

# Golden Oak Community

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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/fq/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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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



### 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 ninth 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](http://goldenoak.sssd.k12.ca.us/pages/GoldenOak/School_Info/Annual_SARC_Report_Card)

#### Contact

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

Phone: 661-251-8929  
E-mail: [glupica@sssd.k12.ca.us](mailto:glupica@sssd.k12.ca.us)

## About This School

### Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	Sulphur Springs Union
<b>Phone Number</b>	(661) 252-5131
<b>Superintendent</b>	Catherine Kawaguchi
<b>E-mail Address</b>	<a href="mailto:ckawaguchi@sssd.k12.ca.us">ckawaguchi@sssd.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.sssd.k12.ca.us">http://www.sssd.k12.ca.us</a>

School Contact Information (School Year 2016-17)	
<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. Gretchen Lupica, Principal
<b>E-mail Address</b>	<a href="mailto:glupica@sssd.k12.ca.us">glupica@sssd.k12.ca.us</a>
<b>County-District-School (CDS) Code</b>	19650450116616

*Last updated: 1/31/2017*

### School Description and Mission Statement (School Year 2016-17)

Golden Oak Community School, established in 2008, had 550 students enrolled at the beginning of the 2015-2016 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 21 general education teachers in our Kindergarten through Sixth Grade. Student learning is supported by a 40% Speech and Language Pathologist, a 60% Resource Specialist Program Teacher, and a 40% School Psychologist. Classified employees include a part time Library Technician, a part time Computer Lab Specialist and a Science Lab Technician.

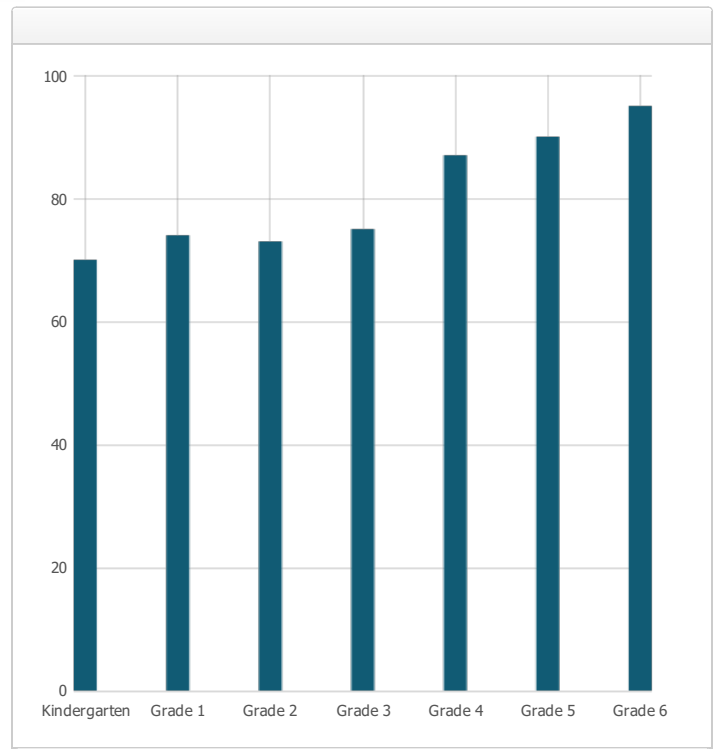
Students at Golden Oak are recognized for their dedication to academics and character development through Caught Being Good slips, monthly academic and character awards, and a weekly principal's award titled "The Wise Owl Award."

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: 1/31/2017*

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	70
Grade 1	74
Grade 2	73
Grade 3	75
Grade 4	87
Grade 5	90
Grade 6	95
<b>Total Enrollment</b>	<b>564</b>



Last updated: 1/31/2017

### Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	5.3 %
American Indian or Alaska Native	0.2 %
Asian	11.3 %
Filipino	3.9 %
Hispanic or Latino	36.5 %
Native Hawaiian or Pacific Islander	0.2 %
White	36.5 %
Two or More Races	6.0 %
Other	0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	23.6 %
English Learners	9.2 %
Students with Disabilities	6.9 %
Foster Youth	0.2 %

Last updated: 1/31/2017

## A. Conditions of Learning

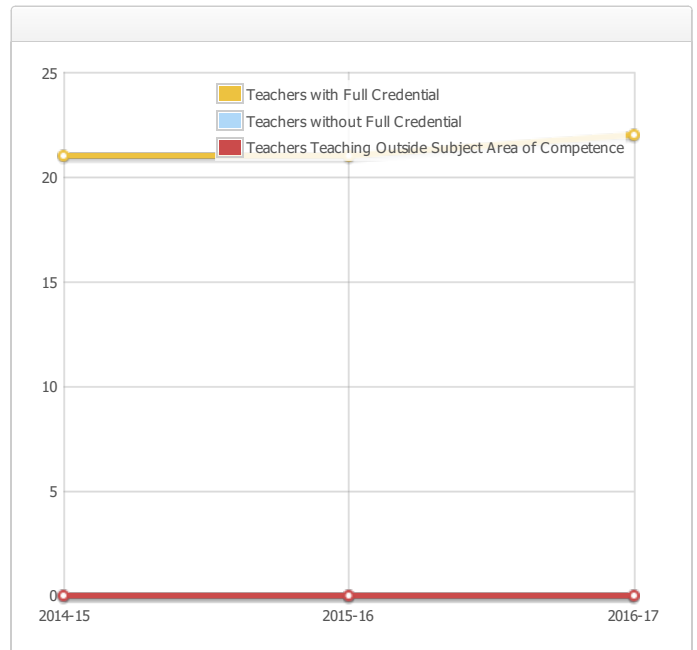
### State Priority: Basic

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

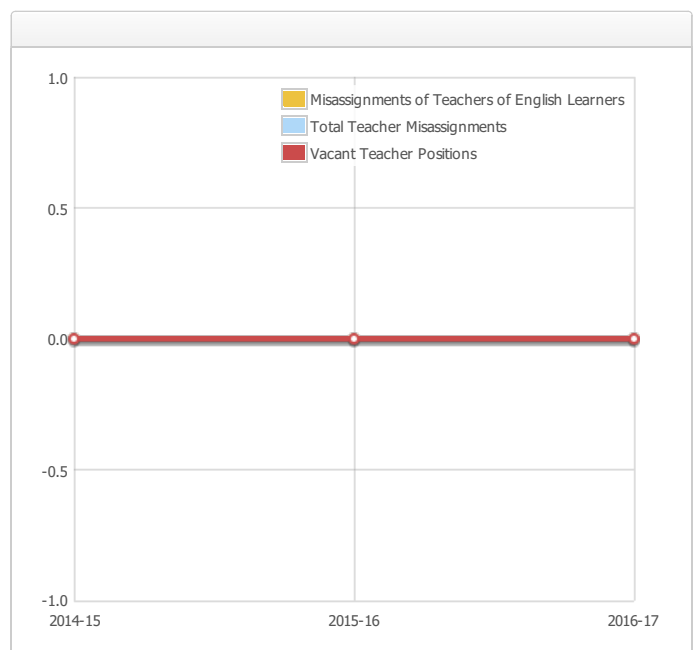
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	21	21	22	252
Without Full Credential	0	0	0	4
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/31/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 1/31/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

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.

*Last updated: 1/31/2017*

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: January 2017

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	Yes	0.0 %
Mathematics	Houghton Mifflin California Math Expressions	Yes	0.0 %
Science	Pearson California Science	Yes	0.0 %
History-Social Science	Pearson History-Social Science for California	Yes	0.0 %
Foreign Language			0.0 %
Health	Harcourt	Yes	0.0 %
Visual and Performing Arts	McGraw Hill, Share the Music Davis Publications, Adventures in Art	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

*Last updated: 1/31/2017*

## School Facility Conditions and Planned Improvements

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: 1/31/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: July 2016

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

Year and month of the most recent FIT report: July 2016

Overall Rating	Good
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*Last updated: 1/31/2017*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. 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 significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	72.0%	69.0%	55.0%	59.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	63.0%	60.0%	46.0%	47.0%	34.0%	36.0%

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.

*Last updated: 1/31/2017*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	77	77	100.0%	62.3%
Male	41	41	100.0%	61.0%
Female	36	36	100.0%	63.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	14	100.0%	78.6%
Filipino	--	--	--	--
Hispanic or Latino	22	22	100.0%	50.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	30	100.0%	66.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	21	21	100.0%	52.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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: 1/31/2017*



**ELA - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	86	85	98.8%	63.5%
Male	39	38	97.4%	55.3%
Female	47	47	100.0%	70.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	35	35	100.0%	57.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	33	100.0%	57.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	21	21	100.0%	66.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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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: 1/31/2017*

**ELA - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	90	89	98.9%	70.8%
Male	45	44	97.8%	65.9%
Female	45	45	100.0%	75.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	32	32	100.0%	62.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	33	100.0%	78.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	18	100.0%	50.0%
English Learners	--	--	--	--
Students with Disabilities	12	12	100.0%	41.7%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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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: 1/31/2017*

**ELA- Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	95	94	99.0%	78.7%
Male	44	44	100.0%	72.7%
Female	51	50	98.0%	84.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	34	34	100.0%	67.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	37	36	97.3%	83.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	20	100.0%	75.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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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: 1/31/2017*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	77	77	100.0%	57.1%
Male	41	41	100.0%	63.4%
Female	36	36	100.0%	50.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	14	100.0%	85.7%
Filipino	--	--	--	--
Hispanic or Latino	22	22	100.0%	36.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	30	100.0%	60.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	21	21	100.0%	42.9%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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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: 1/31/2017*

**Mathematics - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	86	85	98.8%	61.2%
Male	39	38	97.4%	55.3%
Female	47	47	100.0%	66.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	35	35	100.0%	54.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	33	100.0%	54.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	21	21	100.0%	52.4%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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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: 1/31/2017*

**Mathematics - Grade 5**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	89	87	97.8%	58.6%
Male	45	44	97.8%	65.9%
Female	44	43	97.7%	51.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	32	31	96.9%	45.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	32	32	100.0%	71.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	17	94.4%	47.1%
English Learners	--	--	--	--
Students with Disabilities	12	11	91.7%	36.4%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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*Last updated: 1/31/2017*

**Mathematics - Grade 6**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	95	94	99.0%	61.7%
Male	44	44	100.0%	61.4%
Female	51	50	98.0%	62.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	34	34	100.0%	47.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	37	36	97.3%	72.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	20	100.0%	75.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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*Last updated: 1/31/2017*

**CAASPP Test Results in Science for All Students**

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	90.0%	84.0%	89.0%	76.0%	76.0%	71.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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: 1/31/2017*

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	89	88	98.9%	88.6%
Male	45	44	97.8%	90.9%
Female	44	44	100.0%	86.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	32	32	100.0%	87.5%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	32	32	100.0%	84.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	18	18	100.0%	77.8%
English Learners	--	--	--	--
Students with Disabilities	12	12	100.0%	75.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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: 1/31/2017*



# 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 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.9%	15.9%	36.4%

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: 1/31/2017*

## 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 (School Year 2016-17)

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, and Red Ribbon Week just to name a few. Our School Site Council and our 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: 1/31/2017*

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

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

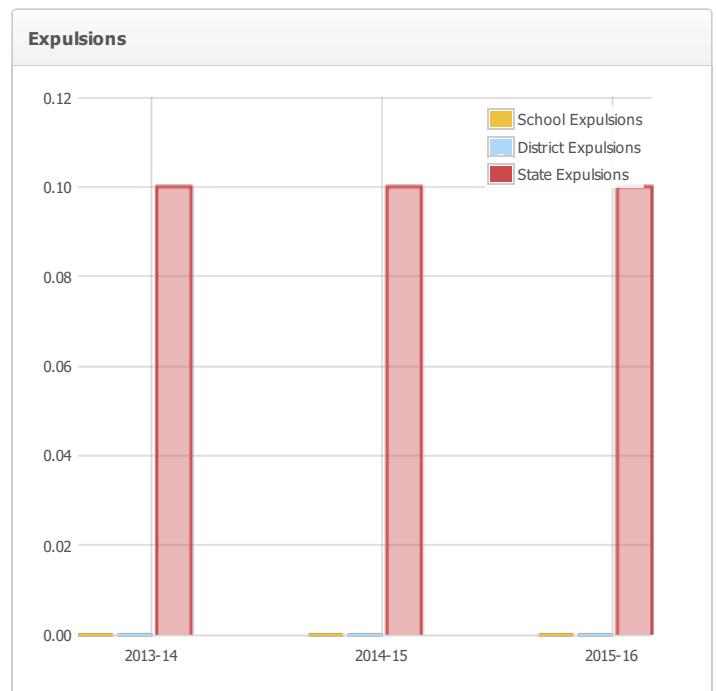
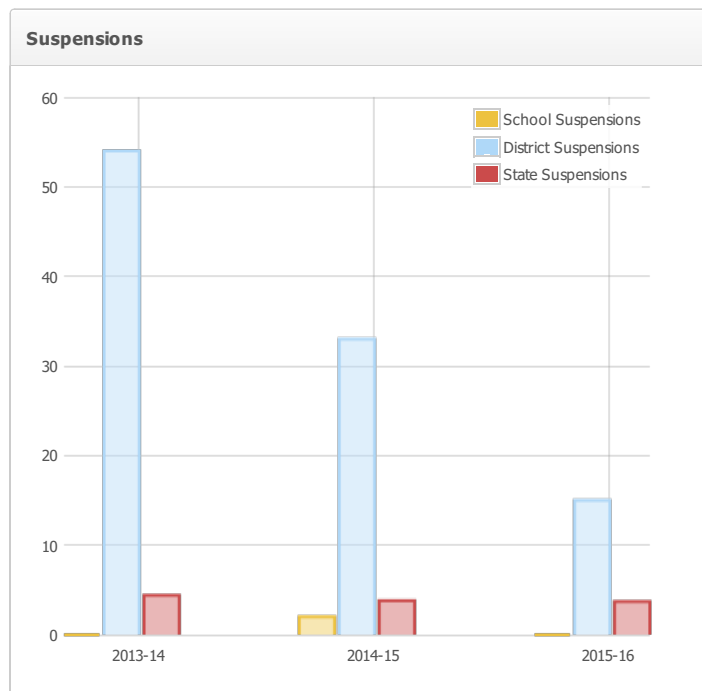
# State Priority: School Climate

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

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.0	2.0	0.0	54.0	33.0	15.0	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/31/2017

## School Safety Plan (School Year 2016-17)

While the 2015/2016 plan was reviewed and updated at the February 2016 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: 1/31/2017*

## 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 2016-17)

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	3
Percent of Schools Currently in Program Improvement	N/A	33.0%

Note: Cells with NA values do not require data.

Last updated: 1/31/2017

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.0	0	3	0	22.6	0	3	0	23.3	0	3	0
1	22.0	0	3	0	22.0	0	3	0	24.6	0	3	0
2	28.6	0	3	0	28.5	0	2	0	24.3	0	3	0
3	28.3	0	3	0	25.5	0	5	0	25.0	0	3	0
4	30.0	0	2	0	31.0	0	2	0	32.3	0	2	1
5	28.0	0	3	0	33.3	0	0	3	34.6	0	0	3
6	31.5	0	2	0	32.5	0	1	1	35.5	0	0	2
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/31/2017

### Academic Counselors and Other Support Staff (School Year 2015-16)

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)	0.5	N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)		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.

Last updated: 1/31/2017

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5495.0	\$403.0	\$5091.0	\$71534.0
District	N/A	N/A	\$5057.0	\$72730.0
Percent Difference – School Site and District	--	--	0.7%	-1.6%
State	N/A	N/A	\$5677.0	\$75137.0
Percent Difference – School Site and State	--	--	--	-1.0%

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

Last updated: 1/31/2017

### Types of Services Funded (Fiscal Year 2015-16)

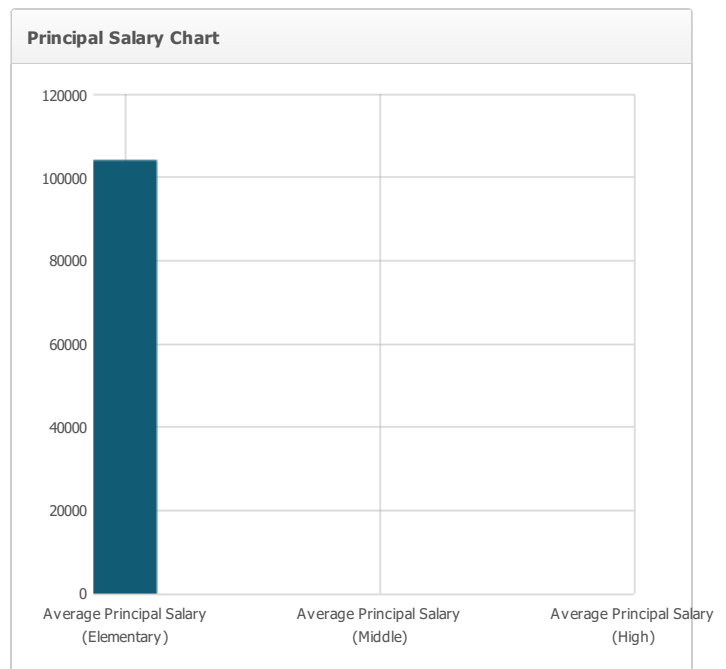
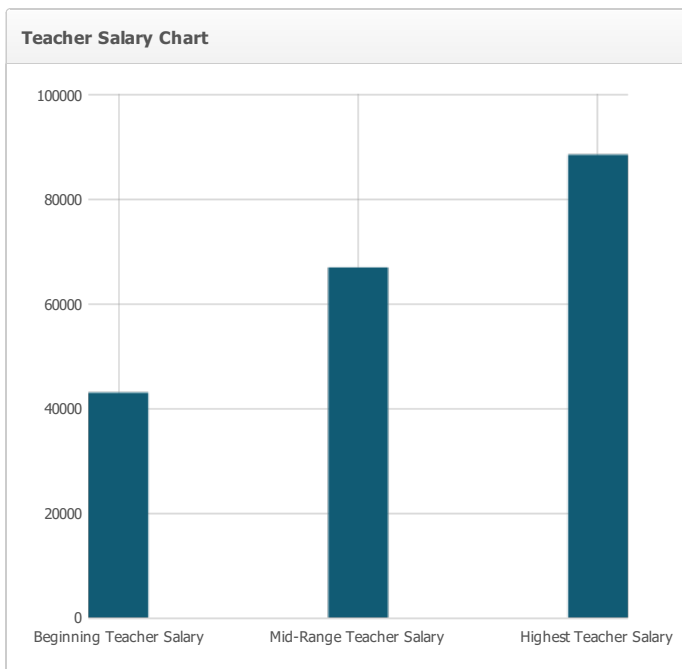
- Gifted and Talented Education (GATE)
  
- Title II, Part A - Teacher Quality & Class Size Reduction
  
- Title III, Part A - Limited English Proficient (LEP)
  
- LCFF Base and Concentration Grants

*Last updated: 1/31/2017*

### Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,981	\$44,573
Mid-Range Teacher Salary	\$66,876	\$72,868
Highest Teacher Salary	\$88,426	\$92,972
Average Principal Salary (Elementary)	\$104,102	\$116,229
Average Principal Salary (Middle)	\$	\$119,596
Average Principal Salary (High)	\$	\$121,883
Superintendent Salary	\$161,724	\$201,784
Percent of Budget for Teacher Salaries	38.0%	39.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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



*Last updated: 1/31/2017*

## Professional Development

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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. New teachers also take part in a support program titled, Beginning Teacher Support and Assessment (BTSA).

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 provide 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: 1/31/2017*