

Gold Oak Elementary

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	Gold Oak Elementary
Street	3171 Pleasant Valley Rd.
City, State, Zip	Placerville, CA 95667
Phone Number	530.626.3160
Principal	Deborah Atkins
Email Address	datkins@gousd.org
School Website	www.gousd.org
County-District-School (CDS) Code	09618796005508

2023-24 District Contact Information

District Name	Gold Oak Union School District
Phone Number	530.626.3150
Superintendent	Kathy Miracle
Email Address	kmiracle@gousd.org
District Website	www.gousd.org

2023-24 School Description and Mission Statement

The mission of Gold Oak Elementary School is to provide academically rigorous curriculum by promoting and challenging the intellectual, creative, physical, and social development of all students in an environment where students are respected and feel connected. At Gold Oak, we foster positive behavior through PBIS, Positive Behavior, Intervention & Support model. We utilize the BEARS acronym to represent our expectations: Be respectful, Expect success, Act responsibly, Remember safety, Support each other.

Gold Oak school serves approximately 285 students in Transitional Kindergarten through fifth grade. Gold Oak School is situated in the community of Pleasant Valley in the Sierra foothills, ten miles southeast of Placerville. The early grades are designed with a significant emphasis on literacy and math. Our TK and kindergarten programs are full day programs, which provide additional academic and social/emotional development time for our youngest students. Gold Oak Elementary School has a staff of dedicated, caring and well-trained personnel who provide equal access to the core curriculum in self-contained classrooms. We are fortunate to have a PE Specialist on staff who provides our students with a standards-based PE program in grades 1st-5th. The principal and staff have worked together to form a collaborative environment in which understanding, listening, and constructive feedback are essential for the success of our students and staff. Gold Oak Elementary has a sense of community with shared responsibility for all involved persons. All stakeholders and their opinions are valued and respected. To better support our students' emotional health we have 3 counselors on staff, one that covers a .5FTE position and two that operate a wellness center on campus 2 days a week.

Great emphasis is placed on building a strong academic foundation in all grades for all children. Our philosophy is that all students receive a rigorous standards-based curriculum using research-based instructional practices. The curriculum is adapted to meet the unique needs of all learners by making modifications in complexity, depth and pacing of lessons. Students are placed in appropriate intervention programs based on their specific needs with the expectation that all students will achieve grade level standards. The efforts of Gold Oak professionals are focused on providing the best possible educational experience for all students.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	64
Grade 1	61
Grade 2	49
Grade 3	43
Grade 4	41
Grade 5	53
Total Enrollment	311

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.3%
Male	53.7%
American Indian or Alaska Native	0.6%
Black or African American	1%
Hispanic or Latino	17.7%
Two or More Races	5.8%
White	74.6%
English Learners	2.3%
Foster Youth	0.6%
Homeless	5.5%
Socioeconomically Disadvantaged	39.5%
Students with Disabilities	14.5%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.00	100.00	21.50	91.23	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	1.00	4.24	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	1.00	4.49	18854.30	6.86
Total Teaching Positions	15.00	100.00	23.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.50	87.17	20.60	87.29	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	12.83	2.00	8.47	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	0.00	0.00	1.00	4.24	15831.90	5.67
Total Teaching Positions	15.50	100.00	23.60	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.00
Vacant Positions	0.00	1.00
Total Teachers Without Credentials and Misassignments	0.00	2.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	25
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at

<https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Gold Oak School uses the most current core curriculum adoptions. A science curriculum has been adopted, pending board approval in February 2024. Staff have been trained in all of the various series for their grade level, and sufficiency of instructional materials is constantly monitored.

Year and month in which the data were collected January 8, 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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Reading/Language Arts	Benchmark Advance, Benchmark Literacy	Yes	0
Mathematics	Houghton Mifflin Harcourt: Math Expressions	Yes	0
Science	Scott Foresman (2007), grades K-5, Big Book, K-1	Yes	0
History-Social Science	Harcourt (2006), grades K-3; Scott Foresman (2006), grades 4-5.	Yes	0

School Facility Conditions and Planned Improvements

Our spacious campus meets the needs of the Gold Oak student body as well as an El Dorado County Office of Education preschool class situated on the Gold Oak campus. We continue to maintain our playground area, the sports blacktop and our fields. We are aware that these areas and equipment are beginning to age and have created a plan to allocate funding for these future investments. Our school garden has been enlarged and continues to get upgrades through community donations and active parent involvement. Additionally we were able to create a beautiful mural for our students and community through an anonymous donor and community support. ADA access has been updated and designed to meet current requirements. The custodial and grounds staff work continually to inspect, maintain, and upgrade the facility. Particular attention is paid to those areas used by all the students. Bathrooms are clean, and parts are replaced as needed. The plumbing facilities are in good condition as are the floors, walls, roof, and electrical system.

Year and month of the most recent FIT report

January 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Roofs on A building and district office need replacement due to age. D building water fountains need to be repaired.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	43	42	45	41	47	46
Mathematics (grades 3-8 and 11)	28	37	28	26	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	133	132	99.25	0.75	41.67
Female	66	66	100.00	0.00	51.52
Male	67	66	98.51	1.49	31.82
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	20	20	100.00	0.00	45.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	102	101	99.02	0.98	41.58
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	56	55	98.21	1.79	38.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	25	96.15	3.85	16.00

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	133	132	99.25	0.75	37.12
Female	66	66	100.00	0.00	42.42
Male	67	66	98.51	1.49	31.82
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	20	20	100.00	0.00	30.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	102	101	99.02	0.98	39.60
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	56	55	98.21	1.79	32.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	25	96.15	3.85	8.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	31.37	34.00	32.35	26.80	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	50	50	100.00	0.00	34.00
Female	22	22	100.00	0.00	45.45
Male	28	28	100.00	0.00	25.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	36	36	100.00	0.00	41.67
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	23	23	100.00	0.00	21.74
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	98	100	100

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parents are an important component in the effectiveness of Gold Oak School. Parents can be involved in a variety of ways such as our active PTO, district board meetings, school site council, LCAP advisory committee, coffee and conversation gatherings, and classroom volunteers. These avenues offer a variety of opportunities for parents and community to be involved in all aspects of the school program. Parent input is sought through these meetings, surveys and other outreach activities. Back-to-School night, Open House, school carnivals, after school athletics, student programs and parent workshops are well attended and provide an integral framework of support for the school. We welcome parents on campus encouraging them to volunteer and participate often once they have completed our volunteer packet. They are also encouraged to attend our larger events and classroom events as well. The buildings and grounds are in continual use evenings and weekends, as the school often serves as the hub of the community. Through the efforts of parent volunteers, we are able to provide our students with a wide variety of enrichment opportunities. To become involved in these opportunities you can visit our web site at <https://www.gousd.org/> or call our school office at 530-626-3160.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	331	324	130	40.1
Female	151	150	55	36.7
Male	180	174	75	43.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	0	0	0	0.0
Black or African American	3	3	2	66.7
Filipino	0	0	0	0.0
Hispanic or Latino	60	59	25	42.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	21	19	10	52.6
White	244	240	93	38.8
English Learners	8	7	0	0.0
Foster Youth	5	5	3	60.0
Homeless	18	18	13	72.2
Socioeconomically Disadvantaged	139	136	64	47.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	60	58	22	37.9

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.34	1.93	2.11	1.09	3.16	3.82	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.11	0
Female	1.32	0
Male	2.78	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	2.87	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.6	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.33	0

2023-24 School Safety Plan

We have built upon our safety procedures by providing increased mandated health and safety trainings, enhanced cleaning protocols for our custodial staff, and expanded safety drills. The district has developed several policies that assist the staff and students with campus safety, fire drills, earthquake preparedness, lockdown drills, and cafeteria and playground supervision. Our Comprehensive School Safety Plan, reviewed by School Site Council on February 13, 2023 and board approved February 14, 2023, addresses procedures for anticipated emergency situations, as well as chain of command and communication plans. The plan is reviewed annually in February with both site staff, as well as our school site council. We update classroom emergency supplies with help from the community, parents and PTO. Our Joint School Site Council reviews and provides input regarding the school safety plan on an annual basis. The plan is evaluated and updated based on the input from the council as well as other stakeholders.

Yard duty supervisors are employed to promote safety each day in the cafeteria and on the playground during all recesses. Fire drills are monitored each month and other disaster drills are conducted throughout the year. We also utilize radios as additional communication tools during school hours. Additionally, bus evacuation procedures and safety drills are carried out each year. We have a RN twice a month assisting office personnel, staff, students, and parents with health concerns. We also have a LVN for 5 hours a day meeting individual needs of students in the district. All efforts to ensure building safety, cleanliness, and adequacy have been successful in maintaining our school facilities. Staff members are trained annually in Mandated Reporting requirements and other health and safety issues. Multiple staff members are trained in how to shut off the various utilities in the event of an emergency. Administration works collaboratively with the County Office and local law enforcement on school safety measures.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		2	
1	19	2		
2	19	2		
3	20	2		
4	24		2	
5	22	1	1	
Other	10	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	1	
1	23		2	
2	22		2	
3	21	1	1	
4	22		2	
5	24		2	
Other	3	1		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	0	2	0
1	26	0	2	0
2	25	0	2	0
3	21	1	1	0
4	20	2	0	0
5	27	0	2	0
6	0	0	0	0
Other	14	1	1	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13666	4998	8668	61184
District	N/A	N/A	9277	\$63,600
Percent Difference - School Site and District	N/A	N/A	-6.8	-3.9
State	N/A	N/A	\$7,607	\$75,753
Percent Difference - School Site and State	N/A	N/A	13.0	-21.3

Fiscal Year 2022-23 Types of Services Funded

At Gold Oak School we provide a school-wide Title 1 program. Additionally, full model and inclusive Special Education services are offered. EL students are offered designated and integrated ELD services. We also provide a PE program district wide. Our district houses a wellness center and provides counseling support for students.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$45,921	\$48,481
Mid-Range Teacher Salary	\$64,153	\$73,129
Highest Teacher Salary	\$88,102	\$99,406
Average Principal Salary (Elementary)	\$120,636	\$117,381
Average Principal Salary (Middle)	\$0	\$128,158
Average Principal Salary (High)	\$0	
Superintendent Salary	\$141,131	\$138,991
Percent of Budget for Teacher Salaries	32.28%	29.34%
Percent of Budget for Administrative Salaries	8.28%	5.99%

Professional Development

In GOUSD, there is one full day dedicated to staff development before the school year begins. Gold Oak also has one early release day per week where the afternoons are dedicated to staff development. One additional day was added to the calendar to allow for professional development in identified areas of need, including learning loss. Staff development is selected based on the needs determined through our state dashboard data and surveys of staff needs. Staff development occurs through in class peer coaching, professional workshops, conference attendance and mini staff led workshops during our early release collaboration time. Professional development continues yearly in supporting teachers in mathematics and language arts instruction.

This year we have a TOSA (Teacher On Special Assignment) to provide support for Tier 2 intervention in ELA who also

Professional Development

mentors and supports new teachers. Lead teachers have been trained in UDL (Universal Design for Learning) to support all curricular areas, and additional teachers will be trained this year. In addition to curricular areas, staff development will focus on ongoing culture and climate work including in-service on PBIS (Positive Behavioral Intervention and Supports) and Love and Logic.

The staff was trained in Multi-tiered Systems of Support (MTSS) which focuses on quality first instruction and levels of academic, behavioral and social-emotional support. This training will be continue to be applied and supported in our teaching and grade level collaboration. In addition to staff development offered through our district, staff is also encouraged to attend professional development hosted by the El Dorado County Office of Education as well as through other learning opportunities over the summer and during the school year that are aligned to our LCAP, SPSA and their own professional goals.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	1	2