

# Golden Hills Elementary School

## School Accountability Report Card

### Reported Using Data from the 2017-18 School Year

#### Published During 2018-19

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <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 at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

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

## **About This School**

#### **Contact Information (School Year 2018-19)**

<b>School Contact Information</b>	
<b>School Name</b>	Golden Hills Elementary School
<b>Street</b>	2400 Via Canela
<b>City, State, Zip</b>	Oroville, CA 95966
<b>Phone Number</b>	530-532-6000
<b>Principal</b>	Ms. Kristi Robinson
<b>E-mail Address</b>	krrobins@palermoschools.org
<b>Web Site</b>	<a href="http://goldenhills.palermoschools.org/">http://goldenhills.palermoschools.org/</a>
<b>CDS Code</b>	04615230110510

<b>District Contact Information</b>	
<b>District Name</b>	Palermo Union School District
<b>Phone Number</b>	(530)533-4842
<b>Superintendent</b>	Kathy Nolind
<b>E-mail Address</b>	kandoe@palermok8.org
<b>Web Site</b>	<a href="http://www.palermoschools.org/">http://www.palermoschools.org/</a>

### **School Description and Mission Statement (School Year 2018-19)**

The Palermo Union School District is comprised of five schools; Helen Wilcox (K-3), Honcut Elementary School (K-2), Golden Hills Elementary School (4-5), Palermo Middle School (6-8), and Community Day (K-8). The district is located in Butte County, in the northern part of California's Sacramento Valley.

School Description: Golden Hills Elementary School, built in 2006, is located south of Oroville and has approximately 300 students. Golden Hills provides a Title 1 School-Wide Program (SWP) in addition to reading Intervention, math Intervention, English Language Development, special education, Indian Education, and library services. Every classroom at Golden Hills is considered a smart room, equipped with technology which is used to reach our diverse learners. This technology includes a projector, document camera, and amplification systems. In addition, each student is assigned a Chromebook. Every student at Golden Hills receives music education once a week from a music teacher and has the opportunity to join a weekly beginning band class. Golden Hills also has a focus on increasing physical fitness for students by holding monthly school-wide fitness activities and culminating in an annual two-week Olympic event at the end of the school year. In addition to our required P.E. minutes, students also receive weekly instruction from a physical education teacher.

Golden Hills embraces the Professional Learning Community (PLC) model as well as the Learning For All concept. The teaching staff and administrators have developed strategies to teach students of all ability levels, including implementation of MTSS (Multi-tiered System of Support: academic, behavior and social emotional interventions), Read 180 (intensive reading intervention), System 44, leveled reading and leveled math classes, and a school-wide intervention block (including ELD). I-Ready is used for diagnostic and learning modules to differentiate instruction for all students. Professional development has been focused on implementing trauma informed responses for all students. The school was involved in a 3-year I-Stem grant where teachers received professional development in integrating science, technology, engineering, and mathematics; and this is being shared to students during a daily S.T.E.A.M. block (Science, Technology, Engineering, Arts, and Mathematics). Professional Development for the staff is focused on Trauma Informed Responses.

School Goals: All students will reach high standards, at a minimum, attaining met or exceeded standard in reading and mathematics by 2018-2019. Progress indicators will be CAASP scores, local district benchmarks. Local assessments, both formative and summative, are monitored and analyzed weekly, each trimester, and at the end of the school year.

Mission Statement: Golden Hills, in a cooperative effort with students, families, and the community, will provide an excellent educational program to ensure that all students are successful life-long learners. We will maintain a safe, caring, moral, drug-free, and supportive environment, with the ultimate goal of students becoming successful, productive, and responsible citizens.

### **Student Enrollment by Grade Level (School Year 2017-18)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Grade 4</b>	148
<b>Grade 5</b>	147
<b>Total Enrollment</b>	295

**Student Enrollment by Group (School Year 2017-18)**

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	5.1
Asian	4.7
Filipino	0.3
Hispanic or Latino	32.9
Native Hawaiian or Pacific Islander	0.0
White	47.1
Socioeconomically Disadvantaged	83.4
English Learners	12.5
Students with Disabilities	9.5
Foster Youth	1.0

**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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	13	13	13	72
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2016-17	2017-18	2018-19
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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

**Year and month in which data were collected:** August 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance 2017 Houghton Mifflin Read 180 Universal 2016 System 44 Houghton Mifflin Harcourt	Yes	0.0
Mathematics	McGraw Hill: My Math 2013	Yes	0.0
Science	MacMillian/ McGraw Hill: California Science	Yes	0.0
History-Social Science	Houghton Mifflin: History- Social Studies	Yes	0.0

### School Facility Conditions and Planned Improvements (Most Recent Year)

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility inspection tool developed by the State of California OPSC. The results are available at the school office. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Golden Hills was built in 2006. It has 12 classrooms, a multipurpose room, a library, and an administration building. A staff work room is located in the administration building. Student and staff restrooms are adequately located throughout the campus and are kept clean and in good working order. Golden Hills maintains a playground and garden area. The campus is gated and locked when school is not in session. Parents and guests sign in, and out, at the office. LEA maintenance staff ensures that the repairs necessary to keep the school in good repair, and working order, are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. A daytime custodian takes care of the day-to-day operational needs on site, while helping to maintain safety and cleanliness. A night time custodian maintains the cleanliness of the school by cleaning the entire facility each night.

### School Facility Good Repair Status (Most Recent Year)

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

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/30/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Grounds side campus drinking fountain needs repair
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: 8/30/2018</b>	
<b>Overall Rating</b>	<b>Good</b>

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

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

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students  
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	34.0	41.0	30.0	33.0	48.0	50.0
<b>Mathematics (grades 3-8 and 11)</b>	17.0	24.0	16.0	19.0	37.0	38.0

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.

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

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	299	292	97.66	41.44
<b>Male</b>	139	135	97.12	38.52
<b>Female</b>	160	157	98.13	43.95
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	15	15	100.00	33.33
<b>Asian</b>	14	14	100.00	57.14
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	100	98	98.00	32.65
<b>White</b>	139	135	97.12	45.19
<b>Two or More Races</b>	20	19	95.00	52.63

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>Socioeconomically Disadvantaged</b>	252	246	97.62	36.59
<b>English Learners</b>	57	57	100.00	28.07
<b>Students with Disabilities</b>	25	24	96.00	4.17
<b>Foster Youth</b>	--	--	--	--

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

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

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

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	299	292	97.66	24.32
<b>Male</b>	139	135	97.12	25.93
<b>Female</b>	160	157	98.13	22.93
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	15	15	100	20
<b>Asian</b>	14	14	100	35.71
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	100	98	98	19.39
<b>White</b>	139	135	97.12	27.41
<b>Two or More Races</b>	20	19	95	31.58
<b>Socioeconomically Disadvantaged</b>	252	246	97.62	20.33
<b>English Learners</b>	57	57	100	21.05
<b>Foster Youth</b>	--	--	--	--

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

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

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

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**State Priority: Other Pupil Outcomes**

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

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2017-18)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	28.1	19.9	22.6

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.

**C. Engagement**

**State Priority: Parental Involvement**

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

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

**Opportunities for Parental Involvement (School Year 2018-19)**

Parental Involvement is an important part of student success. Parents and guardians are given the opportunity to work in a mutually supportive and respectful partnership with the school to help their child succeed. We encourage parents/guardians to volunteer in the classroom and on field trips, as well as attend Back to School Night, Open House, Parent/Teacher Confernece, Title 1 Meetings, Muffins for Moms, Doughnuts for Dads, STEAM night and other family events. Golden Hills benefits from an active Parent Teacher Group (PTG). The PTG works with the community on various fundraisers and supports student activities. Parents are encouraged to serve on the School Site Council (SSC). Parents of English Learners (EL students) are encouraged to serve on the Enlgish Learner Advisory Committee (ELAC). Parents and guardians can support their child's learning environment by monitoring school attendance and homework completion, participating in extracurricular activites, volunteering at school, attending SSC meetings, and by planning and participating in activities at home that are supportive of classroom instruction.

## 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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
<b>Suspensions</b>	11.7	10.2	0.3	12.1	9.0	7.0	3.7	3.7	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2018-19)

The Palermo Union School District Comprehensive Safety Plan/Emergency Management Plan is reviewed, updated and approved by the Governing Board annually by March 1. Each school maintains a copy of the Safety Plan on site and a copy of the site Emergency Conditions portion of the plan is maintained in each classroom. Key elements of the Safety Plan include: a plan of action for maintaining a safe and orderly environment conducive to learning at the school (i.e. assessment of school safety, identification of strategies and programs that will maintain school safety and campus security) and emergency management procedures consistent with the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) developed by the U.S. Department of Homeland Security.

Key elements of the site Emergency Conditions include: a plan of action for a coordinated school wide response to emergencies (i.e. intruder on campus, fire, emergency lockdown, evacuation, etc.). Safety drills are held on a regular basis. Fire drills are held monthly. Earthquake/disaster and lock down drills are held twice a year. All employees wear ID badges and visitors to the campus are required to sign in at the school office and wear a visitor's pass at all times.

## D. Other SARC Information

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

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

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>4</b>	29		4		22	1	5		30		4	
<b>5</b>	27		5		30		5		26	1	4	

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

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



**Academic Counselors and Other Support Staff (School Year 2017-18)**

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)	0.26	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.2	N/A
Psychologist	0.2	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.2	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.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,012	\$2,643	\$7,369	\$66,550
District	N/A	N/A	\$8,242	\$69,202
Percent Difference: School Site and District	N/A	N/A	-11.2	-3.9
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	3.4	-13.3

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

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

**Types of Services Funded (Fiscal Year 2017-18)**

Golden Hills Elementary School provides standards based, high quality instruction to all students in all subject areas. We provide additional academic support and supplemental services through school wide intervention classes within the school day and through after school tutoring. Achievement data and student progress is regularly monitored in order to insure that students are assigned to appropriate classes and intervention services. Students that are not meeting grade level standards also receive instructional support from our education specialists.

Title I funding supports improvement of the teaching and learning of children who are at risk of not meeting academic standards and reside in areas with high concentration of children from low -income families. It also provides additional academic support from instructional aides who work in the classroom under the guidance of a credentialed teacher.

Title VII funding is used to provide Indian Education students with additional academic support from an instructional aide who provides in-class assistance. English Language Learners who have not yet reached fluency receive approximately 35 minutes of English Language instruction daily, in addition to their core Reading/ELA classes.

**Teacher and Administrative Salaries (Fiscal Year 2016-17)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,945	\$48,064
Mid-Range Teacher Salary	\$66,632	\$75,417
Highest Teacher Salary	\$94,958	\$94,006
Average Principal Salary (Elementary)	\$110,731	\$119,037
Average Principal Salary (Middle)	\$121,289	\$123,140
Average Principal Salary (High)	\$0	\$135,974
Superintendent Salary	\$145,000	\$183,692
Percent of Budget for Teacher Salaries	36.0	36.0
Percent of Budget for Administrative Salaries	7.0	6.0

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

**Professional Development (Most Recent Three Years)**

The district schedules staff development on non-student days and/or non-contract days, or during after school hours. Staff development is delivered through after school workshops, conference attendance, individual mentoring, and PLC. Area of focus for staff development is selected based on need, as shown in achievement data. Teachers are supported through teacher-principal meetings and professional learning communities. PUSD teachers engage in active staff development throughout the year by attending in-District training sessions given by staff and consultants, as well as sitebased sessions presented at staff meetings, committee/grade level meetings, and during formal observation post conferences. Staff development has focused on fostering Trauma Informed Responses, Positive Behavior Supports (PBIS) and professional collaborative teams. Site sessions, as well as follow -up classroom observations and feedback have been provided on the following topics: Student Engagement, Social-Emotional Learning, Benchmark Advance, System 44 and I-Ready.