

# Golden Sierra Jr/Sr High 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

These fields should be reviewed and updated by the LEA/School.

<b>School Name</b>	Golden Sierra Jr/Sr High School
<b>Street</b>	5101 Garden Valley Road
<b>City, State, Zip</b>	Garden Valley, CA 95633
<b>Phone Number</b>	(530) 333-8330
<b>Principal</b>	Ron Morris
<b>Email Address</b>	rmorris@bomusd.org
<b>School Website</b>	goldensierra.bomusd.org
<b>County-District-School (CDS) Code</b>	09737830930073

## 2023-24 District Contact Information

These fields should be reviewed and updated by the LEA/School.

<b>District Name</b>	Black Oak Mine Unified School District
<b>Phone Number</b>	530-333-8300
<b>Superintendent</b>	Dr. Gabriel Simon
<b>Email Address</b>	info@bomusd.org
<b>District Website</b>	www.bomusd.org

## 2023-24 School Description and Mission Statement

Golden Sierra Junior Senior High School, Garden Valley CA, is located in the picturesque Divide of the Sierra foothills. The Divide is located in beautiful El Dorado County between the Middle and South Forks of the American River. Golden Sierra serves the communities of Cool, Garden Valley, Georgetown, Greenwood, Kelsey, Pilot Hill, and upcountry communities including Volcanoville, Quintette, and Chiquita. It serves as a comprehensive middle and high school, grades 7-12, as the sole high school for the Black Oak Mine Unified School District. With approximately 480 students, we recognize that each student has significant potential, and we are here to nurture their individual strengths, passions, and academic growth.

Our core values are for students' educational experience to be:

**Rigorous:** We challenge our students to be creative and critical thinkers.

**Relevant:** We engage our students in solving real-world problems through meaningful, project-based learning that connects to multiple disciplines.

**Responsive:** We support our students through multiple means to ensure their academic success.

**Relationship-based:** We provide our students with a collaborative school environment grounded in trust and respect.

With a Commitment to Excellence, our dedicated staff is committed to maintaining a high standard of excellence. We strive to create a learning environment that fosters curiosity, critical thinking, and a love for learning. Whether your child is entering their first year or nearing graduation, our goal is to provide them with the tools and knowledge needed for success in the 21st century. Our unique grade 7-12 configuration offers a distinctive educational journey. Seventh- and eighth-grade students have the opportunity to access a broad spectrum of educational offerings, preparing them for the rigors of high school. By the time they enter the ninth grade, students are familiar with the challenges and expectations, setting a foundation for continued success.

Golden Sierra emphasizes the balance of College and career readiness and understands the importance of preparing students for both pathways. Our diverse course offerings reflect this commitment, ensuring that every student receives a well-rounded education that aligns with their aspirations and future endeavors.

## 2023-24 School Description and Mission Statement

Situated in a generous and supportive community, Golden Sierra has the privilege of drawing upon a vast network of people and partnerships. This environment allows us to be creative and innovative, utilizing instructional technology, online learning, and flexible plans to offer a comprehensive educational experience.

We have exciting developments on the horizon, including the introduction of dual enrollment courses, ongoing work on a Guaranteed Viable Curriculum, a WASC visit in March 2024, and the planned launch of FFA classes (fall 24-25).

### School Mission Statement

Golden Sierra Junior-Senior High School aims to create an intellectual and democratic learning community where our students attain excellence in academic and career technical disciplines. We strive to offer a small, student-centered program where our students are supported by caring adults and they are academically challenged with rigorous, relevant instruction. We are driven by a commitment to current research-based practices that ensure our students have the best opportunities for success. Our goal is to ensure that every Golden Sierra graduate leaves our school prepared for higher education and high-demand, highly skilled careers. The Golden Sierra faculty, administration and staff aspire to offer our students an educational experience that is ... Rigorous: We challenge our students to be creative and critical thinkers. Relevant: We engage our students in solving real-world problems through meaningful, project-based learning that connects to multiple disciplines. Responsive: We support our students through multiple means to ensure their academic success. Relationship-based: We provide our students with a collaborative school environment grounded in trust and respect.

### School Vision Statement

Students, faculty and community members partner together to create successful futures and healthy lifestyles for all students.

## About this School

### 2022-23 Student Enrollment by Grade Level

These fields will be populated by DTS with data provided by CDE as it becomes available.

Grade Level	Number of Students
Grade 7	79
Grade 8	85
Grade 9	82
Grade 10	82
Grade 11	80
Grade 12	80
<b>Total Enrollment</b>	<b>488</b>

## 2022-23 Student Enrollment by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

Student Group	Percent of Total Enrollment
Female	51.4%
Male	48.6%
American Indian or Alaska Native	2.3%
Asian	1.2%
Black or African American	0.4%
Filipino	0.6%
Hispanic or Latino	12.9%
Two or More Races	2.9%
White	78.9%
English Learners	1%
Foster Youth	0.4%
Homeless	3.9%
Socioeconomically Disadvantaged	39.5%
Students with Disabilities	14.1%

### 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

These fields will be populated by DTS with data provided by CDE as it becomes available.

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)	20.10	86.28	51.70	85.24	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.30	1.41	0.30	0.54	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	3.43	4.40	7.36	12115.80	4.41
Unknown	2.00	8.83	4.10	6.82	18854.30	6.86
<b>Total Teaching Positions</b>	<b>23.30</b>	<b>100.00</b>	<b>60.70</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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

These fields will be populated by DTS with data provided by CDE as it becomes available.

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)	16.20	64.84	46.90	77.04	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.60	2.64	0.60	1.08	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.40	5.76	3.90	6.43	11953.10	4.28
Unknown	6.60	26.76	9.30	15.41	15831.90	5.67
<b>Total Teaching Positions</b>	<b>25.00</b>	<b>100.00</b>	<b>60.90</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

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)

These fields will be populated by DTS with data provided by CDE as it becomes available.

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.50
Misassignments	0.30	0.10
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>0.30</b>	<b>0.60</b>

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)

These fields will be populated by DTS with data provided by CDE as it becomes available.

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.10	0.00
Local Assignment Options	0.60	1.40
<b>Total Out-of-Field Teachers</b>	<b>0.80</b>	<b>1.40</b>

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

These fields will be populated by DTS with data provided by CDE as it becomes available.

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

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

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

This field should be reviewed and updated by the LEA/School. The narrative field is optional, but the table data is required. Please keep the narrative content to 2-3 paragraphs.

**Note:**

List all textbooks and instructional materials used in the school in core subjects (reading/language arts, math, science, and history-social science).

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

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

Golden Sierra purchases textbooks and materials that are aligned with district, county and state standards. Textbook adoption is an ongoing process. Individual departments, department chairs and the district curriculum council evaluate the needs of our academic program on an annual basis. All materials are good quality and are current. Educational technology is an ongoing focus for the campus. Our campus currently supports two computer labs—one located the lower campus and the other on the main campus in the library. Students have access to the library lab from 7 a.m. until 3 p.m. daily. In addition, an engineering lab supports our engineering pathway.

All students are assigned a chromebook at the beginning of the year.

All classrooms at Golden Sierra are outfitted with 75" Procolor Interactive Display, EBOX Mobile Display Mount, Frontrow Amplification/Communication/Safety System, Lumens Document Camera.

All teachers are issued a touchscreen chromebook.

Golden Sierra students access Google Drive to share, save, and collaborate on documents and projects. Students submit their work through their Google Classroom or Turnitin accounts, which allows teachers to electronically evaluate student work and provide timely, effective feedback.

Year and month in which the data were collected

01/10/2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Literature & Language Arts, First Course; Holt (7) Literature & Language Arts, Second Course; Holt (8) Glencoe Literature, Course 4 (9) Glencoe Literature, Course 5 (10) Glencoe Literature, Course 6 (11) The Language of Composition: Reading, Writing, Rhetoric	Yes	0%
Mathematics	Big Ideas Math, Course 2, California Edition; Big Ideas Learning (7) Big Ideas Math, Course 3, California Edition; Big Ideas Learning (8) onRamp to Algebra, Foundations of Algebra; Pearson (9-10) Algebra 1, Common Core; Pearson Geometry, Common Core; Pearson Algebra 2, Common Core; Pearson Precalculus: Graphical, Numerical, Algebraic; Addison-Wesley	Yes	0%



	Calculus: Graphical, Numerical, Algebraic; 4th Edition; Prentice Hall		
<b>Science</b>	Focus on Life Science, Prentice Hall (7) Focus on Physical Science, Prentice Hall (8) Integrated Science: Physical Science, Holt Life Science: Biology: The Dynamics of Life, Glencoe Biology: Biology, Pearson Prentice Hall Chemistry: Chemistry, Prentice Hall AP Biology: Biology, Mader AP Physics: Conceptual Physics AP Physics: College Physics, Pearson	Yes	0%
<b>History-Social Science</b>	History: History Alive! The Medieval World and Beyond (7) History: History Alive! The United States Through Industrialism (8) World History: Modern World History: Patterns of Interaction, McDougal Littell U.S. History: The American Vision: Modern Times American History, AP Edition; McGraw-Hill Civics: Magruder's American Government Economics: Economics, Magruder's	Yes	0%
<b>Foreign Language</b>	Spanish 1: Avancemos! Level 1, Houghton Mifflin Harcourt Spanish 2: Avancemos! Level 2, Houghton Mifflin Harcourt Spanish 3: Avancemos! Level 3, Houghton Mifflin Harcourt Spanish 4: Avancemos! Level 4, Houghton Mifflin Harcourt	Yes	0%

## School Facility Conditions and Planned Improvements

**This field should be reviewed and updated by the LEA/School. The narrative field is optional, but the table data is required. Please keep the narrative content to 2-3 paragraphs.**

The campus consists of a main building, which was newly renovated in 2009, a series of portables on the upper campus and additional portables on the lower campus which house a majority of our junior high classes. In all, Golden Sierra maintains 30 classrooms, including three science labs, a computer labs, a library, gym, four athletic fields, a cardio room and weight room. Locker rooms, the gymnasium, the cafeteria and the library are shared among all students.

The Golden Sierra custodial staff maintains a safe, clean learning environment, and district maintenance and grounds keeping crews provide ongoing support to ensure the quality and availability of athletic fields as well as the aesthetic quality of our school.

Campus supervisors and faculty supervise during breaks and passing periods to ensure all students are safe while they are on campus. All members of our faculty and staff are trained in developing Positive Behavioral Interventions and Supports (PBIS) systems and utilize LiveSchool to address student behaviors as they occur and to communicate instantly with parents, counselors, and administration.

Recent maintenance and upgrades include; 12 portable classroom HVAC units replaced and 3 rooftop HVAC units replaced, all interior and exterior lighting has recently been replaced to LED fixtures and lighting. As a part of our energy reduction plan 3 solar arrays under construction to produce 30% campus power. Three of our portable classrooms have had carpet replacement on upper campus and 80 new desks and chairs have been installed to modernize our rooms.

New appliances in have been installed in our commercial kitchen to improve food service.

**Year and month of the most recent FIT report**

6/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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## School Facility Conditions and Planned Improvements

<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Deferred maintenance replacement scheduled summer 2024
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>			X	Replaced all T8 with new LED fixtures and bulbs
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		Fascia trim on lower campus office and portable classrooms to be replaced due to woodpecker damage
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

**These fields should be reviewed and updated by the LEA/School. Please make sure they match your most recent facilities inspection ratings.**

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 will be populated with data by DTS when it is released by CDE.

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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	38	33	40	38	47	46
<b>Mathematics</b> (grades 3-8 and 11)	30	29	32	30	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

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	248	233	93.95	6.05	33.48
Female	118	111	94.07	5.93	36.04
Male	130	122	93.85	6.15	31.15
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	37	32	86.49	13.51	28.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	187	177	94.65	5.35	33.33
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	14	10	71.43	28.57	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	113	104	92.04	7.96	24.04
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	41	95.35	4.65	4.88

## 2022-23 CAASPP Test Results in Math by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

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	248	233	93.95	6.05	29.18
Female	118	112	94.92	5.08	27.68
Male	130	121	93.08	6.92	30.58
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	37	32	86.49	13.51	28.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	187	177	94.65	5.35	29.38
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	14	11	78.57	21.43	45.45
Military	0	0	0	0	0
Socioeconomically Disadvantaged	113	104	92.04	7.96	20.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	41	95.35	4.65	7.32

## CAASPP Test Results in Science for All Students

These fields will be populated by DTS with data provided by CDE as it becomes available.

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
<b>Science</b> (grades 5, 8 and high school)	26.47	21.05	30.14	22.18	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

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	202	193	95.54	4.46	21.76
Female	96	95	98.96	1.04	22.11
Male	106	98	92.45	7.55	21.43
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	25	24	96.00	4.00	16.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	162	154	95.06	4.94	21.43
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	14	11	78.57	21.43	9.09
Military	0	0	0	0	0
Socioeconomically Disadvantaged	89	81	91.01	8.99	11.11
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	21	80.77	19.23	14.29

## 2022-23 Career Technical Education Programs

This field should be reviewed and updated by the LEA/School. Please keep the narrative content to 2-3 paragraphs.

To complete this section, provide:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

Golden Sierra sets high expectations for students with a full complement of college-preparatory courses and a variety of academic and vocational opportunities. Courses offered include four years of mathematics (algebra I to calculus), four years of laboratory science, four years of a foreign language, four years of English, and three years of social sciences. Students may select from several Advanced Placement courses: Calculus AB, Calculus BC, Spanish, U.S. History, Physics, and Biology. Honors English classes are offered in grades 10-12, and Golden Sierra students regularly score well on the AP exams.

## 2022-23 Career Technical Education Programs

To more fully round our students' experiences at Golden Sierra, we also boast a strong Career Technical Program. Through our Technology program and our high school Engineering pathways, we provide students with a six-year STEM (science, technology, engineering, and mathematics) experience that provides students with the academic and practical skills to be successful in college and in the field. Our engineering students are trained using the most current HAAS CNC mills. Students completing our firefighting program in their junior and senior years have the opportunity to earn their First Responder and Basic-40 certifications. In addition, our Auto, Wood Working, and Metals programs provide students with skills that can lead them into college or the workplace.

## 2022-23 Career Technical Education (CTE) Participation

**These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	139
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	77.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

**These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.**

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	95.99
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	28.13



## 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 field should be reviewed and updated by the LEA/School.**

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 7	75.9	88	86	88	86
Grade 9	85.7	85.7	85.7	84.3	85.7

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

Parents are important partners in the education of the students at Golden Sierra Junior Senior High School and as such, they are involved and encouraged to participate actively in their students' education.

Golden Sierra holds LCAP meetings with parents, faculty, and staff each year to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes. There is also a special LCAP Board Meeting held in the Golden Sierra library each year to communicate LCAP goals and progress.

Friends of Golden Sierra (FOGS) serves as our athletics booster club. Through its efforts, the group has provided a steady stream of support to our athletics program, allowing Golden Sierra to provide varsity sports and many junior varsity and middle school programs.

Parents are invited to attend Middle and High School transition evening meetings hosted annually by the counseling office. These meetings provide valuable information on academic planning as well as an opportunity to meet other parents, counselors, and administration, and get questions answered in a friendly forum. Parents are kept informed of current events and schedule information through the use of the Blackboard.

In addition, the GSHS web page offers extensive information and links to teacher information, while Aeries school data system and Google Classroom provide up-to-date homework and grades. Golden Sierra holds an annual back-to-school night to connect parents and students with teachers, counselors, and administrators. Our Families and School Together coordinator (FAST) holds monthly Community nights to connect parents and students to resources to support engagement in the school and community.

## 2023-24 Opportunities for Parental Involvement

For more information on how to become involved at the school, please contact the school secretary Judy Toth, at (530) 333-8330 or [jtoth@bomusd.org](mailto:jtoth@bomusd.org).

### C. Engagement

#### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

Indicator	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
Dropout Rate	4.5	2.8	5.3	5.5	6	7.5	9.4	7.8	8.2
Graduation Rate	92.1	90.1	92.1	90.9	88	89.6	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	76	70	92.1
Female	40	40	100.0
Male	36	30	83.3
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	63	57	90.5
English Learners	0.0	0.0	0.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	42	36	85.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

## 2022-23 Chronic Absenteeism by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	525	510	182	35.7
Female	272	263	94	35.7
Male	253	247	88	35.6
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	13	12	3	25.0
Asian	6	6	2	33.3
Black or African American	2	2	2	100.0
Filipino	4	4	1	25.0
Hispanic or Latino	76	70	25	35.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	15	14	4	28.6
White	404	397	144	36.3
English Learners	5	5	1	20.0
Foster Youth	4	2	0	0.0
Homeless	39	36	17	47.2
Socioeconomically Disadvantaged	252	241	108	44.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	79	78	32	41.0

## 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

These fields will be populated by DTS with data provided by CDE as it becomes available.

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
<b>Suspensions</b>	1.96	7.02	6.48	0.79	2.90	2.90	0.20	3.17	3.60
<b>Expulsions</b>	0.00	0.38	0.19	0.00	0.14	0.07	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

These fields will be populated by DTS with data provided by CDE as it becomes available.

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	6.48	0.19
<b>Female</b>	5.15	0
<b>Male</b>	7.91	0.4
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	2.63	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	0	0
<b>White</b>	7.43	0.25
<b>English Learners</b>	0	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	15.38	0
<b>Socioeconomically Disadvantaged</b>	10.32	0.4
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	7.59	1.27

## 2023-24 School Safety Plan

Maintaining a safe learning environment at Golden Sierra is a top priority. Periodic evacuation and emergency drills are held with students and staff practicing procedures and guidelines outlined in our school safety plan. The high school's proximity to the local fire department benefits us in the form of immediate medical and emergency attention. A closed-campus policy provides for a well-supervised environment. The staff and administration also work closely with local law enforcement agencies, including our School Resource Officer (SRO). All efforts to ensure building safety, cleanliness, and adequacy have been successful. Our campus uses security cameras and Verkada online campus safety to maintain a safe environment throughout

## 2023-24 School Safety Plan

the school day and at after-school events.

Communication is a key component in our school safety plan and Golden Sierra utilizes Catapult EMS to communicate immediate risk and safety needs to all staff including attendance and location of staff and students and instruction from school safety team members. Additionally, Blackboard provides the opportunity for parents, students, and community members to alert the school administration of safety and behavior concerns on campus via an anonymous tip line found on the school website. Securly software filter provides digital safety for all students by restricting access to potentially harmful content, and alerting counselors and administrators when students have/or attempt to access potentially harmful content.

A student and parent handbook/planner describing standards of expected student behavior is revised annually and posted on the school website. The school takes strong measures against those using, possessing, selling, or representing the sale of drugs and against those engaging in violent or threatening activities. The board of trustees enforces a zero-tolerance drug-free and smoke-free school policy that applies to all students, staff, parents, and community members.

Our safety plan was reviewed and revised in September 2022 and covers various safety procedures, including the visitor policy, emergency materials, and evacuation procedures.

## 2020-21 Secondary Average Class Size and Class Size Distribution

**These fields will be populated by DTS with data provided by CDE as it becomes available.**

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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	11	8	1
Mathematics	15	10	4	
Science	17	6	7	
Social Science	16	6	7	

## 2021-22 Secondary Average Class Size and Class Size Distribution

**These fields will be populated by DTS with data provided by CDE as it becomes available.**

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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	11	11	1
Mathematics	18	8	10	
Science	23	3	6	
Social Science	20	5	6	1

## 2022-23 Secondary Average Class Size and Class Size Distribution

These fields will be populated by DTS with data provided by CDE as it becomes available.

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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	9	7	1
Mathematics	17	10	9	0
Science	22	4	7	0
Social Science	17	6	7	0

## 2022-23 Ratio of Pupils to Academic Counselor

This field will be populated by DTS with data provided by CDE as it becomes available.

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	470:2

## 2022-23 Student Support Services Staff

These fields will be populated by DTS with data provided by CDE as it becomes available.

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)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.875
Psychologist	.2
Social Worker	0
Nurse	.15
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	.625
Other	



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

These fields will be populated by DTS with data provided by CDE as it becomes available:

- District Average Teacher Salary
- State Expenditures Per Pupil (Unrestricted)
- State Average Teacher Salary
- Percent Difference - School Site and District
- Percent Difference - School Site and State

The fields listed below should be reviewed and updated by the LEA/School:

- School Total Expenditures Per Pupil (School)
- School Expenditures Per Pupil (Restricted)
- School Expenditures Per Pupil (Unrestricted)
- School Average Teacher Salary (School)
- District Expenditures Per Pupil (Unrestricted)

**Note:**

The most recent data available from CDE is for fiscal year 2021-22. For comparison purposes, data for the same fiscal year is requested from the school.

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	\$13,109	\$3,525	\$9,584	\$66,375
District	N/A	N/A	\$8,474	\$74,043
Percent Difference - School Site and District	N/A	N/A	12.3	-1.1
State	N/A	N/A	\$7,607	\$77,993
Percent Difference - School Site and State	N/A	N/A	37.0	-9.5

## Fiscal Year 2022-23 Types of Services Funded

Additional federal and state programs that supplement the regular education program include Lottery, Title II Teacher Training, Special Education, McKinney Vento Homeless and Limited English Proficient, Arts and Music Instruction Block Grant, A-G Completion Improvement Grant, Workability, and Tobacco Use Prevention Education. Black Oak Mine provided Title III services through the EDCOE Consortium. The new Local Control Funding Formula includes supplemental revenue generated by English Learners, Free and Reduced qualifying students, and Foster Youth. This funding has been targeted to serve educationally disadvantaged youth. Funding for COVID-19 intervention includes ESSER I, II, and III, GEER I and II, Expanded Learning Opportunity Grants, and In-person Instruction Grant funding. Golden Sierra has a health aide on campus daily, a school psychologist five days per week, 2 days per week counseling support, a PIP counselor 5 days per week, and a speech/language specialist 1 day a week. We provide two Special Day classes and an RSP program for students with Individual Education Plans, as well as access to services for students identified with needs for occupational therapy, physical therapy, and adapted physical education.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

These fields will be populated by DTS with data provided by CDE as it becomes available.

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	\$48,600	\$47,616
Mid-Range Teacher Salary	\$64,609	\$75,580
Highest Teacher Salary	\$89,029	\$100,485
Average Principal Salary (Elementary)	\$116,731	\$114,067
Average Principal Salary (Middle)	\$0	\$123,622
Average Principal Salary (High)	\$126,716	\$125,386
Superintendent Salary	\$178,190	\$157,977
Percent of Budget for Teacher Salaries	26.37%	27.82%
Percent of Budget for Administrative Salaries	4.63%	5.78%

## 2022-23 Advanced Placement (AP) Courses

These fields will be populated by DTS with data provided by CDE as it becomes available. If it does not apply to your school, the table will be left blank and omitted from your final SARC.

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	7.1
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	2

## Professional Development

**This field should be reviewed and updated by the LEA/School. The narrative field is optional, but the table data is required. Please keep the narrative content to 2-3 paragraphs.**

Golden Sierra teachers receive professional development in a variety of ways from district professionals and external specialists.

In addition to our 5 days of professional development for continuous improvement, Golden Sierra staff engage in ongoing weekly Professional Learning Community meetings (PLC) to improve teaching and learning for all students. Teachers receive access to online professional development through our engagement with Solution Tree's global PD program, which provides mini-courses, professional reading, and video instruction from educational experts. Weekly PLCs have allowed our teachers to focus on standards-based student-focused teaching and learning that focuses on ongoing feedback and assessment loops to improve student achievement.

Team members from Golden Sierra attended a professional development conference targeting improvements in assessment, common core alignment, and feedback strategies. This professional development team has led our school in aligning assessment and curriculum with CCSS, as well as developing super standards for guaranteed viable curriculum, ensuring our student's learning experiences are relevant to future classes and post-school education and vocational pathways.

Our Mathematics department is working with CalED Partners with El Dorado County Office of Education on developing best practices for math matriculation. This meaningful work further aligns our teaching and learning with best practices in the instruction of mathematics within a unique Junior and Senior high school.

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	5	5	5