Gold Oak Elementary
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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 https://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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Gold Oak Elementary
Street	3171 Pleasant Valley Rd.
City, State, Zip	Placerville, CA 95667
Phone Number	530.626.3160
Principal	Shirleen Hernandez
Email Address	shernandez@gousd.org
Website	www.gousd.org
County-District-School (CDS) Code	09618796005508

Entity	Contact Information
District Name	Gold Oak Union School District
Phone Number	530.626.3150
Superintendent	Meg Enns
Email Address	menns@gousd.org
Website	www.gousd.org

School Description and Mission Statement (School Year 2019-20)

The mission of Gold Oak Elementary School is to provide academically rigorous curriculum by promoting and challenging the intellectual, creative, physical, and social development of all students in an environment where students are respected and feel connected. At Gold Oak, we foster positive behavior through PBIS, Positive Behavior, Intervention & Support model. We utilize the BEARS acronym to represent our expectations: Be respectful, Expect success, Act responsibly, Remember safety, Support each other.

Gold Oak school serves approximately 319 students in Transitional Kindergarten through fifth grade. Gold Oak School is situated in the community of Pleasant Valley in the Sierra foothills, ten miles southeast of Placerville. The early grades are designed with a significant emphasis on literacy and math. Our TK/K program is a full day program which provides additional academic and social/emotional development time for our youngest students. Gold Oak Elementary School has a staff of dedicated, caring and well-trained personnel who provide equal access to the core curriculum in self-contained classrooms. We are fortunate to have both a PE Specialist and Music Specialist on staff. They provide our students with a standards-based PE program as well as music classes in grades TK-5th, choir and instrumental opportunities are available in the upper grades. The principal and staff have worked together to form a collaborative environment in which understanding, listening, and constructive feedback are essential for the success of our students and staff. Gold Oak Elementary has a sense of community with shared responsibility for all involved persons. All stakeholders and their opinions are valued and respected.

Great emphasis is placed on building a strong academic foundation in all grades for all children. Our philosophy is that all students receive a rigorous standards-based curriculum using research-based instructional practices. The curriculum is adapted to meet the unique needs of all learners by making modifications in complexity, depth and pacing of lessons. Students are placed in appropriate intervention programs based on their specific needs with the expectation that all students will achieve grade level standards. The efforts of Gold Oak professionals are focused on providing the best possible educational experience for all students.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	64
Grade 1	52
Grade 2	49
Grade 3	47
Grade 4	64
Grade 5	48
Total Enrollment	324

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	1.2
Asian	0.6
Filipino	0.3
Hispanic or Latino	10.2
White	82.4
Two or More Races	4.3
Socioeconomically Disadvantaged	42
English Learners	1.9
Students with Disabilities	16
Foster Youth	0.6
Homeless	1.2

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	18	17	17	25
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	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: September 5,2019

Gold Oak School uses the most current core curriculum adoptions. Staff have been trained in all of the various series for their grade level, and sufficiency of instructional materials is constantly monitored.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, Benchmark Literacy	Yes	0
Mathematics	Houghton Mifflin Harcourt: Math Expressions	Yes	0
Science	Scott Foresman (2007), grades K-5, Big Book, K-1	Yes	0
History-Social Science	Harcourt (2006), grades K-3; Scott Foresman (2006), grades 4-5.	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Our spacious campus meets the needs of the Gold Oak student body as well as an El Dorado County Office of Education class situated on the Gold Oak campus. With the use of Bond monies, we were able to complete Phase 1 of our campus remodel in the summer of 2011. This included the creation of a new, large central parking area with designated student drop-off and pick-up areas. Parking had been both a District and community concern for many years. The new lot has alleviated many traffic safety concerns, as well as provided an efficient, monitored, and safe student access point.   We continue to maintain our playground area, the sports blacktop and our fields. We are aware that these areas and equipment are beginning to age and have created a plan to allocate funding for these future investments.   Our school garden has been enlarged and continues to get upgrades through community donations and active parent involvement. Additionally we were able to create a beautiful courtyard for our students through parent and community support.   ADA access has been updated and designed to meet current requirements. The custodial and grounds staff work continually to inspect, maintain, and upgrade the facility. Particular attention is paid to those areas used by all the students. Bathrooms are clean, and parts are replaced as needed. The plumbing facilities are in good condition as are the floors, walls, roof, and electrical system. In September 2017 we replaced an aged water fountain outside our multi-purpose room and installed a water fountain with water bottle filling station.

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

Year and month of the most recent FIT report: October 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Interior water leak at D-building, SIA claim.

System Inspected	Rating	Repair Needed and Action Taken or Planned
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	Roofs on A-building need replacement due to age.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Gopher holes in field.
Overall Rating	Good	

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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	50	52	49	51	50	50
Mathematics (grades 3-8 and 11)	43	46	42	41	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	154	152	98.70	1.30	51.66
Male	82	80	97.56	2.44	48.10
Female	72	72	100.00	0.00	55.56
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	14	14	100.00	0.00	42.86
Native Hawaiian or Pacific Islander					
White	130	129	99.23	0.77	53.91
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	68	66	97.06	2.94	41.54
English Learners	--	--	--	--	--
Students with Disabilities	37	36	97.30	2.70	41.67
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	154	152	98.70	1.30	46.05
Male	82	80	97.56	2.44	47.50
Female	72	72	100.00	0.00	44.44

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	14	14	100.00	0.00	50.00
Native Hawaiian or Pacific Islander					
White	130	129	99.23	0.77	46.51
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	68	66	97.06	2.94	39.39
English Learners	--	--	--	--	--
Students with Disabilities	37	36	97.30	2.70	38.89
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless					

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
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which 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.

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 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	17.0	29.8	29.8

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

Parents are an important component in the effectiveness of Gold Oak School. Parents can be involved in a variety of ways such as, our active PTO, district board meetings, school site council, LCAP advisory committee, coffee and conversation gatherings, classroom volunteers, new this year is "partnerships in attendance", these avenues offer a variety of opportunities for parents and community to be involved in all aspects of the school program. Parent input is sought through these meetings, surveys and other outreach activities. Back-to-School night, Open House, school carnivals, after school athletics, student programs and parent workshops are well attended and provide an integral framework of support for the school. We welcome parents on campus encouraging them to volunteer and participate often once they have completed our volunteer packet. They are also encouraged to attend our larger events and classroom events as well The buildings and grounds are in continual use evenings and weekends, as the school often serves as the hub of the community. Through the efforts of parent volunteers, we are able to provide our students with additional enrichment through assemblies, Living History Day, Homework Club and a school garden. To become involved in these opportunities you can visit our web site at https://www.gousd.org/ or call our school office at 530-626-3160.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	2.5	1.4	1.2	4.3	3.7	3.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The district has developed several policies that assist the staff and students with campus safety, fire drills, earthquake preparedness, lockdown drills, and cafeteria and playground supervision. Our Comprehensive School Safety Plan addresses procedures for anticipated emergency situations, as well as chain of command and communication plans. The plan is reviewed annually with both site staff, as well as our school site council. We update classroom emergency supplies with help from the community, parents and PTO.

Yard duty supervisors are employed to promote safety each day in the cafeteria and on the playground during all recesses. Fire drills are monitored each month and other disaster drills are conducted throughout the year. We also utilize radios as additional communication tools during school hours. Additionally, bus evacuation procedures and safety drills are carried out each year. We have a RN twice a month assisting office personnel, staff, students, and parents with health concerns. We also have a LVN for 4 hours a day meeting individual needs of students in the district. All efforts to ensure building safety, cleanliness, and adequacy have been successful in maintaining our school facilities. Staff members are trained annually in Mandated Reporting requirements and other health and safety issues. Multiple staff members are trained in how to shut off the various utilities in the event of an emergency. Administration works collaboratively with the County Office and local law enforcement on school safety measures.

Each year, School Site Council reviews and provides input regarding the school safety plan. The plan is evaluated and updated based on the input from the council as well as other stakeholders.

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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	25		3		23		3		21	1	2	
1	24		1		21	1	1		26		2	
2	24		3		23		2		25		2	
3	24		2		25		3		24		2	
4	23		2		25		2		28		2	
5	31		2		25		2		28		2	
Other**												

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$9,438	$1,802	$7,636	$56,709.00
District	N/A	N/A	$7,938	$58,096.00
Percent Difference - School Site and District	N/A	N/A	-3.9	-2.4
State	N/A	N/A	$7,506.64	$64,941.00
Percent Difference - School Site and State	N/A	N/A	1.7	-13.5

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 2018-19)

At Gold Oak School we provide a school-wideTitle 1 program. Additionally, full model Special Education services are offered and an EL student program where funding is provided through a county-wide EL consortium. We also provide a music/band program district wide.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$42,019	$45,252
Mid-Range Teacher Salary	$58,701	$65,210
Highest Teacher Salary	$80,616	$84,472
Average Principal Salary (Elementary)	$114,721	$107,614
Average Principal Salary (Middle)	$0	$112,242
Average Principal Salary (High)	$0	$
Superintendent Salary	$137,642	$124,686

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	9%	7%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	1	1	1

In GOUSD, there is one full day dedicated to staff development before the school year begins. Gold Oak also has approximately eight minimum days per year where the afternoons are dedicated to staff development. Finally, staff development occurs at our monthly staff meetings as well as our grade level meetings. Staff development is selected based on the needs determined through our state dashboard data and surveys of staff needs. Staff development occurs though in class peer coaching, professional workshops, conference attendance and mini staff led workshops during our early release collaboration time. Lead teachers have been trained in UDL (Universal Design for Learning) to support all curricular areas and additional teachers will be trained this year. In addition to curricular areas, staff development will focus on ongoing culture and climate work including inservice on PBIS (Positive Behavioral Intervention and Supports) and Love and Logic. The staff will also take part in training in MTSS--Multi-tiered System of Support which will focus on quality first instruction and levels of academic, behavioral and social-emotional support. At grade level meetings we specifically focus on RTI and meeting student needs based on individual student data. Staff is also encouraged to attend professional development hosted by the El Dorado County Office of Education that are aligned to our LCAP and SPSA goals as well as through other learning opportunities over the summer and during the school year.