | --                 | --                      |
| Hispanic or Latino                  | 15               | 15            | 100.00         | 0.00               | 20.00                   |
| Native Hawaiian or Pacific Islander |                  |               |                |                    |                         |
| White                               | 76               | 68            | 89.47          | 10.53              | 54.41                   |
| Two or More Races                   | --               | --            | --             | --                 | --                      |
| Socioeconomically Disadvantaged     | 37               | 37            | 100.00         | 0.00               | 27.03                   |



| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| English Learners                              | --               | --            | --             | --                 | --                      |
| Students with Disabilities                    | 17               | 14            | 82.35          | 17.65              | 0.00                    |
| Students Receiving Migrant Education Services |                  |               |                |                    |                         |
| Foster Youth                                  | --               | --            | --             | --                 | --                      |
| Homeless                                      |                  |               |                |                    |                         |

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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

| Subject                               | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---------------------------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | N/A            | N/A            | N/A              | N/A              | N/A           | N/A           |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**Career Technical Education Programs (School Year 2018-19)**

N/A

**Career Technical Education Participation (School Year 2018-19)**

| Measure   | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE   |                           |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma  |                           |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education |                           |

**Courses for University of California (UC) and/or California State University (CSU) Admission**

| UC/CSU Course Measure   | Percent |
|---|---------|
| 2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission          | 0       |
| 2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission |         |

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5           | 15.8   | 26.3   | 47.4  |
| 7           | 14.3   | 14.3   | 28.6  |

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

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

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, 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.

Opportunities for parents to be involved and engaged with school include:

- Town Hall Meetings
- Wildflower Community Council Meetings
- Parent Involvement Committee
- All School Campout
- Fall, Winter & Spring Performances
- Volunteering in the Classrooms

## 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<br>2016-17 | School<br>2017-18 | School<br>2018-19 | District<br>2016-17 | District<br>2017-18 | District<br>2018-19 | State<br>2016-17 | State<br>2017-18 | State<br>2018-19 |
|--------------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| <b>Suspensions</b> | 4.2               | 1.1               | 1.1               | 3.6                 | 3.2                 | 4.2                 | 3.6              | 3.5              | 3.5              |
| <b>Expulsions</b>  | 0.0               | 0.0               | 0.0               | 0.3                 | 0.0                 | 0.1                 | 0.1              | 0.1              | 0.1              |

### School Safety Plan (School Year 2019-20)

Comprehensive School Safety Plan was reviewed and adopted. 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.

## 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<br>Level | 2016-17                  | 2016-17                          | 2016-17                           | 2016-17                         | 2017-18                  | 2017-18                          | 2017-18                           | 2017-18                         | 2018-19                  | 2018-19                          | 2018-19                           | 2018-19                         |
|----------------|--------------------------|----------------------------------|-----------------------------------|---------------------------------|--------------------------|----------------------------------|-----------------------------------|---------------------------------|--------------------------|----------------------------------|-----------------------------------|---------------------------------|
|                | Average<br>Class<br>Size | # of<br>Classes*<br>Size<br>1-20 | # of<br>Classes*<br>Size<br>21-32 | # of<br>Classes*<br>Size<br>33+ | Average<br>Class<br>Size | # of<br>Classes*<br>Size<br>1-20 | # of<br>Classes*<br>Size<br>21-32 | # of<br>Classes*<br>Size<br>33+ | Average<br>Class<br>Size | # of<br>Classes*<br>Size<br>1-20 | # of<br>Classes*<br>Size<br>21-32 | # of<br>Classes*<br>Size<br>33+ |
| <b>Other**</b> | 20                       | 8                                |                                   |                                 | 20                       | 9                                |                                   |                                 | 22                       | 9                                |                                   |                                 |

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

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title                       | Ratio |
|-----------------------------|-------|
| <b>Academic Counselors*</b> | .0    |

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Student Support Services Staff (School Year 2018-19)

| Title  | Number of FTE*<br>Assigned to School |
|--|--------------------------------------|
| <b>Counselor (Academic, Social/Behavioral or Career Development)</b> | .5                                   |
| <b>Library Media Teacher (Librarian)</b>                             | 0                                    |
| <b>Library Media Services Staff (Paraprofessional)</b>               | 0                                    |
| <b>Psychologist</b>  | .2                                   |
| <b>Social Worker</b>   | 0                                    |

| Title                              | Number of FTE* Assigned to School |
|------------------------------------|-----------------------------------|
| Nurse                              | .1                                |
| Speech/Language/Hearing Specialist | .2                                |
| Resource Specialist (non-teaching) | .7                                |
| Other                              | .5                                |

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | \$9492                       | \$795                               | \$8697                                | \$54331                |
| District                                      | N/A                          | N/A                                 |                                       | \$68,670.00            |
| Percent Difference - School Site and District | N/A                          | N/A                                 |                                       | -21.5                  |
| State   | N/A                          | N/A                                 | \$7,506.64                            | \$82,031.00            |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | 19.9                                  | -37.8                  |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

Programs and services available to support students exist in all core academic areas. Services 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.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$43,116        | \$51,374                                     |
| Mid-Range Teacher Salary                      | \$60,128        | \$80,151                                     |
| Highest Teacher Salary                        | \$94,637        | \$100,143                                    |
| Average Principal Salary (Elementary)         | \$104,769       | \$126,896                                    |
| Average Principal Salary (Middle)             | \$108,465       | \$133,668                                    |
| Average Principal Salary (High)               | \$113,511       | \$143,746                                    |
| Superintendent Salary                         | \$214,172       | \$245,810                                    |
| Percent of Budget for Teacher Salaries        | 33%             | 35%  |
| Percent of Budget for Administrative Salaries | 4%              | 5%   |

### Professional Development (Most Recent Three Years)

| Measure   | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 2       | 2       | 2       |

Increased commitment of time given to new teachers by mentor teachers and consultants with strong foundations in open-classroom philosophy.

Professional development activities are selected in the following ways:

- Areas of need as identified by CAASPP and other related assessments.
- Areas of need as identified by staff, administration and BOD.
- Instructional staff & school administration selects personnel professional development goals via annual performance evaluations.