

# Golden Hills Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.



### 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, support staff, 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

*Golden Hills Elementary  
2400 Via Canela  
Oroville, CA 95966-7200*

*Phone: 530-532-6000  
E-mail: [cbrown@palmerschools.org](mailto:cbrown@palmerschools.org)*

## About This School

### Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
<b>District Name</b>	Palermo Union Elementary
<b>Phone Number</b>	(530) 533-4842
<b>Superintendent</b>	Bryan Caples
<b>E-mail Address</b>	<a href="mailto:bcaples@palermoschools.org">bcaples@palermoschools.org</a>
<b>Web Site</b>	<a href="http://www.palermoschools.org">www.palermoschools.org</a>

School Contact Information - Most Recent Year	
<b>School Name</b>	Golden Hills Elementary
<b>Street</b>	2400 Via Canela
<b>City, State, Zip</b>	Oroville, Ca, 95966-7200
<b>Phone Number</b>	530-532-6000
<b>Principal</b>	Mrs. Carol Brown, Principal
<b>E-mail Address</b>	<a href="mailto:cabrown@palermoschools.org">cabrown@palermoschools.org</a>
<b>Web Site</b>	<a href="http://goldenhills.palermoschools.org/">http://goldenhills.palermoschools.org/</a>
<b>County-District-School (CDS) Code</b>	04615230110510

*Last updated: 1/6/2016*

### 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 projector, document camera, and amplification system. In addition, each student is assigned a chromebook; and each grade level has a mobile computer cart with a classroom set of student laptops. Golden Hills also 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. In addition to our required P.E. minutes, students also receive weekly instruction from a Physical Education Teacher.

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; and this is being shared to students during a daily S.T.E.A.M. block (Science, Technology, Engineering, Arts, and Mathematics).

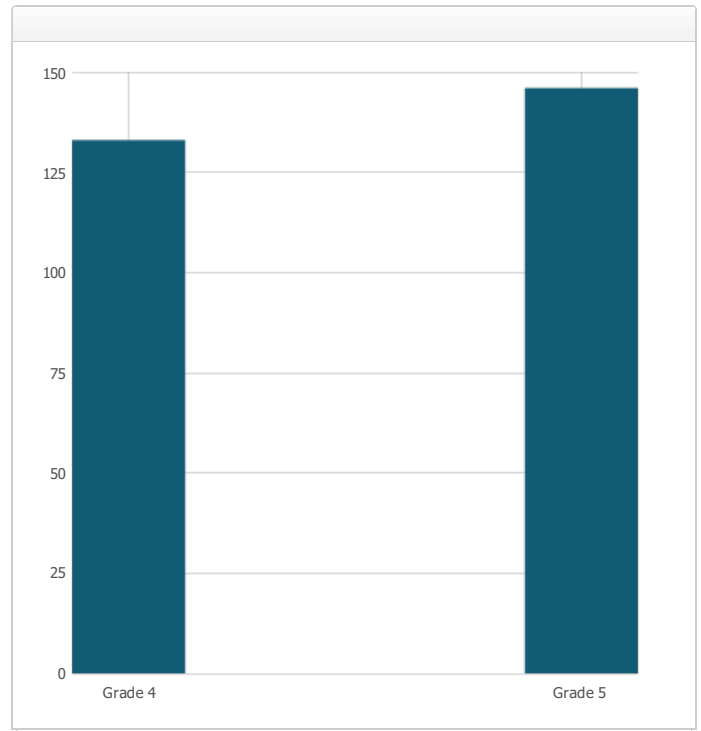
**School Goals:** All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics by 2016-17. Progress indicators will be CAASPP scores, as well as local district benchmarks. Grade level SMART goals are developed collaboratively during PLC time after analyzing student performance data. Local assessments, both formative and summative, are monitored and analyzed weekly, each trimester, and at the end of the school year.

**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: 1/6/2016*

### Student Enrollment by Grade Level (School Year 2014-15)

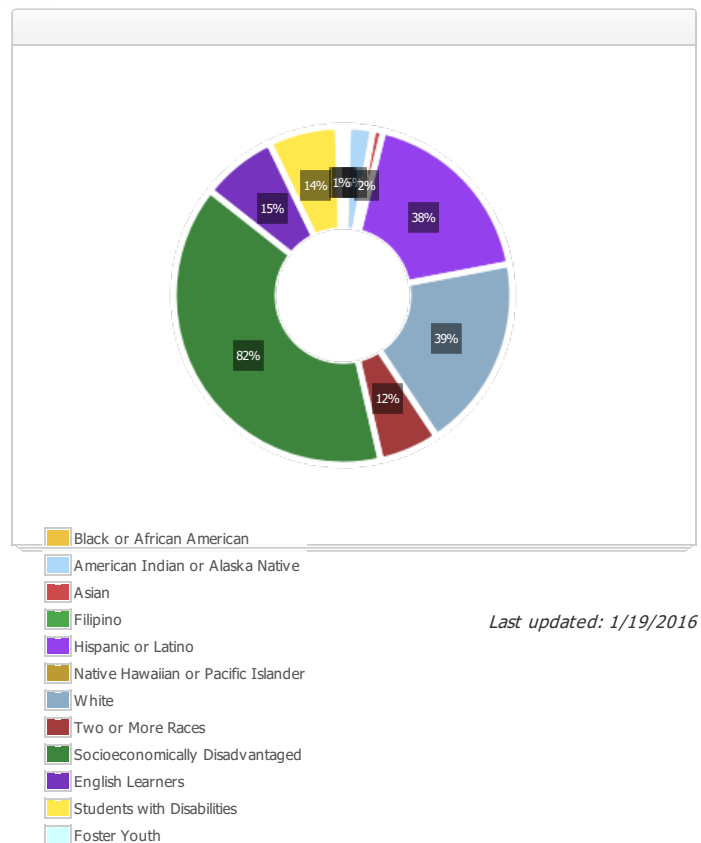
Grade Level	Number of Students
Grade 4	133
Grade 5	146
Total Enrollment	279



Last updated: 1/6/2016

### Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.1 %
American Indian or Alaska Native	5.4 %
Asian	2.2 %
Filipino	0.4 %
Hispanic or Latino	38.4 %
Native Hawaiian or Pacific Islander	0.0 %
White	39.8 %
Two or More Races	12.5 %
Socioeconomically Disadvantaged	82.4 %
English Learners	15.4 %
Students with Disabilities	14.3 %
Foster Youth	1.4 %



Last updated: 1/19/2016

## A. Conditions of Learning

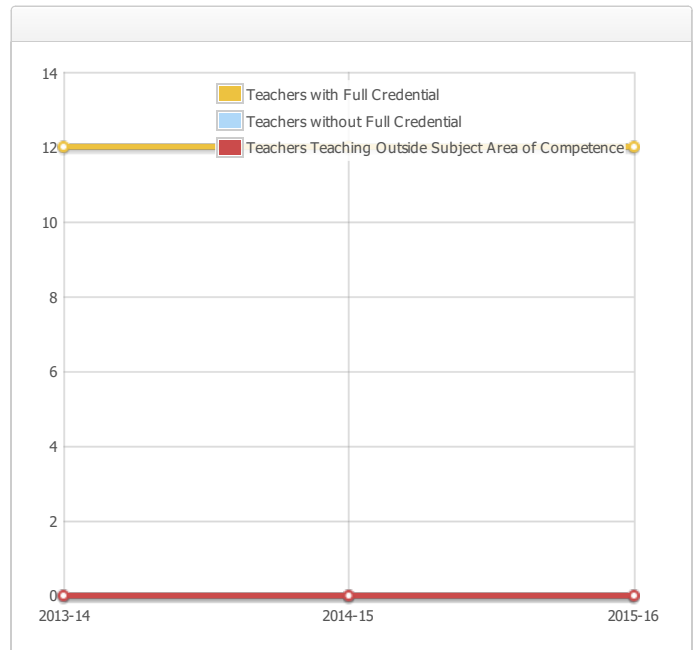
### State Priority: Basic

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

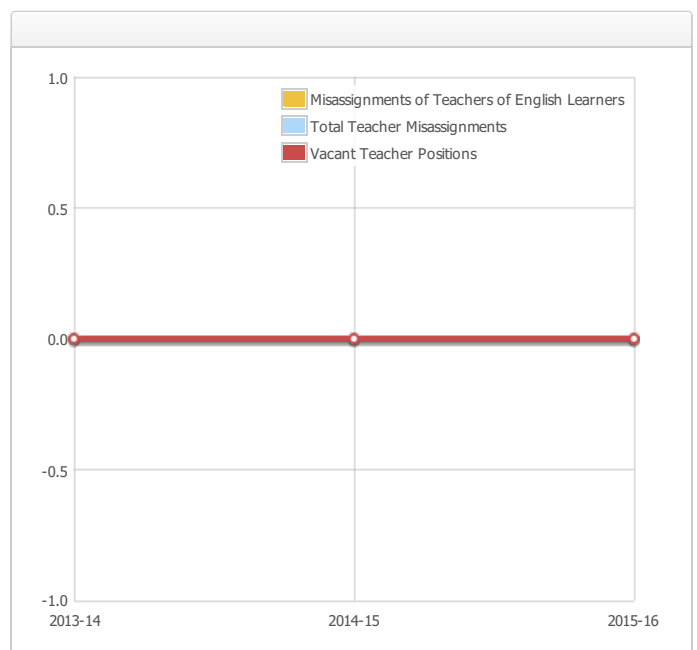
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	12	12	12	66
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/29/2016

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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: 1/27/2016

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

<b>Location of Classes</b>	<b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b>	<b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b>
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	0.0%	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.

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

Year and month in which data were collected: December 2014

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
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	McGraw-Hill: My Math	Yes	0.0 %
Science	MacMillan/McGraw-Hill: California Science	Yes	0.0 %
History-Social Science	Houghton Mifflin: History-Social Studies	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 1/19/2016

## 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 OPSC. 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: 1/19/2016*

## School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: August 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Boys restroom floor needs repair. Countertop needs repaired in classroom B2. Loose floor tiles in cafeteria. Wall coverings and floor needs repaired in portable restrooms. All repairs have been completed.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	Electrical cover needed. Repair completed.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Drinking fountain needs repaired near classroom B4 and Library/Media center. Repairs have been completed.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	Black top has been patched and sealed. Hole in the fence was repaired.

## Overall Facility Rate - Most Recent Year

Year and month in which data were collected: August 2015

Overall Rating	Good
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*Last updated: 1/27/2016*

## 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], Science California Standards Tests); 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 Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	31.0%	32.0%	44.0%
Mathematics (grades 3-8 and 11)	19.0%	19.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/6/2016*

**ELA - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	138	135	97.8%	45.0%	27.0%	20.0%	7.0%
Male	138	65	47.1%	55.0%	22.0%	15.0%	6.0%
Female	138	70	50.7%	36.0%	31.0%	24.0%	9.0%
Black or African American	138	1	0.7%	--	--	--	--
American Indian or Alaska Native	138	6	4.3%	--	--	--	--
Asian	138	1	0.7%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	138	52	37.7%	58.0%	25.0%	12.0%	6.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	138	55	39.9%	36.0%	27.0%	25.0%	9.0%
Two or More Races	138	20	14.5%	40.0%	30.0%	25.0%	5.0%
Socioeconomically Disadvantaged	138	109	79.0%	48.0%	25.0%	20.0%	6.0%
English Learners	138	20	14.5%	70.0%	25.0%	0.0%	5.0%
Students with Disabilities	138	14	10.1%	86.0%	14.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 1/6/2016*



**ELA - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	143	140	97.9%	39.0%	26.0%	27.0%	7.0%
Male	143	78	54.5%	46.0%	28.0%	22.0%	4.0%
Female	143	62	43.4%	31.0%	24.0%	34.0%	11.0%
Black or African American	143	2	1.4%	--	--	--	--
American Indian or Alaska Native	143	7	4.9%	--	--	--	--
Asian	143	5	3.5%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	143	57	39.9%	42.0%	19.0%	33.0%	5.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	143	58	40.6%	29.0%	38.0%	24.0%	9.0%
Two or More Races	143	11	7.7%	55.0%	27.0%	9.0%	9.0%
Socioeconomically Disadvantaged	143	115	80.4%	45.0%	28.0%	23.0%	3.0%
English Learners	143	19	13.3%	63.0%	32.0%	5.0%	0.0%
Students with Disabilities	143	15	10.5%	87.0%	13.0%	0.0%	0.0%
Students Receiving Migrant Education Services	143	3	2.1%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 1/19/2016*

**Mathematics - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	138	134	97.1%	32.0%	46.0%	19.0%	3.0%
Male	138	64	46.4%	36.0%	44.0%	17.0%	3.0%
Female	138	70	50.7%	29.0%	47.0%	21.0%	3.0%
Black or African American	138	1	0.7%	--	--	--	--
American Indian or Alaska Native	138	6	4.3%	--	--	--	--
Asian	138	1	0.7%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	138	52	37.7%	46.0%	42.0%	10.0%	2.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	138	54	39.1%	22.0%	48.0%	28.0%	2.0%
Two or More Races	138	20	14.5%	30.0%	45.0%	20.0%	5.0%
Socioeconomically Disadvantaged	138	108	78.3%	37.0%	44.0%	16.0%	3.0%
English Learners	138	20	14.5%	55.0%	35.0%	10.0%	0.0%
Students with Disabilities	138	14	10.1%	64.0%	29.0%	7.0%	0.0%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 1/19/2016*

**Mathematics - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	143	140	97.9%	47.0%	37.0%	14.0%	2.0%
Male	143	78	54.5%	55.0%	33.0%	9.0%	3.0%
Female	143	62	43.4%	37.0%	42.0%	19.0%	2.0%
Black or African American	143	2	1.4%	--	--	--	--
American Indian or Alaska Native	143	7	4.9%	--	--	--	--
Asian	143	5	3.5%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	143	57	39.9%	51.0%	33.0%	12.0%	4.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	143	58	40.6%	43.0%	40.0%	16.0%	2.0%
Two or More Races	143	11	7.7%	36.0%	45.0%	18.0%	0.0%
Socioeconomically Disadvantaged	143	115	80.4%	50.0%	36.0%	12.0%	2.0%
English Learners	143	19	13.3%	68.0%	32.0%	0.0%	0.0%
Students with Disabilities	143	15	10.5%	93.0%	7.0%	0.0%	0.0%
Students Receiving Migrant Education Services	143	3	2.1%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

\* Level 1 = Standard not met  
 Level 2 = Standard nearly met  
 Level 3 = Standard met  
 Level 4 = Standard exceeded

*Last updated: 1/19/2016*

## California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	51.0%	54.0%	60.0%	52.0%	55.0%	54.0%	59.0%	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/19/2016

## California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	54.0%
All Students at the School	60.0%
Male	52.0%
Female	69.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	46.0%
Native Hawaiian or Pacific Islander	--
White	67.0%
Two or More Races	--
Socioeconomically Disadvantaged	56.0%
English Learners	5.0%
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/19/2016

# 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 English, mathematics, and physical education

## California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	22.5%	23.2%	15.2%

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: 1/19/2016*

## 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 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

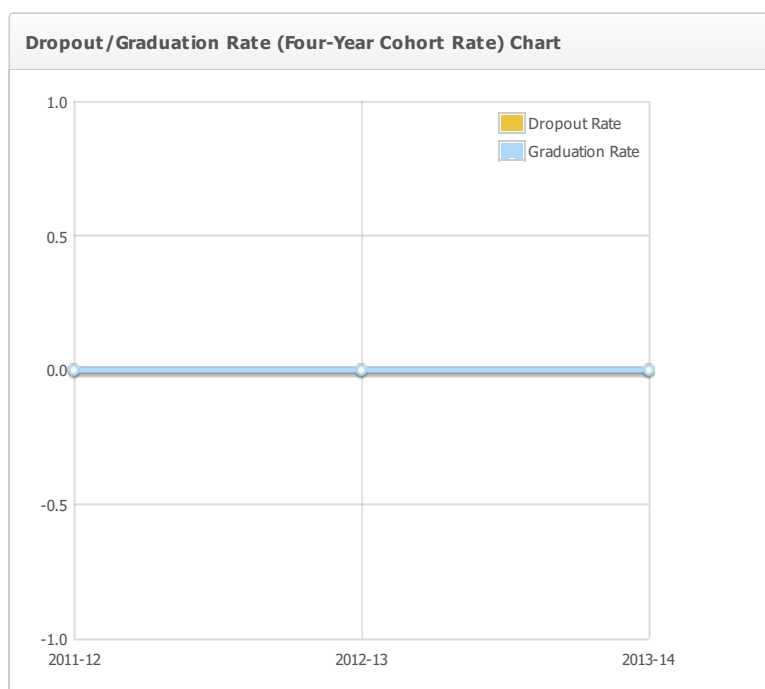
Last updated: 1/19/2016

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

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

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00				78.87	80.44	80.95





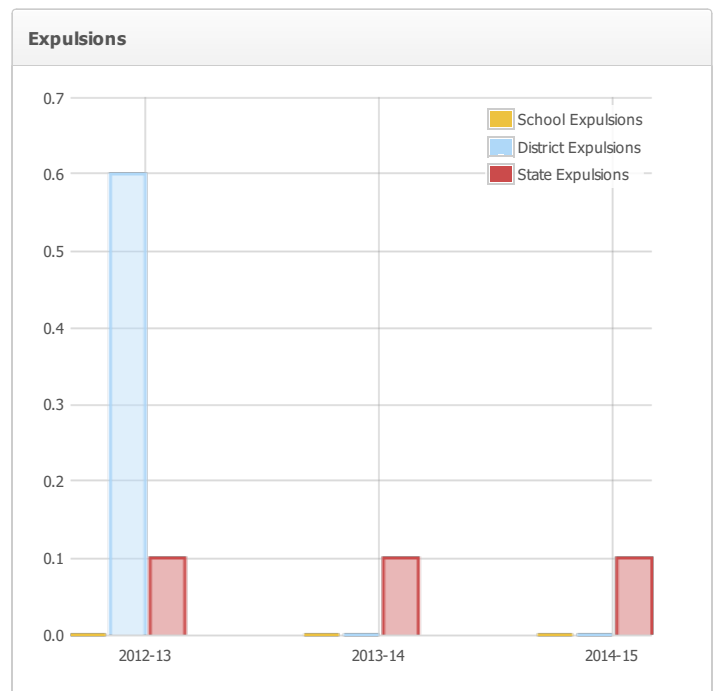
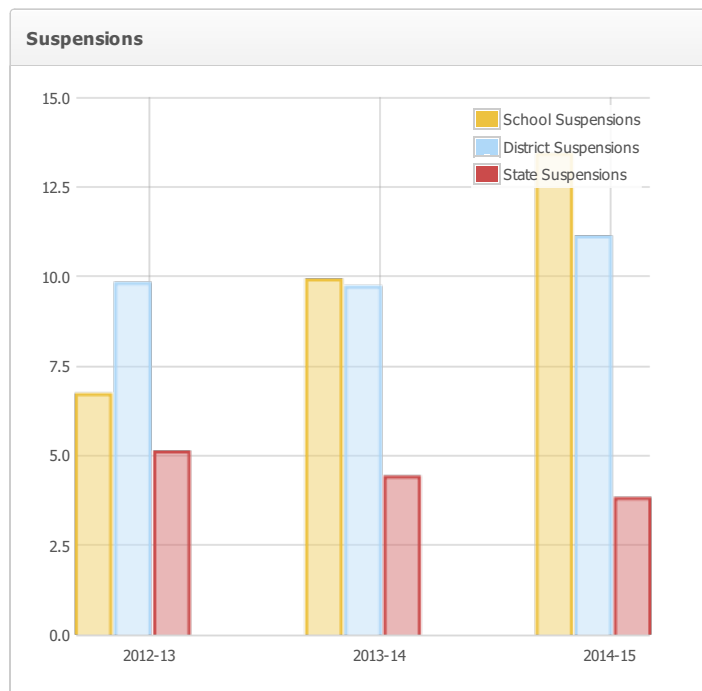
# State Priority: School Climate

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			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	6.7	9.9	13.4	9.8	9.7	11.1	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.6	0.0	0.0	0.1	0.1	0.1



Last updated: 1/19/2016

## 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: 1/19/2016



## 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 2014-15)

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

Last updated: 1/19/2016

### Federal Intervention Program (School Year 2015-16)

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.

Last updated: 1/19/2016

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	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	25.0	1	5	25.0	1	5	21.0	1	4			
5	23.0	1	5	25.0	1	5	29.0		5			
6												
Other							26.0		1			

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

Last updated: 1/19/2016

### Academic Counselors and Other Support Staff (School Year 2014-15)

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)		
Library Media Services Staff (paraprofessional)	0.2	N/A
Psychologist		
Psychologist	0.2	N/A
Social Worker		
Nurse	0.2	N/A
Speech/Language/Hearing Specialist		
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non-teaching)		
Resource Specialist (non-teaching)		N/A
Other		
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: 1/27/2016

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$7635.0	\$1775.0	\$5860.0	\$61295.0
District	N/A	N/A	\$6784.0	\$63720.0
Percent Difference – School Site and District	N/A	N/A	86.4%	96.2%
State	N/A	N/A	\$5348.0	\$69086.0
Percent Difference – School Site and State	N/A	N/A	109.6%	88.7%

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

Last updated: 1/28/2016

## Types of Services Funded (Fiscal Year 2014-15)

Golden Hills Elementary School provides standards based, high quality instruction to all students in all subject areas. We provide additional academic support and supplemental services through school wide intervention classes within the school day and through after school tutoring. Achievement data and student progress is regularly monitored in order to insure that students are assigned to appropriate classes and intervention services. Students that are not meeting grade level standards also receive instructional support from our educational specialists.

Title I funding 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. It also provides additional academic support from instructional aides who work in the classroom under the guidance of a credentialed teacher.

Title VII funding is used to provide Indian Education students with additional academic support from an instructional aide who provides in-class assistance.

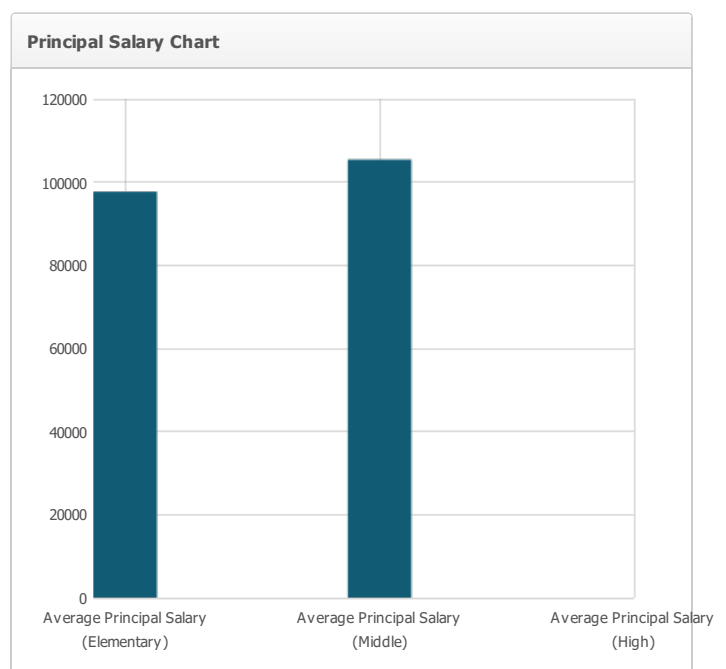
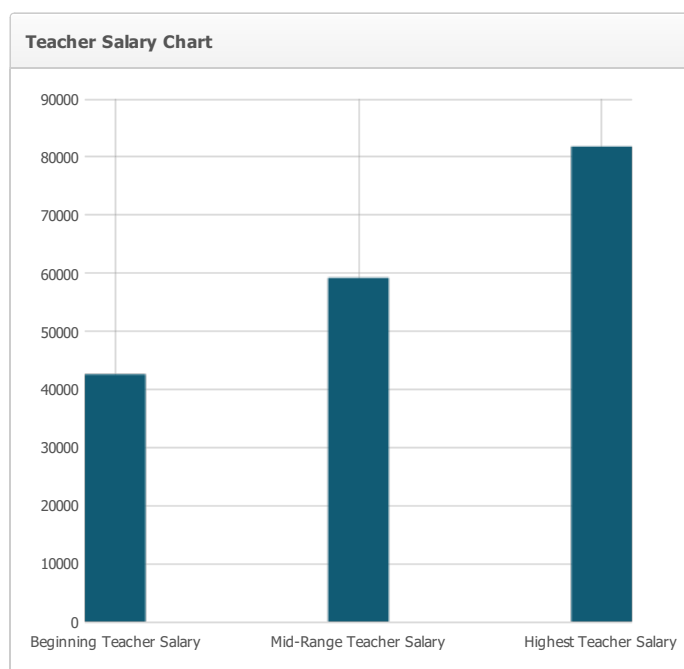
English Language Learners who have not yet reached fluency receive approximately 35 minutes of English Language instruction daily, in addition to their core Reading/ELA classes.

*Last updated: 1/29/2016*

## Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,603	\$42,723
Mid-Range Teacher Salary	\$59,208	\$65,936
Highest Teacher Salary	\$81,808	\$84,545
Average Principal Salary (Elementary)	\$97,686	\$106,864
Average Principal Salary (Middle)	\$105,432	\$110,494
Average Principal Salary (High)	--	\$103,499
Superintendent Salary	\$130,313	\$159,133
Percent of Budget for Teacher Salaries	39.0%	40.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

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



## **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: 1/19/2016*