



Golden Gate Community Schools

1111 Stoneman Ave. • Pittsburg, CA 94565 • (925) 427-3199 • Grades 6-12

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



CONTRA COSTA COUNTY
Office of Education
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Golden Gate Community Schools

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District Governing Board

District Administration

Lynn Mackey
Superintendent

Nick Berger
Senior Director of Student Programs

Rebecca Vichiquis
Director, Student Programs

Tom Scruggs
Director, Student Programs

Mission:

Staff will provide instruction that is grounded in differentiated instruction, rigor, restorative practices, and social and emotional learning strategies while promoting pro-social skills and successful transitions to ensure that ALL STUDENTS display academic improvement and tools to lead an independent and successful life.

Golden Gate Community School is a WASC accredited alternative education program serving the educational needs of students who have primarily been referred from their home districts. The school's main purpose is to prepare the students to return to their home districts, graduate, or transfer to a local Community College or Career. All GGCS courses taken and credits earned are transferable to both high schools or community colleges.

Golden Gate Community School offers a total of five sites. Classes are located in Martinez (1 class), Rodeo (1 class), Brentwood (2 classes), and Pittsburg (2 classes). Golden Gate also offers an Independent Study Program for both secondary students as well as adults 18+ years old at all of the above sites. We have four Independent Study teachers and students can attend class as late as 5:00 pm. Regular school hours are 8:00 to 1:00 pm, with a minimum of 4 hours and 15 instructional minutes per day.

Students are referred to GGCCS for the following reasons:

1. Parent/Guardian/Student Choice.
2. District students whose needs have been reviewed by the district's School Attendance Review Board (SARB).
3. District expelled students who may no longer attend district schools.
4. Students who dropped out of school after age 18.

If a student was placed at Golden Gate Community School by their respective districts, they can transition back to their appropriate educational setting upon completion of their contractual requirements. Students may choose to remain and complete all requirements in order to graduate with GGCCS if they complete the required 200 credits. The GGCCS is student-centered and adapts to meet students' individual needs.

About the SARC

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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	1
Grade 8	15
Grade 9	40
Grade 10	27
Grade 11	23
Grade 12	36
Total Enrollment	142

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	34.5
Asian	0.7
Filipino	2.1
Hispanic or Latino	39.4
White	19
Two or More Races	2.1
Socioeconomically Disadvantaged	80.3
English Learners	17.6
Students with Disabilities	16.2
Foster Youth	1.4
Homeless	4.2

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 for Golden Gate	18-19	19-20	20-21
With Full Credential	8	8	8
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	3	3	2

Teacher Credentials for Golden Gate	18-19	19-20	20-21
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Golden Gate Community Schools

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	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 Instructional Materials (School Year 2020-21)

The textbooks and instructional materials for the Community Schools are adopted and approved by the local Board. Every student, including English Learners, within these programs has access to the adopted textbooks for use both in the classroom.

In addition to core adopted textbooks, teachers also use supplemental and remedial instructional materials to address the specific needs of students and to accommodate their various instructional levels. All students have access to the instructional materials they need.

Go Math was adopted as our Math curriculum in 2019.

Reading with Relevance was adopted as our ELA curriculum in Fall 2018.

Edgenuity program is used in the Social Studies and Science disciplines as our A-G aligned curriculum.

In addition, teachers in Science and Social Studies have been participating in multiple training opportunities to become familiar with the NGSS and History/Social Studies Framework. Teachers are teaching to the new standards drawing from the previously adopted materials as curricula aligned to the new standards are not yet available for these subjects.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Reading with Relevance, Moving Forward Institute (6-12) Adopted 2018</p> <p>Edgenuity.com, various titles (6-12) Adopted 2019</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Go Math, Houghton Mifflin Harcourt 2015 (6-8) Adopted 2016</p> <p>Larson Big Ideas, Houghton Mifflin Harcourt 2015 Algebra, Geometry (9-12) Adopted 2016</p> <p>Edgenuity.com, various titles (6-12) Adopted 2019</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Earth (6th), Life (7th), Physical (8th), Holt, Rinehart & Winston 2001 (6-8) Adopted 2019</p> <p>Edgenuity.com, various titles (6-12) Adopted 2019</p> <p>StemScopes (7-12) Adopted 2019</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	History and Geography 600 World Civilizations, Edgenuity.com, various titles (6-8) Adopted 2019 Edgenuity.com, various titles (9-12) Adopted 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Spanish, French, German, Edgenuity.com (9-12)
Health	Edgenuity.com, various Physical Education/Health titles (9-12) Adopted 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	Exploring Art, Glencoe McGraw Hill 2005 (9-12) Edgenuity.com, various titles (6-12) Adopted 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Contra Costa County Office of Education (CCCOE) established the Golden Gate Community School in 1987. The Golden Gate Community School has four sites including: Martinez with one building and one classroom; Rodeo with one building and one classroom; Joseph Ovick School site in Brentwood with two classes and one Independent Study class; Pittsburg site with two classrooms and an independent study class. The FIT Reports below are separated by sites.

While on school sites, students are under direct supervision from both classified and certificated personnel. Students may be early released only to authorized adults who are required to identify themselves and sign out the student in the main office.

Access to the school site is restricted, requiring all visitors to check in for clearance and registration. All facilities and grounds are observed and monitored for unauthorized visitors who are reported to the main office for appropriate action. Volunteers are required to be interviewed and approved by site administration and to register with the central office Human Resources Department and receive TB clearance. All regular personnel are provided with picture I.D. badges for their use.

The site is regularly cleaned and maintained by custodial staff. Facilities maintenance is ongoing and coordinated with the site principal through the Central Office facilities department. More intensive cleaning and maintenance occurs during student break/vacation periods in order to minimize impact to learning environment. Emergency repairs are typically handled in a timely manner. Specialized equipment is accessible for use by students with special needs. Work space and break/lounge areas for staff have been designated.

School Facility Good Repair Status (Most Recent Year)

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 in which data were collected: 12-14-20

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	CEILING TILE HAS A WATER STAIN FORMICA TRIM IS LOOSE ON COUNTERTOP
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	UNSECURED ITEMS ARE STORED TOO HIGH
Electrical: Electrical	Good	2 LIGHT BULBS ARE OUT
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	Good	

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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	2	N/A	52	N/A	50	N/A
Math	0	N/A	31	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 Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	2	N/A	27	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.

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.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
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 2020-21)

There are a number of opportunities for parents to become involved with the school:

- At the time a student enters GGCCS, the student, parent, and the classroom teacher meet to go over the student's transcript, and design an Individual Learning Plan. If the student is eligible for special education services, the special education teachers are included in the meeting.
- There are frequent phone calls and meetings, as needed, between the parent/guardian and the teacher.
- Parents have an open invitation to visit our school/classrooms anytime they wish. Occasionally, a parent will be asked to spend a period in a classroom to observe their child's behavior.
- Parents/guardians are an integral part of the School Site Council and assist in writing the Golden Gate School Site Plan and LCAP.

Parents are invited to school events such as our: awards presentations, school barbecues, pancake breakfasts, field trips and Golden Gate Challenge events, and a Harvest Day family meal to coincide with the Thanksgiving holiday.

At the end of each semester, a transition meeting is held for students, the parents, principal, teachers and the local school district representative. The purpose is to review the student's progress, plan for the next semester, and to determine if the student will return to the local district or continue with GGCCS.

In addition, the school sends quarterly report cards and a newsletter home twice a year to parents. Parent workshops on parenting teens are also offered to parents/guardians yearly.

For organized opportunities for parental involvement at Golden Gate Community School, please contact the administrative office at (925) 427-3199, ext. 5001

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.

School Safety Plan (School Year 2020-2021)

The following is a brief description of the key elements included in each plan:

- A staff emergency "phone tree", protocol for emergency contacts.
- Community emergency telephone numbers, specific to each region.
- Emergency teams and duties.
- Staff development and minimum day schedules.
- Safety Committee and Leadership Team composition and members.
- Discrimination and harassment policies and procedure for staff and students.
- Hate crime reporting procedures.
- Procedures for safe ingress and egress of pupils, parents and school employees to and from school.
- Uniform complaint procedures for parents.
- Vandalism reporting forms and procedures.
- Child abuse laws and reporting forms and procedures.
- "Safe School" initiative information and mission statement.
- Crisis response checklist.
- Safety inspection classroom checklist.
- List of disaster/first aid supplies in classrooms.
- Policies pursuant to student suspension and expulsion.
- Rules and procedures on school discipline.
- Procedures for staff notification of "intruder on campus."
- Dress code policies and enforcement.
- Disaster procedures and drills protocol.
- School site maps and plans.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in August of 2019.

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	1.3	4.4	4.1	4.7	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	8		
Expulsions	0		

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.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Title	Ratio
Academic Counselor*	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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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.

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	12	7			4	29			3	36		
Mathematics	10	7			6	20			3	36		
Science	10	7			8	16			4	30		
Social Science	11	7			9	22			3	45		

*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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	19	21	25

Certificated staff receive three full days of staff development and classified receive one full day of staff development under the California Department of Education's Instructional Time and Staff Development Reform Program. Content includes instructional methods, classroom management, and training designed to improve academic instruction in the core curriculum.

The CCCOE provides nineteen half-days of staff development related to instructional methods, classroom management and training to address the core curriculum. The content is a direct reflection of the Special Education Program goals, parent survey feedback, state-mandated test data and staff needs assessments as related to student performance.

The CCCOE offers support to teachers through a variety of programs, as determined by need. The CCCOE Teacher Induction Program (TIP) provides a collaborative model of support providing a pathway for teachers to clear their credentials. Intern teachers participate in the Solano/North Bay/Contra Costa Teacher Intern Program, and are generally referred to BTSAs once they receive their preliminary credential. Another relatively new teacher support program was created for those teachers who may be new to their assignment. This program is called the New Assignment Mentor Support (NAMS) program and both veteran and new teachers may be eligible. Finally, struggling teachers may be referred to the Peer Assistance Review (PAR) program as a result of an unsatisfactory evaluation. Also, a website has been developed to help all teachers access quality instructional lessons and links to existing exemplary programs. Methods of professional development may include after school workshops individual conferences, peer coaching, classroom visitations, veteran teacher observation and attendance at professional development conferences and meetings.

The primary area of focus for staff development during the 19-20 school year was using data and instructional strategies to differentiate instruction and increase the academic abilities of our students. The Golden Gate Community School partnered with the Curriculum and Instruction Department to have more intensive training in using computers programs more effectively in the classroom (Google Classroom and Edgenuity).

In addition, staff development also focused on improving staff behavior management skills in the classrooms, ELA & history curriculum practices, StemScopes, trauma informed practices, restorative justice, and serving special needs students.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	27,532	8,614	18,918	81,005
District	N/A	N/A		
State	N/A	N/A	\$7,750	

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District		-1.0
School Site/ State	83.8	

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

Types of Services Funded

Golden Gate Community School offers not only offers academics instruction and curriculum, we also offer social and emotional support as well. We also offer our students college to career counseling/job placement via our Youth Specialists, WIOA, and Workability for our SpEd students. In addition, we have student and family counseling options via our school Social Worker/Counselor. GGCS also offers parenting classes.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	-
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	-

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	62.7
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	0

2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses	1	0.8

*Where there are student course enrollments of at least one student.

Career Technical Education Programs

Golden Gate Community School does not offer CTE courses, but does have students concurrently enrolled in CTE at the local community colleges. This upcoming school year GGCS has a grant to develop a health pathway and part of our YDS salary is covered by this grant to develop opportunities for our students to have exposure to health career opportunities.

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.