

# Goldenrod Elementary School

445 South Goldenrod Ave. • Kerman , CA 93630 • (559) 843-9500 • Grades K-6

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### **Kerman Unified School District**

15218 W. Whitesbridge Avenue  
Kerman, CA 93630-1029  
(559) 843-9000  
www.kermanusd.com

### **District Governing Board**

Daniel Babshoff

Maria Cantu

Efrain Guizar

Kindra Melgoza

Jim Volkoff

### **District Administration**

Robert Frausto  
**Superintendent**

Mark Ruiz  
**Assistant Superintendent  
Personnel**

Kraig Magnussen  
**Assistant Superintendent  
Chief Business Official**

Pamela Millsbaugh  
**Assistant Superintendent of  
Educational Services**

### **School Description**

Goldenrod Elementary School will be a safe, student-centered learning environment that provides quality programs using research based strategies and materials to assure all students achieve their maximum potential and are prepared for their next level of education. Staff, students, parents, and community will work collaboratively to promote responsibility, encourage productive citizenship, and appreciate diversity.

Goldenrod offers a variety of instructional programs including ELD for English Learners, Honors opportunities for advanced students, and several interventions to help students achieve grade level standards.

The goals of Goldenrod, as stated in the School Plan for Student Achievement, include closing the achievement gap between all students and English Learners in English Language Arts and Math, and increasing the level of English proficiency for English Learners.

### **Types of Services Funded**

There are several supplemental programs available to address the needs of Goldenrod students. These include the following intervention programs: Read Well, Read Naturally, Orton Gilliam, Fastbridge, Seeing Stars, Early Success, Ticket to Read and Imagine Learning to mention a few. Also available to all 2-5 grade students is Accelerated Reader and overdrive. Honors students in 3rd through 6th grade have an opportunity to participate in an extra curricular program that meets at lunch or before school. Goldenrod offers Saturday school intervention as well as after school tutorial for students.

### **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 the SARC

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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	153
Grade 1	114
Grade 2	118
Grade 3	111
Grade 4	122
Grade 5	125
Grade 6	114
<b>Total Enrollment</b>	<b>857</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.2
Asian	6
Hispanic or Latino	88.4
White	4.7
Two or More Races	0.4
Socioeconomically Disadvantaged	88.2
English Learners	45.6
Students with Disabilities	11.8
Foster Youth	0.4
Homeless	2.7

## 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 for Goldenrod Elementary	17-18	18-19	19-20
With Full Credential	36	37	33
Without Full Credential	4	3	5
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Kerman Unified School	17-18	18-19	19-20
With Full Credential	♦	♦	234
Without Full Credential	♦	♦	15
Teaching Outside Subject Area of Competence	♦	♦	0

### Teacher Misassignments and Vacant Teacher Positions at Goldenrod Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	4	0	0
Total Teacher Misassignments*	4	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)**

Goldenrod Elementary sets a high priority upon ensuring that there are sufficient textbooks and materials to support the school educational program. Textbook selection is done by the district, grade level and subject area committees coordinated by the Assistant Superintendent of Educational Services. All textbooks must be adopted from the most recently approved State matrices or local governing board approved lists. Textbook purchases are consistent with the content cycles of the California Frameworks as District IMF and other funding sources permit.

Categorical funding also allows the purchase of supplementary materials for English Learners to accelerate pupils as rapidly as possible towards grade level proficiency in reading, writing, and speaking. These materials are used in addition to the basic Reading/Language Arts and other core materials provided for every student and are correlated to the State Standards-aligned textbooks.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: October 2019**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	McGraw Hill World of Wonder 2017(TK) McGraw Hill Wonders 2017 (K-5) McGraw Hill Study Sync 2016 (6)  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
<b>Mathematics</b>	Pearson Education: Envision Mathematics 2015 (K-5) Pearson Education: Digits 2014 (6)  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
<b>Science</b>	MacMillon/McGraw Hill: California Science 2008 (K-6) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
<b>History-Social Science</b>	National Geographic Learning, Cengage Learning World History Ancient Civilizations-(6)2019 Teacher's Curriculum Institute Social Studies Alive! California's Promise (3-5)2019 Studies Weekly (K-2) 2019  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

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

Goldenrod is a new school. The facilities are in excellent condition as rated by the Facility Inspection Services Report. The school received a rating of exemplary which is described as the school meets most or all standards of good repair. Deficiencies, if any, are not significant and/or impact a very small area of the school. The facility is maintained in a manner that ensures that it is clean, safe and functional.

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

**Year and month in which data were collected: September 2019**

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	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

## 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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	49	44	45	46	50	50
Math	36	36	30	34	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 Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	18.5	20.0	9.2

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.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4.5

Professional development has become part of the daily work life of the Kerman Unified teaching teams. Teachers, administrators, and support staff participate in workshops, seminars, coach one another, plan lessons together, and collaborate for the purpose of student achievement. The professional learning community understands that teachers need collaboration time with one another. As a result, there is much support for providing the time and resources teachers require for the purpose of changing their practice. Teachers are afforded opportunities to participate in curriculum development, learn and share successful methods of reaching student, discuss comprehensive and efficient ways to implement standards, and continue their own learning. The district and school site provide professional development days for staff. These days are devoted to curriculum training, discussing achievement data, and grade level collaboration. Staff also have the opportunity to attend out of the district conferences to enhance their skills as educators.

Professional development for the 2018-19 school year focuses on the NGSS (Next Generation Science Standards and Title III training for teachers and paraprofessionals to help teachers and support staff understand the ELPAC and also best practices and strategies for supporting ELLs.

Additional Site training opportunities include;

#### PBIS training

- Ongoing site training by the literacy coach and math coach
- Other opportunities for teachers and Paraprofessionals include outside conferences.

#### CCSS Professional Development

- All day grade level training for English Language Arts/Math
- Visits by math coaches
- Ongoing collaboration with site grade level teams.
- Vertical planning between grade levels.

CGI Training and coaching in partnership with FCSS

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	459	459	100.00	44.01
Male	207	207	100.00	40.58
Female	252	252	100.00	46.83
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	31	31	100.00	67.74
Hispanic or Latino	395	395	100.00	41.01
White	27	27	100.00	55.56
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	409	409	100.00	43.03
English Learners	259	259	100.00	41.70
Students with Disabilities	49	49	100.00	22.45
Students Receiving Migrant Education Services	11	11	100.00	63.64
Foster Youth	--	--	--	--
Homeless	16	16	100.00	0.00

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	459	459	100.00	36.38
Male	207	207	100.00	39.13
Female	252	252	100.00	34.13
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	31	31	100.00	58.06
Hispanic or Latino	395	395	100.00	33.67
White	27	27	100.00	48.15
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	409	409	100.00	34.72
English Learners	259	259	100.00	36.29
Students with Disabilities	49	49	100.00	22.45
Students Receiving Migrant Education Services	11	11	100.00	63.64
Foster Youth	--	--	--	--
Homeless	16	16	100.00	0.00

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.

## 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)

Listed below are a variety of ways parents can become involved at Goldenrod Elementary School.

- Volunteer in the classroom - contact your child's teacher or the office staff to complete a volunteer form.
- Goldenrod School Site Council - contact the Principal at 843-9501 for meeting dates and times.
- Goldenrod English Learners Advisory Committee (ELAC) - contact the Principal, Mandi Guizar at 843-9501 for meeting dates and times.
- Goldenrod Parent Faculty Club - contact the Principal, Mandi Guizar at 843-9501 or Assistant Principal, Mario Nunez at 843-9502 for meeting dates and times.

### 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.

### School Safety Plan

Goldenrod Elementary is committed to the safety and security of each student. To maintain these conditions which contribute to the best possible learning environment, the School Safety Plan includes three essential components: (1) assuring each student a safe physical environment; (2) assuring each student a safe, respectful, accepting and emotionally nurturing environment; and (3) providing each student resiliency skills. Each year the staff and Site Council reviews and updates the Safety Plan by March 1st. Below is a description of the information in the plan:

#### 1. School Crime Assessment:

Goldenrod provides compiled school crime information that is analyzed at each school site to determine what steps may be taken to reduce incidents of crime.

**2. Child Abuse Reporting:**

Teachers and other school employees are required by law to report any cases of suspected child abuse or child neglect. Reports are investigated by the Department of Social Services to determine if any follow-up on the report is necessary.

**3. Disaster Procedures:**

In order to ensure the safety of students and school personnel, the School Site Council has created a comprehensive Disaster Preparedness Plan. Emergency drills are held once a month and evaluated for effectiveness.

**4. School Discipline:**

Goldenrod Elementary has created a school wide discipline plan in order to communicate high standards and expectations and to hold students accountable for their behavior. The discipline plan is given to every student and reviewed in student assemblies or classroom presentations. Staff members consistently enforce the school wide standards. The school is developing an anti-bullying program modeled after the District guidelines. Class discussions, staff presentations, purchase of anti-bully books, development of peer mediation, and a school assembly are some of the steps taken to promote an anti-bullying environment.

**5. Procedures to Notify Teachers of Dangerous Pupils:**

If a student is deemed dangerous because of behavior at school or behavior outside of school which has been dealt with by county juvenile authorities, the teacher(s) of the student will be promptly notified of the status of the student by School Innovation and Advocacy.

**6. Sexual Harassment Policy:**

Goldenrod Elementary strictly adheres to KUSD policies which prohibit sexual harassment or discrimination of any kind. The sexual harassment policy is distributed to each student at the beginning of the school year in our Handbook and employees are advised of their duty to take prompt action if they become aware of any incidents of sexual harassment.

**7. School wide Dress Code:**

Goldenrod Elementary believes that a clearly defined dress code contributes to a positive school environment. The primary standards for student dress and grooming include: the student should be neat and clean at school, and the student should not wear clothing that compromises safety or modesty or that is disruptive to the educational process.

**8. Safe and Orderly Environment:**

Goldenrod Elementary believes a safe and orderly environment is necessary to ensure a positive learning experience for all students. Regular supervision of students is the core of creating and maintaining a safe and orderly environment. Teachers, administrators, classified staff members, and parent volunteers consistently supervise and interact with students to reinforce behavioral expectations and safety standards.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.7	1.3	1.6
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.4	3.1	3.1
Expulsions Rate	0.1	0.0	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

**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.

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

Title	Ratio
Academic Counselor*	.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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.0

\* 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.

**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	21	3	4		26		5		25		6	
1	22		5		25		5		23		5	
2	24		5		22		5		23		5	
3	27		4		24		5		22		5	
4	22	2	4		24	1	4		30		4	
5	26		5		22	1	4		25	1	4	
6	25	2	4		25		5		23	1	4	
Other**					8	1			6	1		

\*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.

**FY 2017-18 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,124	\$46,208
Mid-Range Teacher Salary	\$71,668	\$72,218
Highest Teacher Salary	\$88,082	\$92,742
Average Principal Salary (ES)	\$103,417	\$134,864
Average Principal Salary (MS)	\$106,068	\$118,220
Average Principal Salary (HS)	\$114,073	\$127,356
Superintendent Salary	\$209,630	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	28%	33%
Administrative Salaries	5%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	3958	893	3065	111,001.00
District	N/A	N/A	3697	101,233.00
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-18.7	9.2
School Site/ State	-84.0	41.4

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.