

Wildflower Open Classroom

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Wildflower Open Classroom
Street	2414 Cohasset Rd., Ste. 3
City, State, Zip	Chico, CA 95926
Phone Number	530.892.1676
Principal	Tom Hicks
Email Address	thicks@wildflowerschool.com
School Website	www.wildflowerschool.com
County-District-School (CDS) Code	04614240123810

2023-24 District Contact Information

District Name	Chico Unified School District
Phone Number	530.891.3000
Superintendent	Tina Keene
Email Address	kkeene@chicousd.org
District Website	http://www.chicousd.org/

2023-24 School Description and Mission Statement

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.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	21
Grade 1	20
Grade 2	21
Grade 3	23
Grade 4	17
Grade 5	19
Grade 6	12
Grade 7	9
Grade 8	4
Total Enrollment	146

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.9%
Male	54.1%
Asian	1.4%
Black or African American	4.1%
Hispanic or Latino	12.3%
Two or More Races	4.8%
White	76.7%
Socioeconomically Disadvantaged	26%
Students with Disabilities	13.7%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.00	77.78	588.00	84.35	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.50	0.65	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	22.22	12.90	1.86	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	53.90	7.74	12115.80	4.41
Unknown	0.00	0.00	37.60	5.39	18854.30	6.86
Total Teaching Positions	9.00	100.00	697.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	7.00	77.78	623.30	86.19	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	10.90	1.51	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	13.40	1.86	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	25.50	3.53	11953.10	4.28
Unknown	2.00	22.22	49.90	6.91	15831.90	5.67
Total Teaching Positions	9.00	100.00	723.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	2.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Fountas & Pinnell Guided Reading Curriculum Fountas & Pinnell Classroom is a cohesive, multi-text approach to literacy instruction for all students in grades Pre	Yes	0.0 %

	<p>K–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>Handwriting Without Tears 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.</p>		
Mathematics	<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>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) 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	Teacher Developed Curriculum and Materials	Yes	0.0 %

	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.		
History-Social Science	Teacher Developed Curriculum and Materials. 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
Foreign Language	N/A		
Health	School utilizes outside educational consultants for health instruction.	Yes	0.0
Visual and Performing Arts	N/A		

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 cleaning services that maintains our facilities nightly and a part time handyman. School is clean and in good order. There is no major needed maintenance to ensure good repair.

Year and month of the most recent FIT report

December 2023

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	55	61	55	55	47	46
Mathematics (grades 3-8 and 11)	49	44	39	40	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	81	75	92.59	7.41	61.33
Female	37	35	94.59	5.41	65.71
Male	44	40	90.91	9.09	57.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	64	60	93.75	6.25	66.67
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	19	95.00	5.00	42.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	15	75.00	25.00	33.33

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	81	75	92.59	7.41	44.00
Female	37	35	94.59	5.41	45.71
Male	44	40	90.91	9.09	42.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	64	60	93.75	6.25	46.67
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	19	95.00	5.00	15.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	15	75.00	25.00	6.67

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	40.00	43.48	36.99	38.80	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	26	23	88.46	11.54	43.48
Female	--	--	--	--	--
Male	16	15	93.75	6.25	46.67
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	19	90.48	9.52	47.37
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	85	90	95	85	90
Grade 7	85	90	95	85	90
Grade 9	N/A	N/A	N/A	N/A	N/A

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	158	154	44	28.6
Female	70	69	17	24.6
Male	88	85	27	31.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	3	3	0	0.0
Black or African American	6	6	3	50.0
Filipino	0	0	0	0.0
Hispanic or Latino	19	18	5	27.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	8	8	2	25.0
White	121	118	33	28.0
English Learners	0	0	0	0.0
Foster Youth	0	0	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	52	49	19	38.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	27	27	11	40.7

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	2.10	0.63	0.67	4.01	3.85	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.01	0.31	0.38	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.63	0
Female	0	0
Male	1.14	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.83	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.92	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.7	0

2023-24 School Safety Plan

Comprehensive School Safety Plan was reviewed and adopted at the June 12, 2023 BOD meeting. 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 Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1		
1	9	2		
2	10	2		
3	14	2		
4	9	2		
5	11	2		
6	8	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	9	2		
1	9	2		
2	8	2		
3	8	2		
4	10	2		
5	8	2		
6	9	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	2	0	0
1	10	2	0	0
2	11	2	0	0
3	12	2	0	0
4	9	2	0	0
5	10	2	0	0
6	6	2	0	0
Other	0	0	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.4
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	3
Other	0

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14,412	\$4,214	\$10,198	\$65,351
District	N/A	N/A		\$75,201
Percent Difference - School Site and District	N/A	N/A		-14.0
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	29.1	-32.4

Fiscal Year 2022-23 Types of Services Funded

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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,108	\$55,550
Mid-Range Teacher Salary	\$67,799	\$84,645
Highest Teacher Salary	\$106,711	\$111,284
Average Principal Salary (Elementary)	\$118,745	\$139,860
Average Principal Salary (Middle)	\$129,245	\$146,440
Average Principal Salary (High)	\$130,183	\$158,447
Superintendent Salary	\$244,827	\$278,268
Percent of Budget for Teacher Salaries	32.14%	32.21%
Percent of Budget for Administrative Salaries	4.12%	4.89%

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	4