SARC School Accountability Report Card 2018-19
Published in 2019-20
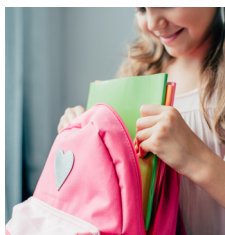
Golden Elementary School

Providing Excellence in Education.

Grades K-6
CDS Code 30-66647-6030035

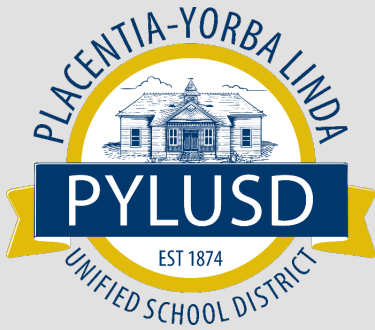Dr. Alison DeMark
Principal
ademark@pylusd.org

740 East Golden Avenue
Placentia, CA 92870
(714) 986-7160

www.golden.pylusd.org

Placentia-Yorba Linda Unified School District

PYLUSD

PLACENTIA-YORBA LINDA
EST 1874
UNIFIED SCHOOL DISTRICT

District Mission Statement

We inspire all students through rigorous and relevant educational experiences that empower them to become responsible, ethical, and contributing citizens.

District Vision Statement

We are committed to being a dynamic and supportive learning community that prepares each and every student for success now and in the future.

Governing Board

Eric Padget, President

Judi Carmona, Vice President

Karin Freeman, Clerk

Carol Downey, Trustee

Carrie Buck, Trustee

PYLUSD: Where ...
Collaboration
Communication
Critical Thinking
Creativity
Digital Citizenship
Discovery
Excellence
Innovation
Teamwork
The Future
Happens!

Superintendent's Message

Dear PYLUSD Families,

On behalf of our Board of Education, I want to wish you and your family an exciting and successful start to the 2019-20 school year in the Placentia-Yorba Linda Unified School District (PYLUSD). I would like to take a moment to share a few updates regarding our district's strategic plan, known as The PYLUSD Advantage, and our ongoing efforts surrounding the plan's focus areas.

The PYLUSD Advantage serves as a compass to our decision-making and ensures that our students will have the advantage of an outstanding education. It is more than just a document, but rather a road map that outlines the reason we exist, the direction that drives us, what we stand for and so much more.

Earlier this year, a group of dedicated stakeholders including parents, students, community members, business and civic leaders, and our outstanding staff joined together to revise The PYLUSD Advantage that spanned from 2013 through 2018. This process required great attention to detail as the group carefully considered recent stakeholder survey data collected from PYLUSD families, students and employees. It involved many hours of commitment in order to build upon the plan's historic success. Now a finished product, the newly updated Advantage will be utilized from 2019 through 2024. It will continue to shape the future of our school district and can be viewed online anytime at www.pylusd.org/advantage.

The PYLUSD Advantage identifies five focus areas developed to direct the actions of our district. They are essential to the academic growth of our students and the sustained excellence of our organization. Our five focus areas are academic achievement, effective instruction and leadership, engaged community, safe and respectful environment, and optimized resources.

Focus Area 1.0: Academic Achievement is the core of our district's mission and vision. In PYLUSD, students are provided an array of enrichment opportunities to expand their educational experience. New this school year, five PYLUSD elementary schools will be participating in our full-day kindergarten pilot program. This includes Brookhaven, Glenknoll, Morse, Topaz and Woodsboro elementary schools. Our full-day program will be grounded in developmental research to ensure all participating students receive strong academic foundational instruction as well as additional time to participate in enriched visual and performing arts activities. Through the gift of additional time, students will have the opportunity to interact with other students during purposeful play, physical education, computer lab, library, music and movement, hands-on science and many other extended lessons. With the anticipated success of the pilot, PYLUSD hopes to expand the full-day kindergarten program districtwide for the 2020-21 school year.

Focus Area 2.0: Effective Instruction and Leadership ensures our district attracts, trains, and retains employees and strategic leaders who embrace our vision and values. Relative to this focus area for the 2019-20 school year, PYLUSD will provide an in-person training to school and district management staff on the important and challenging topic of bullying and harassment. Our commitment in this sensitive area of adolescence is recognized as essential to student success in PYLUSD. In addition, our district continues to be intentional about creating "belonging spaces" for all students on our campuses. We believe that when PYLUSD employees invest in students' name, face and story, they create a positive learning environment geared towards academic success and overall wellness.

Focus Area 3.0: Engaged Community encourages positive relationships among our students, staff, and parents as well as educational, business and community partners. PYLUSD looks forward to another school year of collaboration with two of our longstanding partners -- the Placentia-Yorba Linda Unified Council (PYLUC) of Parent Teacher Association (PTAs) and Parent Teacher Student Association (PTSAs) and the REACH Foundation. The award-winning PYLUC assists our individual school PTAs/PTSAs by modeling good parliamentary procedures and advocating on behalf of PYLUSD schools. The REACH Foundation is an all-volunteer, education-focused, 501 (c)(3) non-profit organization established to provide our students with resources to expand their knowledge in the areas of arts, athletics and academics. I encourage you to continue your valuable connections with your school's PTA/PTSA and the REACH Foundation in whatever way you may be able to this school year.

Focus Area 4.0: Safe and Respectful Environment will continue to serve as one of our primary objectives this school year. PYLUSD fosters a culture that promotes the emotional health, safety and well-being of students, staff and parents. We will continue to offer a long list of student wellness and mental health supports including our in-house board-certified behavior analyst and crisis counselor, as well as our registered behavior technicians, wellness specialists, psychologists and more. These individuals will provide counseling, guidance, and behavioral support to students both in and out of the classroom. Last school year, we implemented an electronic visitor management system at all PYLUSD school sites. The system, known as School Access Management or SAM, enhances school security by reading the drivers' license or other approved form of identification of campus visitors while comparing it to California Megan's Law and similar databases nationwide. SAM will continue to serve as a great support in helping protect our campuses, students and staff this school year. Furthermore, PYLUSD has entered into an agreement with Interquest Detection Canines, Inc. to provide trained detection canines to conduct random inspections of all high school campuses in our district throughout the 2019-20 year. These canines (Golden and Labrador Retrievers) are trained to detect the presence of illicit drugs, alcohol and gunpowder-based items. Lastly, every PYLUSD school site was scheduled to conduct an emergency lockdown drill with students and staff on campus before September 20. Our goal in conducting these drills is to reassure students, staff and families that we are prepared to respond to all safety-related concerns on our campuses.

Superintendent's Message, *Continued from page 2*

Focus Area 5.0: Optimized Resources ensures that all fiscal and capital resources are used to maximize educational opportunities in PYLUSD. New fencing systems continue to be installed at many of our schools to help maintain the flow and safety of our students during the school day, and to add an extra layer of support in securing our campus facilities. Summer also afforded essential time to enhance our learning environments with upgraded roofing, refreshed paint, brighter lights and much more. A special thanks to our maintenance and facilities department for their continued hard work in this area.

As you can see, it has been another busy summer here in PYLUSD! Before we begin, I encourage you to follow the district on Facebook, Instagram and Twitter to stay up-to-date on all of our exciting happenings. We often showcase the many accomplishments achieved by each and every one of our outstanding schools. Lastly, I thank you for your continued support as we work to always be the very best for our students, families, employees and community.

Happy new school year, PYLUSD ... It is sure to be our best year yet!

Sincerely,

Gregory S. Plutko, Ed.D.

Superintendent of Schools

Placentia-Yorba Linda Unified School District

gplutko@pylusd.org

Principal's Message

Welcome to Golden Elementary School, home of the Golden Eagles, where all students shine! We are a community of educators, scholars and parents who work together to ensure the best possible educational experiences for our students, both inside and outside the classroom. At Golden Elementary, students' self-efficacy and social-emotional well-being is cultivated just as much as their academic achievement.

Recently named a 2018 Blue Ribbon School, Golden is in the top 1% of schools in California. Golden students continued their growth trajectory with exemplary achievement on California Smarter Balanced Assessments. Although Golden students scored in the highest echelon on the state rigorous online assessments, students learning extended far beyond the world of academia and technology. Our incredible educators pride themselves on discovering opportunities for their student to explore their curriculum beyond the classroom walls. Student engage in on-site workshops and unique lessons designed to enrich student's perception of learning and academic discovery. Golden teachers are committed to excellence, while working collaboratively to ensure student success. Golden support staff is here to serve parents, students, and community members with an expertise in their respective educational field.

Golden emphasizes student-led service. In the last year, we have had an addition of two student-led groups. The Kindness Krew is made up of over 75 students who work to do kind acts on our campus and in the community. Our Student Leadership group focuses on three service projects a year and creates events to promote school unity.

The Golden PTA is visionary, supportive and actively involved in student lives. Our Golden PTA sponsors many of the incredible opportunities our students experience including curriculum-relevant assemblies, science night, and student field-trips-just to name a few!

Golden Elementary epitomizes the core values that PYLUSD represents—excellence, collaboration, integrity and innovation!

At Golden Elementary, we work together to ensure that all students at Golden Elementary have the opportunity to be their personal best.

Proud to be a Golden Eagle,

Dr. Alison DeMark

Principal, Golden Elementary

School Mission Statement

Golden Elementary School's mission is to provide a high-quality, challenging educational program that focuses on the mastery of basic skills, the use of technology, and the development of critical thinking and effective communication. Our goal is to foster in all students an understanding of responsible citizenship and a desire for lifelong learning.

School Vision Statement

Golden Elementary is inclusive of all students. We are here and ready to learn, supported by a safe environment of kind and caring exceptional learners. Golden is a community where ALL students SHINE.

Placentia-Yorba Linda Unified School District Core Values

What We Stand For and Represent

Excellence

We relentlessly pursue excellence in all academic and organizational endeavors.

Collaboration

We actively seek opportunities to serve and work together with all members of our school community to ensure student success.

Integrity

We foster relationships that promote respect, responsibility and honesty to ensure the wellbeing of all.

Innovation

We create a culture that celebrates ingenuity, promotes adaptability and inspires intellectual exploration.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade

Grade	Enrollment
K	50
1	98
2	91
3	109
4	137
5	182
6	166
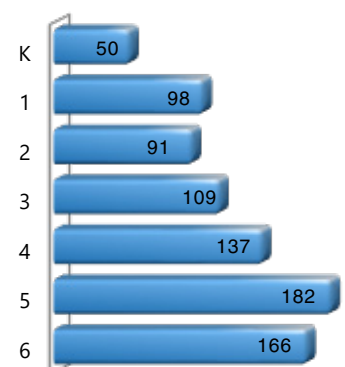
Suspensions and Expulsions

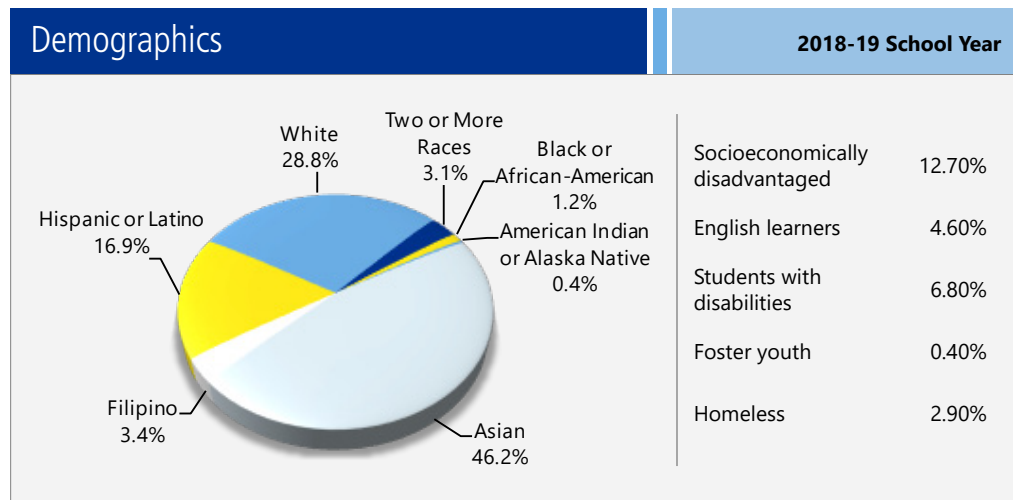This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Golden ES

	16-17	17-18	18-19
Suspension rates	0.6%	0.5%	1.2%
Expulsion rates	0.0%	0.0%	0.0%

PYLUSD

	16-17	17-18	18-19
Suspension rates	2.6%	2.8%	2.0%
Expulsion rates	0.1%	0.1%	0.1%

California

	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.
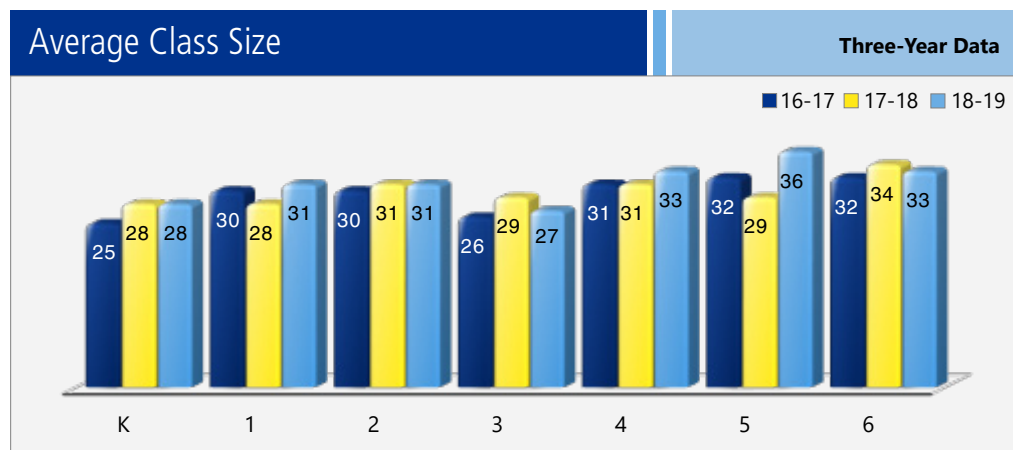
Enrollment by Student Group

The total enrollment at the school was 833 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2018-19 School Year

White 28.8%
Two or More Races 3.1%
Black or African-American 1.2%
American Indian or Alaska Native 0.4%
Hispanic or Latino 16.9%
Filipino 3.4%
Asian 46.2%

Socioeconomically disadvantaged	12.70%
English learners	4.60%
Students with disabilities	6.80%
Foster youth	0.40%
Homeless	2.90%

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size — Three-Year Data

Legend: 16-17, 17-18, 18-19

Grade	16-17	17-18	18-19
K	25	28	28
1	30	28	31
2	30	31	31
3	26	29	27
4	31	31	33
5	32	29	36
6	32	34	33

Number of Classrooms by Size — Three-Year Data

Grade	2016-17			2017-18			2018-19		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		2			2			2	
1		3			3			3	
2		3			3			3	
3		4			3			4	
4		2	2		3	2	1		3
5		5			5				5
6		5			2	3		2	3

School Description

Golden Elementary School, home of the Golden Eagles, is located in Placentia, California. There are currently 823 students enrolled at Golden, 4.6 percent of whom are English learners. Golden's ethnic composition is 46.3 percent Asian, 29.5 percent white, 16.4 percent Hispanic, 3.8 percent Filipino, 1 percent black and African-American and 2.7 percent multiethnic non-Hispanic students. There are 18 general-education classrooms, eight Gifted and Talented Education (GATE) magnet classrooms, and two special day classes (SDC) for moderate-severe students, totaling 28 classes. Golden has the following classes: two kindergarten, three first grade, three second grade, three third grade, one first-second-third grade SDC moderate-severe, two fourth grade, two fourth-grade GATE, two fifth-grade, three fifth-grade GATE, two sixth grade, three sixth grade GATE, one fourth-fifth-sixth SDC moderate-severe, and one part-time English language development (ELD) class. One class has job-share teachers who work 50 percent schedules (grade 3). Golden has a principal, assistant principal, resource specialist, speech and language specialist, school psychologist, a registered behavior technician, two part-time P.E. specialists, three part-time music teachers, secretary, clerk, part-time library technician, two part-time computer lab technicians, instructional aides, noon supervisors, a plant coordinator and night custodian.

Our professional and dedicated staff leads the way in implementing California Content State Standards in a technology-rich environment. Using a full spectrum of program offerings in a rigorous, standards-aligned curriculum, students' needs are addressed in reading, language arts, math, history/social science, science, visual and performing arts, physical education, and health. Our highly trained and fully credentialed teachers utilize strong instructional practices, continuous monitoring and evaluation, and positive behavior management strategies to challenge, engage and motivate students. Positive Behavioral Interventions and Supports (PBIS) was implemented beginning in the 2016-17 school year with great success. Through professional learning communities (PLCs), teachers are continually collaborating to discuss, analyze and evaluate curriculum and data. In addition, our staff attends classes, workshops, and trainings through our Professional Development Academy as well as outside sources.

A key goal of our school is to create an atmosphere in which every student will SHINE: be Safe, be Here, be Inclusive, be Nurturing and be Exceptional. Students with disabilities, English learner (EL) students, and GATE students flourish. Many of our students participate in our PAL (Peer Assistance Leadership) program, which helps promote a positive school climate. Through our student valet program, upper-grade students help provide a safe school environment for students arriving to school in the morning. Cross-age buddies, Student Council, and Principal Advisory Council programs foster pride in our school and encourage citizenship. Students are recognized for their contributions to our school's community through assemblies and Golden Eagle awards.

Golden's technology-rich environment provides students a comprehensive and challenging curriculum implementing California State Standards. Access to technology is achieved through two computer labs, seven roving Chromebook carts, an iPad Mini cart and computers available in each classroom or pod cluster.

Parent involvement and volunteerism are hallmarks of our school and an essential factor in the success of our students. Parent Teacher Association (PTA) sponsored field trips and assemblies provide a rich environment for learning, including Walk-Through assemblies in which each student becomes an active participant in the California gold rush (grade 4), the Revolutionary War (grade 5), or an ancient civilization (grade 6), and field trips exploring the history of Placentia. Other PTA-sponsored programs include Meet the Masters, Accelerated Reader, family nights, book fairs, Art Docent Program, Jog-a-Thon, Imagination Machine and Spring Carnival. The PTA and business partnerships provide donated books, emergency supplies, instructional materials, and increased access to technology. Golden parents are often former Golden students and continue our family culture!

Golden Eagles are respectful, responsible and safe at Golden Elementary!

Parental Involvement

Golden Elementary is recognized as a hub for the community we serve, and our community's parents are an important element of Golden's success. "Parents as partners in education" is a key factor in our students' outstanding achievements. A variety of forums for participation and involvement are available and include the PTA, School Site Council, English Learner Advisory Committee (ELAC) and classroom support.

PTA leadership plays a pivotal role in recruiting volunteers for the classrooms, library, computer lab and special events. The PTA offers numerous avenues for parent involvement, including daily participation in classrooms and programs. Our PTA membership continues to grow each year and is at an all-time high. Approximately 10,000 volunteer hours are donated on an annual basis, and the consistent flow of donations and sponsorships by parents, local merchants, and businesses for an array of school programs and events give evidence of the outpouring of community support to Golden.

Parents are invited to serve as chairperson for a variety of programs and events: yearbook, Jog-a-thon, Reflections, newsletter, Red Ribbon Week, book fairs, staff appreciation, science night, hospitality, assemblies, art docents, 6th Grade Outdoor Education and classroom volunteers. The PTA has been at the forefront of the "green" movement at Golden. Through the implementation of a school website and weekly Green Sheets, the PTA affords parents the opportunity to stay connected to the school and community through an online newsletter.

Parental Involvement

Continued from left

The school email system enhances the ability of families to receive information in a timely manner, either from their child's teacher or from the principal in the form of a parent link message sent to each household. The school website includes announcements, which provide our community with information about PTA-sponsored events and programs.

Thursday Mailbags go home each Thursday, providing a communication tool between home and school. The PTA also sponsors and encourages family involvement through family nights during the year. Each year, parents, family, and community members are invited to informal gatherings called Principal's Tea and our spring school tours. The PTA's support is a major factor in helping Golden students shine.

The School Site Council (SSC) is an advisory group that discusses curriculum and student assessment, and monitors the implementation of the school plan. Officially, the council has six voting parents and six staff members; however, meetings are open to all parents and staff. The SSC annually reviews and revises the school plan in light of assessment results and budget and makes recommendations regarding improvements for the future.

Additionally, the SSC serves as a conduit for information between the school, parents and Superintendent's Community Advisory Committee (SCAC). An English Learner Advisory Committee consists of parents of English learners and school staff; an ELAC member serves as the liaison between the school and the District English Learner Advisory Committee (DELAC). Each of these advisory groups meets formally at least four times during the school year.

For more information on how to become involved at the school, please contact the PTA president at goldenptapresident@ gmail.com.

California Assessment of Student Performance and Progress (CAASPP)

For the 2018-19 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-6.

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

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 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Golden ES		PYLUSD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Golden ES		PYLUSD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	91%	90%	68%	68%	50%	51%
Mathematics	89%	87%	59%	59%	38%	40%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

| California Physical Fitness Test	2018-19 School Year
Percentage of Students Meeting Fitness Standards	Golden ES
	Grade 5
Four of six standards	10.7%
Five of six standards	21.9%
Six of six standards	57.3%

✧ Not applicable.

CAASPP Results by Student Group: English Language Arts (grades 3-6)

Percentage of Students Meeting or Exceeding State Standards	2018-19 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	581	580	99.83%	0.17%	90.00%
Male	297	297	100.00%	0.00%	89.23%
Female	284	283	99.65%	0.35%	90.81%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	290	290	100.00%	0.00%	96.21%
Filipino	17	17	100.00%	0.00%	94.12%
Hispanic or Latino	91	91	100.00%	0.00%	75.82%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	156	155	99.36%	0.64%	87.10%
Two or more races	19	19	100.00%	0.00%	89.47%
Socioeconomically disadvantaged	69	69	100.00%	0.00%	73.91%
English learners	56	56	100.00%	0.00%	89.29%
Students with disabilities	37	37	100.00%	0.00%	51.35%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	16	16	100.00%	0.00%	43.75%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.
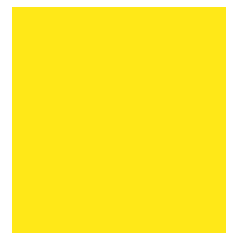
CAASPP Results by Student Group: Mathematics (grades 3-6)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	581	580	99.83%	0.17%	87.24%
Male	297	297	100.00%	0.00%	87.54%
Female	284	283	99.65%	0.35%	86.93%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	290	290	100.00%	0.00%	96.21%
Filipino	17	17	100.00%	0.00%	94.12%
Hispanic or Latino	91	91	100.00%	0.00%	65.93%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	156	155	99.36%	0.64%	84.52%
Two or more races	19	19	100.00%	0.00%	73.68%
Socioeconomically disadvantaged	69	69	100.00%	0.00%	66.67%
English learners	56	56	100.00%	0.00%	89.29%
Students with disabilities	37	37	100.00%	0.00%	43.24%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	16	16	100.00%	0.00%	50.00%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.
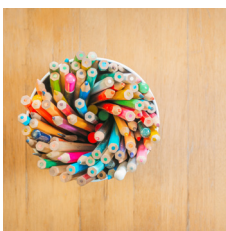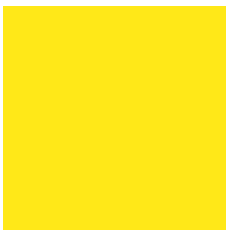
Textbooks and Instructional Materials

The deputy superintendent shall appoint a principal or other administrator to chair the districtwide textbook-selection process. A Steering Committee shall be selected and consist of one certificated staff member from each elementary school or at least one teacher from each school from the subject-area department for which adoption is pending (secondary). Appointments to the committee will be based on professional expertise, desire to serve insofar as possible, and the demographic diversity of the district. The Steering Committee shall review materials submitted on state-authorized lists and any other materials that may be considered for adoption. If pilot usage is to be pursued, the Steering Committee shall select the material to be piloted. With or without piloting, the Steering Committee will recommend adoption to the District Curriculum Council, which shall make an adoption recommendation to the deputy superintendent. The deputy superintendent is responsible for preparing recommendations for the Board of Education.

The most recent public hearing to adopt a resolution on the sufficiency of instructional materials was held in September 2019. English language arts (ELA) and English language development (ELD) textbooks were adopted in the spring of 2017 and were chosen from the state-approved list. Textbook content aligns within the curriculum frameworks adopted by the State Board of Education. The California State Science Framework and the Next Generation Science Standards (NGSS) were adopted in 2016. NGSS aligned science textbooks became available for preview in the spring of 2018. The Science Steering Committee recommended two K-5 publications two 6-8 publications for a pilot during the 2019-20 school year. The District Curriculum Council may recommended textbooks for adoption in the spring of 2020. If adopted, implementation of the NGSS aligned materials will begin in 2020-21.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	**Textbook**	**Adopted**
English language arts	Benchmark Advance, Benchmark Education Company (K-5)	2017
English language arts	*Reading,* Houghton Mifflin (K-5)	2003
English language arts	*Medallions,* Houghton Mifflin (upgrade)	2003
English language arts	Houghton Mifflin Harcourt California Collections, Houghton Mifflin Harcourt (6)	2017
English language arts	Language Circle Series, Project Read Phonology	2003
English language arts	*Written Expression*	2003
Mathematics	*California Math,* Houghton Mifflin (K-5)	2009
Mathematics	*Mathematics, Course 1;* Prentice Hall (6)	2009
Science	Full Option Science System (FOSS), California Edition; Delta Education (K-5)	2008
Science	*Focus on Earth Science,* California Edition; Glencoe (6)	2007
History/social science	*History-Social Science for California,* Scott Foresman (K-5)	2007
History/social science	*Discovering Our Past: Ancient Civilizations,* Glencoe (6)	2006

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	2019-20 School Year
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned text-books and instructional materials.

Percentage of Students Lacking Materials by Subject	
2019-20 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	
2019-20 School Year	
Data collection date	9/10/2019

Deficiencies and Repairs

For all items inspected that were found to not be in "good repair", a work order has been created and maintenance will be completed before the end of the 2019-20 school year. Maintenance items will be prioritized so that student safety is not compromised.

School Safety

Special care is taken to ensure student safety at all times. Each year, members of the School's Safety and Emergency Preparedness committee review and update a comprehensive Safe School's Action Plan. This comprehensive safety plan consists of three components: 1. All students and staff members are provided a safe teaching and learning environment; 2. All students are safe and secure while at school and are aware of safety issues regarding arrival and departure; and 3. District programs and community resources are available to students and parents.

A number of years ago, the school spent considerable time focusing on goal No. 2 by implementing a student valet program to assist with ingress and egress procedures. Monthly fire drills are conducted as well as quarterly earthquake and disaster drills. The PTA, in conjunction with staff, assisted in the purchase of additional radios so that each building on campus is equipped with them. Additionally, to prepare students and staff for unusual emergency occurrences, a lockdown drill is held at least annually. The drills help to increase everyone's readiness for handling emergency situations. Automated external defibrillator (AED), CPR and first-aid training is provided through district coordination. Golden has staff first-aid trained throughout the campus.

Safety is the combined responsibility of students, staff, parents, district personnel and local agencies. Safety concerns have been minimized due to this collaboration; questions regarding potential safety issues are identified before becoming a concern. The surrounding community can report concerns directly to the school office during the day. Furthermore, a 24-hour emergency phone number is posted at the school entrance and published in the newsletter to report safety issues beyond school hours.

Other activities that promote school safety include safety assemblies; safety drama presentations by El Dorado drama, Peer Assistance Leadership (PAL); rules assemblies; and student and buddy procedures.

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status	2019-20 School Year
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Good
Date of the most recent school site inspection	4/14/2019
Date of the most recent completion of the inspection form	4/14/2019

School Facilities

Education is a top priority in the community of Placentia-Yorba Linda, and maintaining a safe and orderly environment maximizes student learning. Facilities are maintained through the diligent efforts of the site custodial crews and the district maintenance staff. PYLUSD principals and the custodial supervisor work with the site custodial staff to develop cleaning schedules to maintain clean and safe schools. District maintenance staff performs the repairs necessary to keep the schools in good working order in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Golden Elementary is well-maintained by district personnel, a full-time plant coordinator and full-time night custodian. The school grounds include various buildings. The school office houses the school health aide, principal, assistant principal, secretary and clerk. One kindergarten building contains two classrooms with bathrooms. Three pod buildings contain four classrooms and an interior pod each. One pod building contains six classrooms and one pod for four classrooms.

The interior pod houses eight computers and two printers and provides small group space for the teachers in the building. There is a computer lab and library housed in one building. The school has a multipurpose room with an attached kitchen. Child care is located on campus in two portable buildings. Five upper-grade classrooms are located in portable buildings as well as an additional computer lab. There are eight classrooms in the George Key School building. Students are able to play on two separate playgrounds, one for primary students and one for upper-grade students.

The kindergarten classrooms have an adjacent kindergarten playground with grass, blacktop, play equipment, jungle gym and picnic tables. The primary (grades 1-3) playground has boys' and girls' bathrooms, swings and a jungle gym, three handball courts, three tetherball courts, and a large grass area with a softball diamond. The upper-grade (grades 4-6) playground has boys' and girls' bathrooms, two full basketball courts, two half courts, six handball courts, four tetherball courts, and a large grass area with a softball diamond.

To summarize, Golden has one office building, nineteen general-education classrooms, eight Gifted and Talented Education (GATE) classrooms, two special day classrooms, two computer labs, a library, multipurpose room (MPR), kitchen, school psychologist office, conference room, three child-care classrooms, and three sets of boys' and girls' bathrooms located by the multipurpose room and on both playgrounds.

Golden is a locked campus that follows very specific procedures for entering and exiting. Gates open at 7:35 a.m. each morning when teacher supervision begins. Students may wait in their classroom line until the bell rings for the beginning of school at 7:50 a.m. Gates are locked at 7:55 a.m. Students must exit campus at the end of the school day unless they are supervised in a specific program (Campus Club, drama program, Chess Club, etc.). The end-of-the-day bell rings at 2:15 p.m.; gates are locked at 2:30 p.m.

A valet service is provided at the start of school. Teachers supervise valet pickup at the end of school. This program has been highly successful in providing curbside service for our growing school.

Professional Development

2017-18

PYLUSD facilitates professional development in ways that impact all teachers. In late August, prior to the return of students, all PYLUSD teachers participated in a half-day of professional development. The primary focus of training for K-6 teachers and middle school English Language Arts/English Language Development (ELA/ELD) teachers was to provide an overview of the district's new universal screener, iReady. Teachers learned about the overall iReady program, specifically how to administer assessments and interpret student, class, and school level reports. PYLUSD also provided content specific professional development training to all middle and high school teachers on curriculum transitions in specific content areas and in Common Core State Standards (CCSS).

A wide variety of professional development opportunities for individuals, small groups, as well as large groups are made available throughout the school year. For 2017-2018, specific professional development emphasis has been placed on recently adopted ELA/ELD adopted materials. Other areas of focus include integrated and designated ELD, transitioning toward Next Generation Science Standards (NGSS), Universal Design for Learning (UDL), writing, inquiry, collaboration, organization and reading (WICOR), Advancement Via Individual Determination (AVID) Strategies, technology, including the annual Google Summit, and districtwide initiatives, such as Cognitively Guided Instruction (CGI), Extending Children's Mathematics (ECM), FOSS Science (with embedded literacy strategies and science and engineering practices), Step up to Writing, Project Read, and Positive Behavioral Interventions and Supports (PBIS). These trainings are provided in the form of all-day trainings, half-day trainings, Professional Learning Communities (PLC) modules, and on-site coaching opportunities.

PYLUSD's district wide Induction program provides numerous professional development opportunities and supports for new general and special education teachers and their advisors. Elementary teachers also receive ongoing professional development at the site throughout the school year during early release Wednesdays. At the middle and high school levels, professional development takes place on designated "late-start" Mondays. Both of these models allow teachers the time necessary for collaboration by grade level and department. Educational Services also ensures the ongoing training of teachers in the International Baccalaureate Program and AVID Institutes.

2018-19

PYLUSD facilitates professional development in a variety of innovative ways to positively impact classroom instruction. In late August, prior to the return of students, all K-12 teachers participated in a half-day of professional development with Dr. Kate Kinsella. The primary focus of training was academic vocabulary for all students, as well as five specific Instructional Routines (5 for All) to support students in the acquisition of academic vocabulary and increased academic achievement across all subject areas. Teachers continue to receive training on 5 for All through onsite professional development, Instructional Routine modules and classroom observations.

Many professional development opportunities for individuals, small groups, as well as large groups are made available throughout the school year. For 2018-19, specific professional development emphasis has been placed on the adopted ELA/ELD materials Benchmark Advance (K-5), Collections (6-8) and Study Sync (9-12). Other areas of focus include integrated and designated ELD, transitioning toward NGSS, UDL, WICOR (AVID Strategies) and technology, including You Cube hybrid PD and the annual Google Summit provided by the EdTech Team that integrates educational technology into instruction. Districtwide training on initiatives such as CGI, ECM, FOSS Science (with embedded literacy strategies and science and engineering practices), Step up to Writing, Project Read, Student Study Team (SST) and PBIS are also provided to teachers. In addition to content specific professional development, Educational Services supports the training of teachers on PLCs and working in collaborative teams, the International Baccalaureate Program and AVID. Professional development opportunities are provided in the form of all-day trainings, half-day trainings, collaborative team meetings and on-site coaching.

PYLUSD's districtwide induction program provides numerous professional development opportunities and supports for new general and special education teachers and their mentors. Elementary teachers also receive ongoing professional development at the site throughout the school year during early release Wednesdays. At the middle and high school levels, professional development takes place on designated "late-start" Mondays. Both of these models allow teachers the time necessary for collaborative team meetings by grade level and department.

2019-2020

PYLUSD provides a variety of professional development opportunities for teachers throughout the year. In August, before the school year began, all K-12 teachers participated in a half-day of professional development. K-5 teachers learned about the tenants of Love & Logic for classroom management from Dr. Charles Faye of the Love & Logic Institute. Following this, they participated in grade-level breakout groups to examine the California Common Core Standards in math and discuss which math standards should comprise Guaranteed and Viable Curriculum (GVC) for PYLUSD students at each grade level. 6-12 grade teachers also learned about Love & Logic student management principles from Dr. Charles Faye. Following this, they broke out into subject-specific workshops of their choosing. These workshops covered a variety of topics, including NGSS instruction, useful classroom technology tools, water safety, mindfulness techniques, and utilizing WICOR strategies to improve student learning.

A wide variety of professional development opportunities for individuals, small groups and large groups are made available throughout the school year.

School Safety

Continued from page 10

Additionally, school personnel supervise the parking lot, playground and campus areas before and after school, as well as during recess and lunch. The School Discipline Plan is shared with all students and staff during assemblies and trainings. Furthermore, parents, staff and students are made aware of changes in the law, such as those regarding bullying.

In order to maintain assurances that school is a safe environment, an Emergency Disaster Plan has been developed in cooperation with teaching and classified staff, local community members, parents, and the local police and fire departments and is a part of the site's Safe Schools Plan.

This comprehensive plan includes clearly written and communicated procedures for fire drills, earthquake drills, intruder lockdown drills, major disaster with injuries and a map for evacuation. Every staff member is trained and assigned to a team to perform duties in the event of a real disaster. A supply of medical supplies, search and rescue materials, and water are stored in sea containers on-site. Additionally, student food supplies are kept in each classroom. The plan is revised and updated each year, inventory is updated regularly, and PTA and parent donations are used to replace outdated or expired emergency supplies as needed.

The school safety plan was last reviewed, updated and discussed with the school faculty in October 2019.

Types of Services Funded

In addition to school site budgets, our school also receives the following supplemental funding.

- School and Library Improvement grant
- PTA gifts funds: used for a variety of programs beneficial to the children such as field trips, assemblies, after-school programs, technology resources and other instructional supplies
- Title III federal funding: for English learners

Professional Development, *Continued from page 11*

For 2019-20, while we continue to provide training in the adopted ELA/ELD materials, Benchmark Advance (K-5), Collections (6-8) and StudySync (9-12). Specific professional development emphasis has been placed on math, science and writing instruction. All 4th grade through Algebra math teachers have received two full days of instruction on mindset, meaningful classroom activities, and the use of interim assessments to guide instruction from consultant Carl Veater, Director of the San Joaquin Valley Mathematics Project. In science, district teachers on special assignment (TOSAs) are training all K-5 teachers and 6-8 teachers of science in NGSS practices, with specific training in Toolkit for Instructional Materials Evaluation and Ambitious Science Teaching for members of the materials adoption steering committee. Meanwhile, the 14-member 9-12 Science Leadership Team is working on incorporating NGSS into existing high school science courses ahead of adopting new instructional materials for high school. Additionally, PYLUSD is fortunate to have Dr. Kate Kinsella conducting three day writing workshops for all 3-12 grade ELA teachers, and consulting on designated ELD instruction as well as 5 for All Essential Routines for integrated ELD K-12 instruction. Other areas of focus continue to be UDL, WICOR (AVID Strategies), CGI, ECM, and the annual Google Summit that helps teachers learn to integrate educational technology into instruction. In addition to content-specific professional development, educational services supports the training of teachers on PLCs, SST, PBIS, the International Baccalaureate Program, and AVID. Professional development opportunities are provided in the form of all-day trainings, half-day trainings, collaborative team meetings, after school workshops and on-site coaching.

PYLUSD's districtwide induction program provides numerous professional development opportunities and supports for new general and special education teachers and their mentors. All teachers also receive ongoing professional development at the site throughout the school year during early release Wednesdays or late-start Mondays. These days allow teachers the time necessary for collaborative team meetings by grade level and department.

Professional Development Days	Three-Year Data		
	2017-18	**2018-19**	**2019-20**
Number of school days dedicated to staff development and continuous improvement	0.5 days	0.5 days	0.5 days

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	PYLUSD	**Golden ES**		
Teachers	**19-20**	**17-18**	**18-19**	**19-20**
With a full credential	1,077	31	29	30
Without a full credential	9	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Golden ES		
Teachers	**17-18**	**18-19**	**19-20**
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.0
Psychologist	0.0
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.0
Resource specialist (nonteaching)	1.0
✧ Not applicable.	

Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data	2017-18 Fiscal Year	
	PYLUSD	**Similar Sized District**
Beginning teacher salary	$44,630	$48,612
Midrange teacher salary	$82,740	$74,676
Highest teacher salary	$103,802	$99,791
Average elementary school principal salary	$116,469	$125,830
Average middle school principal salary	$118,850	$131,167
Average high school principal salary	$135,949	$144,822
Superintendent salary	$299,970	$275,796
Teacher salaries: percentage of budget	37%	34%
Administrative salaries: percentage of budget	5%	5%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2017-18 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	**Annual Average Teacher Salary**
Golden ES	$4,796	$89,009
PYLUSD	$7,860	$87,995
California	$7,507	$82,403
School and district: percentage difference	-39.0%	+1.2%
School and California: percentage difference	-36.1%	+8.0%

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	$5,614
Expenditures per pupil from restricted sources	$818
Expenditures per pupil from unrestricted sources	$4,796
Annual average teacher salary	$89,009

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Golden Elementary School

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at http://dq.cde.ca.gov/dataquest. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course Elrollments, staffing and data regarding English Slearners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.

School Accountability Report Card

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