

Golden Hills Community School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	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
Website	https://www.solanocoe.net/departments/student-programs-and-services-
County-District-School (CDS) Code	48 10488 6089668

District Contact Information (School Year 2020-2021)

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

School Description and Mission Statement (School Year 2020-2021)

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, 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 primarily serves students who reside in the Fairfield-Suisun Unified School District and Vacaville Unified School District boundaries. 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.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 7	2
Grade 8	1
Grade 9	8
Grade 10	11
Grade 11	21
Grade 12	5
Total Enrollment	48

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	33.3
American Indian or Alaska Native	2.1
Filipino	2.1
Hispanic or Latino	41.7
Native Hawaiian or Pacific Islander	2.1
White	18.8
Socioeconomically Disadvantaged	64.6
English Learners	2.1
Students with Disabilities	20.8
Foster Youth	6.3
Homeless	6.3

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	2	3.25	4.25	50.2
Without Full Credential	0			10
Teaching Outside Subject Area of Competence (with full credential)	0			

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	.6	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: September 2020

The textbooks being used are board adopted materials in all four core subjects. Each students has access to all materials necessary, including supplemental materials such as EdGenuity and Renaissance Learning.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt 2011	Yes	0
Mathematics	Pearson 2014	Yes	0
Science	McDougal Littell Adopted 2007	Yes	0
History-Social Science	McDougal Littell Adopted 2007	Yes	0

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 makerspace in Building 5, and one Distance Learning Program classroom in Building 6. 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.

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

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 10/30/2020

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

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	5	N/A	6	N/A	50	N/A
Mathematics (grades 3-8 and 11)	0	N/A	0	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	0	N/A	5	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

During the 2019-2020 school year, Golden Hills Community School began the process of planning for Career Technical Education (CTE) courses. Community school students were provided access to 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 Vocational 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 received the opportunity to receive their SERVSAFE Food Handler's Certification.

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	75
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

At Golden Hills Community School, there is a School Site Council composed of teachers, students, parents, and community members. Parent input is critical to the needs of the school and the students. Parents and students have input in the use of the allotted Title I funds for each year. The school holds Parent Involvement meetings which are designed to increase more parental participation to ensure successful transition to students' home school life in the community. SCOE staff also provides multiple opportunities for the parents to offer input in the Local Control Accountability Plan (LCAP) throughout the 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 people who would like to get involved is the Program Administrator, Dr. Valerie Garrett, at vgarrett@solanocoe.net or (707) 399-4840.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	78.9	76.5	42.1	69	71	53.6	9.1	9.6	9
Graduation Rate	15.8	5.9	47.4	18.6	10.5	28.6	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	24.4	18.8	4.2	4.3	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	11.43	4.5	2.5
Expulsions	0	0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

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. The SCOE believes that a beginning step toward safer schools is the development of a comprehensive plan for school safety by 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 2020-2021 plan was updated September 2020 and discussed at the November 2020 school site council meeting, it will be open for public comment in December 2020 before finalizing and submitting by February 2021. Per AB 1747, the school safety plan will be reviewed by law enforcement, fire department, and other first responder entities, as appropriate.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts		3				2				3		
Mathematics		3				2				3		
Science		3				2				3		
Social Science		3				2				3		

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.9
Resource Specialist (non-teaching)	0.125

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	22,803	3,456	19,348	85,857

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,750	
Percent Difference - School Site and State	N/A	N/A	85.6	

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

Types of Services Funded (Fiscal Year 2019-2020)

Golden Hills Community School provides wraparound services for its students. After school tutoring, counseling and community service hours are also available for students who may need these Supplemental Educational Services.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	48,628	
Mid-Range Teacher Salary	63,913	
Highest Teacher Salary	86,461	
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary	245,000	
Percent of Budget for Teacher Salaries	12%	
Percent of Budget for Administrative Salaries	10%	

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

All teachers attend professional learning sessions throughout the school year. This past year, the focus has been on standards-based instructional practices and the continued implementation of the English Language Arts (ELA) and Mathematics Common Core State Standards (CCSS) which prepares students for the annual Smarter Balanced Assessment Consortium (SBAC) testing. The county office staff members from Educational Services, Student Programs, and other departments provide support for these trainings through in-house presenters. To further support this, online training with Renaissance Learning has occurred so teachers become familiar with the different reports that are available to them to monitor student growth in Math and ELA. These take place on Wednesdays after the students are released. The staff has received approximately ten dedicated professional learning days for curriculum and instructional practices training. Staff has also attended trainings on the Next Generation Science Standards (NGSS), Edgenuity online learning portal, 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 through rigorous math instruction, social emotional learning, growth mindset, and cultural competence.