

Wildflower Open Classroom

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/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 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

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
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 2018—19)	
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: 2/16/2019

School Description and Mission Statement (School Year 2018—19)

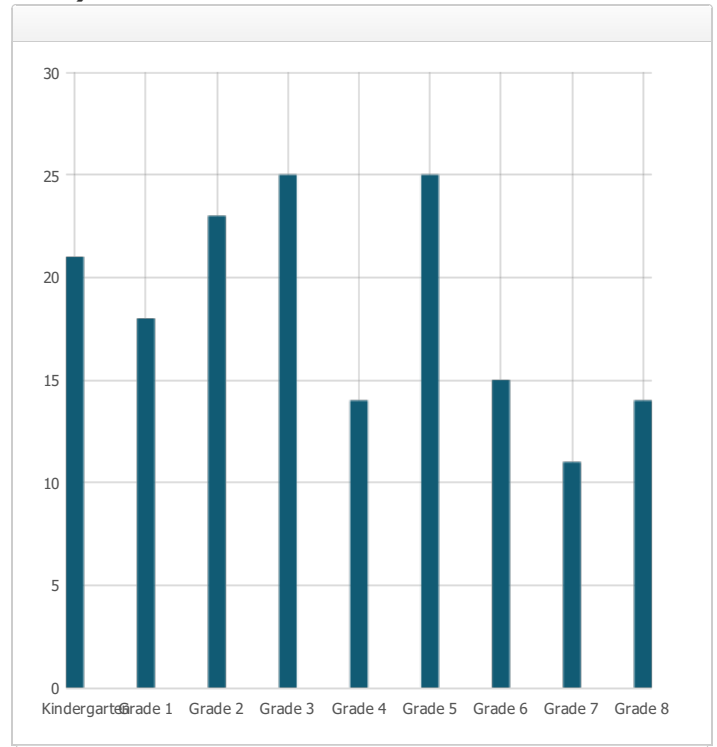
MISSION: Wildflower Open Classroom focuses on the education of the "whole child" by supporting the cognitive, social, emotional, and physical needs of our students. With a diverse learning environment, students flourish through the use of innovative curriculum and instruction. Our goal is that each child 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.

Last updated: 2/16/2019

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	21
Grade 1	18
Grade 2	23
Grade 3	25
Grade 4	14
Grade 5	25
Grade 6	15
Grade 7	11
Grade 8	14
Total Enrollment	166



Last updated: 2/16/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	3.0 %
American Indian or Alaska Native	1.8 %
Asian	%
Filipino	1.2 %
Hispanic or Latino	15.7 %
Native Hawaiian or Pacific Islander	%
White	65.1 %
Two or More Races	7.8 %
Other	5.4 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	37.3 %
English Learners	%
Students with Disabilities	10.8 %
Foster Youth	%

A. Conditions of Learning

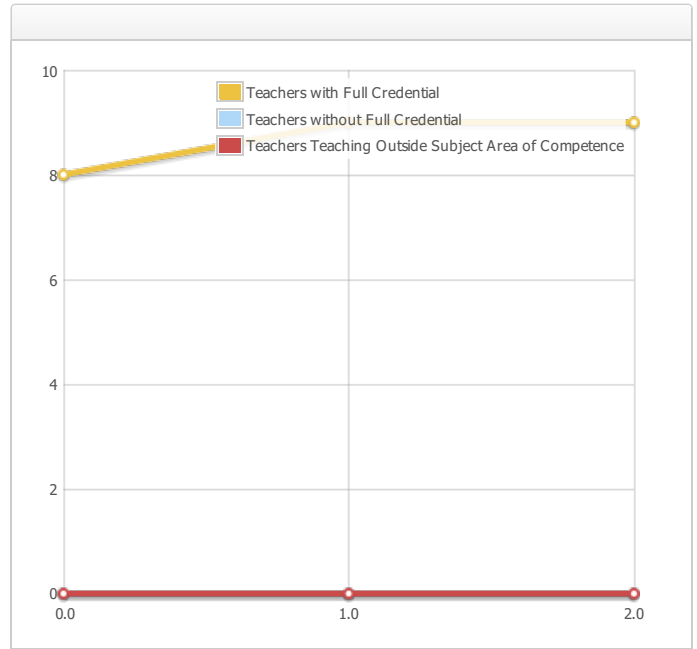
State Priority: Basic

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

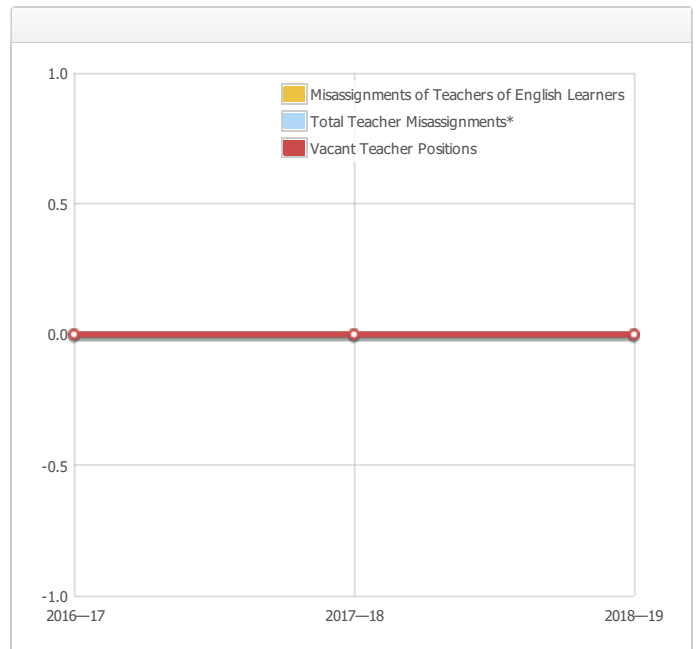
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	8	9	9	
Without Full Credential	0	0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	



Last updated: 2/16/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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: 2/16/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: December 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p style="text-align: center;">Fountas & Pinnell Guided Reading Curriculum</p> <p>Fountas & 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 & Pinnell Classroom is rich with authentic texts, lessons or conferring cards, mini-lessons and professional tools & learning for a systematic, transformative approach to literacy instruction.</p> <p style="text-align: center;">Handwriting Without Tears</p> <p>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>	Yes	0.0 %
Mathematics	<p style="text-align: center;">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:</p> <ul style="list-style-type: none"> • Use of concrete, real-life examples that are meaningful and memorable as an introduction to key mathematical concepts. • Repeated exposures to mathematical concepts and skills to develop children’s ability to recall knowledge from long-term memory. • Frequent practice of basic computation skills to build mastery of procedures and quick recall of facts, often through games and verbal exercises. • Use of multiple methods and problem-solving strategies to foster true proficiency and accommodate different learning styles. • 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 style="text-align: center;">Singapore Math – Common Core Edition (7-8)</p> <p>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>	Yes	0.0 %
Science	<p style="text-align: center;">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 %
History-Social Science	<p style="text-align: center;">Teacher Developed Curriculum and Materials</p> <p style="text-align: center;">Wildflower Open Classroom Charter Renewal Petition</p> <p>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.</p>	Yes	0.0 %
Foreign Language	Not Applicable		0.0 %
Health	Not Applicable		0.0 %
Visual and Performing Arts	Not Applicable		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: 2/16/2019

School Facility Conditions and Planned Improvements

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. At this time, there are no plans for major facility improvements. School Safety Plan has been adopted by the Board of Directors.

Last updated: 2/16/2019

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	None
Interior: Interior Surfaces	Good	None
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	None
Electrical: Electrical	Good	None
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	None
Safety: Fire Safety, Hazardous Materials	Good	None
Structural: Structural Damage, Roofs	Fair	None
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	None

Overall Facility Rate

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

Overall Rating	Good
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Last updated: 2/16/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	55.0%	55.0%	51.0%	54.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	45.0%	35.0%	42.0%	44.0%	37.0%	38.0%

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.

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.

Last updated: 2/16/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	96	93	96.88%	54.84%
Male	47	46	97.87%	56.52%
Female	49	47	95.92%	53.19%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	14	14	100.00%	42.86%
Native Hawaiian or Pacific Islander				
White	71	69	97.18%	56.52%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	34	33	97.06%	36.36%
English Learners	--	--	--	
Students with Disabilities	15	13	86.67%	15.38%
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 (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.

Last updated: 2/16/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	96	93	96.88%	35.48%
Male	47	46	97.87%	39.13%
Female	49	47	95.92%	31.91%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian				
Filipino				
Hispanic or Latino	14	14	100.00%	28.57%
Native Hawaiian or Pacific Islander				
White	71	69	97.18%	39.13%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	34	33	97.06%	15.15%
English Learners	--	--	--	
Students with Disabilities	15	13	86.67%	15.38%
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 (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.

Last updated: 2/16/2019

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

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
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: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 2/16/2019

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 2017—18)

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	19.0%	42.9%	14.3%

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: 2/16/2019

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 2018—19)

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.

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: Pupil Engagement

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

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

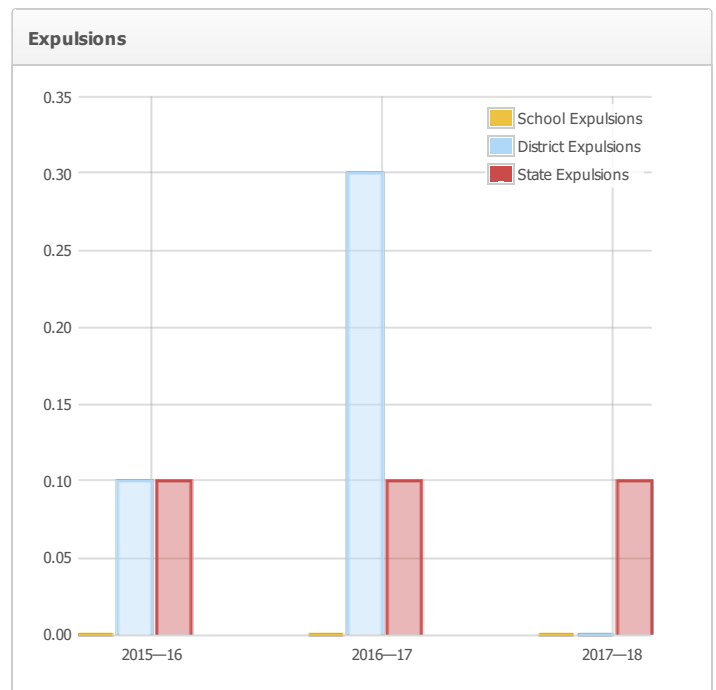
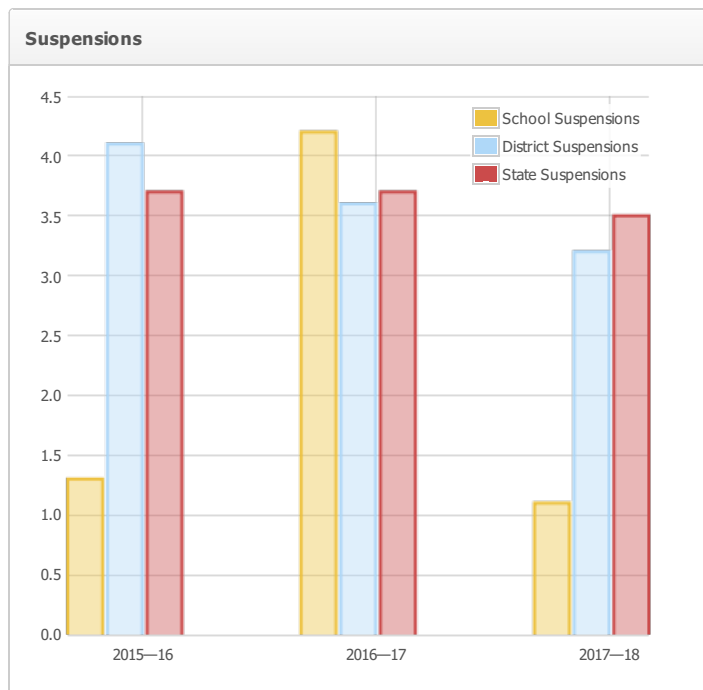
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	1.3%	4.2%	1.1%	4.1%	3.6%	3.2%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.1%	0.3%	0.0%	0.1%	0.1%	0.1%



Last updated: 2/16/2019

School Safety Plan (School Year 2018—19)

Comprehensive School Safety Plan was reviewed and adopted during the 2016-2017 academic year. 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: 2/16/2019

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.

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.1	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	0.0	N/A

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

*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.

Last updated: 2/16/2019

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9003.0	\$1166.0	\$7837.0	\$53253.0
District	N/A	N/A	--	\$67451.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$79665.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 2/16/2019

Types of Services Funded (Fiscal Year 2017—18)

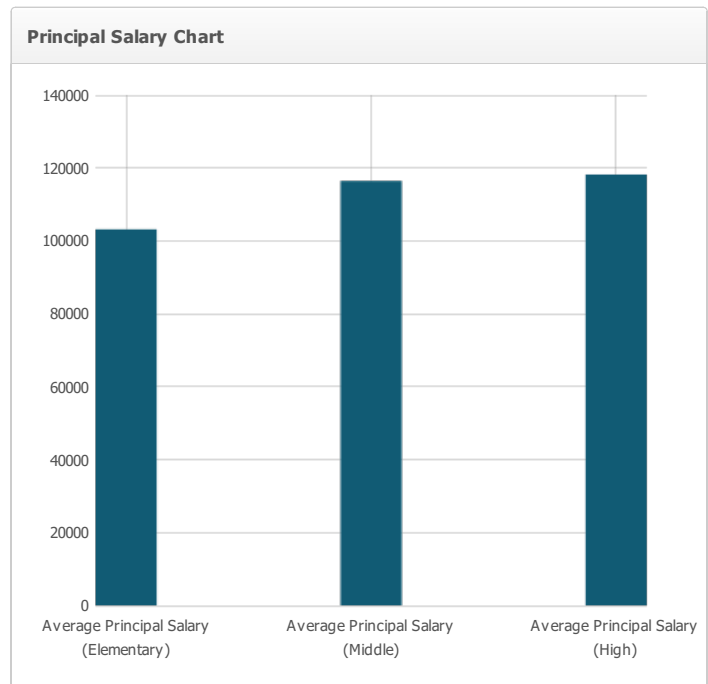
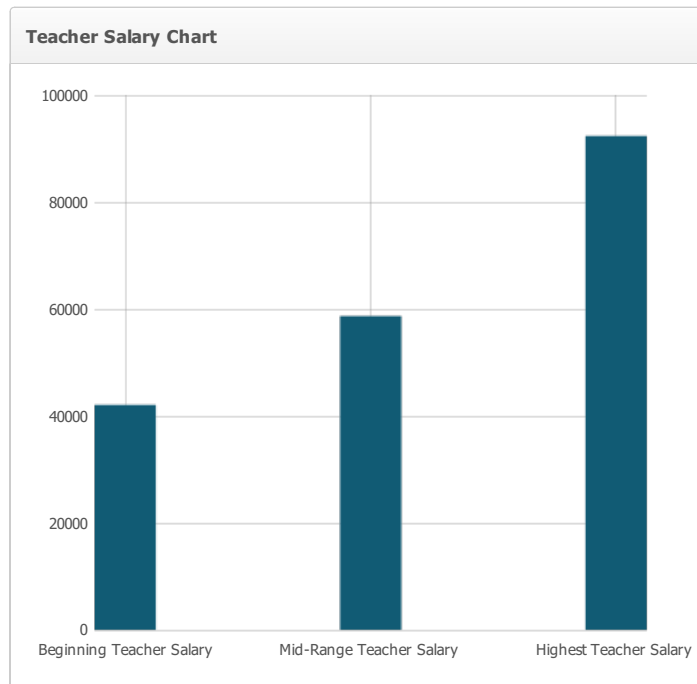
Programs and services available to support students exist in all core academic areas. The 2017-2018 school year expanded services to include a full time intervention coordinator tasked with reducing the achievement gap between all students and students of low income, foster youth, and English learners. Goals for services include increasing overall student achievement in core academic areas and creating a positive, safe learning environment for all students.

Last updated: 2/16/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,080	\$49,512
Mid-Range Teacher Salary	\$58,684	\$77,880
Highest Teacher Salary	\$92,364	\$96,387
Average Principal Salary (Elementary)	\$103,168	\$123,139
Average Principal Salary (Middle)	\$116,453	\$129,919
Average Principal Salary (High)	\$118,211	\$140,111
Superintendent Salary	\$190,459	\$238,324
Percent of Budget for Teacher Salaries	33.0%	36.0%
Percent of Budget for Administrative Salaries	4.0%	5.0%

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



Last updated: 2/16/2019

Professional Development

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.

Last updated: 2/16/2019