Goldenrod Elementary School
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	Goldenrod Elementary School
Street	445 South Goldenrod Ave.
City, State, Zip	Kerman , CA 93630
Phone Number	(559) 843-9500
Principal	Manuel Rodrigues
Email Address	manuel.rodrigues@kermanusd.com
School Website	https://www.kermanusd.com/domain/16
County-District-School (CDS) Code	10-73999-0123596

2023-24 District Contact Information

District Name	Kerman Unified School District
Phone Number	(559) 843-9000
Superintendent	Gordon Pacheco
Email Address	grodon.pacheco@kermanusd.com
District Website	www.kermanusd.com

2023-24 School Description and Mission Statement

Goldenrod Elementary School is a safe, student-centered learning environment that provides quality programs using research based strategies and materials to assure all students achieve their maximum potential and are prepared for their next level of education. Staff, students, parents, and community members work collaboratively to promote responsibility, encourage productive citizenship, and appreciate diversity.

Goldenrod offers a variety of instructional programs including ELD for English Learners, Honor club opportunities for advanced students, and several interventions to help students achieve grade level standards.

The goals of Goldenrod, as stated in the School Plan for Student Achievement, include closing the achievement gap between all students and English Learners in English Language Arts and Math, and increasing the level of English proficiency for English Learners.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	167
Grade 1	111
Grade 2	105
Grade 3	112
Grade 4	124
Grade 5	125
Grade 6	127
Total Enrollment	871

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1%
Male	49.9%
American Indian or Alaska Native	0.5%
Asian	3.4%
Black or African American	0.3%
Filipino	0.1%
Hispanic or Latino	90.9%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	0.2%
White	4%
English Learners	37.5%
Foster Youth	0.7%
Homeless	3.9%
Migrant	3.9%
Socioeconomically Disadvantaged	82.4%
Students with Disabilities	10.1%

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)	32.70	94.24	194.20	85.45	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	2.64	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	5.76	11.20	4.95	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	6.70	2.98	12115.80	4.41
Unknown	0.00	0.00	9.00	3.96	18854.30	6.86
Total Teaching Positions	34.70	100.00	227.20	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)	32.00	91.43	192.80	86.92	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	2.86	4.00	1.80	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	5.71	12.60	5.71	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	3.90	1.78	11953.10	4.28
Unknown	0.00	0.00	8.40	3.79	15831.90	5.67
Total Teaching Positions	35.00	100.00	221.80	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	1.00
Misassignments	2.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.00	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)	5.8	2.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.2	2.8

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

Goldenrod Elementary sets a high priority upon ensuring that there are sufficient textbooks and materials to support the school educational program. Textbook selection is done by the district, grade level and subject area committees coordinated by the Assistant Superintendent of Educational Services. All textbooks must be adopted from the most recently approved State matrices or local governing board approved lists. Textbook purchases are consistent with the content cycles of the California Frameworks as District IMF and other funding sources permit.
Categorical funding also allows the purchase of supplementary materials for English Learners to accelerate pupils as rapidly as possible towards grade level proficiency in reading, writing, and speaking. These materials are used in addition to the basic Reading/Language Arts and other core materials provided for every student and are correlated to the State Standards-aligned textbooks.

Year and month in which the data were collected	November 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill World of Wonder 2017(TK) McGraw Hill Wonders 2017 (K-5) McGraw Hill Study Sync 2016 (6)	Yes	0
Mathematics	Pearson Education: Envision Mathematics 2015 (K-5) Pearson Education: Digits 2014 (6)	Yes	0
Science	Building Blocks of Science 2019 (TK-2) Discovery Education Science Techbook 2019 (3-5) Houghton Mifflin Harcourt California Dimensions 2020 (6)	Yes	0
History-Social Science	National Geographic Learning, Cengage Learning World History Ancient Civilizations-(6)2019 Teacher's Curriculum Institute Social Studies Alive! California's Promise (3-5)2019 Studies Weekly (K-2) 2019	Yes	0

School Facility Conditions and Planned Improvements

Goldenrod facilities are in excellent condition as rated by the Facility Inspection Services Report. The school received a rating of exemplary which is described as the school meets most or all standards of good repair. Deficiencies, if any, are not significant and/or impact a very small area of the school. The facility is maintained in a manner that ensures that it is clean, safe and functional.

Year and month of the most recent FIT report	10/5/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: RM 14: 2. DIRTY VENTS/ BLOWING DUST RM 15: 2. DIRTY VENTS/ BLOWING DUST RM 17: 2. DIRTY VENTS/ BLOWING DUST RM 18: 2. DIRTY VENTS/ BLOWING DUST RM 19: 2. DIRTY VENTS/ BLOWING DUST RM 20: 2. DIRTY VENTS/ BLOWING DUST RM 21: 2. DIRTY VENTS/ BLOWING DUST RM 22: 2. DIRTY VENTS/ BLOWING DUST RM 28: 2. DIRTY VENTS/ BLOWING DUST RM 29: 2. DIRTY VENTS/ BLOWING DUST RM 30: 2. DIRTY VENTS/ BLOWING DUST RM 31: 2. DIRTY VENTS/ BLOWING DUST RM 32: 2. DIRTY VENTS/ BLOWING DUST 11. PAINT CHIPPING ON DOOR RM 33: 2. DIRTY VENTS/ BLOWING DUST RM 41: 2. DIRTY VENTS 4. WATER STAIN CEILING TILES
Interior: Interior Surfaces	X			RM 41: 2. DIRTY VENTS 4. WATER STAIN CEILING TILES
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			K RM 1: 11. KEEP OUT OF REACH OF CHILDREN- CLEANING SUPPLIES UNDER SINK K RM 2: 11. KEEP OUT OF REACH OF CHILDREN- CLEANING SUPPLIES UNDER SINK K RM 3: 11. KEEP OUT OF REACH OF CHILDREN- CLEANING SUPPLIES UNDER SINK K RM 4: 11. KEEP OUT OF REACH OF CHILDREN- CLEANING SUPPLIES UNDER SINK RM 10: 10. EARTHQUAKE HAZARD ITEMS STACKED HIGH ON SHELVES RM 11: 10. EARTHQUAKE HAZARD ITEMS STACKED HIGH ON SHELVES RM 12: 10. EARTHQUAKE HAZARD ITEMS STACKED HIGH ON SHELVES RM 13: 10. EARTHQUAKE HAZARD ITEMS STACKED HIGH ON SHELVES RM 32: 2. DIRTY VENTS/ BLOWING DUST 11. PAINT CHIPPING ON DOOR RM 5: 11. KEEP OUT OF REACH OF CHILDREN- CLEANING SUPPLIES UNDER SINK

School Facility Conditions and Planned Improvements

			RM 8: 10. EARTHQUAKE HAZARD ITEMS STACKED HIGH ON SHELVES RM 9: 10. EARTHQUAKE HAZARD ITEMS STACKED HIGH ON SHELVES
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X		RM 23: 14. TRIP HAZARD ASPHALT/ CEMENT SEAM

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)	40	39	41	40	47	46
Mathematics (grades 3-8 and 11)	28	28	23	24	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	482	482	100.00	0.00	38.80
Female	230	230	100.00	0.00	40.87
Male	252	252	100.00	0.00	36.90
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	45.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	439	439	100.00	0.00	37.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	17	17	100.00	0.00	64.71
English Learners	167	167	100.00	0.00	9.58
Foster Youth	--	--	--	--	--
Homeless	30	30	100.00	0.00	23.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	418	418	100.00	0.00	36.60
Students Receiving Migrant Education Services	14	14	100.00	0.00	28.57
Students with Disabilities	48	48	100.00	0.00	2.08

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	482	482	100.00	0.00	28.01
Female	230	230	100.00	0.00	29.57
Male	252	252	100.00	0.00	26.59
American Indian or Alaska Native	--	--	--	--	--
Asian	20	20	100.00	0.00	45.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	439	439	100.00	0.00	26.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	17	17	100.00	0.00	47.06
English Learners	167	167	100.00	0.00	10.18
Foster Youth	--	--	--	--	--
Homeless	30	30	100.00	0.00	13.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	418	418	100.00	0.00	26.32
Students Receiving Migrant Education Services	14	14	100.00	0.00	21.43
Students with Disabilities	48	48	100.00	0.00	6.25

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)	21.14	25.83	17.54	18.21	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	121	121	100.00	0.00	25.62
Female	49	49	100.00	0.00	14.29
Male	72	72	100.00	0.00	33.33
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	111	111	100.00	0.00	25.23
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	32	32	100.00	0.00	6.25
Foster Youth	0	0	0	0	0
Homeless	11	11	100.00	0.00	18.18
Military	--	--	--	--	--
Socioeconomically Disadvantaged	111	111	100.00	0.00	25.23
Students Receiving Migrant Education Services	--	--	--	--	--
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	98.3	100	95.9	99.2	98.3

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

Listed below are a variety of ways parents can become involved at Goldenrod Elementary School.
- Volunteer in the classroom - contact your child's teacher or the office staff to complete a volunteer form.
- Goldenrod School Site Council - contact the Principal at 843-9501 for meeting dates and times.
- Goldenrod English Learners Advisory Committee (ELAC) - contact the Principal, Manuel Rodrigues at 843-9501 or Assistant Principal, Ana Barajar at 843-9502 for meeting dates and times.
- Goldenrod Parent Faculty Club - contact the Principal, Manuel Rodrigues at 843-9501 or Assistant Principal, Ana Barajar at 843-9502 for meeting dates and times.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	917	897	209	23.3
Female	458	450	97	21.6
Male	459	447	112	25.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	4	0	0.0
Asian	33	32	3	9.4
Black or African American	3	3	1	33.3
Filipino	1	1	0	0.0
Hispanic or Latino	830	813	195	24.0
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	2	2	0	0.0
White	38	38	10	26.3
English Learners	345	335	56	16.7
Foster Youth	7	7	1	14.3
Homeless	45	40	12	30.0
Socioeconomically Disadvantaged	802	788	194	24.6
Students Receiving Migrant Education Services	38	38	7	18.4
Students with Disabilities	111	111	33	29.7

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	0.11	3.52	1.85	0.15	3.65	3.22	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.04	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.85	0
Female	0.22	0
Male	3.49	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	1.93	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	1.16	0
Foster Youth	0	0
Homeless	8.89	0
Socioeconomically Disadvantaged	2	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.8	0

2023-24 School Safety Plan

Goldenrod Elementary is committed to the safety and security of each student. To maintain these conditions which contribute to the best possible learning environment, the School Safety Plan includes three essential components: (1) assuring each student a safe physical environment; (2) assuring each student a safe, respectful, accepting and emotionally nurturing environment; and (3) providing each student resiliency skills. Each year the staff and Site Council reviews and updates the Safety Plan by March 1st. Below is a description of the information in the plan:

1. School Crime Assessment:
Goldenrod provides compiled school crime information that is analyzed at each school site to determine what steps may be taken to reduce incidents of crime.

2. Child Abuse Reporting:
Teachers and other school employees are required by law to report any cases of suspected child abuse or child neglect. Reports are investigated by the Department of Social Services to determine if any follow-up on the report is necessary.

3. Disaster Procedures:
In order to ensure the safety of students and school personnel, the School Site Council has created a comprehensive Disaster Preparedness Plan. Emergency drills are held once a month and evaluated for effectiveness.

4. School Discipline:
Goldenrod Elementary has created a school wide discipline plan in order to communicate high standards and expectations and to hold students accountable for their behavior. The discipline plan is given to every student and reviewed in student assemblies or classroom presentations. Staff members consistently enforce the school wide standards. The school is developing an anti-bullying program modeled after the District guidelines. Class discussions, staff presentations, purchase of anti-bully books, development of peer mediation, and a school assembly are some of the steps taken to promote an anti-bullying environment.

5. Procedures to Notify Teachers of Dangerous Pupils:

2023-24 School Safety Plan

If a student is deemed dangerous because of behavior at school or behavior outside of school which has been dealt with by county juvenile authorities, the teacher(s) of the student will be promptly notified of the status of the student by School Innovation and Advocacy.

6. Sexual Harassment Policy:

Goldenrod Elementary strictly adheres to KUSD policies which prohibit sexual harassment or discrimination of any kind. The sexual harassment policy is distributed to each student at the beginning of the school year in our Handbook and employees are advised of their duty to take prompt action if they become aware of any incidents of sexual harassment.

7. School wide Dress Code:

Goldenrod Elementary believes that a clearly defined dress code contributes to a positive school environment. The primary standards for student dress and grooming include: the student should be neat and clean at school, and the student should not wear clothing that compromises safety or modesty or that is disruptive to the educational process.

8. Safe and Orderly Environment:

Goldenrod Elementary believes a safe and orderly environment is necessary to ensure a positive learning experience for all students. Regular supervision of students is the core of creating and maintaining a safe and orderly environment. Teachers, administrators, classified staff members, and parent volunteers consistently supervise and interact with students to reinforce behavioral expectations and safety standards.

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	19	2	5	
1	23		5	
2	20	1	5	
3	19	1	5	
4	33		2	
5	28		4	
6	28		4	
Other	6	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	20	2	5	
1	20	3	2	
2	22	1	4	
3	24		5	
4	29		4	
5	30		3	1
6	26		4	
Other	10	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	24	0	7	0
1	18	6	0	0
2	21	3	2	0
3	22	0	5	0
4	31	0	4	0
5	31	0	3	0
6	32	0	4	0
Other	8	1	0	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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2.2

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	$7,841	$2,412	$5,429	$75,507
District	N/A	N/A	$5,040	$81,221
Percent Difference - School Site and District	N/A	N/A	7.4	-4.0
State	N/A	N/A	$7,607	$81,984
Percent Difference - School Site and State	N/A	N/A	-19.4	-9.6

Fiscal Year 2022-23 Types of Services Funded

There are several supplemental programs available to address the needs of Goldenrod students. These include the following intervention programs: Imagine Learning, Orton Gilliam, Fastbridge, Seeing Stars, Early Success, and Ticket to Read (Reading Rangers) to mention a few. Also available to all students is Accelerated Reader and overdrive/SORA. Goldenrod offers Saturday school intervention as well as after school tutorial for students. Goldenrod offers intervention throughout the school day with support from paraprofessionals.

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	$51,042	$50,875
Mid-Range Teacher Salary	$79,323	$79,761
Highest Teacher Salary	$100,157	$103,045
Average Principal Salary (Elementary)	$114,281	$128,154
Average Principal Salary (Middle)	$117,211	$131,774
Average Principal Salary (High)	$126,043	$142,676
Superintendent Salary	$250,543	$211,462
Percent of Budget for Teacher Salaries	32.28%	30.11%
Percent of Budget for Administrative Salaries	5.88%	5.49%

Professional Development

Professional development has become part of the daily work life of the Kerman Unified teaching teams. Teachers, administrators, and support staff participate in workshops, seminars, coach one another, plan lessons together, and collaborate for the purpose of student achievement. The professional learning community understands that teachers need collaboration time with one another. As a result, there is much support for providing the time and resources teachers require for the purpose of changing their practice. Teachers are afforded opportunities to participate in curriculum development, learn and share successful methods of reaching student, discuss comprehensive and efficient ways to implement standards, and continue their own learning. The district and school site provide professional development days for staff. These days are devoted to curriculum training, discussing achievement data, and grade level collaboration. Staff also have the opportunity to attend out of the district conferences to enhance their skills as educators.

Professional development for the 2022-2023 school year focuses on English Language Learners and includes teachers and paraprofessionals, so they understand the ELPAC and also best practices and strategies for supporting ELLs.

Additional Site training opportunities include;
- Math
- Other opportunities for teachers and Paraprofessionals include outside conferences.
- All day grade level training for English Language Development/Math
- SEL training
- Ongoing collaboration with site grade level teams.
- Vertical planning between grade levels.
- Thinking Maps Training provided by a trained teacher.
- SBAC Training for Administrators
- ELD training for administrators.

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	3	20	33