

Golden Hills Elementary School

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	Golden Hills Elementary School
Street	20215 Park Rd
City, State, Zip	Tehachapi, California 93561
Phone Number	(661) 822-2180
Principal	Kendra Bailey
Email Address	kbailey@tehk12.ca.us
County-District-School (CDS) Code	15638266105415

Entity	Contact Information
District Name	Tehachapi Unified School District
Phone Number	(661) 822-2100
Superintendent	Stacey Larson-Everson
Email Address	SEverson@teh.k12.ca.us
Website	http://www.teh.k12.ca.us/

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

School Description

Golden Hills Elementary School was named a California Distinguished School in 2010. This accomplishment was due to the academic achievement of all students. The school application stressed the importance of staff and parent collaboration, and the school's family atmosphere as evidenced by Eagle Pride. Golden Hills Elementary School is one of three elementary schools in the Tehachapi Unified School District. The student population is approximately 740 students in grades transitional kindergarten through fifth. The school predominately serves the unincorporated areas of Golden Hills and Old Towne. Diverse student needs are met through Response To Intervention (RTI), special education services, English Language Development, and through the Student Study Team process. During our instructional day we provide music, physical education, computer technology, in addition to a variety of activities designed to encourage student's academic, social/emotional, and physical growth. We use PBIS to teach and reinforce positive behaviors.

Mission Statement

Our mission at Golden Hills School is to twenty-first century academic skills, promote good character, teach positive behaviors, and enhance self-esteem among students and staff by maintaining a positive atmosphere that encourages creative thinking and responsible decision-making.

Our goals are to: maintain a spirit of cooperation between school and home that will allow us to maximize the educational experience for all; to provide for our students according to their individual needs, talents, and abilities; and to have every child reach grade level expectations.

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

Grade Level	Number of Students
Kindergarten	129
Grade 1	102
Grade 2	130
Grade 3	125
Grade 4	124
Grade 5	106
Total Enrollment	716

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.8
Asian	0.3
Filipino	0.6
Hispanic or Latino	31.8
Native Hawaiian or Pacific Islander	0.1
White	64.5
Two or More Races	0.3
Socioeconomically Disadvantaged	51
English Learners	5.3
Students with Disabilities	6.8
Foster Youth	0.6
Homeless	1.4

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	29	28	29	172
Without Full Credential	0	5	3	14
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2

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: January 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton-Mifflin: Here We Go, Let's Be Friends, Surprises, Treasures, Wonders, Adventures, Delights, Rewards, Horizons, Traditions, Expeditions	Yes	0%
Mathematics	Houghton Mifflin Harcourt: Go Math	Yes	0%
Science	Macmillan/McGraw Hill: California Science	Yes	0%
History-Social Science	Houghton-Mifflin: My World, School and Family, Neighborhoods, Communities, California Studies, U.S. History-Early Years	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Based on the 2018/2019 FIT inspection which was conducted on April 23, 2019, the overall rating for Golden Hills Elementary is "Good". Improvements during the 2018/2019 school year included addressing drainage issues across the front of the campus, as well as a campus-wide tree crowning and cleanup. Additionally, electrical and HVAC were updated in classrooms 3, 5, 7, 8, & 9. Floor covering at building entry-points were also replaced. Floor covering in classrooms 27, K3, 35, & 38 were replaced as well.

During summer of 2020, additional HVAC updates and floor covering repairs/replacements are planned.

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: April 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Carpet needs to be replaced in classrooms 33 & 36. Ceramic tile needs repair in Girls Restroom #11 & Boys Restroom #17. Interior walls need to be repainted in Cafe/MPR.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
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)	48	40	48	47	50	50
Mathematics (grades 3-8 and 11)	31	29	30	31	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	351	351	100.00	0.00	39.60
Male	184	184	100.00	0.00	35.33
Female	167	167	100.00	0.00	44.31
Hispanic or Latino	124	124	100.00	0.00	29.84
White	210	210	100.00	0.00	46.19
Socioeconomically Disadvantaged	192	192	100.00	0.00	31.25
English Learners	30	30	100.00	0.00	10.00
Students with Disabilities	72	72	100.00	0.00	11.11

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	351	351	100.00	0.00	29.06
Male	184	184	100.00	0.00	30.98
Female	167	167	100.00	0.00	26.95
Hispanic or Latino	124	124	100.00	0.00	19.35
White	210	210	100.00	0.00	35.71
Socioeconomically Disadvantaged	192	192	100.00	0.00	19.79
English Learners	30	30	100.00	0.00	10.00
Students with Disabilities	72	72	100.00	0.00	6.94

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			

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)

Golden Hills School has several active support groups: The School Site Council (SSC), the Parent-Teacher Organization (PTO), and the English Language Advisory Committee (ELAC). The SSC meets monthly and consists of six school employees and six parents elected by their respective groups. Cooperatively, they review the School Plan, develop and monitor the spending of the Title I budget in accordance with the School Plan, and develop the School Safety Plan. The agenda is posted on the front window and on the school website. The PTO also meets monthly and supports such programs as PBIS, Red Ribbon Week, Character Counts, field trips, and assemblies, to name a few. The PTO holds several fund-raisers each year. Additionally, our ELAC meets multiple times a year to facilitate parent involvement and input from parent and families of English Learners. Additionally, Golden Hills has a substantial volunteer program. Parents and community members who wish to volunteer attend a volunteer training prior to working with students. They help in a variety of activities such as: field trips, small group instruction, special class activities, class parties and special events. Parents are an important part of making Golden Hills a safe and meaningful educational environment for the children. To learn more about specific opportunities for getting involved, please contact Principal, Kendra Bailey, at 661-822-2180 or kbailey@teh.k12.ca.us.

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	1.6	2.7	2.7	3.4	4.5	3.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Our school has an established disaster plan. Staff, teachers and students are familiar with the appropriate procedures. A Comprehensive School Safety Plan has been developed and is updated each school year. The safety plan addresses disaster preparedness, various emergency procedures, child abuse reporting, discipline, suspension and expulsion, along with information about our Positive Behavior Intervention & Supports (PBIS) program. Disaster procedures and safety issues are reviewed periodically at staff meetings. Monthly drills are held to familiarize staff and students with disaster procedures. Disaster plans are posted in each classroom with emergency bags that include emergency contacts for students. Discipline procedures and dress code are enforced to provide a safe and orderly environment conducive to learning. For student safety, once students have arrived for the school day, all access to the campus is limited to the main office doorway; all other gates and doors facing off campus are locked during school hours. Our school site is also alarmed and monitored by security cameras.

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	19	6			19	5	1		21	2	4	
1	23		5		24		5		26		4	
2	26		4		23		5		25		5	
3	28		4		28		4		26	1	4	
4	27	1	2	1	24	1	4		23	1	4	
5	26	1	4		28	1		3	23	1	4	
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	1.0
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.5
Other	1.0

*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.

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	\$3,984.65	\$837.17	\$3,147.48	\$49,470
District	N/A	N/A	\$5,714.60	\$63,928
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7125	\$71392
Percent Difference - School Site and State	N/A	N/A		

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)

*Title 1 funds provided a certificated teacher for remedial instruction in reading for students 1-5 and instructional aides in the remedial reading program. Title I funds also provided a part time certificated teacher for remedial instruction in math for grades 2-5. A portion of the funding is provided for a part-time intervention specialist.

*Economic Impact Aid(EIA) funds provided supplemental instruction for our English language learners.

*Gifted and Talented Education(GATE) funding was used for the before-school GATE enrichment program for designated students.

*Safety funds provided before-school supervision and a crossing guard before and after school.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,559	\$46,208
Mid-Range Teacher Salary	\$65,957	\$72,218
Highest Teacher Salary	\$74,841	\$92,742
Average Principal Salary (Elementary)	\$101,539	\$134,864
Average Principal Salary (Middle)	\$105,564	\$118,220
Average Principal Salary (High)	\$115,240	\$127,356
Superintendent Salary	\$135,000	\$186,823
Percent of Budget for Teacher Salaries	32%	33%
Percent of Budget for Administrative Salaries	5%	6%

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	2	2	3

In addition to professional learning conducted at the district level, we have also conducted professional development at the site level. This year we have been working on Designated and Integrated English Language Instruction. Lisa Vargas from Kern County Superintendent of Schools presented at a staff meeting on Differentiated Instruction for English Learners. We have also been working on best practices for inclusion of students with special needs in the classroom. In the last school year, we had paid after school professional development on web based programs purchased with Title I funds, along with Thinking Maps and Write from the Beginning Programs.