

Golden Hills Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.



Mrs. Carol Brown, Principal

Principal, Golden Hills Elementary

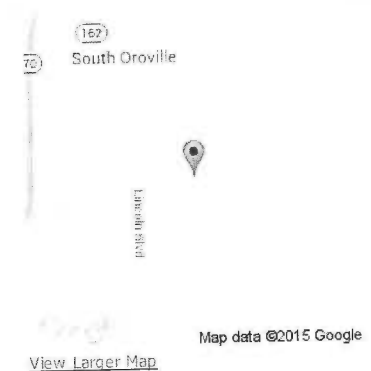
About Our School

The Golden Hills Elementary Staff believe that we can achieve our fundamental purpose of high levels of learning for all students if we work together towards this common goal. This involves parents, teachers, paraprofessionals, and students collectively. It is our desire to cultivate a culture of collaboration through the development of high performing teams. We are committed to maintaining a safe environment where all students can learn and grow to their fullest potential.

Contact

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Oroville, CA
95966

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About This School

Contact Information - Most Recent Year

School		District	
School Name	Golden Hills Elementary	District Name	Palermo Union Elementary
Street	2400 Via Canela	Phone Number	(530) 533-4842
City, State, Zip	Oroville, Ca, 95966	Web Site	www.palermoschools.org
Phone Number	530-532-6000	Superintendent First Name	Bryan
Principal	Mrs. Carol Brown, Principal	Superintendent Last Name	Caples
E-mail Address	cbrown@palermoschools.org	E-mail Address	bcaples@palermoschools.org
Web Site	http://goldenhills.palermoschools.org/		
County-District-School (CDS) Code	04615230110510		

Last updated: 1/5/2015

School Description and Mission Statement (Most Recent Year)

The Palermo Union School District is comprised of six schools: Helen M. Wilcox Elementary School (K-3), Honcut Elementary School (K-2), Golden Hills Elementary School (4-5), Palermo Middle School (6-8), and two Community Day Schools (K-7 and 5-8). The district is located in Butte County, in the northern part of California's Sacramento Valley.

School Description: Golden Hills Elementary School, built in 2006, is located four miles south of Oroville and has an enrollment of approximately 300 students. Golden Hills provides a Title 1 School-Wide Program (SWP) in addition to Reading Intervention, Math Intervention, GATE, English Language Development, Special Education, Indian Education, and library services. Every classroom at Golden Hills is considered a smart room, equipped with technology which is used to reach all types of learners. This technology includes a bank of computers in each classroom and a mobile computer lab for each grade level, as well as a projector, document camera, and amplification system. In addition to technology, Golden Hills has a focus on increasing physical fitness for students by holding monthly school-wide fitness activities, and culminating in an annual two week olympic event at the end of the school year.

Golden Hills embraces the Professional Learning Community (PLC) model, as well as the Learning For All concept. The teaching staff and administrators have developed strategies to teach students of all ability levels, including implementation of Response to Intervention (RTI), READ 180 (intensive reading intervention), leveled reading and leveled math classes (with extra challenge for GATE students), and a school-wide intervention block (including ELD). We utilize Explicit Direct Instruction (EDI) strategies and techniques to enhance student engagement. We are involved with an iSTEM grant where teachers are receiving professional development in integrating science, technology, engineering, and mathematics.

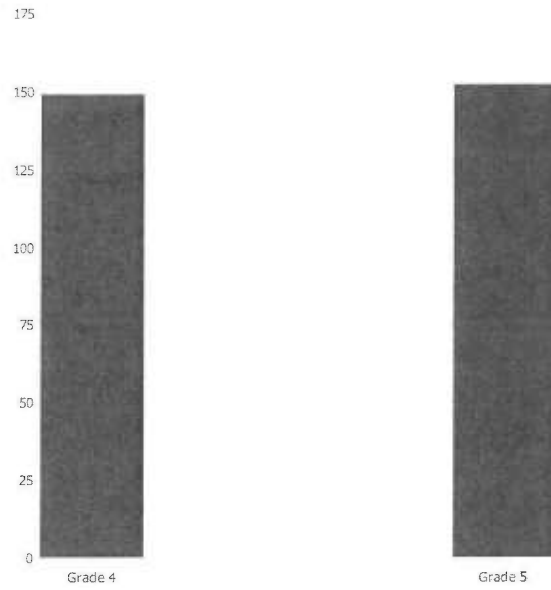
School Goals: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics by 2015-16. For the next year, progress indicators will be local district benchmarks. Grade level SMART goals are developed collaboratively during PLC time after analyzing student performance data. Local assessments, both formative and summative, are monitored and analyzed weekly, each trimester, and at the end of the school year. In the spring of 2015, students will take the California Assessment of Student Performance and Progress (CAASPP).

Mission: Golden Hills, in a cooperative effort with students, families, and the community, will provide an excellent educational program to ensure that all students are successful life-long learners. We will maintain a safe, caring, moral, drug-free, and supportive environment, with the ultimate goal of students becoming successful, productive, and responsible citizens.

Last updated: 1/14/2015

Student Enrollment by Grade Level (School Year 2013-14)

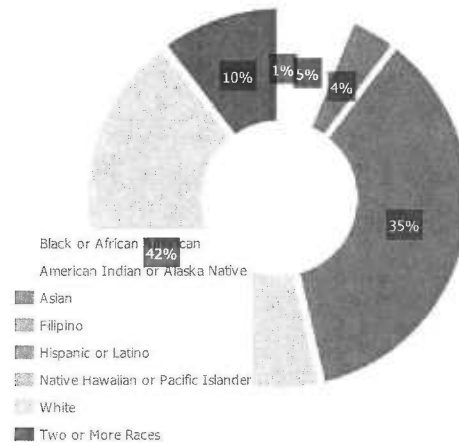
Grade Level	Number of Students
Grade 4	149
Grade 5	152
Total Enrollment	301



Last updated: 1/6/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	1.0
American Indian or Alaska Native	5.0
Asian	4.0
Filipino	0.0
Hispanic or Latino	35.6
Native Hawaiian or Pacific Islander	0.0
White	42.5
Two or More Races	10.7
Socioeconomically Disadvantaged	81.4
English Learners	17.3
Students with Disabilities	11.3



Last updated: 1/6/2015

A. Conditions of Learning

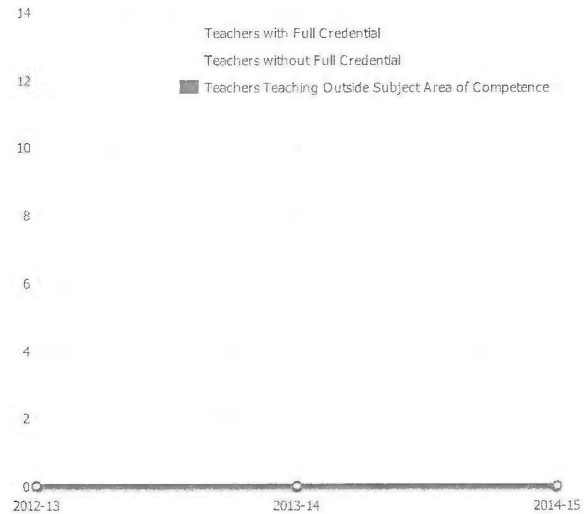
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

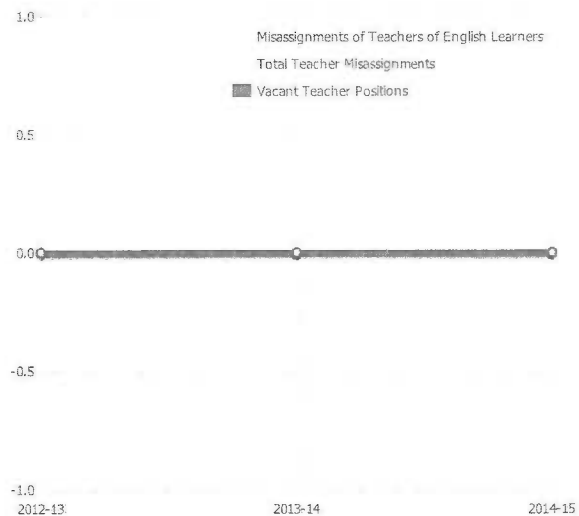
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	12	12	12	65
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/5/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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.

Last updated: 1/5/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	0	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Last updated: 1/5/2015

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: December 2013

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin: A Legacy of Literacy 2002 Houghton Mifflin: Medallion Edition 2010 Scholastic: READ 180 Next Generation 2014 Scholastic: Reading Counts	Yes	0.0
Mathematics	Piloting McGraw-Hill: My Math		0.0
Science	MacMillan/McGraw-Hill: California Science 2006	Yes	0.0
History-Social Science	Houghton Mifflin: History-Social Studies 2005	Yes	0.0
Foreign Language			0.0
Health			0.0
Visual and Performing Arts			0.0
Science Laboratory Equipment (grades 9-12)			0.0

Last updated: 1/5/2015

School Facility Conditions and Planned Improvements - Most Recent Year

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility inspection tool developed by the State of California DPSC. The results are available at the school office. Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Golden Hills was built in 2006. It has 12 classrooms, a multipurpose room, a library, and an administration building. A staff work room is located in the administration building. Student and staff restrooms are adequately located throughout the campus and are kept clean and in good working order. Golden Hills maintains a playground and garden area. The campus is gated and locked when school is not in session. Parents and guests sign in, and out, at the office.

LEA maintenance staff ensures that the 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. A daytime custodian takes care of the day-to-day operational needs on site, while helping to maintain safety and cleanliness. A night time custodian maintains the cleanliness of the school by cleaning the entire facility each night.

Last updated: 1/5/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	There is a ceiling tile that needs replaced and a few loose floor tiles that need replaced.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Overall Rating: Good

Last updated: 1/5/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	57	51	55	52	53	55	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown 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.

Last updated: 1/5/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	55
All Students at the School	55
Male	58
Female	52
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	49
Native Hawaiian or Pacific Islander	
White	56
Two or More Races	67
Socioeconomically Disadvantaged	53
English Learners	13
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown 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.

Last updated: 1/5/2015

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)

Subject	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	43%	51%	50%	43%	50%	44%	54%	56%	55%
Mathematics	58%	53%	60%	49%	55%	54%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	43%	28%	44%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. 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.

Last updated: 1/5/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	4	4	5
Similar Schools	6	6	6

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/5/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	-5	15	5
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	13	-33	14
Native Hawaiian or Pacific Islander			
White	-32	38	7
Two or More Races			
Socioeconomically Disadvantaged	-4	11	5
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/5/2015

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	27.3%	18.0%	13.3%

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.

Last updated: 1/5/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement - Most Recent Year

Parental Involvement is an important part of student success. Parents and guardians are given the opportunity to work in a mutually supportive and respectful partnership with the school to help their child succeed. We encourage parents/guardians to volunteer in the classroom and on field trip events, as well as attend Back-to-School Night, Open House, Parent/Teacher Conferences, Title 1 Meetings, Muffins for Moms, Doughnuts for Dads, and other family events. Golden Hills benefits from an active Parent Teacher Group (PTG). The PTG works with the community on various fundraisers and supports student activities. Parents are encouraged to serve on the School Site Council (SSC). Parents of English Learners (EL students) are encouraged to serve on the English Learner Advisory Committee (ELAC). Parents and guardians can support their child's learning environment by monitoring school attendance and homework completion, participating in extracurricular activities, volunteering at school, attending SSC meetings, and by planning and participating in activities at home that are supportive of classroom instruction.

For information on how to get involved in any of these groups or activities, please contact the school office at (530) 532-6000.

State Priority: Pupil Engagement

Last updated: 1/5/2015

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

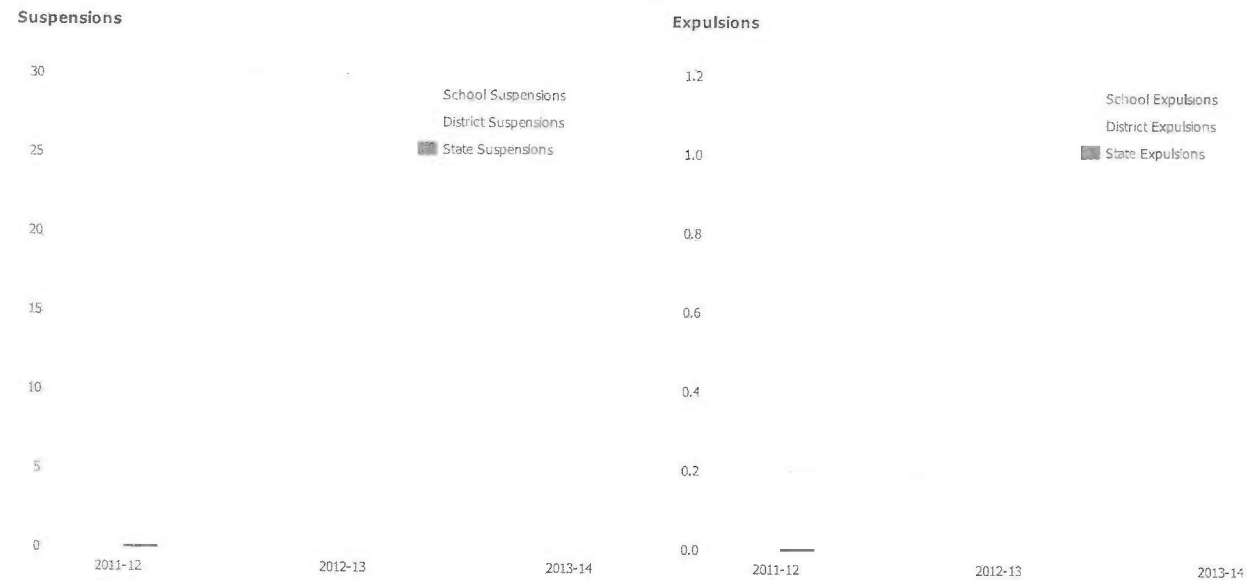
State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	6.99	4.84	4.90	27.00	24.00	16.00			
Expulsions	1.05	0.00	0.00	1.00	1.00	0.50			



Last updated: 1/12/2015

School Safety Plan - Most Recent Year

The Palermo Union School District Comprehensive Safety Plan/Emergency Management Plan is reviewed, updated and approved by the Governing Board annually by March 1. Each school maintains a copy of the Safety Plan on site and a copy of the site Emergency Conditions portion of the plan is maintained in each classroom. Key elements of the Safety Plan include: a plan of action for maintaining a safe and orderly environment conducive to learning at the school (i.e. assessment of school safety, identification of strategies and programs that will maintain school safety and campus security) and emergency management procedures consistent with the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) developed by the U.S. Department of Homeland Security.

Key elements of the site Emergency Conditions include: a plan of action for a coordinated school wide response to emergencies (i.e. intruder on campus, fire, emergency lockdown, evacuation, etc.). Safety drills are held on a regular basis. Fire drills are held monthly. Earthquake/disaster and intruder drills are held twice a year. All employees wear ID badges and visitors to the campus are required to sign in at the school office and wear a visitor's pass at all times.

Last updated: 1/5/2015

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	N/A	N/A
Met Participation Rate - English-Language Arts	N/A	N/A
Met Participation Rate - Mathematics	N/A	N/A
Met Percent Proficient - English-Language Arts	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A
Met Graduation Rate	N/A	N/A

Last updated: 1/5/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2008-2009
Year in Program Improvement *	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/5/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4	20.6	2	5	0	25.0	1	5		21.0	2	5	
5	23.7	1	5	0	19.0	2	5		25.0	1	5	
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/5/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.2	N/A
Psychologist	0.2	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

* 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.

Last updated: 1/5/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6,766	\$1,550	\$5,216	\$68,271
District	N/A	N/A	\$5,752	\$62,284
Percent Difference – School Site and District	N/A	N/A	90.68%	109.61%
State	N/A	N/A	\$4,690	\$67,289
Percent Difference – School Site and State	N/A	N/A	111.22%	101.46%

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

Last updated: 1/8/2015

Types of Services Funded (Fiscal Year 2013-14)

Title I: Supports improvement of the teaching and learning of children who are at risk of not meeting academic standards and reside in areas with high concentration of children from low-income families.

EIA/SCE: Supports compensatory educational services for educationally disadvantaged students.

EIA/LEP: Supports services to English learners to develop full proficiency in English as rapidly as possible and to recoup any academic deficits that may have been incurred as a result of language barriers.

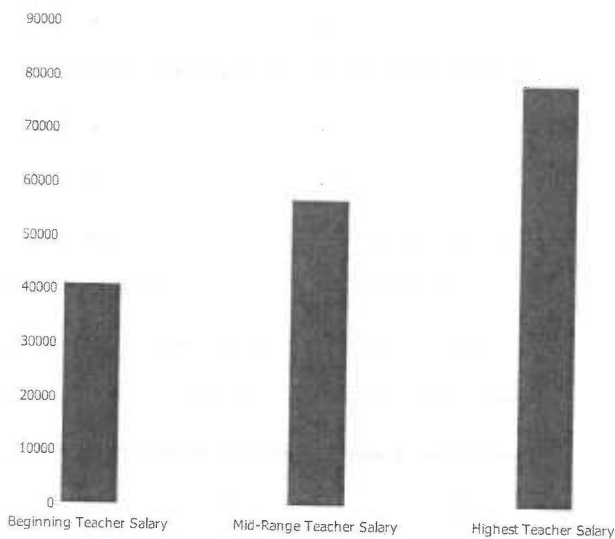
Last updated: 1/5/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

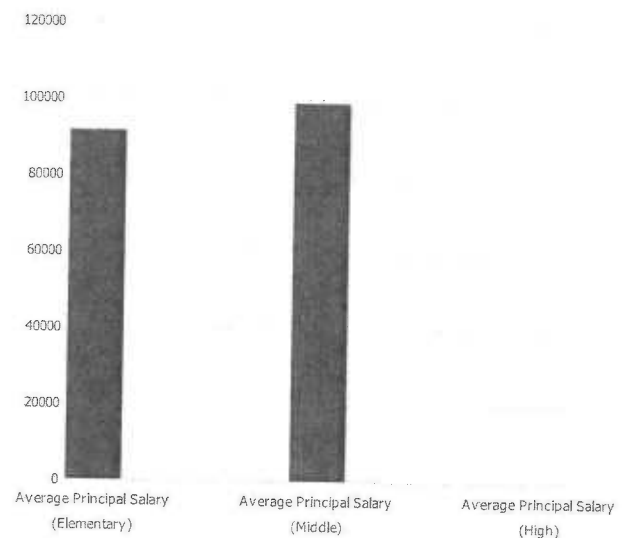
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,866	\$41,535
Mid-Range Teacher Salary	\$56,794	\$64,101
Highest Teacher Salary	\$78,473	\$82,044
Average Principal Salary (Elementary)	\$91,457	\$104,336
Average Principal Salary (Middle)	\$98,881	\$107,911
Average Principal Salary (High)	\$00	\$102,488
Superintendent Salary	\$125,000	\$155,309
Percent of Budget for Teacher Salaries	41.0%	41.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/rs/>.

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/7/2015

Professional Development – Most Recent Three Years

The district schedules staff development on non-student days and/or non-contract days, or during after school hours. Staff development is delivered through after school workshops, conference attendance, individual mentoring, and PLC. Area of focus for staff development is selected based on need, as shown in

achievement data. Teachers are supported through teacher-principal meetings and professional learning communities.

PUSD teachers engage in active staff development throughout the year by attending in-District training sessions given by staff and consultants, as well as site-based sessions presented at staff meetings, committee/grade level meetings, and during formal observation post conferences. Staff development has focused on fostering the Explicit Direct Instruction (EDI) strategies and techniques, and professional collaborative teams. District and site sessions, as well as follow-up classroom observations and feedback have been provided on the following topics: Student Engagement, Checking for Understanding-TAPPLE, Corrective Feedback, and Delivering Information.

Last updated: 1/5/2015