Golden Hills Community School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 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.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Golden Hills Community School
Street	2460 Clay Bank Road
City, State, Zip	Fairfield, CA 94533
Phone Number	(707) 399-4840
Principal	Dr. Valerie Garrett
Email Address	vgarrett@solanocoe.net
School Website	https://www.solanocoe.net/educationaloptions
Grade Span	7-12
County-District-School (CDS) Code	48 10488 6089668

2024-25 District Contact Information

District Name	Solano County Office of Education
Phone Number	(707) 399-4400
Superintendent	Lisette Estrella-Henderson
Email Address	lehenderson@solanocoe.net
District Website	www.solanocoe.net

2024-25 School Description and Mission Statement

VISION STATEMENT: Solano County Office of Education (SCOE) is a professional teaching and learning community that works to implement effective instructional strategies that will enable every student to be successful. SCOE believes every student can become successful 21st-century critical thinkers and learners who have the potential to graduate from high school, go to college and/or trade school, while being positive contributing citizens to our community.

MISSION STATEMENT: The Solano County Juvenile Court and Community School provides every student an equal opportunity to an enriched education where they are challenged to meet and exceed their individual potential in a safe,

2024-25 School Description and Mission Statement

supportive and structured environment.

PROGRAM OVERVIEW: The goal for the Golden Hills Community School Program is to provide a standards-based academic program for students who have been expelled from their resident districts, may be currently on probation, or they may be referred as a behavioral challenge. The school serves students from the county's six school districts and primarily students who reside in the Fairfield-Suisun Unified School District boundary. Golden Hills Community School is committed to assisting students with achieving academic success along with participating in the Positive Behavior Management System (PBIS). Our students work on a standards-based curriculum and have the opportunity to recover missed credits. The program is designed to support progress toward graduation and offers diplomas for students who complete the school's requirements. Golden Hills Community School's academic program has been recognized by the Western Association of Schools and Colleges (WASC). Students who complete their high school graduation requirements through coursework are issued a high school diploma.

The Solano County Office of Education Golden Hill's Distance Learning Program is open to eligible students from the county's six school districts who have not been successful in their district's alternative school settings. Students may be referred to the program by their district's Student Services Department. This program is designed to allow students access to the Learning Lab daily, with a minimum requirement of meeting with the teacher once a week. Each student is required to complete a minimum of 20 hours per week of on-line school work. We encourage students to exceed this amount of time so that more credits can be earned. This is a program built on self-motivation and individual success. Therefore, parental support is critical to support student learning.

Please note: The methodology for SARC data population, specifically related to the Teacher Preparation and Placement section, has shifted this year. As a result the data is displayed differently than in previous years.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	5
Grade 8	3
Grade 9	13
Grade 10	14
Grade 11	25
Grade 12	7
Total Enrollment	67

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	32.8
Male	67.2
Asian	1.5
Black or African American	37.3
Hispanic or Latino	38.8
Native Hawaiian or Pacific Islander	1.5
Two or More Races	9
White	10.4
English Learners	11.9
Foster Youth	1.5
Homeless	9
Socioeconomically Disadvantaged	74.6
Students with Disabilities	22.4

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.70	26.09	20.50	30.34	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	4.00	5.90	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	10.90	16.18	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.20	73.91	5.40	8.09	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	26.70	39.47	18854.30	6.86
Total Teaching Positions	2.90	100.00	67.70	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.20	50.20	24.00	31.28	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.90	6.50	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	16.00	20.85	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.20	49.80	5.90	7.69	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	25.80	33.65	15831.90	5.67
Total Teaching Positions	2.40	100.00	76.70	100.00	279044.80	100.00

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.50	51.67	29.90	34.48	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	7.90	9.21	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	24.80	28.62	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.40	48.00	10.50	12.10	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	13.50	15.56	14303.80	5.15
Total Teaching Positions	3.00	100.00	86.70	100.00	277698	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.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	2.20	1.20	1.4
Total Out-of-Field Teachers	2.20	1.20	1.4

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

100% of students have access to the board approved curriculum materials in all four content areas and supplementary instructional materials and online resources (Renaissance Learning. Mc Graw Hill Study Sync, and Edgenuity).

Year and month in which the data were collected	September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync- Mc Graw-Hill 2022	Yes	0
Mathematics	Pearson 2014	Yes	0
Science	McDougal Littell Adopted 2007	Yes	0
History-Social Science	McDougal Littell Adopted 2007	Yes	0
Foreign Language	Edgenuity Adopted 2019- Online curriculum	Yes	
Health	Edgenuity Adopted 2019-Online curriculum	Yes	
Visual and Performing Arts	Edgenuity Adopted 2019-Online curriculum	Yes	

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

School Facility Conditions and Planned Improvements

The Solano County Office of Education (SCOE) provides instructional services in a wide variety of school settings. Golden Hills Community School operates one classroom, a learning center, and innovation lab in Building 5, and one Distance Learning Program classroom in Building 3. The Golden Hills Community School facilities are maintained by the SCOE Maintenance Department. The facilities are maintained in a safe condition and there are procedures in place to quickly address health and safety issues once they have been identified. Classrooms are cleaned daily after the students leave at 1:30 p.m.

School Facility Conditions and Planned Improvements

All Interim Evaluation Instruments for Golden Hills Community School facilities are on file in the Facilities Department. Please contact the Manager of Facilities & Maintenance at (707) 399-4864 for questions.

Year and month of the most recent FIT report	01/06/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: 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 Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	10	10	15	16	46	47
Mathematics (grades 3-8 and 11)	0	0	9	11	34	35

2023-24 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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	31	10	32.26	67.74	--
Female	--	--	--	--	--
Male	22	6	27.27	72.73	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	13	6	46.15	53.85	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	8	42.11	57.89	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	31	9	29.03	70.97	--
Female	--	--	--	--	--
Male	22	5	22.73	77.27	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	13	6	46.15	53.85	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	19	8	42.11	57.89	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	0.00	0.00	0.00	0.00	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	16	12	75.00	25.00	0.00
Female	--	--	--	--	--
Male	14	10	71.43	28.57	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	13	11	84.62	15.38	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 Career Technical Education Programs

Golden Hills Community School provides students with access to CTE instruction in a state of art classroom. Students receive instruction focused on the construction trades. Students engage with instructional modules that are focused on: plumbing, electrical, woodworking, drywall, and carpentry. Students are involved in real-world learning experiences that prepare them for entry into post-secondary programs and the workforce. Community school students were provided access to instruction that focused on career skills such as job skills, resume writing, and interview techniques. These skills were facilitated by a vocational specialist from SCOE's College and Career Readiness Department. The SCOE College and Career Development Specialist presented information in the general education classroom. Many SCOE students take advantage of this class which has helped past students get quality jobs in the community. In addition, students were given the opportunity to receive their SERVSAFE Food Handler's Certification.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	14
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	30.51
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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.

2023-24 California Physical Fitness Test Results

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: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	--	--	--	--	--
Grade 9	--	--	--	--	--

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.

2024-25 Opportunities for Parental Involvement

Golden Hills Community School encourages and supports parental involvement through parent advisory committee meetings and the School Site Council (SSC). The SSC which is composed of teachers, students, parents, and community members

2024-25 Opportunities for Parental Involvement

implements, monitors, and evaluates the effectiveness of the instructional program. Parental feedback and recommendations are also utilized to compose the School Plan for Student Achievement (SPSA) which serves as the blueprint for both classroom instruction and support resources for students and their families and the use of Tittle I funding. Family Welcome Meetings are held throughout the school year for new and returning families. Parents participate in an orientation meeting that includes students, teachers, site administration and support staff members. Parents receive detailed information about their opportunities to partner with the school community and access transition services. Parents are invited to meet with the Student Support Specialist in order to implement a transition plan for students who are preparing to return to their school districts of residence. Transition services support parents and students with accessing resources provided by the receiving school district and community. SCOE also provides multiple opportunities for the parents to offer input in the development of the Local Control Accountability Plan (LCAP) throughout the school year.

The parent and family engagement policy was developed jointly with, and agreed on with parents and students at the school. The contact person for parent who would like to get involved is the Director of Educational Options, Dr. Valerie Garrett, at vgarrett@solanocoe.net or (707) 399-4840.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	23.5	45.7	54.5	17.4	26.8	31.9	7.8	8.2	8.9
Graduation Rate	76.5	40.0	41.8	50.0	43.7	55.2	87.0	86.2	86.4

2023-24 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	55	23	41.8
Female	20	6	30.0
Male	35	17	48.6
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	13	5	38.5
Filipino	0	0	0.00
Hispanic or Latino	28	14	50.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	12	7	58.3
Socioeconomically Disadvantaged	50	22	44.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	13	6	46.2

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	137	129	49	38.0
Female	47	43	12	27.9
Male	90	86	37	43.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	43	42	23	54.8
Filipino	--	--	--	--
Hispanic or Latino	58	54	19	35.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	15	13	3	23.1
White	16	15	3	20.0
English Learners	11	11	5	45.5
Foster Youth	--	--	--	--
Homeless	15	14	7	50.0
Socioeconomically Disadvantaged	98	92	39	42.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	27	26	12	46.2

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	1.46	7.32	8.31	5.25	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0.07	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.46	0.00
Female	2.13	0.00
Male	1.11	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	2.33	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	6.25	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	13.33	0.00
Socioeconomically Disadvantaged	2.04	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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.

2024-25 School Safety Plan

It is the policy of the Solano County Office of Education (SCOE) that all students enrolled in this county office of education, and all employees employed by this county office of education, have the right to attend campuses, which are safe and secure. SCOE believes that a beginning step toward safer schools is the development of a comprehensive plan for school safety by

2024-25 School Safety Plan

every school within the county. The SCOE intends that parents, students, teachers, administrators, classified personnel, and community agencies develop safe school plans, including local law enforcement. The school site committee reviews these safe school plans on an annual basis and proposed changes are submitted to the Site Administrators' Committee for approval. The elements of the plan include disaster response, supervision, and expulsion policies, sexual harassment, safe and orderly entry, and departure. This plan is district rules and procedures on school discipline and crime reporting. A site safety committee meets quarterly to discuss pertinent issues.   The site safety plan is also discussed each year at a departmental staff meeting held at the beginning of the year. The 2023-2024 CSSP was approved in March 2024.The 2024-2025 plan is undergoing revision and is scheduled to be reviewed in the third quarter of the 24-25 school year, per state mandated timeline.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts		2		
Mathematics		2		
Science		2		
Social Science		2		

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		3		
Mathematics		3		
Science		3		
Social Science		3		

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		5		
Mathematics		5		
Science		5		
Social Science		5		

2023-24 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	0

2023-24 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)	2.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.05
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	44,659	20,392	24,267	83,626
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	$10,771	
Percent Difference - School Site and State	N/A	N/A	77.0	

Fiscal Year 2023-24 Types of Services Funded

Golden Hills Community School provides social-emotional support for all students through access to mental health screening and access to counseling when appropriate. A full service Wellness Center is also available to students in order to further support their social-emotional well-being. Mental Health and Wellness Support Specialists are also available to provide individual and group counseling for students. Students with disabilities receive access to a Resource Specialist who assists them with the identified goals and services contained in their IEPs. Students are also able to access College and Career Readiness instruction as well as accumulating community service hours. All of these services ensure that students have equitable access to the academic program and available support services.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	50,384	
Mid-Range Teacher Salary	81,983	
Highest Teacher Salary	96,732	
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary	269,482	
Percent of Budget for Teacher Salaries	11%	
Percent of Budget for Administrative Salaries	8%	

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0

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

Professional Development

All teachers attend professional learning sessions throughout the school year. This past year, the focus has been on standards-based instructional practices and curriculum planning through the use of student assessment data. Renaissance Learning professional learning sessions focused on Star Math and Star Reading assessments assisted teachers with preparing students for the Smarter Balanced Assessment Consortium (SBAC) testing. Professional learning sessions with Renaissance Learning coaches have also supported teachers with their continued use of the various reports that are available to them to analyze and monitor student growth in Math and ELA. The county office staff members from Educational Services, Student Programs, and other departments provide support for these trainings through in-house presenters. Professional learning sessions take place on Wednesdays after the students are dismissed from campus. The staff has received approximately ten dedicated professional learning days for curriculum and instructional practices training. Staff has also attended trainings on the Edgenuity online learning portal, Study Sync, trauma informed instructional practices, and classroom management strategies embedded within Positive Behavior Implementation Systems (PBIS).

Additional professional learning areas include integrating Google Apps in the classroom and improving math instruction though rigorous math instruction, social emotional learning, growth mindset, and cultural competence. Study Synch professional learning sessions and coaching will continue to be provided to support equitable access to learning for all students.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10