

Flowery Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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

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

DataQuest

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

Internet Access

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

About This School

School Contact Information (School Year 2019-20)

| Entity | Contact Information |
|-----------------------------------|--|
| School Name | Flowery Elementary School |
| Street | 17600 Sonoma Hwy. |
| City, State, Zip | Sonoma, CA 95476 |
| Phone Number | 707-935-6060 |
| Principal | Esmeralda Sanchez Moseley |
| Email Address | emoseley@sonomaschools.org |
| Website | www.floweryschool.org |
| County-District-School (CDS) Code | 49-70953-6052278 |

| Entity | Contact Information |
|-----------------------|---------------------------------------|
| District Name | Sonoma Valley Unified School District |
| Phone Number | 707-935-6000 |
| Superintendent | Socorro Shiels |
| Email Address | msilvi@sonomaschools.org |
| Website | www.sonomaschools.org |

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

Welcome to Flowery School! At Flowery we are proud of our dual immersion (DI) program. Imagine a school.....in which children from all backgrounds excel. Imagine a school that treats all children as gifted, building on their strengths by integrating technology, garden, music, library and art into the core subjects. Imagine a school that does this in both English and Spanish. Imagine a school in which all members of the school community contribute to the vision of their ideal school and in which they collaborate to achieve that dream. Imagine a school where ideas count and where students are educated for success in a global society. Let your imagination go as far as it can, and you have discovered Flowery School.

Our Mission

Flowery School will foster students who:

- have strong literacy skills and are capable of reaching high academic standards;
- are productive members of society to whom all choices for higher education, employment and life-long learning are open;
- are responsible citizens who have the necessary skills to live cooperatively in a diverse world;
- will have the opportunity to acquire a second language.

All members of the Flowery community – parents, staff, neighbors and students - collaborate in creating program choices to respond to student need.

Our Core Values:

- We believe in students, their families and the community and value its diversity.
- We believe that adults and students work better as part of a team.
- We value the dedication and commitment of our unique staff.
- We believe that making curriculum meaningful, creative and accessible reaches all levels of learners.
- We value our traditions and positive experiences that foster life-long learning and create bilingual, bicultural students.
- Each child matters and deserves physical and emotional safety.
- There is mutual respect among students and adults.
- We are dedicated to developing responsible behavior among all students.

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

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 69 |
| Grade 1 | 64 |
| Grade 2 | 59 |
| Grade 3 | 40 |
| Grade 4 | 55 |
| Grade 5 | 52 |
| Total Enrollment | 339 |

Student Enrollment by Group (School Year 2018-19)

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Asian | 0.6 |
| Filipino | 0.3 |
| Hispanic or Latino | 66.1 |
| White | 27.1 |
| Two or More Races | 3.5 |
| Socioeconomically Disadvantaged | 64 |
| English Learners | 46.3 |
| Students with Disabilities | 11.8 |
| Homeless | |

A. Conditions of Learning**State Priority: Basic**

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

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

Teacher Credentials

| Teachers | School 2017-18 | School 2018-19 | School 2019-20 | District 2019-20 |
|--|----------------|----------------|----------------|------------------|
| With Full Credential | | 17 | 21 | 207 |
| Without Full Credential | | 1 | 1 | 12 |
| Teaching Outside Subject Area of Competence (with full credential) | | 0 | 0 | 4 |

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Year and month in which data were collected: August 2016

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------|--|----------------------------|--|
| Reading/Language Arts | Macmillan/McGraw Hill Treasures/Tesoros de Lectura Adopted May 2010 K-5 Writing: Heineman, Lucy Calkins Units of Study Writing, Adopted October 2015 | Yes | 0 |
| Mathematics | Bridges, Math Learning Center Adopted May, 2017 | Yes | 0 |
| Science | Macmillan/McGraw Hill California Science, Adopted May 2007 | Yes | 0 |
| History-Social Science | K-2: Houghton-Mifflin History-Social Science, Adopted May 2006 Gr. 3-5: Scott Foresman History-Social Science for CA, Adopted May 2006 Dual Immersion Spanish, Grades K-5: Pearson Scott Foresman's Siencias Sociales para California, Adopted December 2007 | Yes | 0 |
| Health | Macmillan Health and Wellness, Adopted May 2005 | Yes | 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

Flowery facilities are in excellent condition. A total of 10 classrooms had new flooring installed and one wing of portables received new roofing in 2014. All rooms received new window coverings in 2014 and new colorful murals were added to the kindergarten wing.

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month of the most recent FIT report: 08/22/2019

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | Room 4.0: Stained ceiling tiles Work request assigned |
| 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 | Good | None |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | Good | Room 4.0: Door not securing. Work request assigned. |
| Overall Rating | Good | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 38 | 42 | 42 | 43 | 50 | 50 |
| Mathematics (grades 3-8 and 11) | 39 | 36 | 29 | 28 | 38 | 39 |

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

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

CAASPP Test Results in ELA by Student Group

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|-------------------------------------|---------------------|------------------|-------------------|--------------------------|-------------------------------|
| All Students | 147 | 145 | 98.64 | 1.36 | 42.07 |
| Male | 65 | 64 | 98.46 | 1.54 | 45.31 |
| Female | 82 | 81 | 98.78 | 1.22 | 39.51 |
| Black or African American | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | -- | -- | -- | -- | -- |
| Filipino | | | | | |
| Hispanic or Latino | 103 | 102 | 99.03 | 0.97 | 30.39 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 34 | 34 | 100.00 | 0.00 | 73.53 |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 100 | 99 | 99.00 | 1.00 | 25.25 |
| English Learners | 83 | 82 | 98.80 | 1.20 | 26.83 |
| Students with Disabilities | 23 | 22 | 95.65 | 4.35 | 13.64 |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | | | | | |
| Homeless | | | | | |

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

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

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

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

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 147 | 145 | 98.64 | 1.36 | 35.86 |
| Male | 65 | 64 | 98.46 | 1.54 | 40.63 |
| Female | 82 | 81 | 98.78 | 1.22 | 32.10 |
| Black or African American | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | -- | -- | -- | -- | -- |
| Filipino | | | | | |
| Hispanic or Latino | 103 | 102 | 99.03 | 0.97 | 26.47 |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 34 | 34 | 100.00 | 0.00 | 61.76 |
| Two or More Races | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 100 | 99 | 99.00 | 1.00 | 23.23 |
| English Learners | 83 | 82 | 98.80 | 1.20 | 20.73 |
| Students with Disabilities | 23 | 22 | 95.65 | 4.35 | 9.09 |
| Students Receiving Migrant Education Services | | | | | |

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---------------|------------------|---------------|----------------|--------------------|-------------------------|
| Foster Youth | | | | | |
| Homeless | | | | | |

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

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

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

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

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

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| 5 | 17.3 | 30.8 | 40.4 |

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019-20)

The School Site Council (SSC), which always includes parent members, approves our annual action plan and expenditures. The English Language Advisory Committee (ELAC) helps parents whose students are learning English feel welcome at our school. This group also provides input on student learning needs as we continually strive to improve our program. Another important support group is the Parent Teacher Organization (PTO). The PTO provides funds for field trips, teacher supplies, our ongoing Science in the Garden and Art programs. It also organizes such community events as the Halloween Carnival and Salsa Party. Parents also support our 20-year-old community garden. Our teachers are always looking for volunteers for the classroom, on field trips and supporting the organization of our community events. We welcome all parents and community members who want to help our students.

The contact persons for parent involvement are Nathaly Duffy & Erika Tantlinger, PTO Co-presidents

Phone number: (707) 935-6060

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 2016-17 | School 2017-18 | School 2018-19 | District 2016-17 | District 2017-18 | District 2018-19 | State 2016-17 | State 2017-18 | State 2018-19 |
|--------------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 0.6 | 1.2 | 3.5 | 5.3 | 3.3 | 5.1 | 3.6 | 3.5 | 3.5 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.3 | 0.1 | 0.2 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2019-20)

The School Site Council updates our comprehensive school safety plan each fall and makes it available for review. The School Safety Plan was updated and approved in November 2018. Staff members and noon supervisors patrol the playgrounds at recess and lunch. Emergency and disaster procedures were reviewed at the start of the school year. All teachers have copies of the playground guidelines and share them with students at the beginning of the year. Our monthly safety drills include fire, earthquake, and lockdown. The Larson Park gate is locked during school hours. All visitors and volunteers check in at the office before proceeding to classrooms. Regular volunteers have permanent badges provided by teachers.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-20 | 2016-17 # of Classes* Size 21-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ |
|-------------|-------------------------------------|---|--|--|-------------------------------------|---|--|--|-------------------------------------|---|--|--|
| K | 20 | 2 | 1 | | 21 | | 3 | | 31 | | 2 | 1 |
| 1 | 24 | | 2 | | 20 | 1 | 2 | | 21 | | 3 | |
| 2 | 19 | 3 | | | 22 | | 2 | | 29 | | 2 | |
| 3 | 19 | 3 | | | 18 | 3 | | | 21 | 1 | 1 | |
| 4 | 27 | | 2 | | 28 | | 2 | | 28 | | 2 | |
| 5 | 26 | | 2 | | 27 | | 2 | | 26 | | 2 | |
| Other** | | | | | | | | | | | | |

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

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

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

| Title | Ratio |
|----------------------|-------|
| Academic Counselors* | 423.8 |

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

Student Support Services Staff (School Year 2018-19)

| Title | Number of FTE* Assigned to School |
|---|--------------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | .8 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 2.0 |

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

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

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|-------------|------------------------------------|---|---|------------------------------|
| School Site | \$11,062 | \$3,728 | \$7,334 | \$58,780.64 |

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| District | N/A | N/A | \$4,055 | \$65,909.00 |
| Percent Difference - School Site and District | N/A | N/A | 80.9 | -6.1 |
| State | N/A | N/A | \$7,506.64 | \$72,949.00 |
| Percent Difference - School Site and State | N/A | N/A | 11.6 | -15.6 |

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

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

Types of Services Funded (Fiscal Year 2018-19)

Flowery uses our site funds to support our students in many ways. Our academic coordinator organizes our intervention program. She handles scheduling, providing materials and training for aides in the before, during and after school programs that support our students. From these state and federal funds, Flowery pays for materials and training for aides, technology, professional development for teachers and our 3 day a week counselor as well as instructional materials for all classrooms.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$40,712 | \$46,208 |
| Mid-Range Teacher Salary | \$63,869 | \$72,218 |
| Highest Teacher Salary | \$79,852 | \$92,742 |
| Average Principal Salary (Elementary) | \$106,000 | \$134,864 |
| Average Principal Salary (Middle) | \$111,076 | \$118,220 |
| Average Principal Salary (High) | \$129,096 | \$127,356 |
| Superintendent Salary | \$192,000 | \$186,823 |
| Percent of Budget for Teacher Salaries | 34% | 33% |
| Percent of Budget for Administrative Salaries | 5% | 6% |

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

Professional Development (Most Recent Three Years)

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

Teachers received 5 professional development days and 2 curriculum planning days in the 2015-2016, 2016-2017, and 2017-2018 school year. The focus of professional development consisted of best practices and methodologies for instructing English language learners, new math curriculum adoption, and writing. In addition, teachers received training in developing and scoring common core based performance tasks in language arts and mathematics. Teachers worked in grade level teams to develop English language development lessons and incorporate new strategies for ELD. Staff continued discussions and collaboration in bi-monthly staff meetings and weekly grade level collaboration meetings.

2015-16 - 5 days

2016-17 - 5 days

2017-2018-5 days