

Golden Oak Montessori

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Golden Oak Montessori
Street	2652 Vergil Ct
City, State, Zip	Castro Valley, CA 94546
Phone Number	(510) 931-7868
Principal	Jennifer Heeter
Email Address	info@goldenoakmontessori.org
Website	www.goldenoakmontessori.org
County-District-School (CDS) Code	01611920119248

Entity	Contact Information
District Name	Golden Oak Montessori
Phone Number	(510) 784-2600
Superintendent	Dr. Matt Wayne
Email Address	mwayne@husd.k12.ca.us
Website	www.husd.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

SCHOOL DESCRIPTION

Golden Oak Montessori is a public charter school in the Hayward Unified School District. The school started in 2009-10 with 105 students and has since grown to a very diverse population of 274 students in the 2019-20 academic year. As a Montessori school, each classroom has mixed ages: 1st through 3rd grade students are in five Lower Elementary classrooms; 4th through 6th grade students are in four Upper Elementary classrooms; and 7th through 8th grade students are in two Middle School classrooms.

The curriculum specifically addresses objectives set forth in the California State Standards and students use a variety of materials to guide skill development in relation to the Common Core Standards. Aspects unique to our Montessori classrooms include individualized learning plans focused on the child's interests; hands-on materials in a classroom designed to stimulate academic exploration; multi-age classrooms where collaboration and leadership skills are practiced; and culturally sensitive pedagogy and a globally and community oriented curriculum. The Montessori method takes a developmental approach to education and relies on students' intrinsic motivation.

MISSION STATEMENT

Our mission is to nurture, inspire, and empower lifelong learners, global citizens, and environmental stewards who shape the world they inherit.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 1	34
Grade 2	27
Grade 3	39
Grade 4	36
Grade 5	31
Grade 6	32
Grade 7	23
Grade 8	27
Total Enrollment	249

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	9.6
Asian	7.6
Filipino	11.6
Hispanic or Latino	37.3
Native Hawaiian or Pacific Islander	2.8
White	23.7
Two or More Races	6.8
Socioeconomically Disadvantaged	21.7
English Learners	6.8
Students with Disabilities	11.6
Homeless	

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	7	7	8	
Without Full Credential	4	4	6	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	2	2	4
Total Teacher Misassignments*	2	2	4
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: December 2019

Every Golden Oak Montessori classroom is equipped with Montessori materials (in lieu of text books) for hands-on learning. Students have access to computers for research with one-to-one access. Full Option Science Systems (FOSS) kits from the Lawrence Livermore Lab and Engineering is Elemental Kits are used in classrooms, in addition to Montessori science materials, and meet Next Generation Science Standards (NGSS).

The school adopted the curriculum in 2009 when it opened. The materials were designed by Dr. Montessori in the early 1900's to support the educational development of students in all subject areas in an integrated and thorough way. Faculty and administration ensure the curriculum is aligned to the state and NGSS standards and use multiple measures to support and reflect on student progress.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Montessori Materials available to all students	Yes	0
Mathematics	Montessori Materials available to all students	Yes	0
Science	Montessori Materials available to all students	Yes	0
History-Social Science	Montessori Materials available to all students	Yes	0
Foreign Language	Montessori Materials available to all students	Yes	0
Health	Montessori Materials and Physical Education Instruction available to all students	Yes	0
Visual and Performing Arts	Art and music resources available to all students	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Golden Oak Montessori School of Hayward is located in the Laurel Center campus owned by the Hayward Unified School District through a Prop 39 rental agreement. All classrooms are in use in addition to the gymnasium, office, and a Wellness Center room. There is a courtyard with additional seating for lunch and outdoor learning activities in addition to a garden space and playground / field area.

In the 2018-19 year, facility improvements/repairs included general painting, basic repairs, new playground bark, and landscape maintenance including tree trimming. Through a Prop 39 grant new interior and exterior lighting was installed throughout the whole school which receive energy through a large new solar panel array. A professional plumbing service was contracted to remove the tree roots that were in the sewer lines. A pest abatement company installed preventative exclusion barriers on doors, the roof, etc. The roof was inspected and although it is old and needs to be replaced, there are currently no leaks. The parking lot and blacktop have cracks/pot holes which need to be filled to prevent tripping hazards.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: November 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Regular maintenance to remove tree roots is done bi-annually to the sewer line/storm water line.
Interior: Interior Surfaces	Good	Replacing ceiling tiles that fall as needed.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	A roof inspection was conducted and roof repairs are recommended but there are currently no leaks.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	The blacktop and parking lot have cracks/holes. Recommendation of patching to avoid trip hazard.
Overall Rating	Good	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	53	63	38	38	50	50
Mathematics (grades 3-8 and 11)	37	41	26	26	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	186	185	99.46	0.54	62.70
Male	94	94	100.00	0.00	58.51
Female	92	91	98.91	1.09	67.03
Black or African American	19	19	100.00	0.00	42.11
American Indian or Alaska Native					
Asian	15	15	100.00	0.00	80.00
Filipino	19	19	100.00	0.00	73.68
Hispanic or Latino	68	68	100.00	0.00	51.47
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	48	48	100.00	0.00	72.92

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	11	10	90.91	9.09	80.00
Socioeconomically Disadvantaged	50	50	100.00	0.00	44.00
English Learners	35	35	100.00	0.00	37.14
Students with Disabilities	28	28	100.00	0.00	32.14
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	--	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes 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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	186	185	99.46	0.54	41.08
Male	94	94	100.00	0.00	43.62
Female	92	91	98.91	1.09	38.46
Black or African American	19	19	100.00	0.00	26.32
American Indian or Alaska Native					
Asian	15	15	100.00	0.00	66.67
Filipino	19	19	100.00	0.00	42.11
Hispanic or Latino	68	68	100.00	0.00	23.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	48	48	100.00	0.00	64.58
Two or More Races	11	10	90.91	9.09	50.00
Socioeconomically Disadvantaged	50	50	100.00	0.00	20.00
English Learners	35	35	100.00	0.00	22.86
Students with Disabilities	28	28	100.00	0.00	14.29
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

Note: 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.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes 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 Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	21.9	25.0	31.2
7	18.2	45.5	27.3

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Golden Oak Montessori enjoys school-wide and classroom traditions where families are involved including annual potluck picnics, seasonal celebrations, class and school-wide presentations, fundraising events, educational programs, and field trips into the community. Families are expected to participate in regular family/teacher/student conferences and encouraged to attend education events throughout the year. New families have an initial meeting with the Head of School. A weekly newsletter is sent by the Head of School to the whole Golden Oak community and there are monthly coffee meetings with the Head of School to provide feedback on upcoming decisions/plans (i.e. LCAP, etc.)

Golden Oak is guided by its vision to create a child centered learning environment that involves families, educators, and the community in nurturing the whole child. Golden Oak was created by the dedicated volunteer efforts of local parents and community members and strives to create an environment that fosters volunteerism.

Golden Oak's Parent Teacher Organization (PTO) is a volunteer group of families who help support the various activities of the school. They organize committees to help with fundraising and school-wide events. Other school volunteer opportunities for parents include:

- Board of Directors Liaison
- Sharing expertise, talents, and hobbies with the students and teachers in his/her child's class.
- Teaching art curriculum
- Room parents for child's classroom
- Chaperoning on field trips
- Landscape and gardening
- Building and materials maintenance
- Participation in diverse celebrations
- Fundraising/Grant writing
- Teacher Support – materials making/reading with the students/volunteering in the classroom

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.0	0.8	1.6	4.0	4.3	4.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Golden Oak Montessori reviews the school's Safety Plan annually. Staff and students drill monthly for safety situations including evacuations, fire, earthquake, and shelter-in-place/lock down drills.

An emergency container is on site and is stocked with basic medical and food/water supplies to sustain our total population for three days in the event an emergency keeps us at the school.

Each lead teacher and several administrative staff members have a two-way radio, and an emergency backpack with basic supplies and emergency information handouts. Teacher backpacks have their student's name tags on lanyards for distribution in the event of an emergency.

Each classroom has a telephone and two-way radio. Golden Oak Montessori subscribes to the Share911 service allowing school staff to communicate with each other in real time re: emergency situations. The Hayward Police Department is also connected to the Share 911 service.

The campus is in a residential neighborhood. We have a locked campus and monitor entries into the building throughout the school day. There is a fence on three sides of the school with locked gates. All staff have keys to lock/unlock common areas and the gates. The off-site evacuation location is the First Presbyterian Church within a 2 min. walk from the school.

All teachers, staff, and parent volunteers participate in background screening.

At the start of the academic year, faculty and staff complete mandatory trainings in CPR/First Aid, Allergies, and Diabetes.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
3	24		4		25		4		25		4	
6	23		4		25		4		25		4	
Other**												

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.0

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,432	\$1,202	\$8,230	\$56,623
District	N/A	N/A		\$90,195.00
Percent Difference - School Site and District	N/A	N/A	-47.6	-45.7
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	9.2	-36.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Supplemental services provided in 2018-19 included:

Golden Oak Montessori employs a Special Education Coordinator to oversee our Child Find program and coordinate service for our student body who have special needs, and a PPS-certified school psychologist / counselor to manage social-emotional learning groups, organize activities designed to address the social-emotional needs of students, and focus on maintaining a positive school climate.

To augment the robust student supports common to any Montessori setting, Golden Oak Montessori has a school-wide Response to Intervention (RTI) program, a multi-tier approach to the early identification and support of students with learning and behavior needs. At the same time, GO continues to invest in teacher training that enhances math, literacy, and executive function strategies.

Golden Oak Montessori has a school-wide Positive Behavioral Interventions and Supports (PBIS) with the Montessori emphasis on GRACE (generous, responsible, advocate, calm, engaged) and Courtesy. Golden Oak is a member of the Mosaic Project which provides social-emotional learning workshops for students and teachers focusing on relationships between diverse populations with the goal of creating a more peaceful world. Students in grade 5 participate in a week-long overnight camp at the Mosaic Project. In addition, through grant funding, Golden Oak receives presentations from KidPower which is focused on empowering young people to prevent bullying and abuse by protecting themselves and others.

The English Language Development (ELD) program includes a teacher who manages ELPAC testing and ELD support for our non-English-speaking student population.

A Reading Specialist meets with students in small groups to support them in their language/reading skills.

Golden Oak employs a full-time, credentialed, Spanish teacher who provides differentiated levels of Spanish curriculum for our various levels of skills and abilities.

Golden Oak employed a part-time music teacher in 2018-19, who provided instruction to all class levels weekly using a variety of rhythm, string and percussion instruments.

In addition to regular PE classes, physical health education extensions included partnering with Alameda Safe Routes to School for participation in the national Walk/Bike/Roll to School Day and a visit from the Bike Mobile which came to school to repair bicycles for free. Pedestrian/bicycle safety presentations were provided Safe Routes to School. A Wellness Festival, featuring Zumba, mediation, and yoga, was provided in the spring.

Montessori curriculum emphasizes the importance of experiential learning - taking the child out into their local and broader community to experience life directly. Students at all levels routinely took field trips to a variety of locations with overnight experiences for older students.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$63,584	\$51,374
Mid-Range Teacher Salary	\$88,814	\$80,151
Highest Teacher Salary	\$105,919	\$100,143
Average Principal Salary (Elementary)	\$138,929	\$126,896
Average Principal Salary (Middle)	\$147,160	\$133,668
Average Principal Salary (High)	\$156,587	\$143,746
Superintendent Salary	\$268,000	\$245,810
Percent of Budget for Teacher Salaries	38%	35%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	9	10	9

The teachers are the heart of Golden Oak Montessori and training and professional development opportunities are offered regularly to help them better serve students.

In addition to a number of dedicated professional development days, each Wednesday is a minimum day when teaching staff participate in group staff and/or "level" meetings with teachers of the same grade levels. The training and professional development discussions often directly relate to topics like our student's CAASPP performance overall and by subgroups, our annual Campus Climate survey, CDE's required and recommend training topics, and ideas and topics related to the Head of School's direct observation in the classrooms.

Training opportunities offered on professional development days and minimum days have included:

- Mathematics and English Language Arts Instruction Training: Teachers received training from both the Head of School and their fellow teachers who have attended specialized workshop experiences on how to better assist students in need of support in mathematics and English Language Arts in general and as it relates to Common Core standards.
- English Language Development Support: Golden Oak Montessori's English Language Development (ELD) coordinator provided training and guidance to our teaching staff re: instructional methods and support strategies for working with ELD students.
- Special Education Information: Golden Oak Montessori's Special Education Coordinator and our School Psychologist provided training and guidance to our teaching staff on identifying and supporting students with learning differences or social-emotional support needs.
- Montessori Training: Teachers take turns providing a Montessori "Lesson Study" demonstrating techniques for delivering content using specific Montessori materials.
- Educational Equity: Staff from the Mosaic Project provided a training on creating an inclusive classroom culture and trainer Mwanaisha Sims provided an anti-bias & discrimination workshop.
- Suicide Awareness: Golden Oak Montessori's School Psychologist provided a suicide awareness training to teaching staff.
- FOSS and Engineering is Elemental Training: Golden Oak Montessori's Curriculum Coordinator presented training on using the Full Option Science System (FOSS) kits purchased by the school from the Lawrence Livermore Labs, and the Engineering is Elemental kits purchased from the Museum of Science in Boston.

In addition to the above training on specific topics, Golden Oak Montessori also provides knowledge building and professional growth experiences for teachers including:

- Golden Oak's principal and curriculum coordinator observed classrooms to provide feedback and support on teaching techniques. Teachers are also encouraged to visit and observe in each other's classrooms and at other Montessori schools to gain insight and create dialogue on teaching technique and strategy.
- Golden Oak's lead teachers are offered conference registration fees to attend the American Montessori Society's Annual Conference where workshops, training, and educator networking opportunities take place.
- During the year, some teachers independently participate in workshops related to Montessori, environmental education, and English and Math instruction.
- Annually teachers meet with the Head of School to outline their personal goals and objectives for the year in addition to ensuring they are on track to help the school achieve overall goals. These goals are reviewed at the end of the year during annual evaluations.