

Golden Gate Community School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Golden Gate Community School
Street	1111 Stoneman Ave.
City, State, Zip	Pittsburg, CA 94565
Phone Number	(925) 427-3199
Principal	Ricky Mendoza
Email Address	rmendoza@cccocoe.k12.ca.us
School Website	www.cocoschools.org
County-District-School (CDS) Code	07 10074 0730614

2023-24 District Contact Information

District Name	Golden Gate Community School
Phone Number	(925) 942-3388
Superintendent	Lynn Mackey
Email Address	lmackey@cccocoe.k12.ca.us
District Website	www.cocoschools.org

2023-24 School Description and Mission Statement

Mission Statement:

We create equity by providing a personalized learning experience utilizing rigorous, culturally relevant curriculum, socio-emotional learning and restorative practices.

We re-engage students in their education through building empathy and critical-thinking skills for real-world application to enhance student success and make school more useful.

Vision Statement:

We create equity by providing a personalized learning experience utilizing rigorous, culturally relevant curriculum and restorative practices.

We re-engage students in their education through building empathy and critical-thinking skills for real-world application to enhance student success and make school more useful.

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 Golden Gate Community School courses taken and credits earned are transferable to both high schools or community colleges.

Golden Gate Community School has a total of four sites. Classes are located in Richmond (1 class), Pt. Richmond (1class) 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. Golden Gate Community Schools has four Independent Study teachers and classrooms with students. Regular school hours are 8:00 to 3:00 pm.

Golden Gate Community School also provides independent study to students in the ROAR program through County Behavioral Health while receiving mental health and drug/alcohol addiction support.

Students are referred to GGCS for the following reasons:

1. Parent/Guardian/Student Choice.

2023-24 School Description and Mission Statement

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.
5. To participate in Independent Study program.
6. Students who would benefit from smaller class sizes.

If a student is 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 Golden Gate Community School with 200 credits requirement. The Golden Gate Community School is student-centered and adapts to meet students' individual needs.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	2
Grade 8	3
Grade 9	29
Grade 10	23
Grade 11	23
Grade 12	10
Total Enrollment	90

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	28.9%
Male	70%
American Indian or Alaska Native	1.1%
Black or African American	32.2%
Filipino	2.2%
Hispanic or Latino	45.6%
Native Hawaiian or Pacific Islander	1.1%
Two or More Races	1.1%
White	14.4%
English Learners	13.3%
Foster Youth	3.3%
Homeless	4.4%
Socioeconomically Disadvantaged	78.9%
Students with Disabilities	28.9%

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.60	20.53	161.30	52.88	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	18.40	6.06	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	69.50	22.80	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.30	66.96	33.70	11.07	12115.80	4.41
Unknown	1.00	12.52	21.90	7.19	18854.30	6.86
Total Teaching Positions	7.90	100.00	305.10	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.10	39.63	189.00	57.47	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	22.00	6.71	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	71.40	21.71	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.60	58.38	22.50	6.85	11953.10	4.28
Unknown	0.10	1.88	23.80	7.25	15831.90	5.67
Total Teaching Positions	8.00	100.00	328.90	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	5.30	4.60
Total Out-of-Field Teachers	5.30	4.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.7	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The textbooks and instructional materials for the Court & Community Schools are adopted and approved by the local Board. Every student, including English Learners, within this program has access to these adopted materials for use both in the classroom and outside the classroom (as needed).

Savvas History Social Science was adopted in 2022 and is used as the A-G aligned curriculum.

Big Ideas was adopted as the High School Math A-G aligned curriculum in 2016.

Go Math was adopted as the Middle School Math curriculum in 2015.

Reading with Relevance was adopted as the ELA A-G aligned curriculum in Fall 2018.

Edgenuity is used to supplement ELA/Social Studies/History/Science instruction as needed and is A-G aligned

Year and month in which the data were collected

January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading/Language Arts: Reading with Relevance, Moving Forward Institute (6-12), Adopted 2019 Edgenuity, various titles, Adopted 2019	Yes	0%
Mathematics	Mathematics: Go Math, Houghton Mifflin (6-8), Adopted 2015 Larson Big Ideas, Algebra 1, Geometry (9-12), Adopted 2016 Edgenuity, various titles (6-12), Adopted 2019	Yes	0%
Science	Science: STEMscopes, NGSS 3D (6-12), Adopted 2022 Edgenuity, various titles (6-12), Adopted 2019	Yes	0%
History-Social Science	Savvas History Social Science, Adopted 2022 UC Berkeley History and Social Studies Project MS US History and Geography, Edgenuity (6-8) MS World History and Geography, Edgenuity (6-8), Adopted 2019 HS Various Titles, Edgenuity (9-12), Adopted 2019	Yes	0%
Foreign Language	Spanish, French, German, Edgenuity (9-12), Adopted 2019	Yes	0%

Health	Cardea: Positive Prevention Plus Decisions for Health, Holt, Rinehart, Winston, 2004 (9-12) Edgenuity, various titles (6-12), Adopted 2019	Yes	0%
Visual and Performing Arts	Edgenuity, various titles (6-12), Adopted 2019	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

The Contra Costa County Office of Education (CCCOE) established the Golden Gate Community School in 1987. The Golden Gate Community School has three sites including: 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 Richmond site located in the Richmond Police Activities League Building has one classroom and one 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.

Pittsburg: 97.

Brentwood: 98.26%

Richmond 90.39% 2 poor ratings due to water stains and leaky faucet in the restroom and carpet stains in hallway and classroom. Work orders have been made. GGCS works with Richmond Police Activities League who maintains the building.

Year and month of the most recent FIT report

11-11-22

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Paneling near filling station and filter to be checked.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External:

Playground/School Grounds, Windows/
Doors/Gates/Fences

X

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	11	6	45	44	47	46
Mathematics (grades 3-8 and 11)	0	0	21	25	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	48	16	33.33	66.67	6.25
Female	12	3	25.00	75.00	--
Male	36	13	36.11	63.89	7.69
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	16	2	12.50	87.50	--
Filipino	--	--	--	--	--
Hispanic or Latino	22	9	40.91	59.09	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	41	14	34.15	65.85	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	49	15	30.61	69.39	0.00
Female	12	3	25.00	75.00	--
Male	37	12	32.43	67.57	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	16	2	12.50	87.50	--
Filipino	--	--	--	--	--
Hispanic or Latino	22	8	36.36	63.64	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	42	13	30.95	69.05	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	0.00	9.09	0.00	0.00	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	44	23	52.27	47.73	9.09
Female	15	7	46.67	53.33	--
Male	29	16	55.17	44.83	6.25
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	11	5	45.45	54.55	--
Filipino	--	--	--	--	--
Hispanic or Latino	19	10	52.63	47.37	--
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	33	17	51.52	48.48	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 Career Technical Education Programs

Golden Gate Community School provides a diverse array of introductory-level Career and Technical Education (CTE) courses delivered through Edgenuity. These courses serve as a gateway for high school students to explore the 16 career clusters, aiding them in charting a path toward enhanced success in both college and career exploration. The assignment of high school students to specific CTE courses is tailored to align with their individual interests, as identified in their Individualized Learning Plan, and guided by Career Assessments facilitated by Golden Gate's Transition Specialist.

Moreover, Golden Gate Community School goes beyond virtual offerings by providing in-person CTE Computer Science courses. This hands-on, face-to-face approach further enriches the educational experience, allowing students to engage actively in the field of computer science and acquire practical skills.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	29
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	100%	100%	100%	100%	--

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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

- At the time a student enters Golden Gate Community School, the student, parent, and the family and community engagement specialist, administrative assistant meet to go over the student's transcript, district requirements, and designs an Individual Learning Plan.

If the student is eligible for special education services, the education teachers are involved in the enrollment process and make recommendations on placement.

- There are frequent phone calls and meetings, as needed, between the parent/guardian, support staff, 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.

There are monthly Principal Meetings with parents where they can voice concerns, and workshops are help with information to help enrich student/family life.

Parents are invited to school events such as our: open house, and regularly scheduled principal meetings.

At the end of each semester, a transition meeting is held for students, the parents, principal, administrative assistant, transition specialist, family & community engagement specialist, 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 the Golden Gate Community School program.

In addition, the school sends quarterly report cards and regular newsletters home to parents. There are monthly parent meetings. Parent workshops on teen parenting classes are also offered to parents/guardians yearly.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	43.2	24.3	45	5.4	3.6	5.3	9.4	7.8	8.2
Graduation Rate	48.6	56.8	55	87.9	91.2	91.6	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	40	22	55.0
Female	16	9	56.3
Male	24	13	54.2
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	18	8	44.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	37	20	54.1
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	11	7	63.6

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	204	177	130	73.4
Female	64	53	40	75.5
Male	138	122	88	72.1
Non-Binary	2	2	2	100.0
American Indian or Alaska Native	2	1	1	100.0
Asian	1	1	0	0.0
Black or African American	67	56	43	76.8
Filipino	3	3	1	33.3
Hispanic or Latino	94	84	63	75.0
Native Hawaiian or Pacific Islander	2	2	2	100.0
Two or More Races	4	4	4	100.0
White	26	22	14	63.6
English Learners	41	34	21	61.8
Foster Youth	6	6	4	66.7
Homeless	10	9	8	88.9
Socioeconomically Disadvantaged	173	147	111	75.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	62	55	41	74.5

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	7.14	1.96	0.11	4.04	5.32	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.03	0.02	0.08	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.96	0
Female	0	0
Male	2.9	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	2.99	0
Filipino	0	0
Hispanic or Latino	1.06	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.31	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.84	0

2023-24 School Safety Plan

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

- A staff emergency “phone tree”, protocol for emergency contacts.
- 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.”
- Disaster procedures and drills protocol.
- School site maps and plans.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty. New plan developed Winter

2023-24 School Safety Plan

2023/24, to be reviewed by Site Council for board approval February 2024.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	30		
Mathematics	3	20		
Science	4	22		
Social Science	5	26		

2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	22		
Mathematics	4	12		
Science	3	17		
Social Science	5	19		

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	28	0	0
Mathematics	3	19	0	0
Science	5	16	0	0
Social Science	4	26	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	57065	20712	36353	93089
District	N/A	N/A		
Percent Difference - School Site and District	N/A	N/A		
State	N/A	N/A	\$7,607	
Percent Difference - School Site and State	N/A	N/A	138.6	

Fiscal Year 2022-23 Types of Services Funded

Golden Gate Community School provides academic instruction and a comprehensive curriculum. It also places a strong emphasis on supporting social and emotional learning. The school's commitment extends to offering career counseling and job placement opportunities through Transition Specialists, WIOA, and Workability programs tailored specifically for students with Special Needs. A diverse range of services is available for students with Individualized Education Programs (IEPs) as determined collaboratively by the CCSELPA and individual IEP teams.

Furthermore, the school prioritizes college counseling and support for all students, ensuring they are well-equipped for their academic and career journey beyond high school. Recognizing the importance of holistic well-being, the school offers student and family counseling options facilitated by a dedicated Family & Community Engagement Specialist. To foster strong family bonds, the school also provides free parenting classes as part of its commitment to community support.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	1.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	3
Total AP Courses Offered Where there are student course enrollments of at least one student.	4

Professional Development

The CCCOE's staff development program is a cornerstone of the California Department of Education's Staff Development Reform Program. Certificated staff benefit from a robust three-day session, while classified staff engage in a comprehensive full-day program. This initiative targets instructional methods, classroom management, and specialized training to enhance academic instruction in the core curriculum.

The CCCOE dedicates nineteen half-days to staff development, aligning curriculum with Special Education Program goals based on parent feedback, state-mandated test data, and staff assessments tied to student performance. Support programs, such as the Teacher Induction Program (TIP), New Assignment Mentor Support (NAMS), and Peer Assistance Review (PAR), cater to individual teacher needs, offering collaborative models for credentialing, guidance for new assignments, and pathways for struggling teachers.

Professional development at the CCCOE spans various methods, including a resourceful website, after-school workshops, conferences, and peer coaching. In recent school years, a focus on data-driven strategies, social-emotional learning, and collaboration with the Curriculum and Instruction Department underscored the commitment to enhancing instruction. Additional efforts targeted behavior management, curriculum practices, technology integration, trauma-informed approaches, restorative justice, and specialized support for students with special needs.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	26	25	24