

ANNUAL REPORT TO OUR COMMUNITY*ANNUAL REPORT

GOLDEN SIERRA HIGH – 2009-10

OUR SCHOOL

Golden Sierra High School is a comprehensive high school serving the communities of Georgetown, Garden Valley, Kelsey, Greenwood, Cool, and Pilot Hill. It is situated in the foothills of the Sierra Nevada Mountains at an elevation of about 2,000 feet. Enrollment is approximately 600 students in grades 9-12.

Golden Sierra’s mission statement is as follows: *Golden Sierra aims to create an intellectual and democratic learning community where our students achieve excellence in academic and vocational disciplines. We strive to offer a small, intimate program where our students are connected to the school and are encouraged by adults who care about them. This process is driven by a commitment to current methodology and research that insures our students have the best opportunities for success. Our experienced faculty works to develop transformational relationships with students that reflect the values of our community.*

Expected student learning results have been established throughout the district: Work Skills, Personal Wellness, Complex Thinking, Effective Communication, Creative Expression, Lifelong Learning, and Citizenship. School goals include staff development in technology, improved marketing of the high school throughout the community, improved student schedule, and the maintenance of a safe and esthetically pleasing campus and facilities.

School Site Council, Parent/Teacher/Student Organization (PTSO) and Boosters’ Club members participate actively in the decision-making process, and parent involvement in all areas is encouraged. A school newspaper is published monthly outlining events and activities from the students’ perspective. The school maintains a website with student information about grades and attendance.

SUPPORT SERVICES

For the 2008-09 school year, the School Study Team at Golden Sierra consists of the principal, one full-time counselor, a career technician, an adult advocate through Mentors Plus program, and a youth advocate. In addition, district personnel provide nursing and psychological services. Access to the services of a speech/language specialist is provided through a contract with the county Office of Education.

The school psychologist, school nurse, school counselor, and career technician work closely together to provide support to students who are at risk of not meeting their potential. Additional medical, social, psychological services

and a family advocate are available through the Divide Wellness Center.

A Link Crew class and program were implemented during the 1998-99 school year. Each year Link Crew leaders provide support for students both in classrooms and outside of class. They offer many "connecting" activities to new students beginning in spring of the 10th grade year. A Peer Advocate program is run as an elective in the master schedule, and students apply to become advocates. Each year they take on a project.

This year we have added a conflict mediation team. Students nominate other students who they trust. A team of mediators are trained to support students in solving their own problems. This program helps to reduce student stress, empowers students to deal with their own problems, and helps to make our campus a safe place for everyone.

LEARNING CLIMATE

Golden Sierra makes a concerted effort to provide students with a rich and varied learning environment. Co-curricular and extracurricular activities include “The Ultimate Cutting Edge” Construction Team, Math Steeplechase, Student Leadership, Gifted and Talented Education, Grizzly Players, Environmental Club, Music, Link Crew, Workability, Work Experience, athletics, Yearbook, journalism, Conflict Mediators, and Peer Advocacy.

Regularly scheduled awards recognition events include Student of the Month and academic block letters with recognition to students in drama, fine arts, vocational education, and student leadership.

A student/parent handbook/planner describing standards of expected student behavior is revised annually. Students and parents comment that Golden Sierra has a safe learning environment. The school takes strong measures against those using, possessing, selling, or representing the sale of drugs and against those engaging in violent or threatening activities. The Board of Trustees enforces a zero tolerance Drug-Free and Smoke-Free Schools policy that applies to all students, staff, parents, and community members.

Our school-wide safety plan which includes lockdown and evacuation procedures has been tested in collaboration with local law enforcement and fire department. The School Safety Plan is updated annually to insure that Golden Sierra High School is not only compliant with current safety regulations but also provides the safest environment possible for our students.

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H-O-R 00E2-Y-H-ZC300 RCO 0H-TROPRA FACZZA*Y-H-ZC300 RCO 0H-TROPRA FACZZA*Y-H-ZC300 RCO 0H-TROPRA FACZZA

In 2006-07, the suspension rate was 15.5% and the expulsion rate was 1.4%. In 2007-08, the rate of suspensions was 5.8% and the rate of expulsions was 0.7%. In 2008-09, the suspension rate was 22.3% and the expulsion rate was 3%.

CURRICULUM

Golden Sierra is proud of its recognition as a California Distinguished School in spring 2005. This recognition extends for a four-year period. Schools are invited to apply after having met a variety of eligibility criteria, including designated federal and state accountability measures based on No Child Left Behind (NCLB), adequate yearly progress (AYP), and the Academic Performance Index (API). GSHS scored 7.9 out of a possible 8 points.

Golden Sierra sets high expectations for students with a full complement of college preparatory courses and a variety of academic and vocational opportunities. Courses offered include four years of mathematics (Algebra I to Calculus), four years of laboratory science, four years of a foreign language, four years of English, and three years of Social Sciences. Students may select from five Advanced Placement courses: Calculus, Spanish, German, U.S. History, and Biology. Honors English classes are offered in 10th-12th grades and seniors can take the AP English exam.

All students and parents can access grades on-line using individual ID and PIN numbers. This system allows students and parents to better monitor academic progress in classes. In addition, all staff have e-mail access and can communicate with parents and students electronically. Staff e-mail and student grade access are posted at <www.bomusd.k12.ca.us>. This website includes extensive information about our school.

This school year began with an extensive review of educational literature by the entire staff with the purpose of creating a three-year plan to improve instruction and curriculum through a well articulated set of standards and skills. This plan is part of a district-wide plan to create and use professional learning communities. The district directs annual curriculum improvement activities. All departments have articulated programs with the feeder schools. Courses of study are reviewed frequently to align with state standards and current practices.

In addition to college-preparatory programs, GSHS provides a broad spectrum of vocational courses to meet the needs of all students. Courses are offered in Computer Studies, Drafting, Auto, Construction, Journalism, Yearbook, and Graphic Design. Advanced students are prepared to enter the work force directly after graduation if they choose.

Freshman are assisted in their transition to high school through an integrated instructional program in core science, English, P.E., and Science, as well as through Link Crew, a

leadership system linking senior and junior role models to groups of 9th grade students. Planned activities throughout the year increase academic success and culminating projects with extensive parental involvement are presented at the end of each quarter.

School to Work Transition - Many vocational courses are tied to the Community College system through the 2 + 2 program, giving both college and high school credit for high school course completion. Both on campus and off campus Regional Occupation Programs (ROP) are available; these courses are evaluated on a performance-based scale, with students demonstrating the necessary skills to receive the course certificate. Through several integrated courses such as Construction, Drafting, and Computers, students may elect to receive credit in mathematics to better meet their individual needs. With a 15-unit vocational education requirement for graduation, all GSHS students are encouraged to develop marketable skills as part of their high school education. A Workability Program provides identified students with job training and work experience within our local community.

Through the El Dorado County Office of Education, several Golden Sierra teachers worked in local businesses and designed an action plan to link insights and models from exemplary programs with their classroom curriculum. Business partners spend time in teachers' classrooms to understand the education industry and to link classroom learning to work-based learning. This partnership created much enthusiasm and many benefits for students, staff, and local businesses.

Co- and extra-curricular activities contribute to student learning and achievement, and most Golden Sierra students participate in at least one sport or activity. The following represent a range of activities in which students can become involved: The Ultimate Cutting Edge Construction Team, Choir, Computer Club, Gold Nugget Math League, Math Steeplechase, Environmental Club, Student Leadership, Envirothon, Mentor program, California Scholarship Federation, Gifted and Talented Education, Literary Magazine, Grizzly Players, Journalism, Band, Spirit Squad, Yearbook, Athletics, Link Crew, Project Alert, Anime', Amptguard, German exchange program, and Peer Advocacy.

INSTRUCTION

Curriculum is aligned with the State Frameworks and the Model Curriculum standards. Graduates from Golden Sierra have been accepted into private universities, as well as both the University of California and State University systems. All students are required to complete the freshman CORE program and a 15-credit graduation requirement in vocational education. Students may select from six different ROP classes on site with off campus ROP classes and work experience options for juniors and seniors. Students are offered a selection of honors courses in English as well as

Advanced Placement courses in Spanish, German, Biology, U.S. History, and Calculus. Four-year high school plans are developed in the freshman year and periodically reviewed until graduation.

The School Site Council, consisting of a cross section of stakeholders, serves as an advisory group to the principal. The Friends of Golden Sierra (Booster's Club) meets monthly supporting the athletic and activities programs and providing input on athletic and other school related issues. The Site Technology Team meets twice a month to discuss all technology issues and insure the successful use of technology to support student learning. The annual meeting schedule is published at the beginning of the school year, and agendas include the opportunity for staff to add items for discussion.

GSHS provides students with equal access to a variety of services to meet their educational needs. Individual needs and learning styles are assessed early in the 9th grade, and all students are challenged to meet the standards of the core curriculum throughout their four years of high school. Student Study Teams meet regularly with referred students to plan for student success. The SSTs are composed of teachers, administrators, the district psychologist, and other staff. Plans developed may include: modifications to the student's program; referral for special education assessment, to counseling, or to outside agencies; behavioral contracts; assessment for speech and language difficulties; conference with parents or extended team. Students with identified special needs are served through the Resource Specialist program and Special Day Class program. Individualized Educational Plans delineate the needs of each student, and services are provided. To the extent possible special education services are provided with a minimum of disruption to the student's participation in the regular classroom by the provision of services through a collaborative model. The collaborative model may include consultation, peer coaching, team teaching, modeling, etc. Administrators visit classrooms on a weekly schedule and encourage teachers to visit each other's classrooms to support instructional strategies to engage students in their own learning.

Within the scope of services delivered to identified pupils, non-identified pupils may also participate in the activities conducted by resource specialists or designated instruction and services personnel. English Language Learners and other groups of identified students are provided with support services based on their individual needs as determined by the Student Intervention Team.

INSTRUCTIONAL MATERIALS

GSHS purchases textbooks and materials that are aligned as closely as possible with district, county, and state standards. Textbook adoption is an ongoing process. The textbook

review committee evaluates the needs of the individual departments on an annual basis. All materials are good quality and are current.

Educational technology is a continuing focus for the campus. With the successful completion of our Digital High School grant, each classroom has been wired, allowing all students and staff access to the Internet. Three classrooms, a lab, and the library offer students access to both updated hardware and software. A portable lab of 20 laptops is also available for student and staff use. A network system provides both staff and students with individual password accounts and access to state-of-the-art technology. CSU Chico has placed a satellite on campus as part of their distance learning program offering college classes.

If you have any questions regarding any of the information contained in this report, please contact the principal, Katie Nemer, at 333-8330 or 916-224-4831.

Statistical data regarding student performance, student attendance, textbooks, facilities, teachers, class size, enrollment, and school finances may be found on the following pages.

STUDENT PERFORMANCE

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	50	52	56	53	55	58	43	46	50
Mathematics	44	48	53	51	54	53	40	43	46
Science	55	47	53	51	55	61	38	46	50
History-Social Science	30	39	54	34	37	46	33	36	41

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	*	*	*	*
American Indian or Alaska Native	67	36		*
Asian	*	*	*	*
Hispanic or Latino	36	50	*	58
White (not Hispanic)	57	54	53	54
Male	48	48	46	56
Female	66	59	61	51
Economically Disadvantaged	52	38	52	51
Students with Disabilities	13	17	*	22

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE [California High School Exit Examination \(CAHSEE\)](#) Web site. Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	66.1	67.7		63.6	66.5		48.6	52.9	
Mathematics	70.2	69.9		67.9	69.6		49.9	51.3	

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results by Performance Level for Student Groups – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English language-arts and mathematics for the most recent testing period.

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	32.3	54.0	13.7	30.1	38.7	31.3
Male	37.5	51.1	11.4	30.0	36.7	33.3
Female	26.0	57.5	16.4	30.1	41.1	28.8
African American	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Hispanic or Latino	61.5	30.8	7.7	54.5	36.4	9.1
White (not Hispanic)	29.4	55.9	14.7	27.9	37.9	34.3
Socioeconomically Disadvantaged	42.9	40.5	16.7	35.7	28.6	35.7
Students with Disabilities	90.9	9.1	0.0	80.0	13.3	6.7

Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this

category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Healthy Fitness Zones		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	5.0	10.0	79.3

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

ACCOUNTABILITY

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\) Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	7	7	8
Similar Schools	4	3	7

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	-7	42	-7	766
White (not Hispanic)	-3	43	-8	770
Socioeconomically Disadvantaged	-38	64	-61	721

"N/A" means a number is not applicable or not available due to missing data.

"**" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	Yes	Yes

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

Schools receiving Title I funding enter Federal Program Improvement (PI) if they do not make adequate yearly progress for two consecutive years. There are no schools in Black Oak Mine Unified School District identified as a PI school.

SCHOOL COMPLETION

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college 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 [General Admissions Information](#) Web page (Outside Source).

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and 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 utilize 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 general admissions requirements please visit the [Undergraduate Admission & Requirements](#) Web page (Outside Source).

Dropout Rate and Graduation Rate

Golden Sierra uses a computerized school attendance accounting system that allows for close tracking of each student. Parents who have Internet access can track their students’ attendance on a daily basis. Communication with parents has played an important role in helping our actual attendance reach 95.009% of enrollment. The majority of the absences are due to illness or other excused reasons.

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (grades 9-12 dropouts divided by grades 9-12 enrollment) multiplied by 100. The graduation rate required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9-12 in consecutive years, plus the number of graduates.

This table displays the school’s one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE [DataQuest](#) Web page.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)	0.4	1.3	0.6	1.1	1.8	1.3	3.5	4.4	3.9
Graduation Rate	97.4	95.4	98.2	93.9	93.2	95.7	83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2007-08 school year in grade twelve this table displays by student group the number who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2008		
	School	District	State
All Students	167	177	N/A
African American	1	1	N/A
American Indian or Alaska Native	5	5	N/A
Asian	0	0	N/A
Filipino	1	1	N/A
Hispanic or Latino	4	5	N/A
Pacific Islander	0	0	N/A
White (not Hispanic)	156	164	N/A
Socioeconomically Disadvantaged	43	45	N/A
English Learners	0	0	N/A
Students with Disabilities	22	24	N/A

Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school’s CTE programs.

Measure	CTE Program Participation
Number of the school's pupils participating in CTE	NA
Percent of the school's pupils completing a CTE program and earning a high school diploma	NA
Percent of school's CTE courses sequenced or articulated between the school and institutions of postsecondary education	NA

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion, of courses required for UC/CSU admission can be found on the CDE [DataQuest](#) Web page.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	67.4
Graduates Who Completed All Courses Required for UC/CSU Admission	14.4

Advanced Placement Courses (School Year 2008-09)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE [DataQuest](#) Web page.

Subject	Number of AP Courses Offered	Percent of Students in AP Courses
Mathematics	2	N/A
Science	1	N/A
Social Science	1	N/A
All courses	4	2.1

FACILITIES AND SAFETY

The campus consists of a main building built in 1979, a series of redwood portables on the "upper" campus, and other portables on the "lower" campus. In all, Golden Sierra maintains 30 classrooms, including science labs, computer labs, and a physical education weight room. Industrial technology classes are available for auto, wood, construction, metalworking, drafting, computer sciences, journalism, and graphic arts.

Although the school building is old, our custodial staff maintains a safe, clean learning environment. With the passage of the Measure G bond, we have added four rooms: a wet lab science room, a dry lab science room, a theater arts room, and a music room. The main campus is in the process of modernization and should be finished by August 2010, giving the campus a much needed facelift.

Golden Sierra provides an adequate number of rest rooms for student and staff use. Once the improvements are completed the school will look like new. Aside from routine maintenance, our plumbing and electrical systems provide optimal service.

Internet access is available throughout the school, and all classrooms have been equipped with at least one computer. All classrooms have been networked.

Safety is a top priority at GSHS. Each year administration reviews the plan for correctness and to add in new procedures when necessary. Periodic evacuation and emergency drills are held, with students and staff practicing procedures and guidelines outlined in our School Site Safety Plan. The proximity of the high school to the local fire department insures immediate medical and emergency attention. A closed campus provides a well-supervised environment. Additionally, the staff and administration

work closely with local law enforcement agencies. All efforts to ensure building safety, cleanliness, and adequacy have been successful.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		✓			
Interior: Interior Surfaces		✓			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		✓			
Electrical: Electrical		✓			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		✓			
Safety: Fire Safety, Hazardous Materials		✓			
Structural: Structural Damage, Roofs		✓			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		✓			
Overall Rating	Good				

TEACHERS

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	33	32	28	87
Without Full Credential	0	0	1	2
Teaching Outside Subject Area of Competence	--	--	--	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District		
Low-Poverty Schools in District	100.0	0.0

CURRICULUM AND INSTRUCTIONAL MATERIALS

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	New Literature texts were purchased in 2003 for all grade levels 9-12. Supplementary materials and Accelerated Reader books are purchased to reflect curriculum revisions as needed.	0
Mathematics	Pre-algebra texts were purchased in 2004. Algebra 1 and 2 texts were purchased in 2004-05. Geometry and calculus texts were purchased in 2005-06.	0
Science	Int. Science core uses teacher-developed materials and online resources, with texts as supplementary material. Biology texts were acquired in 1995. The 1993 chemistry text needs to be replaced with a new edition. Addition AP Biology texts were acquired in 2004 to accommodate increasing enrollment; we need to replace them with a complete set of the 2004 edition. Science electives use teacher-prepared online and supplementary materials.	0
History-Social Science	Modern World History, US History, AP US History and Civics texts were adopted and purchased in 2000. Economics texts are supplemented with online, periodical media, and other materials. New Social Science texts for all classes were purchased for use in 2006-07.	0
Foreign Language	Spanish 1 and Spanish 2 curriculum is completely online; so all students have access to materials. Advanced Spanish literature and grammar texts were purchased in 2003. German 1, German 2, Advanced, and AP German materials were purchased in 2005-06.	0
Health	Both Dynamics of Fitness and Personal Fitness are used in required physical education and health classes. Supplementary materials and periodical media are also used.	0
Visual and Performing Arts	--	NA

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Science Laboratory Equipment (grades 9-12)	Science labs are equipped with both permanent and consumable materials. There are enough basic lab materials for all students, including microscopes, test tubes, Petri dishes, aquaria, and other lab tools. Special projects require additional equipment and materials, and may not be available due to budget constraints.	There are enough basic lab materials for all students.

CLASS SIZE AND ENROLLMENT

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.5	12	13	3	23.7	13	10	4	24.4	11	7	6
Mathematics	24.2	5	15		22.9	9	9	2	23.3	6	12	1
Science	23.5	10	13		22.2	10	12		21.0	10	10	
Social Science	30.1	1	11	5	29.9	2	7	7	30.6	1	9	4

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	161
Grade 10	136
Grade 11	156
Grade 12	183
Total Enrollment	636

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	0.47 %
American Indian or Alaska Native	2.52 %
Asian	0.47 %
Hispanic or Latino	5.66 %
White (not Hispanic)	88.68 %
Multiple or No Response	2.20 %
Socioeconomically Disadvantaged	27.00 %
Students with Disabilities	11.00 %

SCHOOL FINANCES

Golden Sierra also offers special programs through categorical funding: Special Education, 10th Grade Counseling, GATE, vocational education, staff development, ROP, and the Mentor Teacher program.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8,403	\$2,773	\$5,630	\$56,278
District	\$8,457	\$2,938	5,519	\$56,521
Percent Difference – School Site and District	-1%	-6%	2%	-1%
State	N/A	N/A	\$5,512	\$60,994
Percent Difference – School Site and State	N/A	N/A	2%	-7.7%

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,421	\$38,941
Mid-Range Teacher Salary	\$48,813	\$59,686
Highest Teacher Salary	\$69,339	\$77,828
Average Principal Salary (Elementary)	\$100,055	\$94,258
Average Principal Salary (High)	\$107,181	\$104,869
Superintendent Salary	\$128,779	\$142,247
Percent of Budget for Teacher Salaries	36.50 %	38.20 %
Percent of Budget for Administrative Salaries	7.00 %	5.90 %