

# Golden 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	Golden Oak Elementary
Street	195 S. Wall Street
City, State, Zip	Shafter, CA 93263
Phone Number	(661) 746-8670
Principal	Anamarie Mendez
Email Address	amendez@rsdshafter.org
Website	www.goldenoaktigers.com
County-District-School (CDS) Code	15635786090591

Entity	Contact Information
District Name	Richland School District
Phone Number	(661) 746-8600
Superintendent	Rosa A. Romero
Email Address	rsdinfo@rsdshafter.org
Website	www.rsdshafter.org

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

### Mission Statement

Golden Oak Elementary adheres to the premise that all children can learn. It is our belief that student success is based upon the collaborative efforts of all segments of the school community including administration, teachers, support staff and the community at large. Our mission is to foster the mental, physical, social and emotional growth of all students by promoting excellence through meaningful, standards-based instruction and providing a nurturing school environment that supports the development of positive self-image and social consciousness that will lead toward productive, responsible citizenship.

### Community & School Profile

Richland School District educates students in grades kindergarten through eight who reside in the City of Shafter and surrounding areas. The District operates four schools that are located in the city: Golden Oak Elementary School (TK-6), Redwood Elementary School (TK-6), Sequoia Elementary School (TK-6) and Richland Junior High School (7-8). Each school is dedicated to ensuring the academic success of every student.

Golden Oak Elementary School lies in the western section of the City of Shafter and serves students in grades kindergarten through six. In the 2018-19 school year, Golden Oak Elementary School served approximately 716 students. Originally named Richland Primary School, the students at the school participated in choosing the current name, Golden Oak Elementary School. The school operates on a traditional school calendar. Golden Oak Elementary School is committed to providing a strong instructional program for all students to ensure excellence in education and to preparing students to be successful in the 21st Century.

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

Grade Level	Number of Students
Kindergarten	118
Grade 1	91
Grade 2	105
Grade 3	84
Grade 4	108
Grade 5	125
Grade 6	100
Total Enrollment	731

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.1
Asian	1.1
Filipino	0.1
Hispanic or Latino	96.7
White	1.9
Socioeconomically Disadvantaged	89.9
English Learners	40.4
Students with Disabilities	8.6
Foster Youth	0.5
Homeless	3.8

## 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	41.25	41.50	41.84	156
Without Full Credential	0	0	0	4
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:** December 2019

Richland School District sets a high priority upon guaranteeing sufficiency of the most current state board adopted K-8th grades instructional materials to support the school's instructional program in all core subjects. The Richland School District held a Public Hearing on December 16, 2019, and determined each school within the district has sufficient and quality instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are provided with a standards-aligned instructional materials in all core subjects to use in the classroom and to take home in all subjects.

Richland School District forms adoption committees whom utilize the California Department of Education approved guidelines to review, screen, and pilot instructional materials on the State Board of Education's Adopted Programs list. The adoption committees include representation from each school site. Committee members' administrators, teachers, parents, union representatives and community members. The Adoption Committee utilizes the current Adoption Toolkit developed by the Curriculum and Instruction Steering Committee (CISC) to help guide the process. . The Adoption Committee collaboratively establishes the district lens, analyzes state and local data, and reviews program components and pilots instructional materials. The district formed the Next Generation Science Standards (NGSS) Committee in April, 2018 to begin the process of adopting science instructional materials that are aligned to the Next Generation Science Standards and the newly adopted NGSS Framework. Furthermore, on January 14, 2019 the board of trustees approved the purchase of myWorld Interactive by Pearson for K-8th grades and is aligned to the new History-Social Science Framework.

Classrooms visit the library at least once every other week. In addition, the library is open to students before school, during recess, at lunch, and after school. The library is staffed by a full-time library assistant and a part-time credentialed librarian. The library assistant is available to help students with library usage and research techniques and delivers lessons aligned to support content standards and the Model School Library Standards for California Public Schools: Kindergarten through Grade Twelve. Students may check out a growing collection of books, magazines and MP3 players loaded with audiobooks, anytime within the library's hours of operation. Multilingual resources are available online and in print. Students and teachers have 24/7 access to databases, ebooks and digital audiobooks both at school and remotely. The library contains presentation equipment, computers, professional materials, and magazines for student and staff use as well as books and resources to support the curriculum and meet the various learning needs and recreational reading interests of the diverse student population. The library also supports site based efforts to promote reading.

All classrooms at Golden Oak Elementary are 1:1 implementation with chromebooks and additional devices are available in every classroom as well as the library. Document cameras are in all classrooms, and sound enhancement systems are available in the majority of the rooms. Software programs and other resources such as digital cameras, video camcorders, and other devices are utilized by teachers to enhance student learning. SmartBoards are available in 12 classrooms and are used routinely.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Court 2017 K-6 Journeys Board adopted: June 26, 2017  Dual Immersion Program Benchmark Education 2017 Kindergarten Adelante Board adopted: April, 2019	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Mathematics</b>	Pearson Education Inc. 2015 K-6 enVision Mathematics Board adopted: December 5, 2016	Yes	0
<b>Science</b>	MacMillan/McGraw-Hill 2008 K-5 California Science Board adopted: June 25, 2008  Prentice Hall 2008 6-8 Focus on Earth Science Board adopted: June 25, 2008	Yes	0
<b>History-Social Science</b>	Pearson Education Inc. 2019 K-8 myWorld Interactive Board Adopted: January 14, 2019	Yes	0

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

Golden Oak Elementary School provides a clean, safe environment for students, staff, and volunteers. The school is situated on 16 acres. School facilities were built between 1938 and 1969, with additions built in 1995. They span more than 76,900 square feet, and include the library, cafeteria, school office and classrooms. The facility strongly supports teaching and learning through its ample classroom and playground space. Golden Oak Elementary School underwent modernization that included air conditioning installation, upgrades to the roof and electrical upgrades. Most recently, in 2014, five portable classrooms were added to support enrollment growth and reduced class sizes.

#### Cleaning Process and Schedule

The District has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office or at the District office. The site administration team works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. A team of four full-time custodians ensure classrooms, restrooms and campus grounds are kept clean and safe on a daily basis. A scheduled maintenance program is administered by the District to ensure that all classrooms and facilities are well-maintained and provide a suitable learning environment. Deep sanitizing procedures take place monthly in the entire school with the purpose of eliminating germs and to prevent/reduce exposure to illnesses.

#### Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors and site administrators are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

#### Deferred Maintenance Budget

The District contributes to the deferred maintenance fund (Fund 14) to cover annual maintenance costs that occur through-out the year or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting and floor systems. These maintenance costs are typically for major repairs.

### Deferred Maintenance Projects

For the 2018-2019 school year, the district performed several projects at the Redwood, Junior High, Sequoia, and Golden Oak sites. The District's complete deferred maintenance plan is available at the District Office.

The Golden Oak campus completed a comprehensive remodel in June, 2007. The District's complete deferred maintenance plan is available at the District office.

For the 2019-20 school year, the district is planning several projects at Golden Oak Elementary including improvements to the building exteriors and exterior grounds.

### 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:** December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Missing tiles on the floor.
<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	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	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 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)	40	44	32	36	50	50
Mathematics (grades 3-8 and 11)	34	40	24	28	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	418	416	99.52	0.48	43.51
Male	200	200	100.00	0.00	37.00
Female	218	216	99.08	0.92	49.54
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	407	405	99.51	0.49	42.96
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Two or More Races</b>					
<b>Socioeconomically Disadvantaged</b>	379	377	99.47	0.53	41.38
<b>English Learners</b>	275	274	99.64	0.36	42.34
<b>Students with Disabilities</b>	41	41	100.00	0.00	4.88
<b>Students Receiving Migrant Education Services</b>	30	30	100.00	0.00	43.33
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	13	13	100.00	0.00	30.77

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
<b>All Students</b>	418	416	99.52	0.48	40.38
<b>Male</b>	200	200	100.00	0.00	38.00
<b>Female</b>	218	216	99.08	0.92	42.59
<b>Black or African American</b>					
<b>American Indian or Alaska Native</b>					
<b>Asian</b>	--	--	--	--	--
<b>Filipino</b>					
<b>Hispanic or Latino</b>	407	405	99.51	0.49	40.25
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	--	--	--	--	--
<b>Two or More Races</b>					
<b>Socioeconomically Disadvantaged</b>	379	377	99.47	0.53	37.93
<b>English Learners</b>	275	274	99.64	0.36	39.05
<b>Students with Disabilities</b>	41	41	100.00	0.00	2.44
<b>Students Receiving Migrant Education Services</b>	30	30	100.00	0.00	46.67



Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	38.46

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	18	23.8	14.8

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)

At Golden Oak Elementary we strive in providing students with a support system where both parents and staff work together to ensure students receive a quality education. Because we believe in fostering a partnership, we provide many opportunities for parents and families to actively participate in their child's education. Some opportunities offered include: welcoming parents to assist teachers in the classroom, meet the teacher night for our TK and Kindergarten students, Back to School Night, Open House, Parent Teacher Organization (PTO) events, assemblies, and parent/teacher committees. Parents and families have the opportunity to participate in PTO events such as: attending meetings, serving as a member on the board, PTO pledge drive, carnival, Paint Nights, Book Fairs, Father Daughter Dance, Mommy-Child Dance, Dr. Seuss Read Across America Event, Red Ribbon Week, Family Reading Night, Movie Night, Bingo Night, Coffee with the Principal, Lunch with Your Child, and Color Run. The attendance of parents is very high at assemblies that include holiday performances, student awards and recognitions. The advisory committees such as the School Site Council, English Learner Advisory Committee, and PBIS also benefit from parent involvement.

Golden Oak Elementary School's educational programs are supported by parents and the community. Numerous programs and activities are enriched by the generous contributions made by the following organizations:

- City of Shafter
- Rotary Club of Shafter
- Kiwanis Club
- Paramount Farms
- Golden Oak Parent Teacher Organization
- Golden Oak Teachers - who offer after school sessions to inform and support parents in helping their children meet academic goals.
- Wonderful Company

Parents who wish to participate in Golden Oak Elementary School's leadership teams, committees, activities, or become volunteers may contact school principal at (661) 746-8670.

### 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
<b>Suspensions</b>	1.5	2.8		2.7	2.2	0.0	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0		0.0	0.0	0.0	0.1	0.1	0.1

## School Safety Plan (School Year 2019-20)

Safety of students and staff is a primary concern of Golden Oak Elementary School. All visitors must check in and out at the school office with their identification card, such as Drivers License, which is the only entrance to the school (single point entry). We use Raptor Visitor Management System in all of our schools to strengthen our campus safety practices for students, faculty, staff and parents. The Raptor system allows us to screen all visitors, contractors and volunteers by comparing their name and date of birth with a national database of registered sex offenders. Once entry is approved, Raptor issues a badge that identifies the visitor, the date and the purpose of the visit. All visitors onto campus must identify themselves with a visitor pass and must check-in through the office. As an additional measure of safety, before and after school, there are crossing guards at all major cross walks to help mitigate traffic and to ensure that students are crossing the street safely.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills and/or lock down drills are conducted on a monthly basis and earthquake drills are held once a school year. Safety Kits are placed throughout school facilities to provide proper supplies during an emergency situation. Monitoring of school grounds is performed by assigned staff members before, during, and after school. Safety Preparedness Week takes place twice a year to provide full-school training in the following: earthquake, lock down, fire, reverse evacuation, and hit-the-deck procedures and protocol.

A Comprehensive Safety Plan was developed by the school in consultation with local law enforcement in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include child abuse reporting procedures, school discipline, suspension, and expulsion procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe ingress and egress from school, and sexual harassment policy. Golden Oak Elementary School reviews and updates the plan annually with the assistance and approval by our School Site Council. The plan was last updated in the Spring of 2019. An updated copy of the plan is available to the public at the school office, the District office, or the school website at [www.goldenoaktigers.com](http://www.goldenoaktigers.com).

## 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	4	4		18	2	4		17	3	4	
1	20	5	1		14	7			13	7		
2	21		6		16	4	1		15	6	1	
3	20	1	8		17	6			12	7		
4	23	1	8		17	4	7		19	4	9	
5	25	1	10		16	4	8		17	5	11	
6	30	1	8	1	25	3	9	1	20	6	8	1
Other**	20	1	1		24	1	1	1	24	1		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.

### 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	1.0
Resource Specialist (non-teaching)	2.0
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	\$6,241.60	\$257.45	\$5,984.14	\$69,075.07
District	N/A	N/A	\$9,802.98	\$71,603.47
Percent Difference - School Site and District	N/A	N/A	-48.4	-3.6
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-22.6	-11.6

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)

Based on 2018-19 audited financial statements, the District spent an average of \$13,276.34 to educate each student. The table provides a comparison of Golden Oak's Elementary School's per pupil funding (both restricted and unrestricted sources) with district (unrestricted) sources for the 2017-2018 school year.

In addition to general fund State funding, Richland School District receives State and Federal categorical funding for the following programs:

LCAP  
Maintenance and Operations  
After School and Safety Education (ASES) AKA CHAMPS  
Class Size Reduction  
Special Education  
Title I, Title II, Title III  
Home-to-School Transportation  
Migrant Education  
Lottery

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,484	\$49,378
Mid-Range Teacher Salary	\$74,721	\$77,190
Highest Teacher Salary	\$95,563	\$96,607
Average Principal Salary (Elementary)	\$116,638	\$122,074
Average Principal Salary (Middle)	\$113,482	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$145,000	\$189,346
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	3%	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	21	26	20

Professional development at Golden Oak Elementary School centers on the Common Core State Standards and Frameworks. Teachers update the instructional plans regularly using formative, interim and summative data to customize the educational experience for unduplicated students with the intent to continuously provide quality first instruction.

During the 2017-2018 school year, the following professional development was provided: English Language Arts and mathematics adoptions, Designated and Integrated ELD, Renaissance Learning Data on how to use data to group students, set goals, monitor progress to intervene as necessary, use learning progressions to identify skill gaps, plan targeted instruction to meet individualized learning needs and interpret advanced data and dashboards to ensure instruction is accelerating student growth. The ELPAC Academy focused on the implications for classroom instruction and student learning. Teachers developed formative assessments based on the ELPAC task types. In collaboration with Kern High School District, teachers were trained on teacher created lessons to meet the instructional needs of Newcomers.

In 2018-2019, the Richland School District provided professional learning opportunities for teachers and instructional aides in the area of literacy using the 95% instructional materials to support students, data analysis, classroom observations, modeling of effective strategies and grouping of students. Furthermore, teachers were provided with training on the History-Social Science Framework, Next Generation Science Framework, Saturday professional learning on the NGSS 5 E's Lesson Development & Progression Practice through Hands on Learning, the California Environmental Principals and Concepts, Science and Engineering Practice, NGSS Crosscutting Concepts, Access and Equity in Science Education, Forces and Interactions, Mathematics Performance TASK and Number Talks, Integrated and Designated ELD and the administration of the Interim Assessment Blocks for both ELA and Mathematics.

In 2019-2020, teachers and administration received continuous professional development on the following: Designated & Integrated ELD with a focus on language objectives, inquiry, text reconstruction, and sentence unpacking (following up coaching and lesson modeling by ELD consultants throughout the school year), History-Social Science Integration into ELA with a focus on the identified ELD strategies, myWorld Interactive by Pearson Year one of Implementation training by Pearson consultants, Illuminate training on gradebook, attendance and assessments, instructional plan roll out by grade level including collaborative time. Dual Language Program teachers participated in CAFE institutes.

Yearly, certificated and classified staff are provided continuous professional development using the 95 Percent Group skill continuum, diagnostic assessments, and instructional materials as well as coaching, and follow-up at the district and school site level so that data-informed instructional practices and effective interventions are sustained.

The District participates in the State-sponsored Induction Program. The goals of the Induction Program are to help new teachers succeed, foster increased retention within the teaching profession of quality teachers and improve instruction for students. For the 2017-2018, 2018-19 and 2019-2020 school year, the District's support provider assisted all eligible participants with program completion.