

**Golden Oak Community**  
**2022–23 School Accountability Report Card**  
**Reported Using Data from the 2022–23 School**  
**Year**  
**California Department of Education**

**Address:** 25201 Via Princessa  
Santa Clarita, CA ,  
91321-1429

**Principal:** Mrs. Jenna Oikawa,  
Principal

**Phone:** (661) 251-8929

**Grade** K-6  
**Span:**

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 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.

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# About This School

## Mrs. Jenna Oikawa, Principal

📍 Principal, Golden Oak Community

### About Our School

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Welcome to Golden Oak Community School, where students achieve their greatest potential. This is our collaborative purpose. We celebrate our sixteenth year as a school and are proud of our steady enrollment of wonderful lifelong learners. Golden Oak Community School has a terrific school community. Our caring staff is dedicated to educating students in a safe, welcoming learning environment. Our students understand that we are WISE Owls based on our Winning attitude, integrity, ability to show respect and responsibility, and encouragement of others. We are a Capturing Kids' Hearts School focusing on positive affirmations and social-emotional health. Classrooms abound with technology, allowing our students to develop as 21st-century learners. At Golden Oak, we offer a rigorous academic curriculum to meet the needs of all levels of students and enhance student success.

As principal of Golden Oak, I visualize a successful educational community founded on the comprehensive support of students, parents, and staff.

### Contact

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Golden Oak Community  
25201 Via Princessa  
Santa Clarita, CA 91321-1429

Phone: [\(661\) 251-8929](tel:6612518929)  
Email: [joikawa@sssd.k12.ca.us](mailto:joikawa@sssd.k12.ca.us)

## Contact Information (School Year 2023–24)

### District Contact Information (School Year 2023–24)

<b>District Name</b>	Sulphur Springs Union
<b>Phone Number</b>	(661) 252-5131
<b>Superintendent</b>	Kawaguchi, Catherine
<b>Email Address</b>	<a href="mailto:ckawaguchi@sssd.k12.ca.us">ckawaguchi@sssd.k12.ca.us</a>
<b>Website</b>	<a href="http://www.sssd.k12.ca.us">www.sssd.k12.ca.us</a>

### School Contact Information (School Year 2023–24)

<b>School Name</b>	Golden Oak Community
<b>Street</b>	25201 Via Princessa
<b>City, State, Zip</b>	Santa Clarita, CA , 91321-1429
<b>Phone Number</b>	(661) 251-8929
<b>Principal</b>	Mrs. Jenna Oikawa, Principal
<b>Email Address</b>	<a href="mailto:joikawa@sssd.k12.ca.us">joikawa@sssd.k12.ca.us</a>
<b>Website</b>	<a href="https://www.sssd.k12.ca.us/goldenoak">https://www.sssd.k12.ca.us/goldenoak</a>
<b>County-District-School (CDS) Code</b>	19650450116616

*Last updated: 12/11/23*

## School Description and Mission Statement (School Year 2023–24)

Golden Oak Community School, established in 2008, has 537 students enrolled. Approximately 25% of the student population participates in the Free & Reduced Lunch Program and about 5% of our students speak a first language other than English. Golden Oak is proud of the state-of-the-art technology present in all classrooms, including the science lab, allowing the students at Golden Oak to develop as 21st Century Learners. Golden Oak is a Capturing Kids Hearts school.

Golden Oak teachers continue to follow a Professional Learning Community model, with our vision and mission to deliver a challenging curriculum that is based on the California State Standards. Instruction is guided by grade level common assessments identifying the current level of student learning. Grade



level teachers collaboratively plan lessons to meet the individual student needs. The effective use of a wide range of teaching strategies and a variety of high quality, readily available materials allow the highly qualified teachers to bring the curriculum to life.

Golden Oak employs 23 general education teachers in our Transitional Kindergarten through Sixth Grade. Student learning is supported by Learning Support Teachers, a Speech and Language Pathologist, a Resource Specialist Program Teacher, an Occupational Therapist, an Adaptive Physical Education Teacher, a School Counselor, a School Social Worker, and a School Psychologist. Classified employees include a part time Library Technician, part time Science Technician and part time Computer Lab Technician.

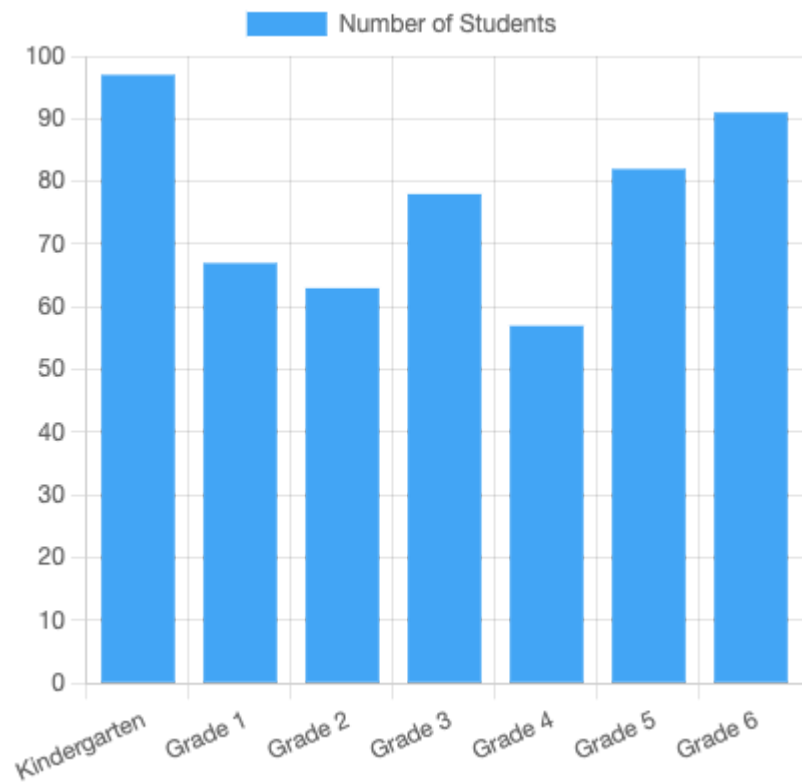
Students at Golden Oak are recognized for their dedication to academics and character development through Golden Tickets, Affirmations, monthly academic, character, and attendance awards, and a weekly principal's award titled "The Wise Owl Award." Golden Oak is rich with parent support and involvement. Parent volunteers are visible in our classrooms and at school events. There is a strong partnership between school personnel and the PTA. We share a common goal of inspiring students to be their personal best.

Golden Oak Community School is committed to providing a wide continuum of opportunities which value individuals, maximize both skills and knowledge, enhance self-esteem, produce responsible and lifelong scholars, and are responsive to the needs of a diverse student, parent, and community population. We commit to a comprehensive system of support to ensure these outcomes.

*Last updated: 12/11/23*

**Student Enrollment by Grade Level (School Year 2022–23)**

Grade Level	Number of Students
Kindergarten	97
Grade 1	67
Grade 2	63
Grade 3	78
Grade 4	57
Grade 5	82
Grade 6	91
Total Enrollment	535



*Last updated: 12/11/23*

**Student Enrollment by Student Group (School Year 2022–23)**

Student Group	Percent of Total Enrollment
Female	52.00%
Male	48.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.40%
Asian	6.20%
Black or African American	9.20%
Filipino	11.40%
Hispanic or Latino	39.80%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	6.70%
White	25.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	7.30%
Foster Youth	0.60%
Homeless	0.20%
Migrant	0.00%
Socioeconomically Disadvantaged	29.20%
Students with Disabilities	11.80%

## 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 Preparation and Placement (School Year 2020–21)

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)	19.20	100.00%	196.80	89.11%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	2.00	0.91%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	5.00	2.26%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	4.00	1.81%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	13.00	5.91%	18854.30	6.86%
Total Teaching Positions	19.20	100.00%	220.90	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.

*Last updated: 12/11/23*

## Teacher Preparation and Placement (School Year 2021–22)

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)	20.00	100.00%	207.70	88.13%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	8.00	3.39%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	3.00	1.27%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	2.00	0.85%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	15.00	6.36%	15831.90	5.67%
Total Teaching Positions	20.00	100.00%	235.70	100.00%	279044.80	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.

*Last updated: 12/11/23*

**Teachers Without Credentials and Misassignments  
(considered "ineffective" under ESSA)**

<b>Authorization/Assignment</b>	<b>2020– 21 Number</b>	<b>2021– 22 Number</b>
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

*Last updated: 11/2/23*

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA)**

<b>Indicator</b>	<b>2020– 21 Number</b>	<b>2021– 22 Number</b>
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

*Last updated: 11/2/23*

## Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	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)	0.00%	0%

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

*Last updated: 11/2/23*

## Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: December 2023

The District provided researched based, standards aligned textbooks and materials for all students in grades TK-6.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advanced	Yes	0
Mathematics	Houghton Mifflin Harcourt California Math Expressions	Yes	0
Science	McGraw Hill Inspire Science	Yes	0
History-Social Science	Studies Weekly	Yes	0
Foreign Language	N/A		0
Health	N/A		0
Visual and Performing Arts	Essential Elements for Band (Flute, Trombone, Trumpet, Alto-Saxophone, Clarinet, and Percussion)	Yes	0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

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



## **School Facility Conditions and Planned Improvements**

Golden Oak is in very good condition. All buildings are in good repair. Monthly walks with custodial staff ensure we keep our school in good repair.

*Last updated: 1/11/24*

## **School Facility Good Repair Status**

Using the **most recently collected** Facility Inspection Tool (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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: 2022

Overall Rating	Exemplary
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*Last updated: 1/11/24*

## 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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA 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.

**CAASPP Test Results in ELA and Mathematics for All Students  
Grades Three through Eight and Grade Eleven taking and completed state-  
administered assessment  
Percentage of Students Meeting or Exceeding the State Standard**

The data provided is from the most recent 2023 California Assessment of Student Performance and Progress. In 2021-22, the District utilized an alternative assessment STAR, which was approved by the State of California.

<b>Subject</b>	<b>School 2021– 22</b>	<b>School 2022– 23</b>	<b>District 2021– 22</b>	<b>District 2022– 23</b>	<b>State 2021– 22</b>	<b>State 2022– 23</b>
English Language Arts / Literacy (grades 3-8 and 11)	62%	60%	50%	48%	47%	46%
Mathematics (grades 3-8 and 11)	51%	48%	39%	38%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 CAA divided by the total number of students who participated in both assessments.

*Last updated: 1/11/24*

**CAASPP Test Results in ELA by Student Group for students taking and  
completed state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

The data provided is from the most recent 2023 California Assessment of Student Performance and Progress.

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	306	303	99.02%	0.98%	60.07%
Female	159	157	98.74%	1.26%	62.42%
Male	147	146	99.32%	0.68%	57.53%
American Indian or	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Alaska Native					
Asian	18	18	100.00%	0.00%	66.67%
Black or African American	28	28	100.00%	0.00%	46.43%
Filipino	35	35	100.00%	0.00%	80.00%
Hispanic or Latino	127	126	99.21%	0.79%	55.56%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	22	22	100.00%	0.00%	72.73%
White	74	72	97.30%	2.70%	58.33%
English Learners	18	17	94.44%	5.56%	11.76%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	50	50	100.00%	0.00%	56.00%
Socioeconomically Disadvantaged	49	48	97.96%	2.04%	31.25%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	37	37	100.00%	0.00%	37.84%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

*Last updated: 1/11/24*

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

The data provided is from the most recent 2023 California Assessment of Student Performance and Progress.

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	306	304	99.35%	0.65%	48.36%
Female	159	158	99.37%	0.63%	50.00%
Male	147	146	99.32%	0.68%	46.58%
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00%	0.00%	72.22%
Black or African American	28	28	100.00%	0.00%	28.57%
Filipino	35	35	100.00%	0.00%	62.86%
Hispanic or Latino	127	126	99.21%	0.79%	42.86%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	22	22	100.00%	0.00%	68.18%
White	74	73	98.65%	1.35%	46.58%

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
English Learners	18	18	100.00%	0.00%	5.56%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	50	50	100.00%	0.00%	44.00%
Socioeconomically Disadvantaged	49	49	100.00%	0.00%	28.57%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	37	37	100.00%	0.00%	29.73%

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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

*Last updated: 1/11/24*

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

The data provided is from the most recent 2023 California Assessment of Student Performance and Progress.

<b>Subject</b>	<b>School 2021– 22</b>	<b>School 2022– 23</b>	<b>District 2021– 22</b>	<b>District 2022– 23</b>	<b>State 2021– 22</b>	<b>State 2022– 23</b>
Science (grades 5, 8, and high school)	38.64%	38.27%	31.93%	32.48%	29.47%	30.29%

Note: 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

*Last updated: 1/11/24*



**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2022–23)**

The data provided is from the most recent 2023 California Assessment of Student Performance and Progress.

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
All Students	81	81	100.00%	0.00%	38.27%
Female	42	42	100.00%	0.00%	40.48%
Male	39	39	100.00%	0.00%	35.90%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	32	32	100.00%	0.00%	43.75%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	19	19	100.00%	0.00%	36.84%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	17	17	100.00%	0.00%	23.53%
Socioeconomically Disadvantaged	17	17	100.00%	0.00%	29.41%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
Students with Disabilities	--	--	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 1/11/24*

## State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

### California Physical Fitness Test Results (School Year 2022–23)

#### Percentage of Students Participating in each of the five Fitness Components

The District participated in the Physical Fitness Test for the 2021 and 2022 school year. Data reflects participation rates during the test administrations.

Grade	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
5	100%	100%	100%	100%	100%

Note: The administration of the PFT during 2021–22 and 2022–23 school years, only participation results are required for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 1/9/24*

## 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

#### Opportunities for Parental Involvement (School Year 2023–24)

At Golden Oak, we have strong involvement from our parent community. Opportunities to get involved at Golden Oak include participating on school advisory councils, committees, and PTA as well as volunteering. Our over 200 volunteers engage with Golden Oak by supporting the classrooms, making copies, cutting out materials for projects, helping during school day activities, helping

at academic family nights, helping on the yearbook, attending field trips, or serving as a Room Parent. Parents at Golden Oak also have the opportunity to serve on and join in our monthly Parent Teacher Association (PTA) meetings, monthly School Site Council (SSC) meetings, or English Learner Advisory Committee (ELAC) meetings. They can also attend monthly Coffee with the Principal, PTA, and school-hosted after-school events such as our Fall Festival, Family Nights, Family Dance, Back to School Night, Open House, Goal Setting Conferences, Parent Teacher Conferences with the teachers, monthly awards celebrations, Accelerated Reader Awards Assemblies, Choir and Music performances and grade level performances.

## State Priority: Pupil Engagement

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

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

### Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	561	553	79	14.3%
Female	291	286	41	14.3%
Male	270	267	38	14.2%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	2	2	0	0.0%
Asian	34	34	1	2.9%
Black or African American	56	52	13	25.0%
Filipino	61	61	6	9.8%
Hispanic or Latino	224	221	42	19.0%
Native Hawaiian or Pacific Islander	0	0	0	0.0%
Two or More Races	38	38	3	7.9%
White	138	137	14	10.2%
English Learners	42	41	15	36.6%
Foster Youth	3	3	0	0.0%
Homeless	2	2	1	50.0%

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
Socioeconomically Disadvantaged	184	177	46	26.0%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	74	73	12	16.4%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 1/9/24*

## 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

<b>Rate</b>	<b>School 2020–21</b>	<b>School 2021–22</b>	<b>School 2022–23</b>	<b>District 2020–21</b>	<b>District 2021–22</b>	<b>District 2022–23</b>	<b>State 2020–21</b>	<b>State 2021–22</b>	<b>State 2022–23</b>
Suspensions	0.52%	0.71%	1.07%	0.23%	1.44%	1.91%	0.20%	3.17%	3.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.07%	0.08%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

*Last updated: 1/9/24*

### Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.07%	0.00%
Female	0.00%	0.00%
Male	2.22%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	2.94%	0.00%
Black or African American	1.79%	0.00%
Filipino	3.28%	0.00%
Hispanic or Latino	0.45%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.72%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	1.09%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	2.70%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

*Last updated: 1/9/24*

## **School Safety Plan (School Year 2023–24)**

While the 2023/2024 plan was reviewed and updated at the February 2023 School Site Council meeting, Golden Oak's School Safety Plan is continually monitored for areas of improvement and/or change. This is conducted from November through February of each calendar year at Safety Committee meetings, Certificated and Classified Staff meetings, Coffee with the Principal, School Site Council Meetings, ELAC meetings, and community meetings held at the school site and/or via Zoom. Every student and staff member has the right to attend a safe school where he or she is free from physical or psychological harm.

The School Safety Plan includes:

- School disaster procedures
- A school-wide positive behavior and discipline plan
- Guidelines to promote safe student and staff transitions, including ingress and egress of buildings, as well as travel to and from school
- District and community resources for students and parents
- Guidelines to promote a safe environment where students, parents, staff, and the community communicate in a manner that is respectful to all cultural, racial, and religious backgrounds.

The School Safety plan was Board approved on March 8, 2023.

*Last updated: 1/11/24*



## 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) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	16.00	2	1	
1	13.00	1	1	
2	12.00	2	1	
3	20.00	1	3	
4	21.00	1	1	1
5	34.00		1	1
6	29.00		1	1
Other**	28.00	1	4	2

\* 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.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	22.00		3	
1	23.00		2	
2	26.00		2	
3	25.00		2	
4	28.00		3	
5	35.00			2
6	33.00		1	
Other**	28.00		2	1

\* 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.

**Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes* 1-20</b>	<b>Number of Classes* 21-32</b>	<b>Number of Classes* 33+</b>
K	24.00	0	4	0
1	26.00	0	2	0
2	26.00	0	2	0
3	26.00	0	3	0
4	33.00	0	0	0
5	36.00	0	0	2
6	30.00	0	3	0
Other**	31.00	0	1	1

\* 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 Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	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.

*Last updated: 1/9/24*

#### Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.37
Psychologist	0.40
Social Worker	0.00
Nurse	0.33
Speech/Language/Hearing Specialist	0.40
Resource Specialist (non-teaching)	
Other	0.20

\* 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: 1/9/24*

#### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$6787.93	\$615.69	\$6172.23	\$75330.92
District	N/A	N/A	\$5732.96	\$73651.58
Percent Difference – School Site and District	N/A	N/A	7.66%	2.28%
State	N/A	N/A	\$7606.62	\$88288.00
Percent Difference – School Site and State	N/A	N/A	-18.86%	-14.68%

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

*Last updated: 1/9/24*

**Types of Services Funded (Fiscal Year 2022–23)**

A combination of state and federal funding is used to cover all aspects of our instructional program. The District has increased positions, materials, professional development and supports to expand upon the instructional program for students.

A combination of state and federal funding is used to cover all aspects of our instructional program.

The District uses Title II funds to support professional development which will enhance early learning strategies. TOSAs were provided to support instruction through professional development and coaching opportunities.

Title III funds are utilized to expand educational opportunities that increase language and academic proficiency of our English learners, and to expand parent engagement opportunities.

Supplemental funds are used to provide Learning Support Teachers to support intervention for students. In addition, Orton Gillingham strategies, training and materials are provided to support Tier II and Tier III reading intervention for students.

*Last updated: 1/9/24*

**Professional Development**

The District provides professional development to address the needs of students and teachers in core and supplemental curriculum as well as social emotional support.

Measure	2021– 22	2022– 23	2023– 24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

*Last updated: 1/11/24*