

Wildflower Open Classroom

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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/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](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

Tom Hicks, Director

Principal, Wildflower Open Classroom

About Our School

Contact

Wildflower Open Classroom
2414 Cohasset Rd., Ste. 3
Chico, CA 95926-1318

Phone: 530-892-1676
E-mail: info@wildflowerschool.com

About This School

Contact Information - Most Recent Year

| District Contact Information - Most Recent Year | |
|---|--|
| 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 - Most Recent Year | |
|---|--|
| 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: 2/3/2016

School Description and Mission Statement - Most Recent Year

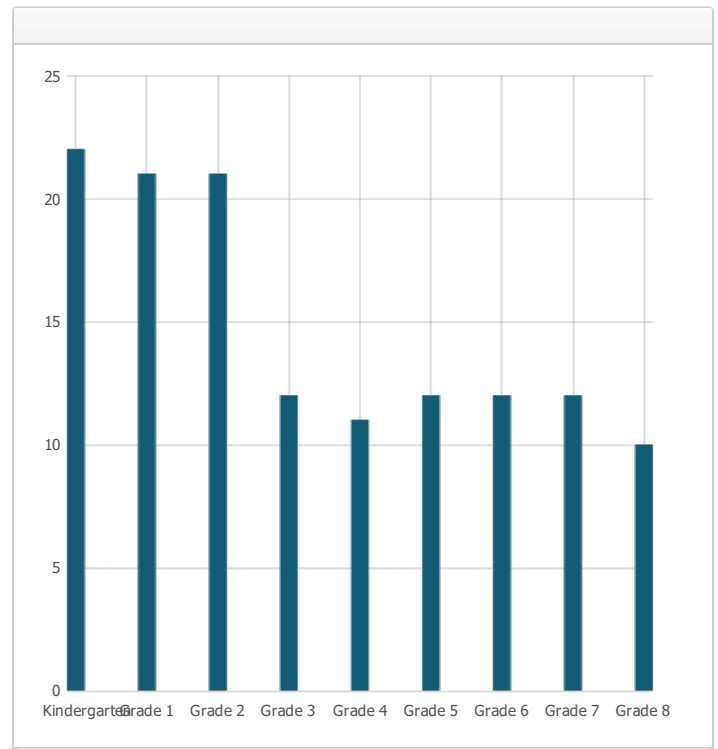
Vision: We are an innovative school that invites children, teachers and parents to collaborate as a community to inspire and celebrate the adventure of learning.

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: 2/3/2016

Student Enrollment by Grade Level (School Year 2014-15)

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 22 |
| Grade 1 | 21 |
| Grade 2 | 21 |
| Grade 3 | 12 |
| Grade 4 | 11 |
| Grade 5 | 12 |
| Grade 6 | 12 |
| Grade 7 | 12 |
| Grade 8 | 10 |
| Total Enrollment | 133 |



Last updated: 2/3/2016

Student Enrollment by Student Group (School Year 2014-15)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 3.8 % |
| American Indian or Alaska Native | 1.5 % |
| Asian | 0.0 % |
| Filipino | 1.5 % |
| Hispanic or Latino | 9.8 % |
| Native Hawaiian or Pacific Islander | 0.0 % |
| White | 68.4 % |
| Two or More Races | 9.8 % |
| Socioeconomically Disadvantaged | 23.3 % |
| English Learners | 0.0 % |
| Students with Disabilities | 7.5 % |
| Foster Youth | 0.0 % |

Last updated: 2/3/2016

A. Conditions of Learning

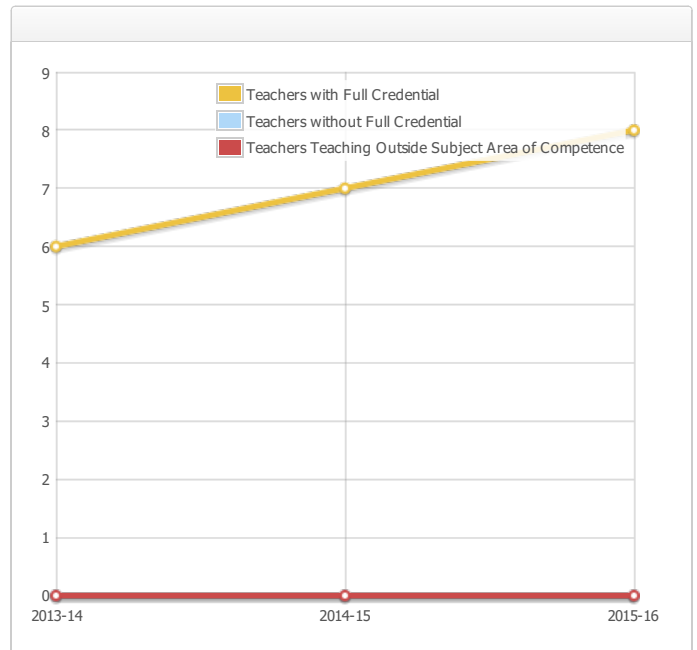
State Priority: Basic

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

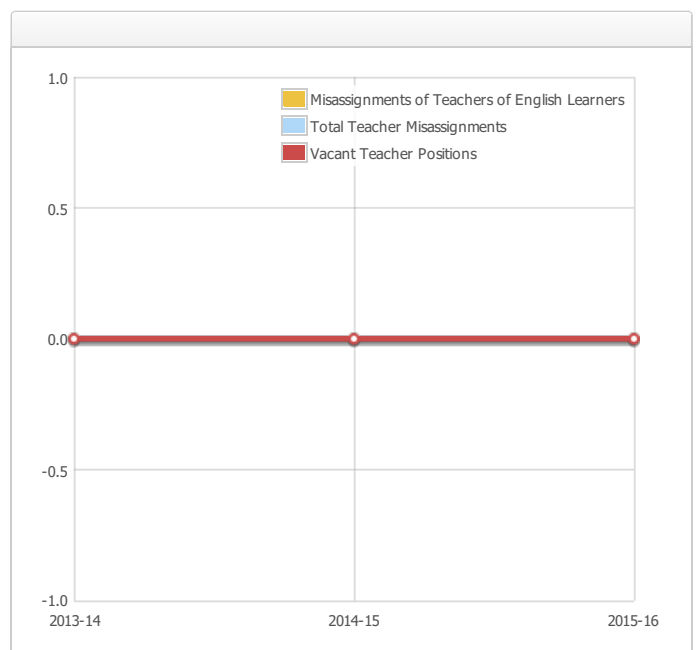
| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2013-14 | 2014-15 | 2015-16 | 2015-16 |
| With Full Credential | 6 | 7 | 8 | |
| Without Full Credential | 0 | 0 | 0 | |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | |



Last updated: 2/3/2016

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2013-14 | 2014-15 | 2015-16 |
|--|---------|---------|---------|
| 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: 2/3/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

| 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 | 98.0% | 2.0% |
| High-Poverty Schools in District | 98.0% | 2.0% |
| 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.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: September 2015

| 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 | 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 | | 0.0 % |

Last updated: 2/3/2016

School Facility Conditions and Planned Improvements - Most Recent Year

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 part time custodian and several independent contractors who, working together, keep the facilities well maintained and clean. The leased site includes administrative offices, four 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. Two more portable classrooms were added for the 2015-16 school to accommodate addition growth.

Last updated: 2/3/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: December 2015

| 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 | Good | |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: December 2015

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

Last updated: 2/3/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

| Subject | Percent of Students Meeting or Exceeding the State Standards | | |
|--|--|----------|-------|
| | School | District | State |
| English Language Arts / Literacy (grades 3-8 and 11) | 47.0% | 48.0% | 44.0% |
| Mathematics (grades 3-8 and 11) | 36.0% | 41.0% | 33.0% |

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/3/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | 11 | 11 | 100.0% | 18.0% | 36.0% | 36.0% | 9.0% |
| Male | 11 | 7 | 63.6% | -- | -- | -- | -- |
| Female | 11 | 4 | 36.4% | -- | -- | -- | -- |
| Black or African American | 11 | 1 | 9.1% | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 11 | 10 | 90.9% | -- | -- | -- | -- |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 11 | 4 | 36.4% | -- | -- | -- | -- |
| English Learners | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students with Disabilities | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/3/2016

ELA - Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 11 | 9 | 81.8% | -- | -- | -- | -- |
| Male | 11 | 2 | 18.2% | -- | -- | -- | -- |
| Female | 11 | 7 | 63.6% | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 11 | 7 | 63.6% | -- | -- | -- | -- |
| Two or More Races | 11 | 1 | 9.1% | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 11 | 3 | 27.3% | -- | -- | -- | -- |
| English Learners | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students with Disabilities | 11 | 1 | 9.1% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/3/2016

ELA - Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 13 | 13 | 100.0% | 15.0% | 31.0% | 31.0% | 23.0% |
| Male | 13 | 6 | 46.2% | -- | -- | -- | -- |
| Female | 13 | 7 | 53.8% | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 13 | 12 | 92.3% | 17.0% | 33.0% | 33.0% | 17.0% |
| Two or More Races | 13 | 1 | 7.7% | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 13 | 3 | 23.1% | -- | -- | -- | -- |
| English Learners | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students with Disabilities | 13 | 1 | 7.7% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/3/2016

ELA- Grade 6

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | 10 | 10 | 100.0% | -- | -- | -- | -- |
| Male | 10 | 5 | 50.0% | -- | -- | -- | -- |
| Female | 10 | 5 | 50.0% | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 10 | 7 | 70.0% | -- | -- | -- | -- |
| Two or More Races | 10 | 3 | 30.0% | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 10 | 5 | 50.0% | -- | -- | -- | -- |
| English Learners | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students with Disabilities | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/3/2016

ELA - Grade 7

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 12 | 12 | 100.0% | 25.0% | 17.0% | 42.0% | 17.0% |
| Male | 12 | 8 | 66.7% | -- | -- | -- | -- |
| Female | 12 | 4 | 33.3% | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 12 | 3 | 25.0% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 12 | 7 | 58.3% | -- | -- | -- | -- |
| Two or More Races | 12 | 2 | 16.7% | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 12 | 7 | 58.3% | -- | -- | -- | -- |
| English Learners | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students with Disabilities | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/3/2016

ELA - Grade 8

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | 9 | 9 | 100.0% | -- | -- | -- | -- |
| Male | 9 | 4 | 44.4% | -- | -- | -- | -- |
| Female | 9 | 5 | 55.6% | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 9 | 1 | 11.1% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 9 | 6 | 66.7% | -- | -- | -- | -- |
| Two or More Races | 9 | 2 | 22.2% | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| English Learners | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students with Disabilities | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/3/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 11 | 11 | 100.0% | 36.0% | 9.0% | 36.0% | 18.0% |
| Male | 11 | 7 | 63.6% | -- | -- | -- | -- |
| Female | 11 | 4 | 36.4% | -- | -- | -- | -- |
| Black or African American | 11 | 1 | 9.1% | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 11 | 10 | 90.9% | -- | -- | -- | -- |
| Two or More Races | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 11 | 4 | 36.4% | -- | -- | -- | -- |
| English Learners | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students with Disabilities | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/3/2016

Mathematics - Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 11 | 9 | 81.8% | -- | -- | -- | -- |
| Male | 11 | 2 | 18.2% | -- | -- | -- | -- |
| Female | 11 | 7 | 63.6% | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 11 | 7 | 63.6% | -- | -- | -- | -- |
| Two or More Races | 11 | 1 | 9.1% | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 11 | 3 | 27.3% | -- | -- | -- | -- |
| English Learners | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students with Disabilities | 11 | 1 | 9.1% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/3/2016

Mathematics - Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | 13 | 13 | 100.0% | 23.0% | 38.0% | 23.0% | 15.0% |
| Male | 13 | 6 | 46.2% | -- | -- | -- | -- |
| Female | 13 | 7 | 53.8% | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 13 | 12 | 92.3% | 25.0% | 33.0% | 25.0% | 17.0% |
| Two or More Races | 13 | 1 | 7.7% | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 13 | 3 | 23.1% | -- | -- | -- | -- |
| English Learners | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students with Disabilities | 13 | 1 | 7.7% | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/3/2016

Mathematics - Grade 6

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 10 | 10 | 100.0% | -- | -- | -- | -- |
| Male | 10 | 5 | 50.0% | -- | -- | -- | -- |
| Female | 10 | 5 | 50.0% | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 10 | 7 | 70.0% | -- | -- | -- | -- |
| Two or More Races | 10 | 3 | 30.0% | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 10 | 5 | 50.0% | -- | -- | -- | -- |
| English Learners | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students with Disabilities | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/3/2016

Mathematics - Grade 7

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|-------------------------|----------------------|-----------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| All Students | 12 | 12 | 100.0% | 17.0% | 42.0% | 25.0% | 17.0% |
| Male | 12 | 8 | 66.7% | -- | -- | -- | -- |
| Female | 12 | 4 | 33.3% | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 12 | 3 | 25.0% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 12 | 7 | 58.3% | -- | -- | -- | -- |
| Two or More Races | 12 | 2 | 16.7% | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 12 | 7 | 58.3% | -- | -- | -- | -- |
| English Learners | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students with Disabilities | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/3/2016

Mathematics - Grade 8

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Achievement Level 1* | Percent Achievement Level 2* | Percent Achievement Level 3* | Percent Achievement Level 4* |
|---|------------------|---------------|----------------|------------------------------|------------------------------|------------------------------|------------------------------|
| All Students | 9 | 9 | 100.0% | -- | -- | -- | -- |
| Male | 9 | 4 | 44.4% | -- | -- | -- | -- |
| Female | 9 | 5 | 55.6% | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Hispanic or Latino | 9 | 1 | 11.1% | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| White | 9 | 6 | 66.7% | -- | -- | -- | -- |
| Two or More Races | 9 | 2 | 22.2% | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| English Learners | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students with Disabilities | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- | -- | -- | -- |

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 2/3/2016

California Standards Tests for All Students in Science – Three-Year Comparison

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|-------------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Science (grades 5, 8, and 10) | 83.0% | 84.0% | 41.0% | 66.0% | 67.0% | 64.0% | 59.0% | 60.0% | 56.0% |

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/3/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

| Student Group | Percent of Students Scoring at Proficient or Advanced |
|---|---|
| All Students in the LEA | 64.0% |
| All Students at the School | 41.0% |
| Male | -- |
| Female | -- |
| Black or African American | -- |
| American Indian or Alaska Native | -- |
| Asian | -- |
| Filipino | -- |
| Hispanic or Latino | -- |
| Native Hawaiian or Pacific Islander | -- |
| White | 45.0% |
| Two or More Races | -- |
| Socioeconomically Disadvantaged | -- |
| English Learners | -- |
| Students with Disabilities | -- |
| Students Receiving Migrant Education Services | -- |
| Foster Youth | -- |

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 2/3/2016

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 English, mathematics, and physical education

California Physical Fitness Test Results (School Year 2014-15)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 16.7% | 33.3% | 41.7% |

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: 2/3/2016

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 - Most Recent Year

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: 2/3/2016

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

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

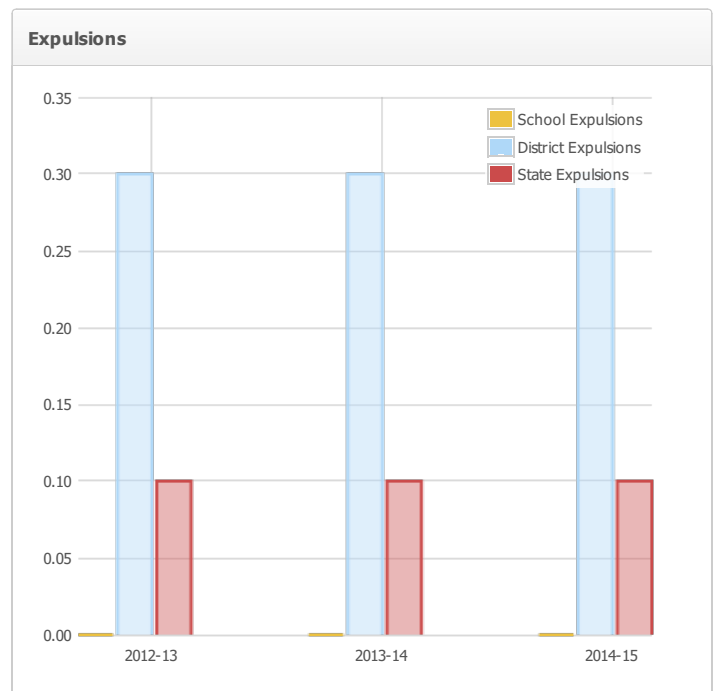
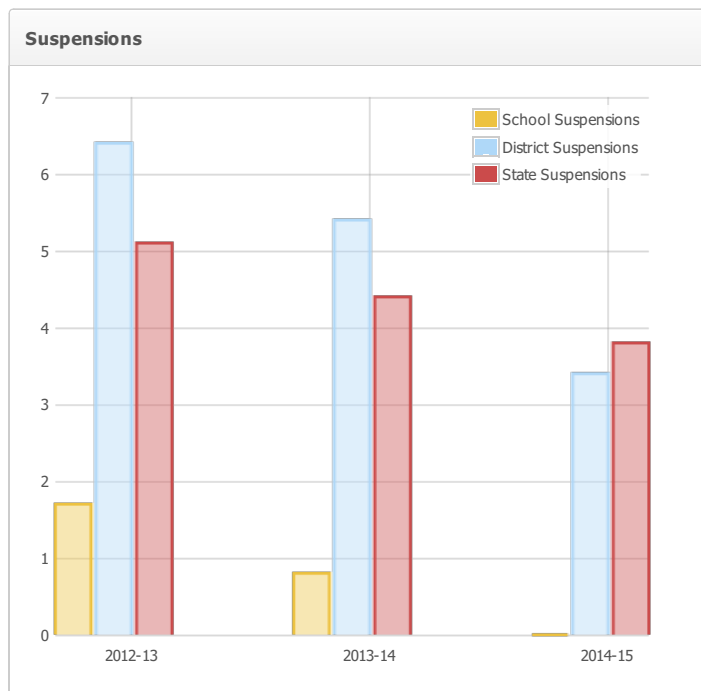
State Priority: School Climate

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 | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Suspensions | 1.7 | 0.8 | 0.0 | 6.4 | 5.4 | 3.4 | 5.1 | 4.4 | 3.8 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.3 | 0.3 | 0.3 | 0.1 | 0.1 | 0.1 |



Last updated: 2/3/2016

School Safety Plan - Most Recent Year

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: 2/3/2016

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

| AYP Criteria | School | District | State |
|--|--------|----------|-------|
| Made AYP Overall | Yes | No | |
| Met Participation Rate - English Language Arts | Yes | Yes | |
| Met Participation Rate - Mathematics | Yes | Yes | |
| Met Percent Proficient - English Language Arts | N/A | N/A | |
| Met Percent Proficient - Mathematics | N/A | N/A | |
| Met Attendance Rate | Yes | N/A | |
| Met Graduation Rate | N/A | Yes | |

Last updated: 2/3/2016

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2012-13 | | | 2013-14 | | | 2014-15 | | | | | |
|-------------|--------------------|---------------------|-------|---------|--------------------|---------------------|---------|-----|--------------------|---------------------|-------|-----|
| | 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 | 17.0 | 0 | 0 | 0 | 22.0 | 0 | 0 | 0 |
| 1 | 12.0 | 1 | 0 | 0 | 11.0 | 0 | 0 | 0 | 11.0 | 0 | 0 | 0 |
| 2 | 9.0 | 1 | 0 | 0 | 7.0 | 0 | 0 | 0 | 11.0 | 0 | 0 | 0 |
| 3 | 12.0 | 1 | 0 | 0 | 11.0 | 0 | 0 | 0 | 11.0 | 0 | 0 | 0 |
| 4 | 10.0 | 1 | 0 | 0 | 11.0 | 0 | 0 | 0 | 7.0 | 0 | 0 | 0 |
| 5 | 12.0 | 1 | 0 | 0 | 10.0 | 0 | 0 | 0 | 13.0 | 0 | 0 | 0 |
| 6 | 12.0 | 1 | 0 | 0 | 14.0 | 0 | 0 | 0 | 9.0 | 0 | 0 | 0 |
| Other | 14.0 | 1 | 0 | 0 | 10.0 | 0 | 0 | 0 | 10.0 | 0 | 0 | 0 |

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

Last updated: 2/8/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

| 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) | 0.0 | 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 | 0.0 | N/A |
| Speech/Language/Hearing Specialist | 0.2 | N/A |
| Resource Specialist (non-teaching) | 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: 2/3/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/Restricted) | Expenditures Per Pupil (Basic/Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site | -- | -- | -- | -- |
| District | N/A | N/A | \$0.0 | -- |
| Percent Difference – School Site and District | N/A | N/A | -- | 27.0% |
| State | N/A | N/A | \$5348.0 | \$71529.0 |
| Percent Difference – School Site and State | N/A | N/A | 22.0% | -- |

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

Last updated: 2/8/2016

Types of Services Funded (Fiscal Year 2014-15)

Programs and services available to support students exist in all core academic areas. The 2014-2015 school year expanded services to include a .5FTE 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: 2/3/2016

Professional Development – Most Recent Three Years

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

Last updated: 2/8/2016