

# School Accountability Report Card Reported for School Year 2005-06 *Published During 2006-07*

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office. DataQuest, an online data tool at <http://data1.cde.ca.gov/dataquest/>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

## About This School

### Contact Information

School		District	
<b>School</b>	Golden Hill Elementary	<b>District Name</b>	Fullerton School District
<b>Street</b>	732 Barris Dr.	<b>Phone Number</b>	714-447-7400
<b>City, State, Zip</b>	Fullerton, CA 92832-	<b>Web Site</b>	<a href="http://www.fsd.k12.ca.us">www.fsd.k12.ca.us</a>
<b>Phone Number</b>	714-447-7715	<b>Superintendent</b>	Cameron M. McCune, Ed.D.
<b>Principal</b>	Susan Fendell	<b>E-mail Address</b>	cameron_mccune@fsd.k12.ca.us
<b>E-mail Address</b>	susan_fendell@fsd.k12.ca.us	--	--

### School Description and Mission Statement

Golden Hill Elementary School is located in the northern section of Fullerton, one of 20 school sites in the Fullerton School District.

Golden Hill Elementary School is a place where children are excited about learning. They master their grade level standards-based curriculum and use state of the art technology to enable learning, encourage critical thinking and work cooperatively with others. Our staff, parents and community work together to help children discover the joys of artistic expression and take pride in their accomplishments.

### Opportunities for Parental Involvement

Numerous opportunities exist for parent involvement in the classrooms, at home, and planning and implementing school/community events. Contact the school office at 714-447-7715, or email [office\\_golden@fsd.k12.ca.us](mailto:office_golden@fsd.k12.ca.us), for more information.

### Student Enrollment by Grade Level

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	76	Grade 4	122
Grade 1	79	Grade 5	124
Grade 2	78	Grade 6	118
Grade 3	116	<b>Total Enrollment</b>	713

## Student Enrollment by Group

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	3.4	White (not Hispanic)	50.6
American Indian or Alaska Native	0.1	Multiple or No Response	2.0
Asian	10.4	Socioeconomically Disadvantaged	22.1
Filipino	1.3	English Learners	14.0
Hispanic or Latino	32.1	Students with Disabilities	8.0
Pacific Islander	0.1	---	---

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

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2003-04				2004-05				2005-06			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	31.5		2		33.0			2	18.8	4		
1	19.8	4			19.5	4			19.8	4		
2	19.8	4			18.8	4			19.5	4		
3	31.0		4		29.0		5		27.0	1	3	
4	30.0		4		29.0		5		30.4		5	
5	31.3		3		30.0		4		30.8		3	1
6	33.0		1	2	32.0		2	1	29.3		4	
K-3	20.0	1										
3-4												
4-8												
Other												

## Participation in the Class Size Reduction Program

This table displays the percent of students in kindergarten through grade 3 who were assigned to a classroom that participated in the Class Size Reduction Program.

Grade Level	Percent of Students Participating		
	2003-04	2004-05	2005-06
K	50	50	50
1	100	100	100
2	100	100	100
3	0	0	0

## School Climate

### School Safety Plan

A comprehensive school safety plan was developed and approved prior to March 1, 2000 in compliance with Education Code Sections 33126, 35256 and 32286 as well as applicable District policies and regulations. Each year, prior to March first, the school's safety plan is reviewed, updated and discussed with staff. Annually, during the month of July, the school reports on the status of its safety plan including a description of the plan's key elements. The plan was updated on May 2, 2006 and was reviewed with staff on May 10, 2006.

The key elements of the plan include: a) providing a safe teaching and learning environment for all students and staff members, b) ensuring that all students are safe and secure while at school and school sponsored activities and are encouraged to use safe practices when traveling to and from school and/or school related activities, c) making district programs and community resources available to students and parents, and d) creating a school where students, parents, staff and community members interact in an atmosphere of mutual respect that enhances the environment for learning. A copy of the plan is available at the school office and will provide a more detailed description of each element of the plan including specific actions, resources and timelines to be implemented by the school.

### School Discipline Practices

The Board of Trustees believes that all students have the right to be educated in a positive learning environment free from disruptions. It is the policy of the Fullerton School District to encourage and support staff in the implementation of a positive school climate that teaches students the meaning of equality, human dignity, and mutual respect and tolerance. This support and encouragement encompasses the use of cooperative learning strategies that foster positive interactions among students of diverse backgrounds and also promotes the teaching of nonviolent conflict resolution techniques. Programs such as Service Learning, Peer Assistance Leadership (PAL), and Friday Night Live are examples of ways that are used in schools to promote positive attitudes and behaviors among students.

The District believes that positive recognition and rewards are the cornerstone of any effective behavior/discipline program. Schools are encouraged to involve students and parents in the process of establishing behavior expectations and rewards/consequences. Regular and frequent communications between parents and the school, as well as a hierarchy of consequences, are integral parts of the school’s discipline policy and procedure. Consistency in the implementation of both rewards/recognition and consequences are also key aspects of an effective and fair behavior program found in the classrooms of the school. Board Policy encourages staff to use preventative measures and positive conflict resolution techniques whenever possible.

### Suspensions and Expulsions

This table displays the percentage rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Suspensions	.06%	.07%	.01%	7.1%	.05%	.04%
Expulsions	0	0	0	.06%	.05%	.01%

### School Facilities

#### School Facility Conditions and Improvements

The District takes great efforts to ensure that all schools are clean, safe, and functional. Listed 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 Hill Elementary School has 26 classrooms, a library media center, and a multi-purpose room. The main campus was built in 1951. Additions were constructed in 1952 and 1960. Eight portables were added between 1963 and 1997. Another portable was added in 2000.

District 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.

The District has established cleaning standards for all schools in the district. A summary of these standards is available at the district maintenance office. The Maintenance and Operations staff works with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and exterior painting, and floor systems. For the 2005-06 school year the district budgeted \$535,354 for the deferred maintenance program.

### School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Interim Evaluation Instrument Part	Facility in Good Repair		Deficiency and Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		N/A
Mechanical Systems	X		N/A
Windows/Doors/Gates (interior and exterior)	X		N/A
Interior Surfaces (walls, floors, and ceilings)	X		N/A
Hazardous Materials (interior and exterior)	X		N/A
Structural Damage	X		N/A
Fire Safety	X		N/A
Electrical (interior and exterior)	X		N/A
Pest/Vermin Control	X		N/A
Drinking Fountains (inside and outside)	X		N/A
Restrooms	X		N/A
Sewer	X		N/A
Playground/School Grounds	X		N/A

## Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2003-04	2004-05	2005-06	2005-06
<b>With Full Credential</b>	26	28	29	613
<b>Without Full Credential</b>	0	0	1	13
<b>Teaching Outside Subject Area of Competence</b>	0	0	6	--

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2004-05	2005-06	2006-07
<b>Misassignments of Teachers of English Learners</b>	265	147	69
<b>Total Teacher Misassignments</b>	10	13	11
<b>Vacant Teacher Positions</b>	0	0	0

## Core Academic Classes Taught by No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	100.0	0.0
<b>All Schools in District</b>	97.0	3.0
<b>High-Poverty Schools in District</b>	100.0	0.0
<b>Low-Poverty Schools in District</b>	95.0	5.0

## Substitute Teacher Availability

The school district maintains a list of qualified substitute teachers. Three hundred sixty substitutes were on the 2005-06 district substitute list. During the 2005-06 school year Golden Hill was able to obtain substitute teachers on all days needed.

## Teacher Evaluation Process

Administrators evaluate all district teachers based on the California Standards for the Teaching Profession (CSTP). All non-tenured teachers are evaluated twice per year and tenured teachers are evaluated every other year. The principal and teacher share the results of the evaluation, and a copy is filed in the employee's personnel file in the Personnel Department. Results of the evaluation are considered confidential.

## Support Staff

### Academic Counselors and Other Support Staff

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>		
<b>Library Media Teacher (Librarian)</b>		---
<b>Library Media Services Staff (paraprofessional)</b>		---
<b>Psychologist</b>		---
<b>Social Worker</b>		---
<b>Nurse</b>		---
<b>Speech/Language/Hearing Specialist</b>	0.6	---
<b>Resource Specialist (non-teaching)</b>		---
<b>Other</b>		---

## Curriculum and Instructional Materials

### Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	1	0
Mathematics	1	0
Science	1	0
History-Social Science	1	0
Foreign Language	1	0
Health	1	0

## School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2004-05)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$3,614	\$134	\$3,480	\$53,958
District	---	---	\$4,049	\$60,418
Percent Difference – School Site and District	---	---	85.79%	89.31%
State	---	---	\$4,743	\$58,725
Percent Difference – School Site and State	---	---	73.36%	91.88%

### Teacher and Administrative Salaries (Fiscal Year 2004-05)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/> and <http://www.cde.ca.gov/ta/ac/sa/salaries0405.asp>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,850	\$38,554
Mid-Range Teacher Salary	\$66,090	\$62,649
Highest Teacher Salary	\$83,662	\$76,437
Average Principal Salary (Elementary)	\$100,078	\$95,882
Average Principal Salary (Middle)	\$102,485	\$98,355
Average Principal Salary (High)		\$93,105
Superintendent Salary	\$166,500	\$150,227
Percent of Budget for Teacher Salaries	41.8	43.8
Percent of Budget for Administrative Salaries	5.9	5.4

## Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Programs	Number of Pupils	Funds
School-Based Coordinated Program	713	\$72,008

## Student Performance

### California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

### CST Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
English-Language Arts	56	62	66	42	47	52	36	40	42
Mathematics	58	60	68	42	51	57	34	38	40
Science	45	47	63	29	37	46	25	27	35
History-Social Science				36	37	46	29	32	33

### CST Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	
American Indian or Alaska Native	*	*		
Asian	95	95	92	
Filipino	*	*		
Hispanic or Latino	48	55	47	
Pacific Islander				
White (not Hispanic)	72	72	71	
Male	64	70	61	
Female	68	67	65	
Economically Disadvantaged	44	50	50	
English Learners	34	44	23	
Students with Disabilities	33	32	*	
Students Receiving Migrant Education Services				

## Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

## NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
Reading	63	56	57	46	46	49	43	41	42
Mathematics	68	65	70	57	56	60	51	52	53

## NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or Above the National Average	
	Reading	Mathematics
African American	*	*
American Indian or Alaska Native		
Asian	*	*
Filipino	*	*
Hispanic or Latino	43	57
Pacific Islander		
White (not Hispanic)	58	74
Male	59	70
Female	53	71
Economically Disadvantaged	39	58
English Learners	41	63
Students with Disabilities	*	58
Students Receiving Migrant Education Services		

## Local Assessment Results

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2004	2005	2006	2004	2005	2006	2004	2005	2006
K	73	67	45	83	57	63	97	94	79
1	70	58	54	92	68	57	90	91	83
2	88	66	59	86	62	54	81	82	65
3	65	79	69	72	30	76	77	46	60
4	77	65	54	86	46	36	61	36	22
5	69	60	46	81	53	56	62	52	50
6	66	51	31	88	81	85	62	56	41

## California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pfi/>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	Percent of Students Meeting Fitness Standards
5	27.2

## Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

### API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2003-04	2004-05	2005-06
Statewide	8	8	8
Similar Schools	4	4	2

### API Changes by Student Group – Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2003-04	2004-05	2005-06	2006
All Students at the School	17	18	30	858
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	34	25	44	783
Pacific Islander				
White (not Hispanic)	1	22	36	879
Socioeconomically Disadvantaged	43	26	50	783
English Learners	--	--		
Students with Disabilities	--	--		

## State Award and Intervention Programs

This category did not pertain to any Fullerton School District schools during the 2005-06 school year.

## Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

## AYP Overall and by Criteria

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

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

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	---	5
Percent of Schools Currently in Program Improvement	---	25.0

## Instructional Planning and Scheduling

### School Instruction and Leadership

The instructional program for all students at Golden Hill School is designed using district and state adopted curriculum and standards. The school-wide focus is to teach the grade level standards with an emphasis on the arts and technology. Standards-based instruction is delivered using a variety of instructional strategies and techniques, including whole and small group, direct instruction, and cooperative and peer learning. Activities and lessons are designed that are engaging to students and encourage them to be critical thinkers.

Students with special needs are supported in many ways at Golden Hill School. There is a full time resource specialist and speech and language pathologist on staff, and a district nurse and psychologist work at the school one day a week. Students with IEPs and those that receive school-based support are taught in self-contained classrooms. Golden Hill is a

GATE cluster school, and GATE identified students work with GATE trained teachers in grades three through six. English learners are given instructional support in regular education classrooms. Extended day intervention programs are available to at-risk students, and tutoring referrals are also available.

Student performance is monitored and assessed regularly through teacher observation as well as formal and informal assessments. District benchmark exams are administered each trimester in all grades, and students in grades two through six participate in state STAR testing. In addition, teachers regularly design and administer classroom assessments to monitor student progress towards standards. Student progress is shared with parents during parent conferences twice each year, in report cards each trimester, and through regular communication via classroom newsletters, and phone calls, and email.

This is the first year for Golden Hill's principal who served as an elementary school assistant principal for three years, and was a classroom teacher in an elementary school before that.

The administrator involves parents and staff in decision-making in numerous ways. Parents and teachers are involved in PTA and School Site Council. Information is shared in PTA and staff newsletters and on the school website, and input is gathered to assist the administrator in making informed decisions related to the school.

The Golden Hill Leadership Team is composed of teacher representatives from each grade and department. The Leadership Team meets bi-monthly and has responsibility for grade level decisions, instructional input, purchasing, community events, grants, and the school plan.

### **Instructional Minutes**

This table displays a comparison of the number of instructional minutes offered at the school to the state requirement for each grade level.

<b>Grade Level</b>	<b>Instructional Minutes</b>	
	<b>Offered</b>	<b>State Requirement</b>
<b>K</b>	37,760	36,000
<b>1</b>	53,395	50,400
<b>2</b>	53,395	50,400
<b>3</b>	53,395	50,400
<b>4</b>	54,915	54,000
<b>5</b>	54,915	54,000
<b>6</b>	54,915	54,000

### **Early-Release/Minimum Days**

All schools in the Fullerton School District have early-release Wednesdays. This non-student time is used for staff development and trainings. All Fullerton School District schools also have minimum days throughout the school year. The majority of these typically occur during parent-teacher conference weeks, giving teachers more time for scheduling conferences with parents.

Early-release and minimum days do not reduce the number of Instructional Minutes, as shown in the chart above.