Golden Oak Community

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

Published During 2015-16

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

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

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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

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

Mrs. Gretchen Lupica, Principal

Principal, Golden Oak Community

About Our School

Welcome to Golden Oak Community School where students achieving their greatest potential is our collaborative purpose. We celebrate our eighth year as a school and are proud of our growing enrollment of wonderful lifelong learners.

Golden Oak Community School is a wonderful place to attend school. We have a caring staff 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 by Encouraging others. 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 look forward to building a successful educational community founded on the comprehensive support of students, parents, and staff.

**Spanish version of the School Accountability Report Card will be available at:
http://goldenoak.sssd.k12.ca.us/pages/GoldenOak/School_Info/Annual_SARC_Report_Card

Contact

Golden Oak Community
25201 Via Princessa
Canyon Country, CA 91321-1429

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

About This School

Contact Information - Most Recent Year

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

School Contact Information - Most Recent Year	
School Name	Golden Oak Community
Street	25201 Via Princessa
City, State, Zip	Canyon Country, Ca, 91321-1429
Phone Number	661-251-8929
Principal	Mrs. Gretchen Lupica, Principal
E-mail Address	glupica@sssd.k12.ca.us
Web Site	http://goldenoak.sssd.k12.ca.us/pages/GoldenOak
County-District-School (CDS) Code	19650450116616

Last updated: 1/14/2016

School Description and Mission Statement - Most Recent Year

Golden Oak Community School, established in 2008, had 550 students enrolled at the beginning of the 2014-2015 school year. Approximately 20% 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, including the computer and science labs, allowing the students at Golden Oak to develop as 21st Century Learners.

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.

Currently, there are 20 general education teachers in our Kindergarten through Sixth Grade. 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 Specialists. To provide a strong foundation to our youngest students, Golden Oak School provides a Full Day Kindergarten Program.

Students at Golden Oak are recognized for their dedication to academics and characterdevelopment through Caught Being Good slips, monthly academic and character 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 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.

Last updated: 1/10/2016

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

Grade Level	Number of Students
Kindergarten	68
Grade 1	69
Grade 2	76
Grade 3	82
Grade 4	82
Grade 5	87
Grade 6	78
Total Enrollment	542
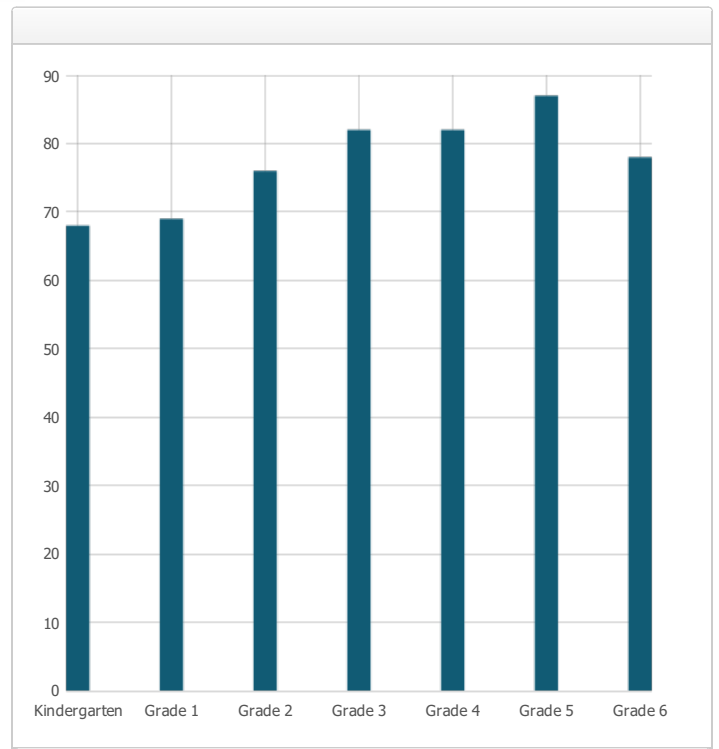
Last updated: 1/10/2016

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

Student Group	Percent of Total Enrollment
Black or African American	7.0 %
American Indian or Alaska Native	0.0 %
Asian	12.2 %
Filipino	4.1 %
Hispanic or Latino	32.8 %
Native Hawaiian or Pacific Islander	0.4 %
White	38.6 %
Two or More Races	5.0 %
Socioeconomically Disadvantaged	24.4 %
English Learners	10.3 %
Students with Disabilities	7.2 %
Foster Youth	0.9 %
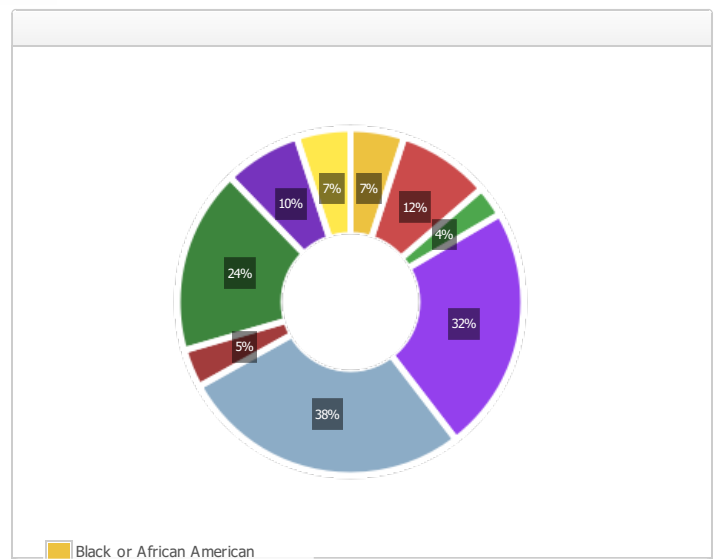
Last updated: 1/13/2016

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	21	21	22	258
Without Full Credential	0	0	0	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	
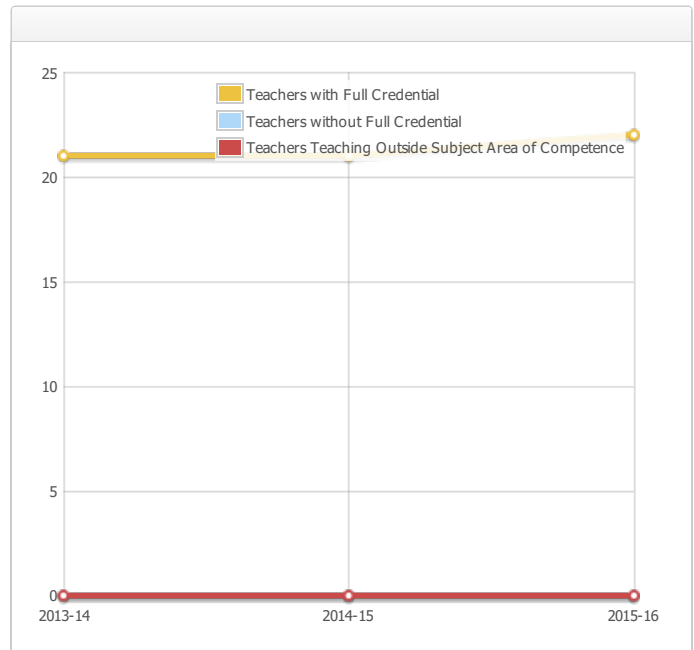
Last updated: 1/13/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0
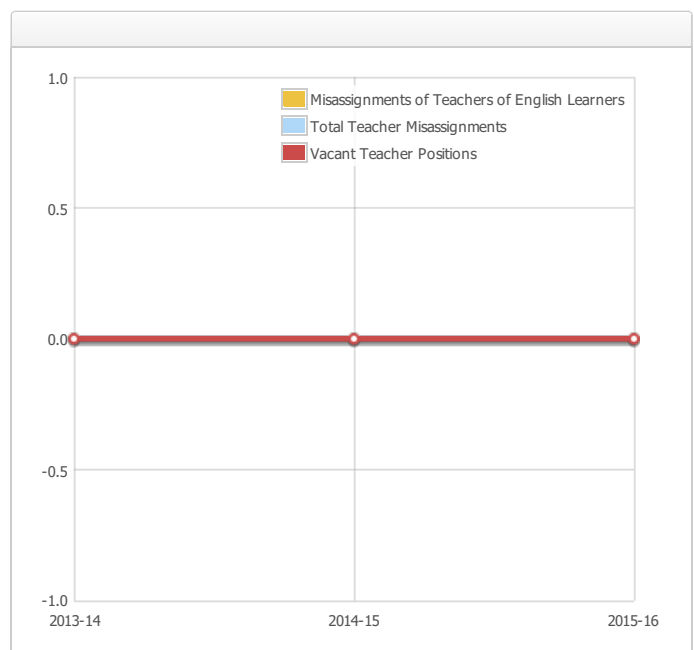
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/13/2016

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

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

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

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

Year and month in which data were collected: September 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Reading California 2003	Yes	0.0 %
Mathematics	Houghton Mifflin California Math Expressions 2015	Yes	0.0 %
Science	Pearson California Science 2008	Yes	0.0 %
History-Social Science	Pearson History-Social Science for California 2006	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	Harcourt, 1996	Yes	0.0 %
Visual and Performing Arts	McGraw Hill, Share the Music 1990	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A		0.0 %

Last updated: 1/13/2016

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, staff workroom, staff lounge, a stage, the school kitchen 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 separate play area is provided for our kindergarten students.

A daily schedule for the custodial staff (comprised of one full time day custodian and one full time night custodian) is followed to maintain a clean school facility. The district grounds crew is scheduled for one day a week to monitor and care for the grounds of the school facility.

Monthly inspections are done to monitor the cleanliness of the school site.

Our campus is well maintained and in very good condition.

At this time there is not a need for any planned improvements

Last updated: 1/14/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: December 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	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

Year and month in which data were collected: December 2015

Overall Rating	Exemplary

Last updated: 1/14/2016

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

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

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	72.0%	55.0%	44.0%
Mathematics (grades 3-8 and 11)	63.0%	46.0%	33.0%

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

Last updated: 1/13/2016

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

ELA - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	83	83	100.0%	6.0%	24.0%	31.0%	39.0%
Male	83	38	45.8%	11.0%	24.0%	34.0%	32.0%
Female	83	45	54.2%	2.0%	24.0%	29.0%	44.0%
Black or African American	83	5	6.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	83	8	9.6%	--	--	--	--
Filipino	83	2	2.4%	--	--	--	--
Hispanic or Latino	83	33	39.8%	9.0%	24.0%	33.0%	33.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	83	32	38.6%	6.0%	25.0%	28.0%	41.0%
Two or More Races	83	3	3.6%	--	--	--	--
Socioeconomically Disadvantaged	83	18	21.7%	6.0%	22.0%	28.0%	44.0%
English Learners	83	4	4.8%	--	--	--	--
Students with Disabilities	83	4	4.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

Last updated: 1/13/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	82	82	100.0%	17.0%	18.0%	28.0%	37.0%
Male	82	43	52.4%	21.0%	16.0%	26.0%	37.0%
Female	82	39	47.6%	13.0%	21.0%	31.0%	36.0%
Black or African American	82	6	7.3%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	82	10	12.2%	--	--	--	--
Filipino	82	4	4.9%	--	--	--	--
Hispanic or Latino	82	28	34.1%	21.0%	32.0%	25.0%	21.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	82	31	37.8%	13.0%	13.0%	23.0%	52.0%
Two or More Races	82	3	3.7%	--	--	--	--
Socioeconomically Disadvantaged	82	18	22.0%	22.0%	33.0%	28.0%	17.0%
English Learners	82	3	3.7%	--	--	--	--
Students with Disabilities	82	13	15.9%	46.0%	23.0%	15.0%	15.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/13/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	84	84	100.0%	4.0%	11.0%	50.0%	36.0%
Male	84	38	45.2%	5.0%	13.0%	45.0%	37.0%
Female	84	46	54.8%	2.0%	9.0%	54.0%	35.0%
Black or African American	84	8	9.5%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	84	7	8.3%	--	--	--	--
Filipino	84	3	3.6%	--	--	--	--
Hispanic or Latino	84	29	34.5%	3.0%	14.0%	55.0%	28.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	84	33	39.3%	3.0%	3.0%	55.0%	39.0%
Two or More Races	84	4	4.8%	--	--	--	--
Socioeconomically Disadvantaged	84	20	23.8%	10.0%	20.0%	50.0%	20.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	84	4	4.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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Last updated: 1/13/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	79	79	100.0%	10.0%	24.0%	43.0%	23.0%
Male	79	36	45.6%	14.0%	25.0%	47.0%	14.0%
Female	79	43	54.4%	7.0%	23.0%	40.0%	30.0%
Black or African American	79	10	12.7%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	79	9	11.4%	--	--	--	--
Filipino	79	2	2.5%	--	--	--	--
Hispanic or Latino	79	24	30.4%	8.0%	38.0%	38.0%	17.0%
Native Hawaiian or Pacific Islander	79	1	1.3%	--	--	--	--
White	79	30	38.0%	3.0%	17.0%	50.0%	30.0%
Two or More Races	79	3	3.8%	--	--	--	--
Socioeconomically Disadvantaged	79	19	24.1%	5.0%	32.0%	47.0%	16.0%
English Learners	79	1	1.3%	--	--	--	--
Students with Disabilities	79	5	6.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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  Level 2 = Standard nearly met
  Level 3 = Standard met
  Level 4 = Standard exceeded

Last updated: 1/13/2016

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Mathematics - Grade 3

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	83	83	100.0%	4.0%	19.0%	37.0%	40.0%
Male	83	38	45.8%	3.0%	21.0%	32.0%	45.0%
Female	83	45	54.2%	4.0%	18.0%	42.0%	36.0%
Black or African American	83	5	6.0%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	83	8	9.6%	--	--	--	--
Filipino	83	2	2.4%	--	--	--	--
Hispanic or Latino	83	33	39.8%	3.0%	30.0%	27.0%	39.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	83	32	38.6%	6.0%	13.0%	53.0%	28.0%
Two or More Races	83	3	3.6%	--	--	--	--
Socioeconomically Disadvantaged	83	18	21.7%	0.0%	39.0%	11.0%	50.0%
English Learners	83	4	4.8%	--	--	--	--
Students with Disabilities	83	4	4.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 1/13/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	82	81	98.8%	12.0%	32.0%	27.0%	28.0%
Male	82	43	52.4%	16.0%	26.0%	23.0%	35.0%
Female	82	38	46.3%	8.0%	39.0%	32.0%	21.0%
Black or African American	82	6	7.3%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	82	10	12.2%	--	--	--	--
Filipino	82	4	4.9%	--	--	--	--
Hispanic or Latino	82	27	32.9%	15.0%	48.0%	22.0%	15.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	82	31	37.8%	10.0%	19.0%	29.0%	42.0%
Two or More Races	82	3	3.7%	--	--	--	--
Socioeconomically Disadvantaged	82	17	20.7%	24.0%	41.0%	29.0%	6.0%
English Learners	82	3	3.7%	--	--	--	--
Students with Disabilities	82	12	14.6%	42.0%	33.0%	17.0%	8.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 1/13/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	84	84	100.0%	7.0%	27.0%	30.0%	36.0%
Male	84	38	45.2%	5.0%	26.0%	16.0%	53.0%
Female	84	46	54.8%	9.0%	28.0%	41.0%	22.0%
Black or African American	84	8	9.5%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	84	7	8.3%	--	--	--	--
Filipino	84	3	3.6%	--	--	--	--
Hispanic or Latino	84	29	34.5%	10.0%	38.0%	31.0%	21.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	84	33	39.3%	0.0%	21.0%	33.0%	45.0%
Two or More Races	84	4	4.8%	--	--	--	--
Socioeconomically Disadvantaged	84	20	23.8%	20.0%	10.0%	30.0%	40.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	84	4	4.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Last updated: 1/13/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	79	79	100.0%	11.0%	34.0%	25.0%	29.0%
Male	79	36	45.6%	14.0%	39.0%	25.0%	22.0%
Female	79	43	54.4%	9.0%	30.0%	26.0%	35.0%
Black or African American	79	10	12.7%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	79	9	11.4%	--	--	--	--
Filipino	79	2	2.5%	--	--	--	--
Hispanic or Latino	79	24	30.4%	13.0%	38.0%	29.0%	21.0%
Native Hawaiian or Pacific Islander	79	1	1.3%	--	--	--	--
White	79	30	38.0%	3.0%	33.0%	33.0%	30.0%
Two or More Races	79	3	3.8%	--	--	--	--
Socioeconomically Disadvantaged	79	19	24.1%	16.0%	26.0%	32.0%	26.0%
English Learners	79	1	1.3%	--	--	--	--
Students with Disabilities	79	5	6.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

Last updated: 1/13/2016

California Standards Tests 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	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	84.0%	90.0%	84.0%	64.0%	76.0%	76.0%	59.0%	60.0%	56.0%

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

Last updated: 1/13/2016

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

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	76.0%
All Students at the School	84.0%
Male	89.0%
Female	80.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	86.0%
Native Hawaiian or Pacific Islander	--
White	84.0%
Two or More Races	--
Socioeconomically Disadvantaged	80.0%
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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

Last updated: 1/13/2016

State Priority: Other Pupil Outcomes

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

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

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	28.6%	29.8%	14.3%

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: 1/13/2016

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement - Most Recent Year

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. Additionally, parents are invited to the school for events such as Back to School Night, Open House, GATE Night, grade level performances, Parent Conferences, monthly awards assemblies, AR awards assemblies, and parent workshops.

State Priority: Pupil Engagement

Last updated: 1/13/2016

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

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

State Priority: School Climate

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

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

Suspensions and Expulsions

	School			District			State		
Rate	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.0	0.0	2.0	73.0	55.0	35.0	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1
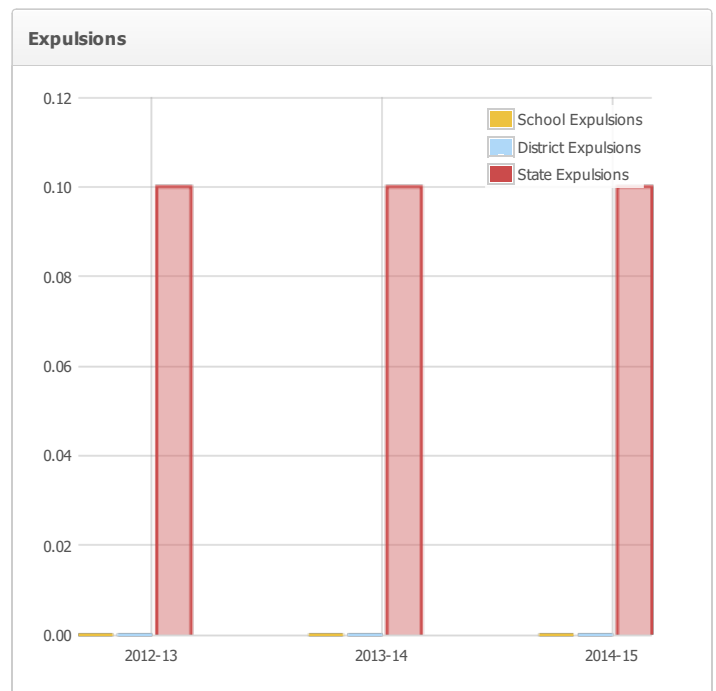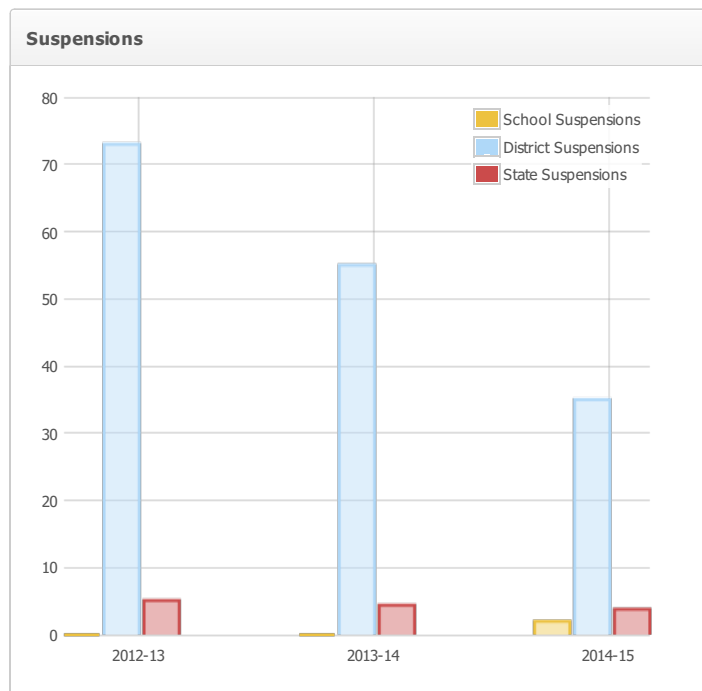
Last updated: 1/13/2016

School Safety Plan - Most Recent Year

While the 2014/2015 plan was reviewed and updated at the Febrary 2015 School Site Council meeting, Golden Oak's School Safety Plan is continually monitored for areas of improvement and/or change. 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

Last updated: 1/14/2016

D. Other SARC Information

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

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	33.0%

Note: Cells with NA values do not require data.

Last updated: 1/8/2016

Average Class Size and Class Size Distribution (Elementary)

	2012-13				2013-14				2014-15			
		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	22.0		3		22.0		3		23.0		3	
1	22.0		3		22.0		3		21.0		3	
2	29.0		2		29.0		2		27.0		3	
3	29.0		3		28.0		3		25.0		3	
4	29.0		3		30.0		3		29.0		3	
5	33.0			2	27.0		2		34.0			2
6	30.0		2		31.0		3		33.0		1	2
Other												

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

Last updated: 1/13/2016

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$6511.7	$398.4	$6133.3	$69469.3
District	N/A	N/A	$6027.0	$71674.0
Percent Difference – School Site and District	N/A	N/A	1.4%	3.1%
State	N/A	N/A	$5348.0	$72993.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

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

|	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	$6511.7	$398.4	$6133.3	$69469.3

Types of Services Funded (Fiscal Year 2014-15)

• Gifted and Talented Education (GATE)

• Title II, Part A - Teacher Quality & Class Size Reduction

• Title III, Part A - Limited English Proficient (LEP)

• School and Library Improvement Grant (SIG)

Last updated: 1/8/2016

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$41,942	$43,091
Mid-Range Teacher Salary	$65,245	$70,247
Highest Teacher Salary	$86,533	$89,152
Average Principal Salary (Elementary)	$105,364	$112,492
Average Principal Salary (Middle)	--	$116,021
Average Principal Salary (High)	--	$117,511
Superintendent Salary	$161,724	$192,072
Percent of Budget for Teacher Salaries	38.0%	41.0%
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
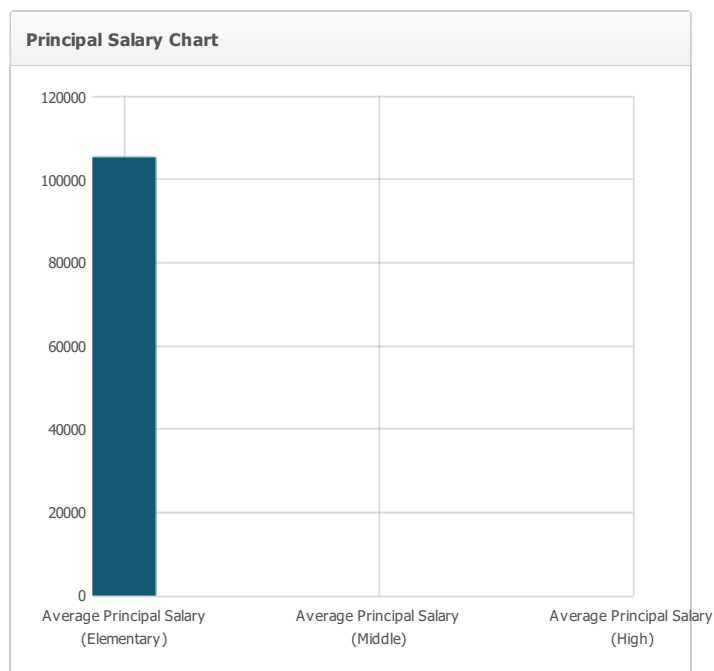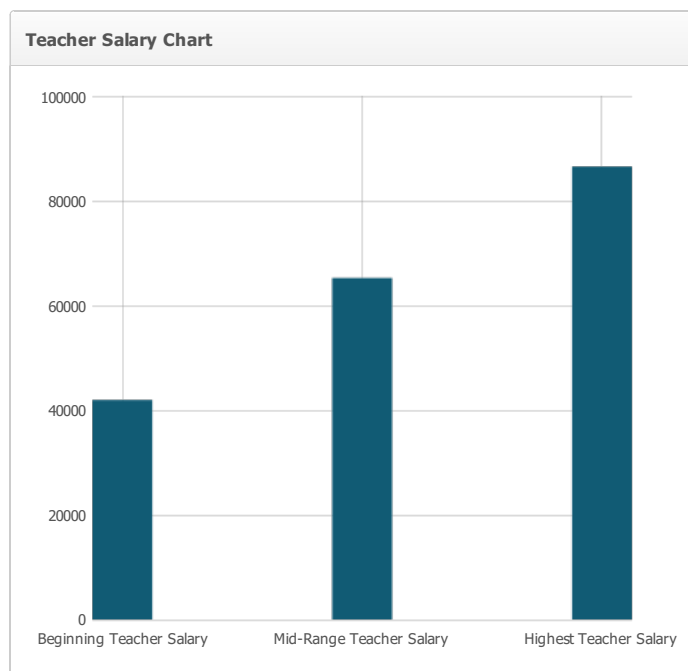
Last updated: 1/13/2016

Professional Development – Most Recent Three Years

The Sulphur Springs Union School District is firmly committed to providing professional development for all teachers to support the successful progress for our students' academic and social development. Our continued professional development is based on data reflecting our students' academic and social needs.

The professional development offered is grade level or content specific, and addresses the current California State Standards. Professional development can include training in specific subject areas, general academics, social behavior, instructional use of technology, as well as job-embedded activities related to the California Standards for the Teaching Profession. The district also provides a support program Beginning Teacher Support and Assessment (BTSA) for new teachers.

The district and site administrators also provide and attend workshops in curriculum, performance assessment, interventions, technology, supervision, evaluation, and leadership. In addition to professional development activities offered to the district's teachers and administrators, classified employees also receive training based on the specific needs of their assignment.

The Sulphur Springs Union School District and Golden Oak Community School are committed to providing professional development activities to every educator to improve instruction and enhance student achievement. In addition to the calendared professional development days, the district and site also provides numerous professional development opportunities throughout the year, on early release Tuesdays, after school, and during winter and summer breaks. Every Tuesday students are released one hour early to provide teachers with site-based professional development opportunities that include site-based staff development, grade level collaborative planning, and student data analysis. Implementation of professional development is supported through: teacher-principal meetings, student performance data reporting, objective conferences, peer coaching, classroom observations, and consistent follow-up.

Last updated: 1/7/2016