

# School Accountability Report Card

## Reported Using Data from the 2010-11 School Year

### Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage 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.

## I. Data and Access

### EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

## II. About This School

### Contact Information (School Year 2011-12)

School		District	
<b>School Name</b>	Gold Oak Arts Charter	<b>District Name</b>	Gold Oak Union School District
<b>Street</b>	3171 Pleasant Valley Rd.	<b>Phone Number</b>	530.626.3150
<b>City, State, Zip</b>	Placerville, CA 95667	<b>Web Site</b>	<a href="http://www.gousd.org">www.gousd.org</a>
<b>Phone Number</b>	530.626.3157	<b>Superintendent</b>	Wendy LaDue
<b>Principal</b>	Sylvia Shannon	<b>E-mail Address</b>	<a href="mailto:wladue@gousd.org">wladue@gousd.org</a>
<b>E-mail Address</b>	<a href="mailto:sshannon@gousd.org">sshannon@gousd.org</a>	<b>CDS Code</b>	09618796005508

### School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

In an effort to provide additional educational opportunities for students, the Gold Oak Union School District established its Arts Charter School in 2004. Now in its seventh year, Gold Oak Arts Charter provides a standards-based academic curriculum through an integrated arts program. Our 63 students in grades 6-8 enjoy a small campus setting in rural Placerville. We are especially proud of having been selected as a 2007 California Distinguished School.

The academic focus at Arts Charter is on project-based learning. The six member full and part-time staff has had extensive training in many aspects of the arts, and collaborates regularly providing a continuity of learning across grade levels. In addition to an arts integrated academic curriculum, students are also offered choices in music, drama, visual arts, dance, and technology. The needs of gifted and special needs students are met through differentiated teaching and support classes.

**Opportunities for Parental Involvement (School Year 2010-11)**

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parent participation is an important component of Arts Charter with families asked to volunteer a minimum of 35 hours throughout the year. An active parent teacher club supports the school through fund raising and sponsorship of activities and field trips. Our Charter Advisory Committee, composed of parents and staff, provides direction and recommendations ensuring the original vision of the school is maintained.

**Student Enrollment by Grade Level (School Year 2010-11)**

Grade Level	Number of Students
Grade 6	30
Grade 7	20
Grade 8	13
<b>Total Enrollment</b>	<b>63</b>

**Student Enrollment by Group (School Year 2010-11)**

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1.6	White	93.7
American Indian or Alaska Native	1.6	Two or More Races	0
Asian	0	Socioeconomically Disadvantaged	25.4
Filipino	0	English Learners	0
Hispanic or Latino	1.6	Students with Disabilities	7.9
Native Hawaiian/Pacific Islander	1.6		

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

Grade Level	2008-09				2009-10				2010-11			
	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	0	0	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	7	1	0	0	0	0	0	0
6	15	1	0	0	22	0	1	0	28	0	1	0
Other	0	0	0	0	0	0	0	0	0	0	0	0

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

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

Subject	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	18	1	0	0	20	2	0	0	15.5	2	0	0
Mathematics	15	3	0	0	20	2	0	0	15.5	2	0	0
Science	23	1	1	0	20	2	0	0	15.5	2	0	0
Social Science	23	1	1	0	20	2	0	0	15.5	2	0	0

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### III. School Climate

#### School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The District has a Comprehensive School Safety Plan in place which is shared with staff on a regular basis. The plan addresses procedures for anticipated emergency situations, as well as chain of command and communication plans.

Lunchtime and playground supervisors are employed to promote safety each day in the cafeteria and on the playground during all recesses. The district has developed several policies over the past several years that assist the staff and students with campus safety, fire drills, earthquake preparedness, and playground supervision. Fire and emergency drills are monitored each month. Additionally, bus evacuation/emergency drills are carried out each year. The school nurse works one day per week assisting office personnel, staff, students, and parents with health concerns. All efforts to ensure building safety, cleanliness, and adequacy have been successful in maintaining and upgrading school facilities.

#### Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	29.51	5.8	3.38	7.92	6.46	5.84
Expulsions	0	0	0	0	0.85	0

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

**Year and month in which data were collected:** December 2011

Arts Charter is located on a section of the Gold Oak Elementary School campus providing many facilities not usually available to a small school. Students have access to a cafeteria, a multi-purpose room with stage, lighting and sound, playground equipment, and playing fields.

With the use of Bond monies, we were able to complete Phase 1 of our Gold Oak campus remodel in the summer of 2011. This included the creation of a new, large central parking area with designated student drop-off and pick-up areas. The new lot has alleviated traffic safety concerns, as well as provided an efficient, monitored, and safe student access point. Additionally, a secondary parking area specifically designated for Arts Charter was updated. The playground area has been redesigned, the sports blacktop has been updated, the school garden has been enlarged and relocated, and access to the grounds has been modernized with amphitheater seating included. ADA access has been updated and designed to meet current requirements.

The custodial and grounds keeping staff work continually to maintain and upgrade the facility. Particular attention is paid to those areas used by all the students. Bathrooms are clean, and stalls are replaced as needed. The plumbing facilities are in excellent condition as are the floors, walls, roof, and electrical system.

**School Facility Good Repair Status (School Year 2011-12)**

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	[]	
<b>Interior:</b> Interior Surfaces	[]	[X]	[]	[]	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	[]	
<b>Electrical:</b> Electrical	[X]	[]	[]	[]	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[]	[X]	[]	[]	
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[]	[]	[]	
<b>Structural:</b> Structural Damage, Roofs	[]	[X]	[]	[]	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	[]	
<b>Overall Rating</b>	[X]	[]	[]	[]	

**V. Teachers**

**Teacher Credentials**

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
<b>With Full Credential</b>	3	3	3	27
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

- \* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
 "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes in Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	0	0

- \* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	NA
Counselor (Social/Behavioral or Career Development)	.20	---
Library Media Teacher (Librarian)	0	---
Library Media Services Staff (paraprofessional)	.70	---
Psychologist	.20	---
Social Worker	0	---
Nurse	.20	---
Speech/Language/Hearing Specialist	.80	---
Resource Specialist (non-teaching)	0	---
Other	0	---

- \* 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.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: August 2011

Gold Oak Arts Charter uses the most current core curriculum adoptions. Staff has been trained in all of the various series for their grade level, and sufficiency of instructional materials is constantly monitored.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson Prentice Hall, Timeless Voices Timeless Themes, (2001), grades 6-8.	Yes	0
Mathematics	Holt California Math (2009), grades 6-8.	Yes	0
Science	Prentice Hall (2007), grades 6-8.	Yes	0
History-Social Science	Glencoe, McGraw-Hill California, Discovering our Past Ancient Civilizations (2006), grade 6.  Prentice Hall, Medieval and Early Modern Times (2006), grade 7.  Prentice Hall, America: History of Our Nation (2006), grade 8.	Yes	0

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8,750	\$1,520	\$7,230	\$60,214
District	---	---	\$5,555	\$59,847
Percent Difference: School Site and District	---	---	+30.15%	+0.61%
State	---	---	\$5,455	\$57,071
Percent Difference: School Site and State	---	---	+32.54%	+5.51%

\* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

**Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Special Education and EL services are provided when appropriate.

**Teacher and Administrative Salaries (Fiscal Year 2009-10)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$33,949	\$38,744
Mid-Range Teacher Salary	\$50,391	\$55,509
Highest Teacher Salary	\$66,950	\$70,567
Average Principal Salary (Elementary)	\$103,426	\$92,338
Average Principal Salary (Middle)	\$103,426	\$96,427
Average Principal Salary (High)	\$0	\$94,401
Superintendent Salary	\$142,740	\$109,381
Percent of Budget for Teacher Salaries	40%	37%
Percent of Budget for Administrative Salaries	8%	7%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/td/cs/>.

**IX. Student Performance**

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	75	91	69	64	64	62	49	52	54
Mathematics	65	67	51	61	60	60	46	48	50
Science	76	79	55	65	72	59	50	54	57
History-Social Science	76	77	58	59	65	63	41	44	48

\* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**Standardized Testing and Reporting Results by Student Group - Most Recent Year**

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	62	60	59	63
All Student at the School	69	51	55	58
Male	70	52	0	0
Female	69	50	0	0
Black or African American	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Filipino				
Hispanic or Latino	0	0	0	0
Native Hawaiian/Pacific Islander				
White	70	56	55	55
Two or More Races	0	0	0	0
Socioeconomically Disadvantaged	73	55	0	0
English Learners				
Students with Disabilities	0	0	0	0
Students Receiving Migrant Education Services				

\* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**California Physical Fitness Test Results (School Year 2010-11)**

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	0	0	0
7	27.8	33.3	16.7

\* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## X. Accountability

### Academic Performance Index

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

### Academic Performance Index 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 ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten 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 ten 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	2008	2009	2010
Statewide	9	10	10
Similar Schools	N/A		

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

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	25	24	-71
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	28	20	
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

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

### Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	54	834	402	834	4,683,676	778
Black or African American	1		12	901	317,856	696
American Indian or Alaska Native	1		2		33,774	733
Asian	1		1		398,869	898
Filipino	0		0		123,245	859
Hispanic or Latino	1		27	856	2,406,749	729
Native Hawaiian/Pacific Islander	0		4		26,953	764
White	49	836	354	830	1,258,831	845
Two or More Races	1		2		76,766	836
Socioeconomically Disadvantaged	22	828	147	791	2,731,843	726
English Learners	0		4		1,521,844	707
Students with Disabilities	9		57	687	521,815	595

### Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in 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 Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	N/A	N/A

### Federal Intervention Program (School Year 2011-12)

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 (ELA 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. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

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	---	0
Percent of Schools Currently in Program Improvement	---	0

## XI. Instructional Planning and Scheduling

### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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At Gold Oak Arts Charter School we contractually have a full day of staff development at the beginning of the school year. Additionally, during the school year there are five minimum days where staff development occurs in the afternoon. In recent years, staff development has focused on student performance data, and what we as a school can do to better support our students in meeting their academic goals. We also have had professional development specifically on "Response to Intervention" (RTI) and Academic Vocabulary. Student assessment results, both from standardized testing, and classroom performance, are continually monitored by administration and staff with implementation of additional student support when required. With the adoption of the new Common Core Standards, future professional development will be focused on the implementation of these new curricular guidelines.