

# Golden Sierra Junior Senior High School

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

## 2025-26 School Contact Information

|                                          |                                         |
|------------------------------------------|-----------------------------------------|
| <b>School Name</b>                       | Golden Sierra Junior Senior 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>Grade Span</b>                        | 7-12                                    |
| <b>County-District-School (CDS) Code</b> | 09737830930073                          |

## 2025-26 District Contact Information

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

## 2025-26 School Description and Mission Statement

Golden Sierra Junior Senior High School, located in Garden Valley, California, serves the scenic Divide region of the Sierra Nevada foothills in El Dorado County, situated between the Middle and South Forks of the American River. The school proudly serves students from the communities of Cool, Garden Valley, Georgetown, Greenwood, Kelsey, Pilot Hill, and surrounding upcountry areas, including Volcanoville, Quintette, and Chiquita. Golden Sierra is a comprehensive grades 7–12 campus and the only high school within the Black Oak Mine Unified School District. With an enrollment of approximately 398 students, the school is committed to recognizing and developing the unique strengths, interests, and potential of every learner within a small, supportive educational environment. Across the district, systems of support continue to be strengthened with a focus on fostering a culture of universal achievement. This culture is guided by the following core beliefs:

- \* Every student deserves an education that prepares them for postsecondary success, whether through college, career, or skilled trades pathways.
- \* Schools play a critical role in mitigating barriers that students may bring to the classroom.
- \* Student achievement must remain the central focus of our work.
- \* Collective commitment and shared purpose lead to meaningful outcomes.
- \* Continuous improvement is strengthened through collaboration among students, staff, families, and community partners.

Golden Sierra is committed to providing an educational experience that is:

- \*Rigorous - Students are challenged to think critically, creatively, and independently.
- \* Relevant - Instruction is connected to real-world applications through project-based and interdisciplinary learning.
- \*Responsive - Students are supported through comprehensive academic and social-emotional systems to ensure success.
- \*Relationship-Based - Strong, trusting relationships between students and adults form the foundation of a positive school culture.

Commitment to Excellence - Golden Sierra's dedicated staff collaborates to maintain high academic expectations while supporting the development of the whole child. The school's unique grades 7–12 configuration supports a seamless transition from middle school to high school, allowing students to develop familiarity with academic expectations, rigor, and opportunities early in their secondary experience. By ninth grade, students are well prepared to meet the demands of high school coursework and extracurricular involvement. The school places a strong emphasis on college and career readiness,

2025-26 School Description and Mission Statement

recognizing the diverse postsecondary pathways students pursue. Course offerings include a balanced range of academic, Career Technical Education (CTE), and dual enrollment opportunities designed to support individual student goals.

Programs, Partnerships, and Recent Advancements

Golden Sierra benefits from strong community partnerships that promote innovation, flexibility, and personalized learning. The school leverages instructional technology, online learning platforms, and targeted supports to enhance student engagement and achievement.

During the 2025–2026 school year, Golden Sierra continues to build upon several key initiatives:

- \*FFA and Agricultural Education:\*\* The growing FFA program includes courses in Agricultural Science and Farm-to-Fork, offering students leadership development and hands-on learning experiences that connect classroom instruction to real-world agricultural practices.
- \*CTE Expansion:\*\* Programs in Woods, Welding, Fire Science, and Emergency Response continue to expand, providing students with practical skills and exposure to high-demand career pathways.
- \*Dual Enrollment:\*\* Partnerships with Folsom Lake College enable students to earn both high school and college credit in courses such as Fire Science and Emergency Response, with additional courses approved for dual enrollment.
- \*Continuous Improvement (PDSA):\*\* Staff continue to implement the Plan–Do–Study–Act (PDSA) improvement cycle to strengthen instructional practices, increase student engagement, and use data to inform decision-making.
- \*WASC Accreditation:\*\* Golden Sierra remains fully accredited by the Western Association of Schools and Colleges (WASC), with the next full accreditation visit scheduled for the 2026–2027 school year, reflecting the school’s ongoing commitment to accountability and continuous improvement.

These programs and partnerships reflect Golden Sierra’s commitment to preparing students for successful and meaningful futures—academically, professionally, and personally.

School Mission Statement - Golden Sierra Junior Senior High School strives to cultivate an intellectual and democratic learning community where students achieve excellence in both academic and Career Technical Education disciplines. Through a small, student-centered program supported by caring adults and grounded in rigorous, relevant instruction, we prepare every graduate for higher education and high-demand, highly skilled careers.

School Vision Statement - Students, staff, families, and community members work collaboratively to create successful futures and promote healthy lifestyles for all students.

About this School

| 2024-25 Student Enrollment by Grade Level |                    |
|-------------------------------------------|--------------------|
| Grade Level                               | Number of Students |
| Grade 7                                   | 64                 |
| Grade 8                                   | 74                 |
| Grade 9                                   | 73                 |
| Grade 10                                  | 77                 |
| Grade 11                                  | 66                 |
| Grade 12                                  | 82                 |
| Total Enrollment                          | 436                |

2024-25 Student Enrollment by Student Group

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 49.3                        |
| Male                                | 50.7                        |
| American Indian or Alaska Native    | 2.3                         |
| Asian                               | 1.1                         |
| Black or African American           | 0.2                         |
| Filipino                            | 0.2                         |
| Hispanic or Latino                  | 14.9                        |
| Native Hawaiian or Pacific Islander | 0.2                         |
| Two or More Races                   | 3.2                         |
| White                               | 75                          |
| English Learners                    | 0.9                         |
| Foster Youth                        | 1.1                         |
| Homeless                            | 9.4                         |
| Socioeconomically Disadvantaged     | 43.6                        |
| Students with Disabilities          | 15.1                        |

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.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment                                                                               | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 16.2          | 64.84          | 46.9            | 77.04            | 234405.2     | 84            |
| <b>Intern Credential Holders Properly Assigned</b>                                                     | 0             | 0              | 0               | 0                | 4853         | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.6           | 2.64           | 0.6             | 1.08             | 12001.5      | 4.3           |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 1.4           | 5.76           | 3.9             | 6.43             | 11953.1      | 4.28          |
| <b>Unknown/Incomplete/NA</b>                                                                           | 6.6           | 26.76          | 9.3             | 15.41            | 15831.9      | 5.67          |
| <b>Total Teaching Positions</b>                                                                        | 25            | 100            | 60.9            | 100              | 279044.8     | 100           |

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.

## 2022-23 Teacher Preparation and Placement

| Authorization/Assignment                                                                               | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 17.9          | 67.63          | 40.5            | 70.16            | 231142.4     | 83.24         |
| <b>Intern Credential Holders Properly Assigned</b>                                                     | 0.5           | 1.88           | 0.5             | 0.87             | 5566.4       | 2             |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.5           | 2.11           | 3.5             | 6.16             | 14938.3      | 5.38          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.4           | 1.58           | 5               | 8.76             | 11746.9      | 4.23          |
| <b>Unknown/Incomplete/NA</b>                                                                           | 7.1           | 26.72          | 8.1             | 14.04            | 14303.8      | 5.15          |
| <b>Total Teaching Positions</b>                                                                        | 26.5          | 100            | 57.7            | 100              | 277698       | 100           |

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

| Authorization/Assignment                                                                               | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--------------------------------------------------------------------------------------------------------|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 18.4          | 68.94          | 39.1            | 66.79            | 230039.4     | 100           |
| <b>Intern Credential Holders Properly Assigned</b>                                                     | 0             | 0              | 2.5             | 4.27             | 6213.8       | 2.23          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 2             | 7.83           | 3               | 5.27             | 16855        | 6.04          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 1.2           | 4.68           | 6.9             | 11.78            | 12112.8      | 4.34          |
| <b>Unknown/Incomplete/NA</b>                                                                           | 4.9           | 18.47          | 6.9             | 11.88            | 13705.8      | 4.91          |
| <b>Total Teaching Positions</b>                                                                        | 26.6          | 100            | 58.5            | 100              | 278927.1     | 100           |

Note: The data in this table is based on 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)

| Authorization/Assignment                                     | 2021-22 | 2022-23 | 2023-24 |
|--------------------------------------------------------------|---------|---------|---------|
| <b>Permits and Waivers</b>                                   | 0.50    | 0       | 0       |
| <b>Misassignments</b>                                        | 0.10    | 0.5     | 2       |
| <b>Vacant Positions</b>                                      | 0.00    | 0       | 0       |
| <b>Total Teachers Without Credentials and Misassignments</b> | 0.60    | 0.5     | 2       |

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator                                                     | 2021-22 | 2022-23 | 2023-24 |
|---------------------------------------------------------------|---------|---------|---------|
| <b>Credentialed Teachers Authorized on a Permit or Waiver</b> | 0.00    | 0       | 0.9     |
| <b>Local Assignment Options</b>                               | 1.40    | 0.4     | 0.2     |
| <b>Total Out-of-Field Teachers</b>                            | 1.40    | 0.4     | 1.2     |

## Class Assignments

| Indicator                                                                                                                                                  | 2021-22 | 2022-23 | 2023-24 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0       | 4.1     | 18.5    |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0       | 5.7     | 0.5     |

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other 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 a computer lab located on the main campus in the library. Students have access to the library lab from 7:30 a.m. until 2:40 p.m. daily. Students (9-12) are assigned a Chromebook at the beginning of the year. Junior high classrooms are supplied with a Chromebook cart for students to access the curriculum.

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

12/18/2024

| Subject                      | List of Textbooks and Other Instructional Materials /<br>Indicate if from Most Recent Adoption / Year of Adoption                                                                                                                                                                                                                                                                             | Percent Students<br>Lacking Own<br>Assigned Copy |
|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| <b>Reading/Language Arts</b> | Study Sync (7-12)<br>Glencoe Literature, Course 5 (10)<br>The Language of Composition: Reading, Writing, Rhetoric                                                                                                                                                                                                                                                                             | 0%                                               |
| <b>Mathematics</b>           | Big Ideas Math, Course 2, California Edition; Big Ideas Learning (7)<br>Big Ideas Math, Course 3, California Edition; Big Ideas Learning (8)<br>Algebra 1, Common Core; Pearson<br>Geometry, Common Core; Pearson<br>Algebra 2, Common Core; Pearson<br>Precalculus: Graphical, Numerical, Algebraic; Addison-Wesley<br>Calculus: Graphical, Numerical, Algebraic; 4th Edition; Prentice Hall | 0%                                               |
| <b>Science</b>               | Bringing Science Alive! : 7th Grade Integrated<br>Bring Science Alive! : 8th Grade Science<br>Integrated Science: Physical Science, Holt<br>Life Science: Biology: The Dynamics of Life, Glencoe<br>Biology: Biology, Pearson Prentice Hall<br>Chemistry: Chemistry, Prentice Hall                                                                                                            | 0%                                               |

|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                  |    |
|--------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
|                                                  | AP Biology: Biology, Mader<br>AP Physics: Conceptual Physics<br>AP Physics: College Physics, Pearson                                                                                                                                                                                                                                                                                             |    |
| <b>History-Social Science</b>                    | History: History Alive! The Medieval World and Beyond (7)<br>History: History Alive! The United States Through Industrialism (8)<br>World History: Modern World History: Patterns of Interaction, McDougal Littell<br>U.S. History: The American Vision: Modern Times<br>American History, AP Edition; McGraw-Hill<br>Civics: Magruder's American Government<br>Economics: Economics, Magruder's | 0% |
| <b>Foreign Language</b>                          | Spanish 1: Avancemos! Level 1, Houghton Mifflin Harcourt<br>Spanish 2: Avancemos! Level 2, Houghton Mifflin Harcourt<br>Spanish 3: Avancemos! Level 3, Houghton Mifflin Harcourt<br>Spanish 4: Avancemos! Level 4, Houghton Mifflin Harcourt                                                                                                                                                     | 0% |
| <b>Health</b>                                    | Positive Prevention Plus, 2018                                                                                                                                                                                                                                                                                                                                                                   | 0  |
| Note: Cells with N/A values do not require data. |                                                                                                                                                                                                                                                                                                                                                                                                  |    |

## School Facility Conditions and Planned Improvements

The Golden Sierra campus continues to provide a dynamic and supportive learning environment for all students. The main building, renovated in 2009, serves as the hub of campus activity, while a series of portables on the upper campus and additional portables on the lower campus house the majority of our junior high classes. Golden Sierra currently maintains 30 classrooms, including three fully equipped science labs, a computer lab, a library, a gymnasium, four athletic fields, a cardio room, and a weight room. Shared facilities such as the locker rooms, gymnasium, cafeteria, and library are utilized by all students, fostering a sense of community across grade levels.

General -Golden Sierra takes great efforts to ensure that all school facilities are clean, safe, and functional. To assist in this effort, the Black Oak Mine Unified School District uses a Facility Inspection Tool (FIT) instrument developed by the State of California OPSC . The results of this survey are available at the school office, or at the District office. ·

Age of School Buildings - The Golden Sierra main campus was built in 1980. Today the campus has grown to include an upper and lower campus consisting of 30 classrooms, including three fully equipped science labs, a computer lab, a library, a gymnasium, an auto and metal shop, four athletic fields, a cardio room, and a weight room. The main building was renovated in 2009. Recent upgrades reflect our commitment to maintaining a modern and efficient campus. Recently, 12 portable classroom HVAC units and three rooftop HVAC units were replaced, enhancing comfort and energy efficiency. All interior and exterior lighting has been upgraded to LED fixtures, reducing energy consumption and improving visibility. As part of our energy reduction plan, three solar arrays were completed and now produce 30% of the campus's power needs. In our commercial kitchen, new appliances have been installed to improve food service operations. These ongoing improvements reflect Golden Sierra's dedication to providing a high-quality educational experience in a well-maintained and sustainable setting.

Maintenance and Repair - The Black Oak Mine maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. The District utilizes SchoolDude, a work order process, to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule -Golden Sierra has adopted cleaning standards and protocols to ensure that all site facilities are clean and safe for all students and staff. A summary of these standards are available at the district FMOT office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### Modernization Projects

During the 2024-2025 school year and subsequent three years, local bond funds [Measure A], and state matching funds will be used to provide the following improvements:

Expand STEM classrooms and career technical education spaces, fostering innovation and preparing students for future careers.

School Facility Conditions and Planned Improvements

Repair aging infrastructure, including leaky roofs, plumbing, and restrooms, to create safe and comfortable learning environments.  
Enhance student safety with updated security systems and improved accessibility for all.  
Upgrade playgrounds and athletic fields to support the physical and emotional well-being of our students.  
The work on these projects is scheduled to begin in the Spring of 2025 and be completed prior to the start of the 2028-2029 school year.

Year and month of the most recent FIT report11/17/2025

| System Inspected                                                           | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned                                                                                          |
|----------------------------------------------------------------------------|-----------|-----------|-----------|------------------------------------------------------------------------------------------------------------------------------------|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                       | X         |           |           |                                                                                                                                    |
| <b>Interior:</b><br>Interior Surfaces                                      |           | X         |           |                                                                                                                                    |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation        | X         |           |           |                                                                                                                                    |
| <b>Electrical</b>                                                          | X         |           |           |                                                                                                                                    |
| <b>Restrooms/Fountains:</b><br>Restrooms, Sinks/ Fountains                 |           | X         |           | State water bond grant to fund replacemnt of drinking fountains with water bottle fillers, signage and dispenser installation 2026 |
| <b>Safety:</b><br>Fire Safety, Hazardous Materials                         | X         |           |           |                                                                                                                                    |
| <b>Structural:</b><br>Structural Damage, Roofs                             | X         |           |           |                                                                                                                                    |
| <b>External:</b><br>Playground/School Grounds, Windows/ Doors/Gates/Fences | X         |           |           |                                                                                                                                    |

Overall Facility Rate

| 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 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

| Subject                                               | School<br>2023-24 | School<br>2024-25 | District<br>2023-24 | District<br>2024-25 | State<br>2023-24 | State<br>2024-25 |
|-------------------------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy<br>(grades 3-8 and 11) | 43                | 47                | 39                  | 44                  | 47               | 48               |
| Mathematics<br>(grades 3-8 and 11)                    | 27                | 24                | 30                  | 31                  | 35               | 37               |

2024-25 CAASPP Test Results in ELA by Student Group

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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<br>Student Groups                      | CAASPP<br>Total<br>Enrollment | CAASPP<br>Number<br>Tested | CAASPP<br>Percent<br>Tested | CAASPP<br>Percent<br>Not Tested | CAASPP<br>Percent<br>Met or<br>Exceeded |
|-----------------------------------------------|-------------------------------|----------------------------|-----------------------------|---------------------------------|-----------------------------------------|
| All Students                                  | 197                           | 191                        | 96.95                       | 3.05                            | 46.60                                   |
| Female                                        | 93                            | 89                         | 95.70                       | 4.30                            | 50.56                                   |
| Male                                          | 104                           | 102                        | 98.08                       | 1.92                            | 43.14                                   |
| American Indian or Alaska Native              | --                            | --                         | --                          | --                              | --                                      |
| Asian                                         | --                            | --                         | --                          | --                              | --                                      |
| Black or African American                     | --                            | --                         | --                          | --                              | --                                      |
| Filipino                                      | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Hispanic or Latino                            | 31                            | 28                         | 90.32                       | 9.68                            | 53.57                                   |
| Native Hawaiian or Pacific Islander           | --                            | --                         | --                          | --                              | --                                      |
| Two or More Races                             | 16                            | 16                         | 100.00                      | 0.00                            | 31.25                                   |
| White                                         | 142                           | 140                        | 98.59                       | 1.41                            | 47.86                                   |
| English Learners                              | --                            | --                         | --                          | --                              | --                                      |
| Foster Youth                                  | --                            | --                         | --                          | --                              | --                                      |
| Homeless                                      | 16                            | 13                         | 81.25                       | 18.75                           | 46.15                                   |
| Military                                      | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Socioeconomically Disadvantaged               | 65                            | 61                         | 93.85                       | 6.15                            | 44.26                                   |
| Students Receiving Migrant Education Services | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Students with Disabilities                    | 33                            | 31                         | 93.94                       | 6.06                            | 25.81                                   |

### 2024-25 CAASPP Test Results in Math by Student Group

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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<br>Student Groups                      | CAASPP<br>Total<br>Enrollment | CAASPP<br>Number<br>Tested | CAASPP<br>Percent<br>Tested | CAASPP<br>Percent<br>Not Tested | CAASPP<br>Percent<br>Met or<br>Exceeded |
|-----------------------------------------------|-------------------------------|----------------------------|-----------------------------|---------------------------------|-----------------------------------------|
| All Students                                  | 198                           | 191                        | 96.46                       | 3.54                            | 23.56                                   |
| Female                                        | 94                            | 91                         | 96.81                       | 3.19                            | 20.88                                   |
| Male                                          | 104                           | 100                        | 96.15                       | 3.85                            | 26.00                                   |
| American Indian or Alaska Native              | --                            | --                         | --                          | --                              | --                                      |
| Asian                                         | --                            | --                         | --                          | --                              | --                                      |
| Black or African American                     | --                            | --                         | --                          | --                              | --                                      |
| Filipino                                      | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Hispanic or Latino                            | 31                            | 27                         | 87.10                       | 12.90                           | 22.22                                   |
| Native Hawaiian or Pacific Islander           | --                            | --                         | --                          | --                              | --                                      |
| Two or More Races                             | 16                            | 16                         | 100.00                      | 0.00                            | 12.50                                   |
| White                                         | 143                           | 140                        | 97.90                       | 2.10                            | 26.43                                   |
| English Learners                              | --                            | --                         | --                          | --                              | --                                      |
| Foster Youth                                  | --                            | --                         | --                          | --                              | --                                      |
| Homeless                                      | 16                            | 14                         | 87.50                       | 12.50                           | 14.29                                   |
| Military                                      | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Socioeconomically Disadvantaged               | 66                            | 62                         | 93.94                       | 6.06                            | 12.90                                   |
| Students Receiving Migrant Education Services | 0                             | 0                          | 0                           | 0                               | 0                                       |
| Students with Disabilities                    | 33                            | 32                         | 96.97                       | 3.03                            | 9.38                                    |

CAASPP Test Results in Science for All Students

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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<br>2023-24 | School<br>2024-25 | District<br>2023-24 | District<br>2024-25 | State<br>2023-24 | State<br>2024-25 |
|------------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science<br>(grades 5, 8 and high school) | 25                | 25.49             | 25.51               | 31.94               | 30.73            | 32.33            |

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

| Student Group                                        | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|------------------------------------------------------|------------------|---------------|----------------|--------------------|-------------------------|
| <b>All Students</b>                                  | 217              | 211           | 97.24          | 2.76               | 25.59                   |
| <b>Female</b>                                        | 115              | 110           | 95.65          | 4.35               | 20.91                   |
| <b>Male</b>                                          | 102              | 101           | 99.02          | 0.98               | 30.69                   |
| <b>American Indian or Alaska Native</b>              | --               | --            | --             | --                 | --                      |
| <b>Asian</b>                                         | --               | --            | --             | --                 | --                      |
| <b>Black or African American</b>                     | --               | --            | --             | --                 | --                      |
| <b>Filipino</b>                                      | 0                | 0             | 0              | 0                  | 0                       |
| <b>Hispanic or Latino</b>                            | 31               | 30            | 96.77          | 3.23               | 33.33                   |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                | 0             | 0              | 0                  | 0                       |
| <b>Two or More Races</b>                             | --               | --            | --             | --                 | --                      |
| <b>White</b>                                         | 171              | 167           | 97.66          | 2.34               | 25.15                   |
| <b>English Learners</b>                              | 0                | 0             | 0              | 0                  | 0                       |
| <b>Foster Youth</b>                                  | --               | --            | --             | --                 | --                      |
| <b>Homeless</b>                                      | 15               | 14            | 93.33          | 6.67               | 7.14                    |
| <b>Military</b>                                      | 0                | 0             | 0              | 0                  | 0                       |
| <b>Socioeconomically Disadvantaged</b>               | 70               | 68            | 97.14          | 2.86               | 22.06                   |
| <b>Students Receiving Migrant Education Services</b> | 0                | 0             | 0              | 0                  | 0                       |
| <b>Students with Disabilities</b>                    | 28               | 27            | 96.43          | 3.57               | 11.11                   |

## 2024-25 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. To more fully round our students' experiences at Golden Sierra, we also boast a strong Career Technical Program. Students completing our firefighting program in their junior and senior years have the opportunity to earn their First Responder and Basic-40 certifications. Programs offered: First Responders Firefighting program (11-12) (Intro and Advanced); Auto (I, II, and Advanced); Wood Working; Metals programs (I, II, and Advanced); FFA-Farm To Fork (I,II, and Advanced); and FFA-Agricultural Science (I, II, and Advanced). Programs available through the regional occupational center: Animal Health; Auto Engine; Cosmetology; Culinary Arts; Dental Career; Diesel Engine; Fire Control Technician; Health Careers; Law Enforcement; and Metal Fabrication. The primary representative of the district's CTE advisory committee is Ted Schmidt. The industries represented on the committee include advanced manufacturing, agriculture, public safety, and automotive technology, ensuring that our programs align with current workforce demands and provide students with valuable career connections.

2024-25 Career Technical Education (CTE) Participation

| Measure                                                                                                                 | CTE Program Participation |
|-------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Number of Pupils Participating in CTE                                                                                   | 151                       |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma                                            | 25.6                      |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education |                           |

2024-25 Course Enrollment/Completion

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 |
|-------------------------------------------------------------------|---------|
| Pupils Enrolled in Courses Required for UC/CSU Admission          | 96.3    |
| Graduates Who Completed All Courses Required for UC/CSU Admission | 40      |

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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:<br>Aerobic Capacity | Component 2:<br>Abdominal<br>Strength and<br>Endurance | Component 3:<br>Trunk Extensor<br>and Strength and<br>Flexibility | Component 4:<br>Upper Body<br>Strength and<br>Endurance | Component 5:<br>Flexibility |
|-------------|----------------------------------|--------------------------------------------------------|-------------------------------------------------------------------|---------------------------------------------------------|-----------------------------|
| Grade 7     | 87.8                             | 91.8                                                   | 91.8                                                              | 89.8                                                    | 89.8                        |
| Grade 9     | 77.8                             | 77.8                                                   | 77.8                                                              | 77.8                                                    | 77.8                        |

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.

2025-26 Opportunities for Parental Involvement

At Golden Sierra Junior Senior High School, parents and guardians are valued partners in their students' education and are encouraged to actively participate in school programs, decision-making processes, and community activities. The school

## 2025-26 Opportunities for Parental Involvement

provides multiple opportunities for families to engage meaningfully in shaping the educational experience and supporting student success. Golden Sierra hosts annual Local Control and Accountability Plan (LCAP) meetings that bring together parents, faculty, staff, and administrators to review student performance data, establish goals, and provide input on actions and resource allocations designed to improve student outcomes. In addition, a dedicated LCAP Board Meeting is held annually in the Golden Sierra library to share progress updates and gather feedback from the broader school community. Parents are encouraged to take part in school leadership through the School Site Council (SSC), which serves as a collaborative forum for parents, teachers, and administrators to discuss school programs, policies, and budget priorities. Golden Sierra also benefits from strong parent-led booster and support organizations. Friends of Golden Sierra (FOGS) serves as a key booster group supporting athletic programs at the middle school, junior varsity, and varsity levels. The Touchdown Club focuses specifically on supporting the Golden Sierra football program through fundraising, volunteer coordination, and community engagement. Additionally, the parent-led Sober Grad Committee works to ensure graduating seniors have a safe, positive, and memorable graduation night experience. To support families during key transitions, Golden Sierra hosts New Student Orientation events as well as Middle School and High School Transition Nights. These events provide families with important information regarding academic planning, graduation requirements, and opportunities to connect with school staff in a welcoming environment. Families are also invited to attend Open House Night, which offers parents and guardians the opportunity to engage directly with teachers, counselors, and administrators and gain a deeper understanding of classroom expectations and school programs. Family engagement is further strengthened through monthly Community Night Out events held after school, during which school- and district-level resources are made available to students and families. These events help connect families with academic, social-emotional, and community supports. Parents and guardians receive ongoing communication through multiple platforms, including the Blackboard communication system, the Golden Sierra website, and student information systems such as Aeries and Google Classroom, which provide real-time access to grades, assignments, and teacher communication. These engagement opportunities reflect Golden Sierra's commitment to fostering an inclusive, collaborative school community in which families play a vital role in supporting student learning and overall school success.

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)

| Indicator       | School<br>2022-23 | School<br>2023-24 | School<br>2024-25 | District<br>2022-23 | District<br>2023-24 | District<br>2024-25 | State<br>2022-23 | State<br>2023-24 | State<br>2024-25 |
|-----------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Dropout Rate    | 5.3               | 2.6               | 5.9               | 7.5                 | 8.1                 | 6.4                 | 8.2              | 8.9              | 8                |
| Graduation Rate | 92.1              | 94.9              | 91.8              | 89.6                | 90.1                | 91.7                | 86.2             | 86.4             | 87.5             |

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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<br>Students in Cohort | Number of<br>Cohort Graduates | Cohort<br>Graduation Rate |
|-----------------------------------------------|---------------------------------|-------------------------------|---------------------------|
| All Students                                  | 85                              | 78                            | 91.8                      |
| Female                                        | 46                              | 43                            | 93.5                      |
| Male                                          | 39                              | 35                            | 89.7                      |
| Non-Binary                                    | 0.0                             | 0.0                           | 0.0                       |
| American Indian or Alaska Native              | --                              | --                            | --                        |
| Asian                                         | --                              | --                            | --                        |
| Black or African American                     | 0                               | 0                             | 0.00                      |
| Filipino                                      | 0                               | 0                             | 0.00                      |
| Hispanic or Latino                            | 11                              | 9                             | 81.8                      |
| Native Hawaiian or Pacific Islander           | 0                               | 0                             | 0.00                      |
| Two or More Races                             | --                              | --                            | --                        |
| White                                         | 71                              | 66                            | 93.0                      |
| English Learners                              | 0.0                             | 0.0                           | 0.0                       |
| Foster Youth                                  | --                              | --                            | --                        |
| Homeless                                      | --                              | --                            | --                        |
| Socioeconomically Disadvantaged               | 55                              | 49                            | 89.1                      |
| Students Receiving Migrant Education Services | 0.0                             | 0.0                           | 0.0                       |
| Students with Disabilities                    | --                              | --                            | --                        |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|-----------------------------------------------|-----------------------|-----------------------------------------|---------------------------|--------------------------|
| All Students                                  | 463                   | 451                                     | 121                       | 26.8                     |
| Female                                        | 230                   | 222                                     | 50                        | 22.5                     |
| Male                                          | 233                   | 229                                     | 71                        | 31.0                     |
| Non-Binary                                    | --                    | --                                      | --                        | --                       |
| American Indian or Alaska Native              | --                    | --                                      | --                        | --                       |
| Asian                                         | --                    | --                                      | --                        | --                       |
| Black or African American                     | --                    | --                                      | --                        | --                       |
| Filipino                                      | --                    | --                                      | --                        | --                       |
| Hispanic or Latino                            | 75                    | 73                                      | 20                        | 27.4                     |
| Native Hawaiian or Pacific Islander           | --                    | --                                      | --                        | --                       |
| Two or More Races                             | 16                    | 15                                      | 3                         | 20.0                     |
| White                                         | 343                   | 334                                     | 94                        | 28.1                     |
| English Learners                              | --                    | --                                      | --                        | --                       |
| Foster Youth                                  | --                    | --                                      | --                        | --                       |
| Homeless                                      | 47                    | 46                                      | 20                        | 43.5                     |
| Socioeconomically Disadvantaged               | 221                   | 213                                     | 74                        | 34.7                     |
| Students Receiving Migrant Education Services | --                    | --                                      | --                        | --                       |
| Students with Disabilities                    | 75                    | 72                                      | 23                        | 31.9                     |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

This table displays suspensions data.

| Suspensions    |                |                |                  |                  |                  |               |               |               |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 6.48           | 4.71           | 9.29           | 2.9              | 2.38             | 5.24             | 3.6           | 3.28          | 2.94          |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

| Expulsions     |                |                |                  |                  |                  |               |               |               |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2022-23 | School 2023-24 | School 2024-25 | District 2022-23 | District 2023-24 | District 2024-25 | State 2022-23 | State 2023-24 | State 2024-25 |
| 0.19           | 0.98           | 0              | 0.07             | 0.37             | 0.08             | 0.08          | 0.07          | 0.06          |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

| Student Group                                 | Suspensions Rate | Expulsions Rate |
|-----------------------------------------------|------------------|-----------------|
| All Students                                  | 9.29             | 0.00            |
| Female                                        | 5.65             | 0.00            |
| Male                                          | 12.88            | 0.00            |
| Non-Binary                                    | 0.00             | 0.00            |
| American Indian or Alaska Native              | 0.00             | 0.00            |
| Asian                                         | 0.00             | 0.00            |
| Black or African American                     | 0.00             | 0.00            |
| Filipino                                      | 0.00             | 0.00            |
| Hispanic or Latino                            | 13.33            | 0.00            |
| Native Hawaiian or Pacific Islander           | 0.00             | 0.00            |
| Two or More Races                             | 6.25             | 0.00            |
| White                                         | 9.04             | 0.00            |
| English Learners                              | 0.00             | 0.00            |
| Foster Youth                                  | 0.00             | 0.00            |
| Homeless                                      | 17.02            | 0.00            |
| Socioeconomically Disadvantaged               | 12.22            | 0.00            |
| Students Receiving Migrant Education Services | 0.00             | 0.00            |
| Students with Disabilities                    | 17.33            | 0.00            |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

Golden Sierra Junior Senior High School annually prioritizes the comprehensive review and update of its School Safety Plan to ensure the continued safety and well-being of students, staff, and the broader school community. This plan provides a structured framework for the prevention of, response to, and recovery from a wide range of emergencies, including natural disasters and security-related incidents. A well-maintained safety plan supports the identification of potential risks, establishes clear procedures, and ensures appropriate training for all stakeholders. By fostering a safe and secure learning environment, the School Safety Plan promotes a positive school climate and supports students' academic, emotional, and social development. To maintain relevance and effectiveness, the plan undergoes a thorough review, revision, and discussion each year. The most recent review was conducted by Golden Sierra staff and approved on January 12, 2026. Recognizing the critical role of mental health support during crises, the Black Oak Mine Unified School District employs qualified School Psychologists and Counselors to assist students and staff in navigating challenging situations. The Board of Trustees is committed to maintaining safe and secure school campuses and has adopted board policies specifically designed to support student safety. These policies are available for public review on the District's website. To ensure staff are fully prepared to respond to safety concerns and emergency situations, Golden Sierra utilizes the Catapult Emergency Management System to alert and communicate during emergencies. All staff members receive annual training in the use of the Catapult system. In addition, all Golden Sierra staff participate in required annual comprehensive safety training aligned with essential educational standards. Training topics include, but are not limited to, Mandated Reporting, Universal Precautions for Bloodborne Pathogens, Bullying Prevention, Sexual Harassment Prevention, Suicide Prevention, Workplace Violence Prevention, Media Literacy and Digital Safety for Students, and Fire Safety and Fire Extinguisher Use.

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

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                                   |

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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                                    | 10                                    |                                     |
| Mathematics           | 18                 | 10                                   | 5                                     |                                     |
| Science               | 20                 | 7                                    | 5                                     |                                     |
| Social Science        | 17                 | 6                                    | 6                                     |                                     |

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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                 | 10                                   | 6                                     |                                     |
| Mathematics           | 17                 | 13                                   | 2                                     |                                     |
| Science               | 22                 | 4                                    | 3                                     |                                     |
| Social Science        | 18                 | 7                                    | 6                                     |                                     |

2024-25 Ratio of Pupils to Academic Counselor

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 | 475   |

2024-25 Student Support Services Staff

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. The “Other” category is for all other student support services staff positions not listed.

| Title                                                         | Number of FTE Assigned to School |
|---------------------------------------------------------------|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.8                              |
| Library Media Teacher (Librarian)                             |                                  |
| Library Media Services Staff (Paraprofessional)               | .25                              |
| Psychologist                                                  | .9                               |
| Social Worker                                                 |                                  |
| Nurse                                                         | .2                               |
| Speech/Language/Hearing Specialist                            |                                  |
| Resource Specialist (non-teaching)                            | .82                              |
| Other                                                         |                                  |

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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 |
|------------------------------------------------------|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| <b>School Site</b>                                   | \$17,249                     | \$5,505                             | \$11,744                              | \$81,795               |
| <b>District</b>                                      | N/A                          | N/A                                 | \$11,246                              | \$76,129               |
| <b>Percent Difference - School Site and District</b> | N/A                          | N/A                                 | 4.3                                   | 7.2                    |
| <b>State</b>                                         | N/A                          | N/A                                 | \$11,146                              | \$86,335               |
| <b>Percent Difference - School Site and State</b>    | N/A                          | N/A                                 | 5.2                                   | -5.4                   |

## Fiscal Year 2024-25 Types of Services Funded

Golden Sierra Junior/Senior High School receives funding from a variety of sources, providing strong support for our students. Our annual (ongoing) funding sources include: the Local Control Funding Formula (LCFF) State Lottery dollars, Special Education funds, the Environmental Protection Account (EPA), Mental Health, and Prop 28 Arts and Music in Schools funding. Two ongoing programs provide funding for career and technical education. Golden Sierra receives the federal Perkins Grant and state Career Technical Education Incentive Grant (CTEIG) funding to increase knowledge and course access to career and technical fields. LCFF funding provides the bulk of our operational funding and covers the cost of staffing, curriculum and supplies. Eligible students with Individualized Education Plans (IEPs) receive special education services from our on site Education Specialist, as well as occupational, speech and mental health supports. Additionally, Golden Sierra Junior/Senior High School received one-time block grant funding from the following sources: Educator Effectiveness Funding (EEF), Arts, Music and Instructional Materials Block Grant (AMIM), and the Learning Recovery Emergency Block Grant (LREBG), Dual Enrollment Grant and a Cal Fire Grant. EEF dollars are used to provide professional learning opportunities for educators in the areas of: coaching & mentoring, standard-aligned instruction, positive school climate, recruitment & retention and credentialing. The funds are intended to promote educator quality, equity, and effectiveness in order to better support our students. Specific areas of support include: RTI at work conference (6 staff members), 3-7 Math Vertical Articulation, CalEdPartners Math, Science Standards unpacking & assessment development, Science Professional Development, Farm to Fork, Ethnic Studies: Curriculum Development, Early Career Teacher Observation, PE Professional Community: Membership, Dance & Drama Education; release time, Art Conferences. The LREBG is a one-time grant program that provides funds to local educational agencies (LEAs) to help students recover from the academic and emotional impacts of the COVID-19 pandemic. The AMIM block grant provides monies to districts to obtain standards-aligned professional development and instructional materials in specified areas to improve school culture, develop diverse and culturally relevant book collections, and other operational costs related to the COVID-19 pandemic. Dual Enrollment grant monies will be used to expand opportunities for students to engage in rigorous academic experiences that prepare them for college and career success. Through the use of Dual Enrollment Grant dollars, the school has been able to increase pathways for students to enroll in college courses while still in high school. This funding supports several key initiatives: Staff Training and Professional Development: Teachers and staff receive specialized training to effectively guide and support students in dual enrollment opportunities. Counselor Training: Academic counselors are provided with targeted professional development to enhance their awareness of viable dual enrollment pathways and ensure students are well-informed about their options. Student Resources: To reduce barriers to participation, the grant covers the cost of books and supplies for students enrolled in the dual enrollment program. These efforts not only allow more students to access college-level coursework, but also help build a strong foundation for their future academic and professional success. Golden Sierra remains dedicated to fostering opportunities that empower students to achieve their full potential. Through the Cal Fire Grant, The Black Oak Mine Unified School District will be able to expand our current slate of Career Technical Education (CTE) programs with the Building Today's Forestry and Fire Workforce Program. Our project seeks to create a Forest Product Utilization and Innovation CTE program in two phases: In Phase One, BOMUSD will acquire a small, portable sawmill and loader to support courses in Industrial Arts and Environmental Science. BOMUSD will partner with industry leaders and regional Community Colleges to develop an expanded curriculum for implementation in Phase Two, which will include new course offerings and certifications in arborist training/line clearing, heavy equipment operation, advanced sawmill operations and wood utilization, plus electives in Fire Sciences and Renewable Energy. Golden Sierra Junior/Senior High School families and students benefit from the Black Oak Mine FAST (Families and School Together) program that serves the purpose of assisting students and families overcome barriers and assist families with issues of attendance. The FAST coordinator can also

## Fiscal Year 2024-25 Types of Services Funded

support families and students access support in all areas of need. Golden Sierra Junior/Senior High School directly benefits from our FAST grant and supports the following programs: TUPE (Tobacco Use Prevention Education). Golden Sierra Junior/Senior High School also benefits from our collaboration with EDCOE (El Dorado County office of Education) and a grant from CalHope which provides funding to support our SEL programming in the district. This money funds the SEL coordinator and curriculum for Northside. Golden Sierra also receives funding and support from CalEd Partners P8-9 Collaborative to provide training in the area of math.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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                      | \$52,561        | \$54,773                                     |
| Mid-Range Teacher Salary                      | \$69,874        | \$78,981                                     |
| Highest Teacher Salary                        | \$96,285        | \$117,337                                    |
| Average Principal Salary (Elementary)         | \$119,371       | \$128,425                                    |
| Average Principal Salary (Middle)             |                 | \$137,947                                    |
| Average Principal Salary (High)               | \$144,703       | \$138,809                                    |
| Superintendent Salary                         | \$210,000       | \$176,162                                    |
| Percent of Budget for Teacher Salaries        | 26.72%          | 24.71%                                       |
| Percent of Budget for Administrative Salaries | 5.05%           | 5.91%                                        |

## 2024-25 Advanced Placement (AP) Courses

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

|                                   |      |
|-----------------------------------|------|
| Percent of Students in AP Courses | 27.6 |
|-----------------------------------|------|

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                                                                                         | 4                            |
| Fine and Performing Arts                                                                        | 0                            |
| Foreign Language                                                                                | 0                            |
| Mathematics                                                                                     | 0                            |
| Science                                                                                         | 0                            |
| Social Science                                                                                  | 0                            |
| Total AP Courses Offered<br>Where there are student course enrollments of at least one student. | 4                            |

Professional Development

Golden Sierra Junior Senior High School is committed to continuous improvement through high-quality professional development that strengthens instructional practice and improves student outcomes. Teachers engage in professional learning through a combination of district-led training, support from external specialists, collaborative team structures, and ongoing site-based coaching.

During the 2025–2026 school year, four Golden Sierra teachers are participating in Plan–Do–Study–Act (PDSA) training through STUDR, further strengthening the school’s implementation of continuous improvement practices. This work builds staff capacity to analyze student data, refine instructional strategies, and implement targeted actions to support improved student learning.

Golden Sierra teachers receive professional development through multiple structures facilitated by district personnel and external partners. In addition to five designated professional development days focused on continuous improvement, staff participate in weekly Professional Learning Community (PLC) meetings, monthly staff meetings, and monthly department meetings. Weekly PLCs provide structured time for collaboration around standards-based instruction, analysis of student work, and the use of ongoing feedback and assessment cycles to enhance instructional effectiveness.

Members of the Golden Sierra staff have also attended professional development conferences focused on assessment practices, alignment to the Common Core State Standards, and effective feedback strategies. Teachers who attended these conferences have facilitated site-based learning opportunities to support schoolwide curriculum and assessment alignment, the identification of priority standards, and the development of a guaranteed and viable curriculum. This work ensures that instructional experiences are coherent, rigorous, and aligned to future coursework as well as postsecondary college and career pathways.

The Mathematics Department continues its collaboration with CalEd Partners and the El Dorado County Office of Education to strengthen instructional practices and student progression in mathematics. This ongoing partnership supports instructional coherence across grade levels and enhances mathematics teaching and learning within Golden Sierra’s grades 7–12 configuration.

Through sustained professional learning, collaborative structures, and partnerships with district and external experts, Golden Sierra remains focused on building educator capacity and continuously improving the quality of instruction for all students.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject                                                                         | 2023-24 | 2024-25 | 2025-26 |
|---------------------------------------------------------------------------------|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 5       | 5       | 5       |