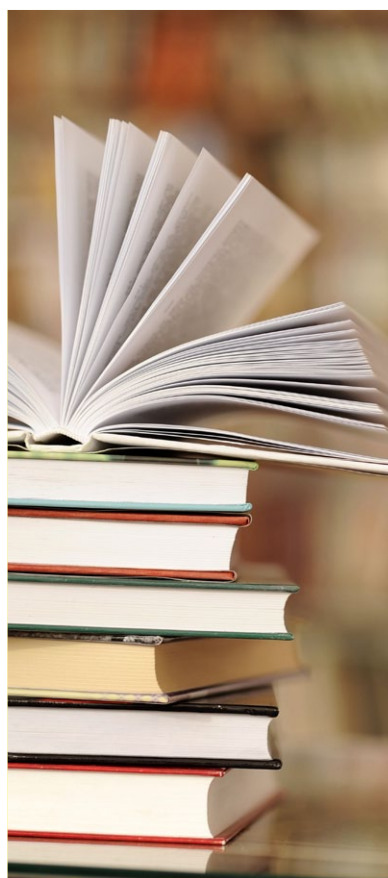


SARC

2017-18 School Accountability
Report Card
Published in 2018-19



Golden Sierra Junior-Senior High School

Grades 7-12
CDS Code 09-73783-0930073

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Black Oak Mine Unified School District

6540 Wentworth Springs Road Georgetown, CA 95634 ▪ www.bomusd.org
Jeremy Meyers, Superintendent ▪ jmeyers@bomusd.org ▪ (530) 333-8300

Principal's Message

Greetings and welcome to Golden Sierra Junior-Senior High School!

We recognize that your children are our most precious asset. Our entire staff is dedicated to providing our students with the best teachers, instruction and educational experiences. We provide excellence in education for the 21st century.

Golden Sierra affords unique educational opportunities through our grade 7-12 configuration. Our seventh- and eighth-grade students have access to many of the same educational opportunities that are traditionally limited to high school students and enter their ninth-grade year already familiar with the rigors of high school. We work hard to maintain a fully integrated 7-12 program that is safe and welcoming for all students.

In addition to rigorous academic programs, we recognize that not all students plan to go on to college and that it is important to offer a balance of career and technical education courses. Our course offerings represent the need for students to be college and career ready.

Golden Sierra has the great fortune to operate in a very generous and tight-knit community. We are able to draw upon a vast network of people and partnerships within our rural setting to improve the lives of our students and families.

As a smaller (approximately 500 students) grade 7-12 school, we know we have to be creative and innovative in order to meet the needs of all learners. Instructional technology, online learning and flexible learning plans are among the ways we are able to offer an exceptional and comprehensive educational experience. We look forward to working with you and your children to develop a six-year educational program, combined with a host of extracurricular and cocurricular opportunities.

As always, we welcome your questions and input. Feel free to contact us at (530) 333-8330 to find the right point of contact. Thanks for taking the time to review our SARC.

Welcome to Grizzly country!

Sincerely,

Jeremy Meyers

Principal

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 to create successful futures and healthy lifestyles for all students.

Parental Involvement

Golden Sierra's School Site Council provides our faculty with parental input that helps us respond to the needs and values of our community. Through data analysis and in-depth discourse between faculty and parents, our site council develops plans to improve student achievement at Golden Sierra.

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, which allows Golden Sierra to provide 19 varsity sports as well as solid junior varsity and freshman programs.

The Golden Sierra Parent-Teacher-Student Organization (PTSO) provides another layer of support for numerous programs and projects. This body supports many nonathletic extracurricular programs that would not exist without PTSO's efforts.

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.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

BLACK OAK MINE

UNIFIED SCHOOL DISTRICT

Committed to Educational Excellence

District Mission Statement

Our mission is to provide a safe learning environment that challenges all students to achieve academic excellence, develop their creative potential, and acquire marketable career, technical, and personal skills.

District Vision Statement

Our vision is to provide the opportunity for all students to be healthy, responsible, productive citizens, skilled workers, lifelong learners, and contributors to their local and world communities.

Board of Trustees

Bill Drescher, President

Darcy Knight, Vice President

Ronnie Ebitson, Clerk

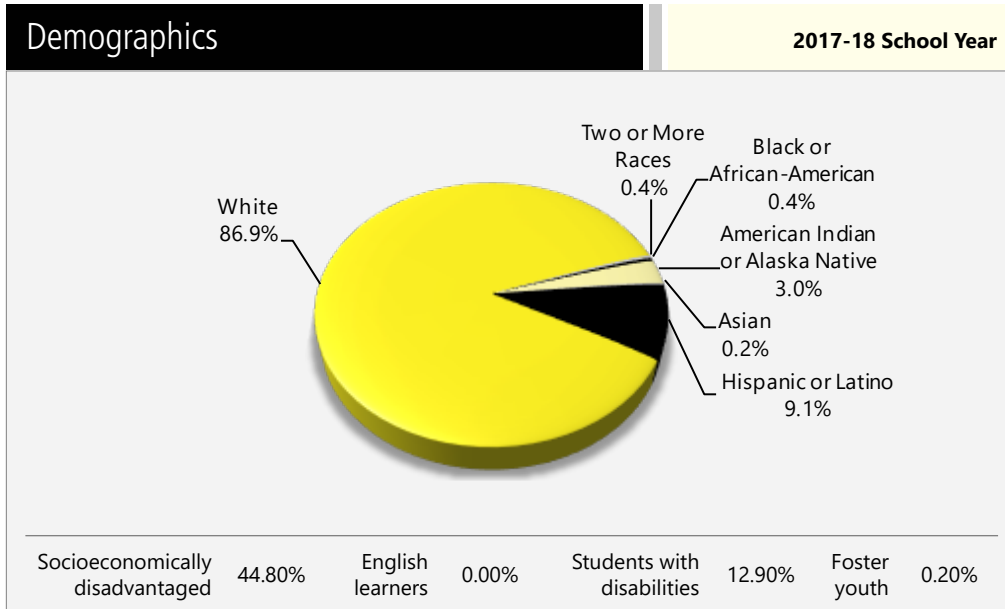
Jeff Burch, Member, Member

Joe Scroggins, Member

"Relevant, Rigorous, Responsive, Relationships"

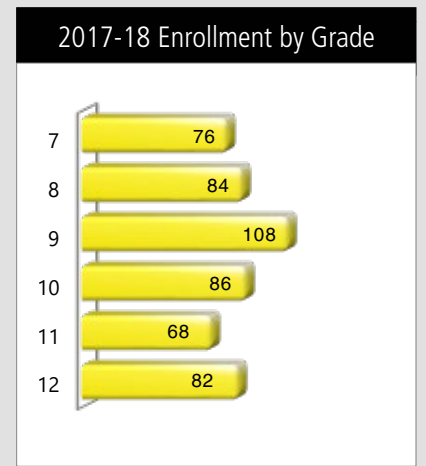
Enrollment by Student Group

The total enrollment at the school was 504 students for the 2017-18 school year. The pie chart displays the percentage of students enrolled in each group.



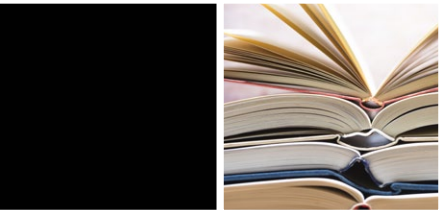
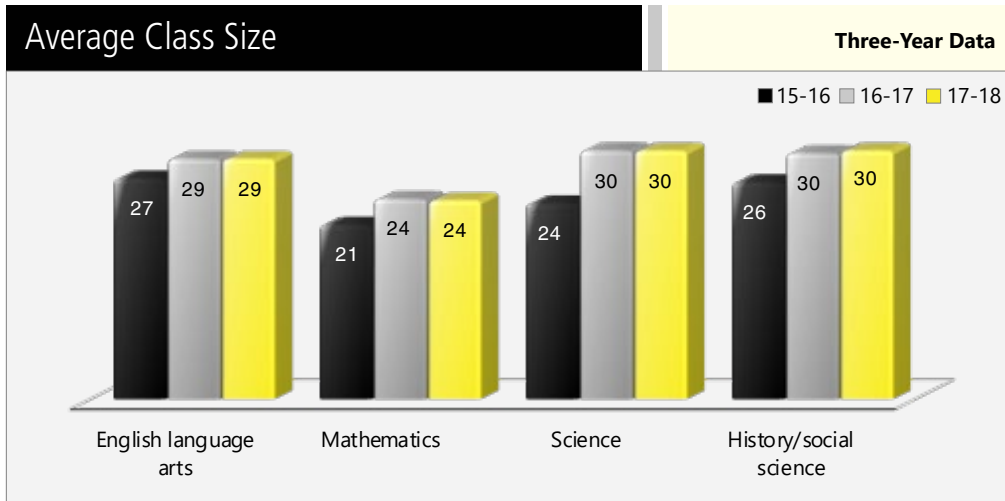
Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2017-18 school year.



Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.



Number of Classrooms by Size

| Subject | Three-Year Data | | | | | | | | |
|------------------------|--------------------|-------|-----|---------|-------|-----|---------|-------|-----|
| | 2015-16 | | | 2016-17 | | | 2017-18 | | |
| | Number of Students | | | | | | | | |
| | 1-22 | 23-32 | 33+ | 1-22 | 23-32 | 33+ | 1-22 | 21-32 | 33+ |
| English language arts | 5 | 12 | 2 | | 6 | 4 | 1 | 6 | 3 |
| Mathematics | 10 | 10 | 1 | 5 | 5 | 2 | 2 | 5 | 2 |
| Science | 6 | 11 | 2 | 1 | 4 | 4 | 1 | 4 | 4 |
| History/social science | 2 | 10 | 4 | 3 | 5 | | 3 | 5 | |

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

| Suspension and Expulsion Rates | | | |
|--------------------------------|-------|-------|-------|
| Golden Sierra Jr. Sr. HS | | | |
| | 15-16 | 16-17 | 17-18 |
| Suspension rates | 11.4% | 7.8% | 11.6% |
| Expulsion rates | 0.0% | 0.2% | 1.1% |
| Black Oak Mine USD | | | |
| | 15-16 | 16-17 | 17-18 |
| Suspension rates | 6.0% | 4.9% | 6.8% |
| Expulsion rates | 0.0% | 0.1% | 0.5% |
| California | | | |
| | 15-16 | 16-17 | 17-18 |
| Suspension rates | 3.7% | 3.6% | 3.5% |
| Expulsion rates | 0.1% | 0.1% | 0.1% |

CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

The 2016–17 and 2017–18 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

| Percentage of Students Scoring at Proficient or Advanced | | | | | Two-Year Data | |
|--|--------------------------|-------|--------------------|-------|---------------|-------|
| | Golden Sierra Jr. Sr. HS | | Black Oak Mine USD | | California | |
| Subject | 16-17 | 17-18 | 16-17 | 17-18 | 16-17 | 17-18 |
| Science | ◇ | ◇ | ◇ | ◇ | ◇ | ◇ |

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

| Percentage of Students Meeting or Exceeding State Standards | | | | | Two-Year Data | |
|---|--------------------------|-------|--------------------|-------|---------------|-------|
| | Golden Sierra Jr. Sr. HS | | Black Oak Mine USD | | California | |
| Subject | 16-17 | 17-18 | 16-17 | 17-18 | 16-17 | 17-18 |
| English language arts/literacy | 43% | 37% | 39% | 38% | 48% | 50% |
| Mathematics | 30% | 29% | 27% | 30% | 37% | 38% |

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

| California Physical Fitness Test | | 2017-18 School Year | |
|--|--------------------------|---------------------|--|
| Percentage of Students Meeting Fitness Standards | Golden Sierra Jr. Sr. HS | | |
| | Grade 7 | Grade 9 | |
| Four of six standards | 9.10% | 17.30% | |
| Five of six standards | 28.80% | 24.50% | |
| Six of six standards | 51.50% | 42.90% | |

◇ Not applicable.

California Assessment of Student Performance and Progress (CAASPP)

For the 2017-18 school year, the CAASPP consists of several key components, including:

California Alternate Assessments (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

Smarter Balanced Assessments include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.



CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 7, 8 and 11.

The "percentage 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 on the CAA divided by the total number of students who participated in both assessments.

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 Results by Student Group: English Language Arts and Mathematics (grades 7, 8 and 11)

Percentage of Students Meeting or Exceeding State Standards

2017-18 School Year

English Language Arts

| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Met or Exceeded |
|---|------------------|---------------|-------------------|----------------------------|
| All students | 224 | 213 | 95.09% | 36.62% |
| Male | 113 | 106 | 93.81% | 32.08% |
| Female | 111 | 107 | 96.40% | 41.12% |
| Black or African-American | ❖ | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ |
| Filipino | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 27 | 25 | 92.59% | 36.00% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ |
| White | 188 | 180 | 95.74% | 37.22% |
| Two or more races | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | 98 | 95 | 96.94% | 26.32% |
| English learners | ❖ | ❖ | ❖ | ❖ |
| Students with disabilities | 23 | 18 | 78.26% | 0.00% |
| Students receiving Migrant Education services | ❖ | ❖ | ❖ | ❖ |
| Foster youth | ❖ | ❖ | ❖ | ❖ |

Mathematics

| Group | Total Enrollment | Number Tested | Percentage Tested | Percentage Met or Exceeded |
|---|------------------|---------------|-------------------|----------------------------|
| All students | 224 | 212 | 94.64% | 29.25% |
| Male | 113 | 107 | 94.69% | 32.71% |
| Female | 111 | 105 | 94.59% | 25.71% |
| Black or African-American | ❖ | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ |
| Asian | ❖ | ❖ | ❖ | ❖ |
| Filipino | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 27 | 25 | 92.59% | 24.00% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ |
| White | 188 | 179 | 95.21% | 29.61% |
| Two or more races | ❖ | ❖ | ❖ | ❖ |
| Socioeconomically disadvantaged | 98 | 94 | 95.92% | 17.02% |
| English learners | ❖ | ❖ | ❖ | ❖ |
| Students with disabilities | 23 | 19 | 82.61% | 0.00% |
| Students receiving Migrant Education services | ❖ | ❖ | ❖ | ❖ |
| Foster youth | ❖ | ❖ | ❖ | ❖ |

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Admission Requirements for California's Public Universities

University of California: Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the UC Admissions Information web page at <http://admission.universityofcalifornia.edu>.

California State University: Eligibility for admission to California State University (CSU) is determined by three factors: 1. specific high school courses, 2. grades in specified courses and test scores, and 3. graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission-guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application and fee information, see the CSU web page at www.calstate.edu/admission/admission.shtml.

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California and California State University admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest>.

| UC/CSU Admission | 2016-17 and 2017-18 School Years |
|---|----------------------------------|
| | Golden Sierra Jr. Sr. HS |
| Percentage of students enrolled in courses required for UC/CSU admission in 2017-18 | 70.63% |
| Percentage of graduates who completed all courses required for UC/CSU admission in 2016-17 | 27.85% |

Career Technical Education Programs

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.

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 and Biomedical Engineering pathways, we provide students with a six-year STEM (science, technology, engineering and mathematics) experience that provides students with the academic and the practical skills to be successful in college and in the field. 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 and Metals programs provide students with skills that can lead them into college or the workplace.

Golden Sierra has been fortunate to be included in two regional networks that have allowed us to expand our career technical education program. Through our association with NextEd, we have been included in a federal grant that will create a four-year engineering pathway grounded in STEM curriculum. To date, the grant has provided us with a new computer lab, curriculum and ongoing professional development. Second, as a member of the Capital Region Academies for the Next Economy (CRANE) consortium, Golden Sierra has been able to further expand the engineering pathway that will provide new materials to GSJSHS students, as well as significant upgrades to the high school engineering and biomedical labs. In addition, teachers involved in the program are provided with professional development and access to a regional consortium of field experts. It is our goal to provide Golden Sierra students with a meaningful STEM pathway that will keep them focused on college and career readiness throughout their secondary school career.

Our Commitments

The administration, faculty and staff of Golden Sierra are committed to:

- Connecting students with pathways toward college and career readiness.
- Maintaining a clean, safe and positive environment for our students and faculty.
- Providing a curriculum that is both rigorous and responsive to student needs, diversity and skills.
- Implementing and enforcing school policies and procedures that are fair and consistent for all students.
- Providing students with assessments that challenge them to demonstrate the mastery and commitment as displayed by competent practitioners.
- Developing a school culture that embraces diverse instructional practices and collaborative inquiry as a means to constantly analyze and improve our learning community.
- Engaging in ongoing evaluation of school structure, policy and procedure in order to meet student and community needs.



Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

| Career Technical Education Data | |
|---|-----|
| Golden Sierra Jr. Sr. HS | |
| 2017-18 Participation | |
| Number of pupils participating in a CTE program | 198 |
| Percentage of pupils who completed a CTE program and earned a high school diploma | 38% |
| Percentage of CTE courses that are sequenced or articulated between a school and institutions of postsecondary education | 15% |

Completion of High School Graduation Requirements

This table displays school, district and California data for the percentages of students in the most recent graduating class who met all state and local graduation requirements for grade 12 completion. The formula for the completion of graduation requirements is the number of grade 12 students who met all graduation requirements divided by the number of students enrolled in grade 12 at the time of the Fall Census Day. For more information, please visit www.cde.ca.gov/ci/gc/hs/hsgrmin.asp or www.cde.ca.gov/ci/gc/hs/cefhsgadreq.asp.

| Completion of High School Graduation Requirements | | Graduating Class of 2017 | |
|---|--------------------------|--------------------------|------------|
| Group | Golden Sierra Jr. Sr. HS | Black Oak Mine USD | California |
| All students | 94.05% | 93.33% | 88.72% |
| Black or African-American | 100.00% | 100.00% | 82.15% |
| American Indian or Alaska Native | 100.00% | 80.00% | 82.81% |
| Asian | 100.00% | 100.00% | 94.93% |
| Filipino | 100.00% | 100.00% | 93.45% |
| Hispanic or Latino | 100.00% | 100.00% | 86.54% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | 88.56% |
| White | 92.86% | 94.05% | 92.12% |
| Two or more races | ❖ | ❖ | 91.15% |
| Socioeconomically disadvantaged | 88.46% | 89.47% | 88.64% |
| English learners | ❖ | ❖ | 56.74% |
| Students with disabilities | 100.00% | 100.00% | 67.12% |
| Foster youth | ❖ | ❖ | 74.08% |

Graduation and Dropout Rates

This table displays the graduation and dropout rates for the most recent three-year period for which data is available. The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of grade 9 (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is "adjusted" by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out. For more information, please visit <http://dq.cde.ca.gov/dataquest>.

| Graduation and Dropout Rates | | Three-Year Data | | | | |
|------------------------------|-----------------|-----------------|--------|--------------|-------|-------|
| | Graduation Rate | | | Dropout Rate | | |
| | 14-15 | 15-16 | 16-17 | 14-15 | 15-16 | 16-17 |
| Golden Sierra Jr. Sr. HS | 92.90% | 90.70% | 89.40% | 5.10% | 7.00% | 7.10% |
| Black Oak Mine USD | 92.40% | 84.70% | 84.90% | 5.90% | 9.20% | 9.40% |
| California | 82.30% | 83.80% | 82.70% | 10.70% | 9.70% | 9.10% |

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Types of Services Funded

A few programs and supplemental services are provided at Golden Sierra High School, including:

- Local Control and Accountability Plan (LCAP) supplemental funding
- Special education funding
- Workability grants
- California Career Pathways Trust Grants
- I-3 Grant

Advanced Placement Courses

The following is a list of Advanced Placement (AP) courses offered by subject at the school.

Advanced Placement Courses

2017-18 School Year

| | |
|---|-------|
| Percentage of total enrollment enrolled in AP courses | 7.10% |
| Number of AP courses offered at the school | 4 |

Number of AP Courses by Subject

| | |
|--------------------------|---|
| Computer science | 0 |
| English | 0 |
| Fine and performing arts | 0 |
| Foreign language | 1 |
| Mathematics | 2 |
| Science | 0 |
| Social science | 1 |

Textbooks and Instructional Materials

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 Project Lead the Way program and our engineering pathway. Students have access to laptops in our science programs and our Project Lead the Way grades 7-8 program.

All classrooms at Golden Sierra are outfitted with projectors that are accessed through teacher computers.

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.

Golden Sierra has over 400 Chromebooks available for student use throughout the school day. Many are also available for check out.

Textbooks and Instructional Materials List

2018-19 School Year

| Subject | Textbook | Adopted |
|-----------------------|--|------------------------|
| Reading/language arts | <i>Literature & Language Arts, First Course; Holt (7)</i> | 2003 |
| Reading/language arts | <i>Literature & Language Arts, Second Course; Holt (8)</i> | 2003 |
| Reading/language arts | Glencoe Literature, Course 4 (9) | 2002 |
| Reading/language arts | Glencoe Literature, Course 5 (10) | 2002 |
| Reading/language arts | Glencoe Literature, Course 6 (11) | 2002 |
| Reading/language arts | <i>The Language of Composition: Reading, Writing, Rhetoric</i> | 2015 |
| Mathematics | <i>Big Ideas Math, Course 2, California Edition; Big Ideas Learning (7)</i> | 2008, 2013, 2014 |
| Mathematics | <i>Big Ideas Math, Course 3, California Edition; Big Ideas Learning (8)</i> | 2014 |
| Mathematics | <i>onRamp to Algebra, Foundations of Algebra; Pearson (9-10)</i> | 2013 |
| Mathematics | <i>Algebra 1, Common Core; Pearson</i> | 2013 |
| Mathematics | <i>Geometry, Common Core; Pearson</i> | 2013 |
| Mathematics | <i>Algebra 2, Common Core; Pearson</i> | 2013 |
| Mathematics | <i>Precalculus: Graphical, Numerical, Algebraic; Addison-Wesley</i> | 2011 |
| Mathematics | <i>Calculus: Graphical, Numerical, Algebraic; 4th Edition; Prentice Hall</i> | 2014 |
| Science | <i>Focus on Life Science, Prentice Hall (7)</i> | 2005, 2007, 2008, 2014 |
| Science | <i>Focus on Physical Science, Prentice Hall (8)</i> | 2008 |
| Science | <i>Integrated Science: Physical Science, Holt</i> | 2007 |
| Science | <i>Life Science: Biology: The Dynamics of Life, Glencoe</i> | 2005 |
| Science | <i>Biology: Biology, Pearson Prentice Hall</i> | 2007 |
| Science | <i>Chemistry: Chemistry, Prentice Hall</i> | 2007 |
| Science | <i>AP Biology: Biology, Mader</i> | 2007 |
| Science | <i>AP Physics: Conceptual Physics</i> | 2007 |
| Science | <i>AP Physics: College Physics, Pearson</i> | 2014 |

Continued on page 9

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject

2018-19 School Year

| | |
|------------------------------|----|
| Reading/language arts | 0% |
| Mathematics | 0% |
| Science | 0% |
| History/social science | 0% |
| Visual and performing arts | 0% |
| Foreign language | 0% |
| Health | 0% |
| Science laboratory equipment | 0% |

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks

2018-19 School Year

| | |
|----------------------|-----------|
| Data collection date | 9/13/2018 |
|----------------------|-----------|

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks

2018-19 School Year

| Criteria | Yes/No |
|---|--------|
| Are the textbooks adopted from the most recent state-approved or local governing-board-approved list? | Yes |
| Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education? | Yes |
| Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home? | Yes |

Textbooks and Instructional Materials - *Continued from page 8*

| Textbooks and Instructional Materials List | | 2018-19 School Year |
|--|--|---------------------|
| Subject | Textbook | Adopted |
| History/social science | History: <i>History Alive! The Medieval World and Beyond</i> (7) | 2006, 2010, 2013 |
| History/social science | History: <i>History Alive! The United States Through Industrialism</i> (8) | 2013 |
| History/social science | World History: <i>Modern World History: Patterns of Interaction</i> , McDougal Littell | 2006 |
| History/social science | U.S. History: <i>The American Vision: Modern Times</i> | 2006 |
| History/social science | <i>American History</i> , AP Edition; McGraw-Hill | 2010 |
| History/social science | Civics: <i>Magruder's American Government</i> | 2015 |
| History/social science | Economics: <i>Economics</i> , Magruder's | 2006 |

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

| School Facility Good Repair Status | | 2018-19 School Year |
|--|---------------|---------------------|
| Items Inspected | Repair Status | |
| Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC) | Good | |
| Interior: Interior surfaces (floors, ceilings, walls and window casings) | Good | |
| Cleanliness: Pest/vermin control, overall cleanliness | Good | |
| Electrical: Electrical systems | Good | |
| Restrooms/fountains: Restrooms, sinks and drinking fountains | Good | |
| Safety: Fire safety, emergency systems, hazardous materials | Good | |
| Structural: Structural condition, roofs | Good | |
| External: Windows/doors/gates/fences, playgrounds/school grounds | Good | |
| Overall summary of facility conditions | Good | |
| Date of the most recent school site inspection | 10/23/2018 | |
| Date of the most recent completion of the inspection form | 10/23/2018 | |

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

| Deficiencies and Repairs | | 2018-19 School Year |
|--------------------------|---|---------------------|
| Items Inspected | Deficiencies and Action Taken or Planned | Date of Action |
| Structural | Roof has been checked and all leaks have been repaired. | June 2018 |
| External | Tennis courts and parking lots were resurfaced. | July 2018 |

School Safety

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 proximity of the high school 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. Additionally, the staff and administration work closely with local law enforcement agencies. All efforts to ensure building safety, cleanliness and adequacy have been successful.

A student and parent handbook/planner describing standards of expected student behavior is revised annually. 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 2018 and covers various safety procedures, including the visitor policy, emergency materials and evacuation procedures.

School Facilities

The campus consists of a main building, which was newly renovated in 2009, a series of redwood portables on the upper campus and additional portables on the lower campus.

In all, Golden Sierra maintains 30 classrooms, including three science labs, two 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. Many members of our faculty and staff were recently trained in developing Positive Behavioral Interventions and Supports (PBIS) systems and are working to implement methods to help students learn appropriate behaviors.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

| Teacher Credential Information | Three-Year Data | | | |
|---|--------------------|--------------------------|-------|-------|
| | Black Oak Mine USD | Golden Sierra Jr. Sr. HS | | |
| Teachers | 18-19 | 16-17 | 17-18 | 18-19 |
| With a full credential | 59 | 22 | 23 | 25 |
| Without a full credential | 2 | 1 | 2 | 0 |
| Teaching outside subject area of competence (with full credential) | 1 | 1 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

| Teacher Misassignments and Vacant Teacher Positions | Three-Year Data | | |
|---|--------------------------|-------|-------|
| | Golden Sierra Jr. Sr. HS | | |
| Teachers | 16-17 | 17-18 | 18-19 |
| Teacher misassignments of English learners | 0 | 0 | 0 |
| Total teacher misassignments | 0 | 0 | 0 |
| Vacant teacher positions | 1 | 1 | 0 |

Professional Development

Teachers were provided with five professional development days during the 2018-19 school year. This time allowed the Golden Sierra faculty and staff to develop lesson plans that focus on the second year of the 4x4 schedule.

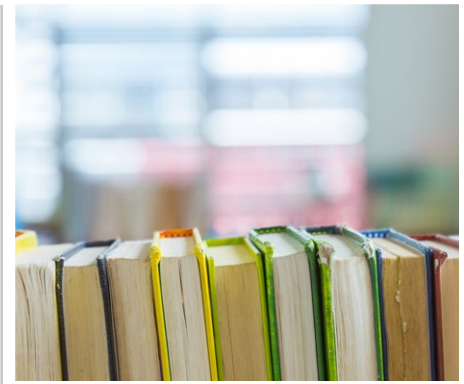
Teachers were trained with Focal Point software. Focal Point gives staff the ability to view a dashboard to see student data as it is updated. It also allows teachers to utilize shared assessments that are aligned to state standards.

Another day of staff development was spent training teachers in Trauma Informed Practice (TIP). TIP includes:

- Safety—creating spaces where people feel culturally, emotionally, and physically safe as well as an awareness of an individual's discomfort or unease.
- Transparency and trustworthiness
- Choice
- Collaboration and mutuality
- Empowerment

Teachers and counselors also attended AVID Summer Institute to prepare for the first year of AVID implementation.

| Professional Development Days | Three-Year Data | | |
|---------------------------------|-----------------|---------|---------|
| | 2016-17 | 2017-18 | 2018-19 |
| Golden Sierra Jr. Sr. HS | 4 days | 5 days | 5 days |



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data

2017-18 School Year

| Academic Counselors | |
|--|--------|
| FTE of academic counselors | 2.0000 |
| Average number of students per academic counselor | 243 |
| Support Staff | |
| | FTE |
| Social/behavioral counselor | 0.0000 |
| Career development counselor | 0.0000 |
| Library media teacher (librarian) | 0.2000 |
| Library media services staff (paraprofessional) | 0.0000 |
| Psychologist | 0.1700 |
| Social worker | 0.0000 |
| Nurse | 0.5000 |
| Speech/language/hearing specialist | 0.0000 |
| Resource specialist (nonteaching) | 0.0000 |
| Other | |
| | FTE |
| Noon supervision | 2.0000 |
| Youth coordinator | 0.9688 |

Financial Data

The financial data displayed in this SARC is from the 2016-17 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

| Salary Data | 2016-17 Fiscal Year | |
|---|---------------------|------------------------|
| | Black Oak Mine USD | Similar Sized District |
| Beginning teacher salary | \$42,381 | \$42,990 |
| Midrange teacher salary | \$73,783 | \$61,614 |
| Highest teacher salary | \$77,638 | \$85,083 |
| Average elementary school principal salary | \$108,920 | \$100,802 |
| Average middle school principal salary | ◇ | \$105,404 |
| Average high school principal salary | ◇ | \$106,243 |
| Superintendent salary | \$131,934 | \$132,653 |
| Teacher salaries: percentage of budget | 29% | 30% |
| Administrative salaries: percentage of budget | 6% | 6% |

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

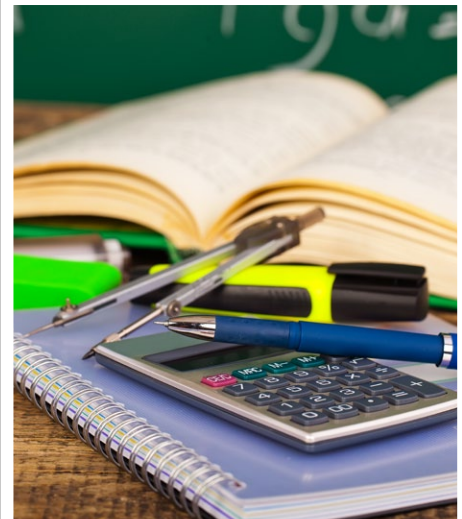
| Financial Data Comparison | 2016-17 Fiscal Year | |
|--|--|-------------------------------|
| | Expenditures Per Pupil From Unrestricted Sources | Annual Average Teacher Salary |
| Golden Sierra Jr. Sr. HS | \$6,410 | \$63,419 |
| Black Oak Mine USD | \$8,365 | \$61,785 |
| California | \$7,125 | \$63,590 |
| School and district: percentage difference | -23.4% | +2.6% |
| School and California: percentage difference | -10.0% | -0.3% |

◇ Information is not available at this time.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

| School Financial Data | |
|--|----------|
| 2016-17 Fiscal Year | |
| Total expenditures per pupil | \$7,514 |
| Expenditures per pupil from restricted sources | \$1,104 |
| Expenditures per pupil from unrestricted sources | \$6,410 |
| Annual average teacher salary | \$63,419 |



Expenditures Per Pupil

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.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2018.

School Accountability Report Card

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