Golden Oak Community

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- View this SARC online at the school and/or LEA Web sites.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents and community members should contact the school principal or the district office.

Mrs. Gayle G. Abril, Principal
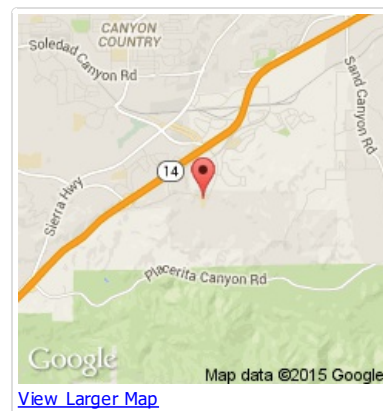
📍 Principal, Golden Oak Community

About Our School

Welcome to Golden Oak Community School where learning is our focus and where we are dedicated to school spirit. We celebrate our seventh year as a school and rejoice in our first graduating class of student who came to us as kindergarteners!

Contact

25201 Via Princessa
Santa Clarita, CA
91321

Phone: 661-251-8929
E-mail: gabril@sssd.k12.ca.us

View Larger Map

About This School

Contact Information - Most Recent Year

School	
School Name	Golden Oak Community
Street	25201 Via Princessa
City, State, Zip	Santa Clarita, Ca, 91321
Phone Number	661-251-8929
Principal	Mrs. Gayle G. Abril, Principal
E-mail Address	gabril@sssd.k12.ca.us
Web Site	http://goldenoak.sssd.k12.ca.us
County-District-School (CDS) Code	19650450116616

District	
District Name	Sulphur Springs Union
Phone Number	(661) 252-5131
Web Site	http://www.sssd.k12.ca.us
Superintendent First Name	Catherine
Superintendent Last Name	Kawaguchi
E-mail Address	ckawaguchi@sssd.k12.ca.us

Last updated: 1/28/2015

School Description and Mission Statement (Most Recent Year)

Opening its doors in August of 2008, Golden Oak Community School is the newest addition to the Sulphur Springs Union School District. Nestled in what will be the Golden Valley development, Golden Oak is the result of a partnership with developer, Pardee Homes, and the District. Golden Oak was built to house 500 students with a current enrollment of 530 students who were pulled from Fair Oaks Ranch and Valley View Community Schools. Our typical student comes from a single family home. Approximately 18% of the student population participates in the Free & Reduced Lunch Program and 11% of our students have a first language that is other than English. Golden Oak is proud of the state of the art technology present in all classrooms which includes the Computer and Science Labs. Each class is a "Smart Classroom" which includes an interactive white board called a Smart Board, digital doc camera and a sound enhancement system. Currently, we are in the process of adding iPad technology and a second Smart Board into our classrooms. All of this allows for instant access and information through the internet and keeps students actively engaged in learning.

In 2013, Golden Oak again came in first in the District when it came to the California State Testing, achieving an Academic Performance Index Score of 910. In 2014, the only State Testing was in the area of Science for Fifth Grade Students. 66 of our 71 students who were tested, scored the Advanced or Proficient Category. We contribute our continued success to following a Professional Learning Community model. Our vision and mission is 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 and highly qualified teachers bring the curriculum to life.

Currently, there are 19 regular education teachers of Kindergarten through Sixth Grades. Student learning is supported by a 40% Speech and Language Specialist, a 60% Resource Specialist Program Teacher, and a 40% School Psychologist. Classified employees include a full time Librarian, a part time Computer Lab Specialist and two part time Curriculum Specilaists (who also hold vaild teaching credentials).

To provide a strong foundation to our youngest students, Golden Oak School provides a Full Day Kindergarten Program. The Kindergarten class size is 22 students. This program was first piloted here and when found to be highly successful, it was adopted by all of the other schools in our district. Golden Oak is rich with parent support and involvement. Parent volunteers are visible in every classroom. There is a strong partnership between school personnel and the PTA. We share a common goal of inspiring students to be their personal best. During our first year, we created school traditions to follow for the years to come. We value each event and feel very fortunate to be a part of the "Little School With A Big Heart".

Last updated: 1/28/2015

## Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	66
Grade 1	66
Grade 2	84
Grade 3	82
Grade 4	83
Grade 5	71
Grade 6	73
Total Enrollment	530
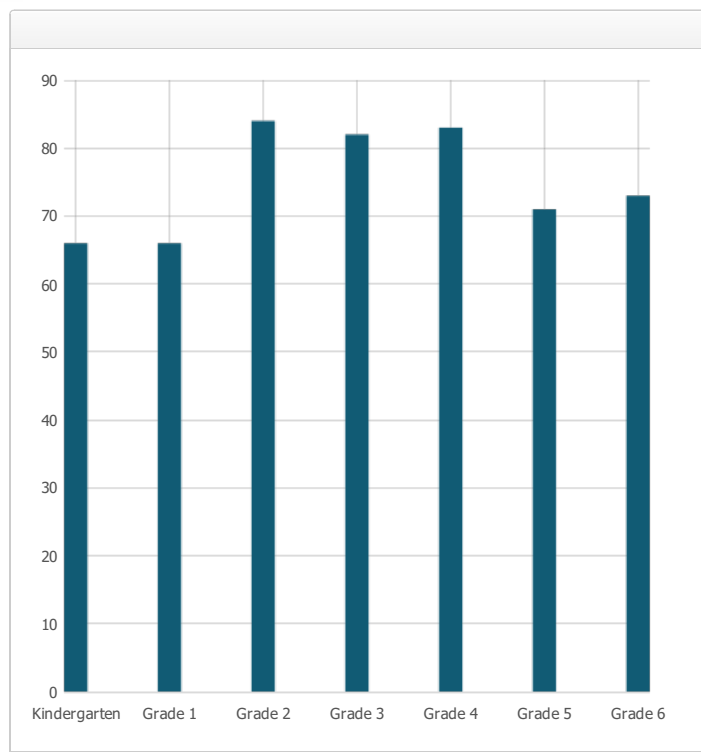
Last updated: 1/16/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	4.9
American Indian or Alaska Native	0.0
Asian	12.0
Filipino	3.7
Hispanic or Latino	33.1
Native Hawaiian or Pacific Islander	0.4
White	41.0
Two or More Races	4.9
Socioeconomically Disadvantaged	19.0
English Learners	9.2
Students with Disabilities	6.9
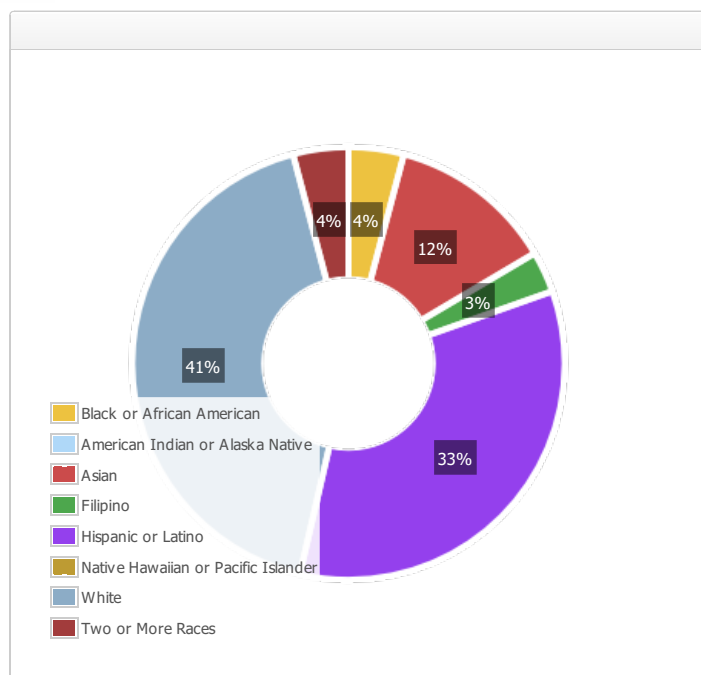
Last updated: 1/16/2015

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	18	20	21	256
Without Full Credential	0	0	0	1
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
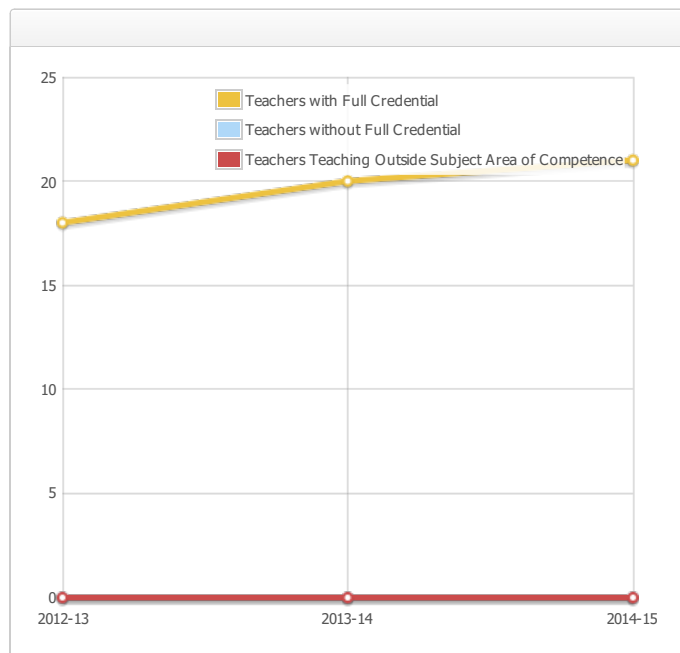
Last updated: 1/30/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
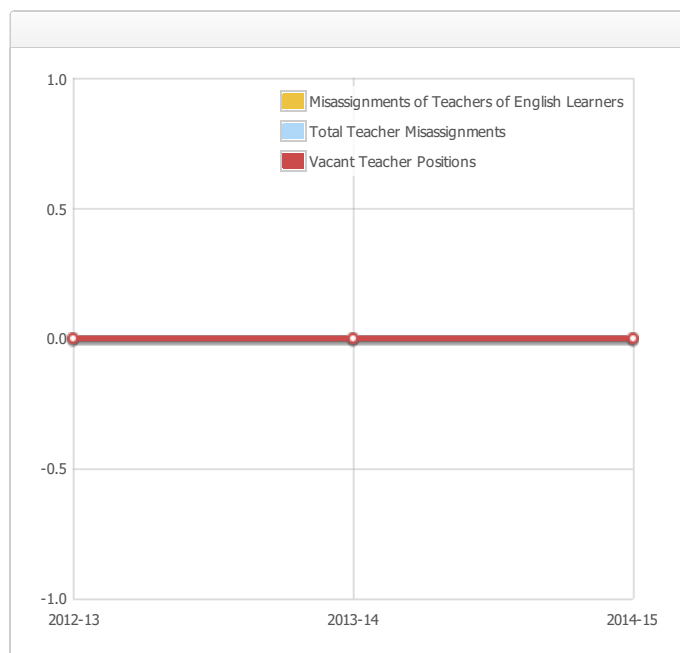
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/16/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/16/2015

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

Year and month in which data were collected: December 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Reading Language (K-6) (Adopted 2003) ***The state of California suspended textbook adoptions in 2009 and will be reinstating them in the 2015-2016 school year***	No	0.0
Mathematics	Envision Math	Yes	0.0
Science	Scott Foresman California Science (3-6) Houghton Mifflin California Science (K-2) ***The state of California suspended textbook adoptions in 2009 and will be reinstating them in the 2015-2016 school year***	Yes	0.0
History-Social Science	Scott Foresman History-Social Studies (K-5) (2007) Harcourt History-Social Studies (6) (2007) ***The state of California suspended textbook adoptions in 2009 and will be reinstating them in the 2015-2016 school year***	Yes	0.0
Foreign Language			0.0
Health			0.0
Visual and Performing Arts			0.0
Science Laboratory Equipment (grades 9-12)			0.0

Last updated: 1/16/2015

School Facility Conditions and Planned Improvements - Most Recent Year

Golden Oak's construction was completed in the spring of 2008. The campus is comprised of three main buildings. The main building is a single story and houses the administrative offices and the multi-purpose room. The other two buildings are two story and house classrooms, the Library, Computer Lab and Science Lab. Golden Oak has both hard and green scape. There is a full soccer field along with a running track. A separated play area is provided for our kindergarten students. Supervision is provided twenty minutes before and twenty minutes after the instructional hours.

Our school continues to have that "Just built" look and feel. Our campus is well maintained and in very good condition. At this time there is not a need for any planned improvements.

Last updated: 1/28/2015

School Facility Good Repair Status - Most Recent Year

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

Overall Facility Rate - Most Recent Year

Overall Rating	Exemplary

Last updated: 1/16/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

| | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
Subject	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	89	84	91	73	65	76	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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

Last updated: 1/16/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	76
All Students at the School	91
Male	92
Female	90
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	88
Native Hawaiian or Pacific Islander	
White	93
Two or More Races	
Socioeconomically Disadvantaged	92
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			**District**			**State**		
Subject	**2010-11**	**2011-12**	**2012-13**	**2010-11**	**2011-12**	**2012-13**	**2010-11**	**2011-12**	**2012-13**
English-Language Arts	72%	79%	77%	62%	65%	65%	54%	56%	55%
Mathematics	76%	81%	82%	64%	65%	67%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	N/A	N/A	N/A	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	9	9	9
Similar Schools	6	5	6

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	-16	21	1
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	2	13	1
Native Hawaiian or Pacific Islander			
White	-22	27	3
Two or More Races			
Socioeconomically Disadvantaged			-2
English Learners			5
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	17.3%	32.0%	24.0%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Last updated: 1/16/2015

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement - Most Recent Year

Parent support and involvement is a hallmark of Golden Oak School along with the Sulphur Springs Union School District. Our commitment to community involvement is demonstrated by providing a variety of access avenues. The Golden Oak PTA is our largest parent organization. The PTA plans and sponsors many school events: Fall Festival, Family Dances, Holiday Boutique, Red Ribbon Week, and Ice Cream Socials just to name a few. Our School Site Council/ELAC provides elected parent representatives to give input on our School Plan, School Budget and School Safety Plan. Golden Oak is rich with parent volunteers who can be found daily in the office, library, and classrooms.

State Priority: Pupil Engagement

Last updated: 1/28/2015

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

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

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

	School			District			State		
Rate	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	1.00	0.00	0.00	84.00	73.00	55.00	5.70	5.10	4.40
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10
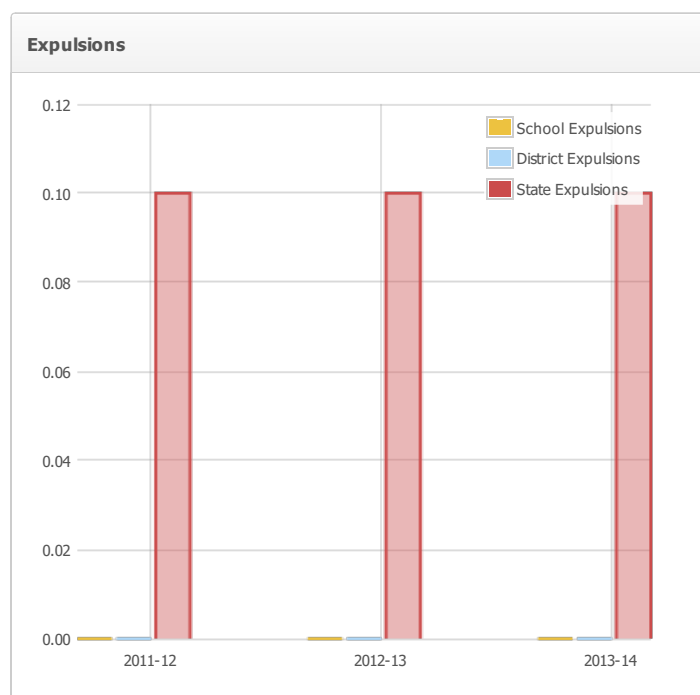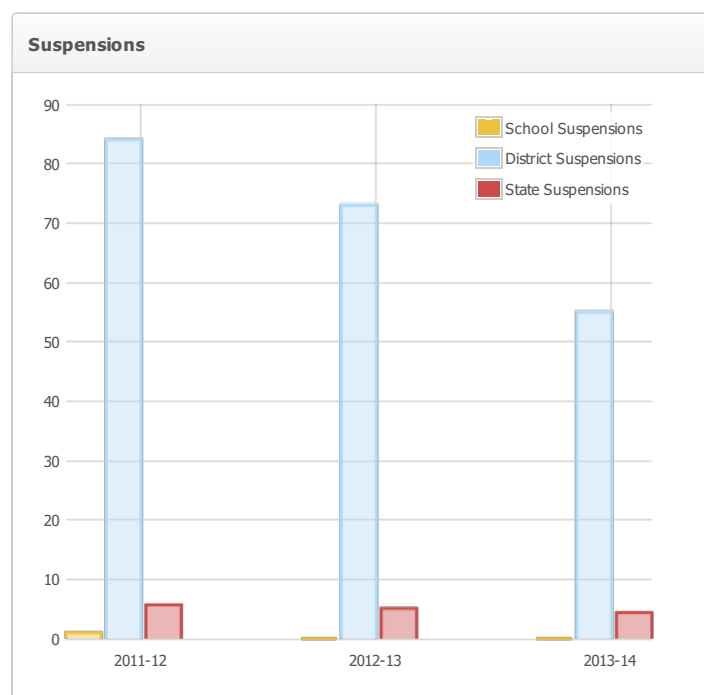
Last updated: 1/16/2015

School Safety Plan - Most Recent Year

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

-Guidelines to ensure a safe teaching and learning environment

-Guidelines to promote safe travel to and from school

-District and community resources for students and parents

-Guidelines to promote an environment where students, parents, staff and the community communicate in a manner that is respectful to all cultural, racial, and religious backgrounds

-Promoting positive behavior and character through school Discipline Policy based on Character Counts Program

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

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

Last updated: 1/16/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement *		Year 3
Number of Schools Currently in Program Improvement	N/A	4
Percent of Schools Currently in Program Improvement	N/A	44.0%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/16/2015

Average Class Size and Class Size Distribution (Elementary)

	2011-12				2012-13				2013-14			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	21.0	6	0	0	22.0		3		22.0		3	
1	22.0	3	0	0	22.0		3		22.0		3	
2	27.6	3	0	0	23.0	1	2		25.0	1	2	
3	27.3	4	0	0	21.0	2	2		18.0	2	2	
4	22.0	3	0	0	26.0	1	2		28.0		3	
5	20.0	2	0	0	33.0			2	25.0	1	2	
6	26.0				30.0		2		24.0	1	2	
Other												

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

Last updated: 1/20/2015

	2011-12				2012-13				2013-14			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	0.6	N/A
Other	0.0	N/A

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

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

Last updated: 1/16/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$4,903	$272	$4,631	$63,513
District	N/A	N/A	$5,611	$68,577
Percent Difference – School Site and District	N/A	N/A	17.50%	7.50%
State	N/A	N/A	$4,690	$70,788
Percent Difference – School Site and State	N/A	N/A	1.00%	10.00%

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

Last updated: 1/16/2015

## Types of Services Funded (Fiscal Year 2013-14)

Categorical dollars support training for teachers in working with special populations of students (English Learners, Gifted and Talented Students - GATE) and general teacher training. Funds are also allocated to the site to support intervention programs for students who are at risk academically.

Last updated: 1/16/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$40,411	$41,507
Mid-Range Teacher Salary	$62,862	$67,890
Highest Teacher Salary	$83,477	$86,174
Average Principal Salary (Elementary)	$98,174	$109,131
Average Principal Salary (Middle)	$00	$111,937
Average Principal Salary (High)	$00	$109,837
Superintendent Salary	$160,123	$185,462
Percent of Budget for Teacher Salaries	39.0%	42.0%
Percent of Budget for Administrative Salaries	6.0%	6.0%

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

Teacher Salary Chart

Principal Salary Chart
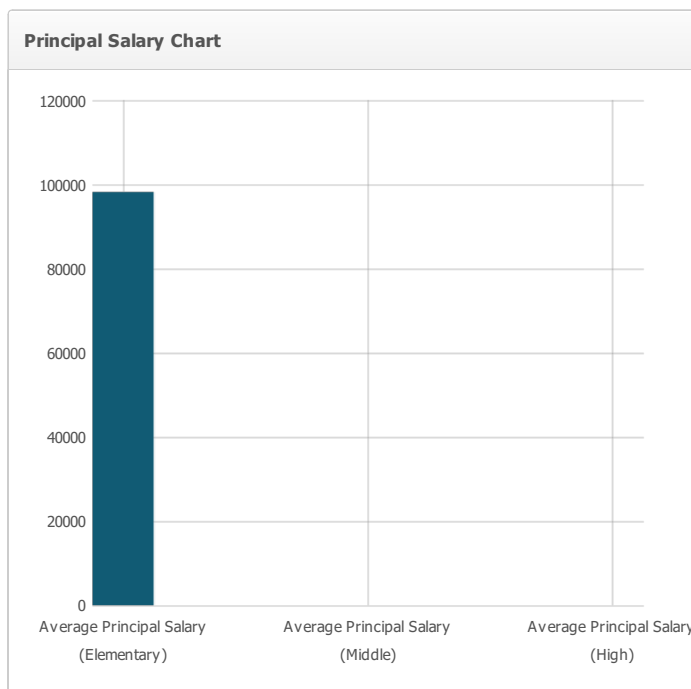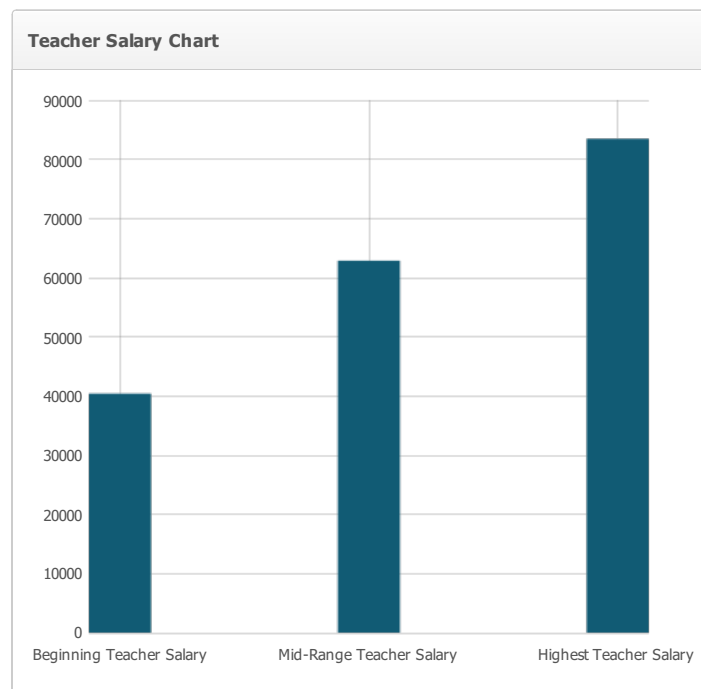
Last updated: 1/16/2015

Professional Development — Most Recent Three Years

The Sulphur Springs School District is firmly committed to the continual development and improvement of its teachers. To this end, the district provides professional development activities and training to enhance teacher effectiveness annually. During the 2013-2014 school year, all teachers were provided with the opportunity to attend workshops, seminars, and other staff development opportunities. Each Tuesday students were released one hour early to provide teachers with site-based professional development opportunities that include site-based training, grade level collaborative planning, and independent planning. Numerous staff meetings focused on analyzing student performance of state and local assessments and how to modify instruction to better meet student needs. Staff development topics covered all curriculum areas although there was an emphasis on reading, writing, supporting English Learners, assessment, science and diversity.

Last updated: 1/28/2015