# Golden Gate Community School
## 2021-2022 School Accountability Report Card
## (Published During the 2022-2023 School Year)

**GOLDEN GATE**

**COMMUNITY SCHOOL**

## 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. <br><br> 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/ <br><br> For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ <br><br> 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. |

## 2022-23 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** | Douglas Corbin |
| **Email Address** | dcorbin@cccoe.k12.ca.us |
| **School Website** | www.cocoschools.org |
| **County-District-School (CDS) Code** | 07 10074 0730614 |

## 2022-23 District Contact Information

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

## 2022-23 School Overview

Mission 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.

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 three sites. Classes are located in Richmond (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. Regular school hours are 8:00 to 1:00 pm, with a minimum of 4 hours and 15 instructional minutes per day.

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

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).

## 2022-23 School Overview

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 our Independent Study program.
6. Students who would benefit from smaller class sizes.

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

## About this School

### 2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Grade 8 | 2 |
| Grade 9 | 23 |
| Grade 10 | 20 |
| Grade 11 | 19 |
| Grade 12 | 11 |
| Total Enrollment | 75 |

### 2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 36.0 |
| Male | 62.7 |
| American Indian or Alaska Native | 0.0 |
| Asian | 0.0 |
| Black or African American | 34.7 |
| Filipino | 1.3 |
| Hispanic or Latino | 46.7 |
| Native Hawaiian or Pacific Islander | 2.7 |
| Two or More Races | 0.0 |
| White | 9.3 |
| English Learners | 21.3 |
| Foster Youth | 0.0 |
| Homeless | 4.0 |
| Migrant | 0.0 |
| Socioeconomically Disadvantaged | 90.7 |
| Students with Disabilities | 12.0 |

## 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 |

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 |

## 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 |

## 2021-22 Class Assignments

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Misassignments for English Learners<br>(a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | 0.00 |
| No credential, permit or authorization to teach<br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 8.70 | 0.00 |

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

| 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 with Relevance, Moving Forward Institute (6-12) Adopted 2018 <br><br> Edgenuity.com, various titles (6-12) Adopted 2019 | Yes | 0% |
| Mathematics | Go Math, Houghton Mifflin Harcourt 2015 (6-8) Adopted 2016 <br><br> Larson Big Ideas, Houghton Mifflin Harcourt 2015  Algebra, Geometry  (9-12) Adopted 2016 <br><br> Edgenuity.com, various titles (6-12) Adopted 2019 | Yes | 0% |
| Science | Earth (6th), Life (7th), Physical (8th), Holt, Rinehart & Winston 2001 (6-8) Adopted 2019 <br><br> Edgenuity.com, various titles (6-12) Adopted 2019 <br><br> StemScopes (7-12) Adopted 2019 | Yes | 0% |
| History-Social Science | Savvas History Social Science Curriculum Adopted 2022 | Yes | 0% |

| | History and Geography 600 World Civilizations, Edgenuity.com, various titles (6-8) Adopted 2019<br><br>Edgenuity.com, various titles (9-12) Adopted 2019 | | |
| --- | --- | --- | --- |
| **Foreign Language** | Spanish, French, German, Edgenuity.com (9-12) | Yes | 0% |
| **Health** | Edgenuity.com, various Physical Education/Health titles (9-12) Adopted 2019 | Yes | 0% |
| **Visual and Performing Arts** | Exploring Art, Glencoe McGraw Hill 2005 (9-12)<br><br>Edgenuity.com, various titles (6-12) Adopted 2019 | Yes | 0% |
| **Science Laboratory Equipment** (grades 9-12) | Edgenuity, various titles (6-12) Adopted 2019 | Yes | 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 and independent study class; the Richmond site located in the Richmond Police Activities League Building. The FIT Reports below is 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.

| **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 | | | |

## School Facility Conditions and Planned Improvements

| | | | | |
|---|---|---|---|---|
| **Cleanliness:** Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| **Electrical** | X | | | |
| **Restrooms/Fountains:** Restrooms, Sinks/ Fountains | X | | | Richmond site notes stained ceiling tiles and leaky faucet |
| **Safety:** Fire Safety, Hazardous Materials | X | | | |
| **Structural:** Structural Damage, Roofs | X | | | |
| **External:** Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

## Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|---|---|---|---|
| | X | | |

| **B. Pupil Outcomes** | **State Priority: Pupil Achievement** |
| --- | --- |

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

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **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.

**SARC Reporting in the 2020-2021 School Year Only**
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

**Options**
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | N/A | 11 | N/A | 45 | N/A | 47 |
| **Mathematics** (grades 3-8 and 11) | N/A | 0 | N/A | 21 | N/A | 33 |

## 2021-22 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 | 44 | 27 | 61.36 | 38.64 | 11.11 |
| Female | 16 | 10 | 62.50 | 37.50 | -- |
| Male | 28 | 17 | 60.71 | 39.29 | 17.65 |
| American Indian or Alaska Native | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 13 | 7 | 53.85 | 46.15 | -- |
| Filipino | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Hispanic or Latino | 19 | 13 | 68.42 | 31.58 | 15.38 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 34 | 21 | 61.76 | 38.24 | 9.52 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Students with Disabilities | -- | -- | -- | -- | -- |

## 2021-22 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 | 45 | 24 | 53.33 | 46.67 | 0.00 |
| Female | 17 | 9 | 52.94 | 47.06 | -- |
| Male | 28 | 15 | 53.57 | 46.43 | 0.00 |
| American Indian or Alaska Native | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 14 | 8 | 57.14 | 42.86 | -- |
| Filipino | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Hispanic or Latino | 19 | 11 | 57.89 | 42.11 | 0.00 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 35 | 19 | 54.29 | 45.71 | 0.00 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.00 | 0.00 | 0.00 |
| 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8 and high school) | | | | | | |

## 2021-22 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 | 32 | 15 | 46.88 | 53.12 | 0 |
| Female | 16 | 6 | 37.5 | 62.5 | -- |
| Male | 16 | 9 | 56.25 | 43.75 | -- |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 14 | 6 | 42.86 | 57.14 | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 24 | 12 | 50 | 50 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

## 2021-22 Career Technical Education Programs

Golden Gate Community School offers a range of intro-level CTE courses through Edgenuity. Golden Gate Community School introduces high school students to the 16 career clusters which helps students navigate their way to greater success in college and career exploration. High school students are assigned to CTE courses based on their interests outlined in their Individualized Learning Plan and their Career Assessments conducted by Golden Gate's Youth Services Specialist. Golden Gate Community School offers in person CTE Computer Science and is funded for CTE Construction

## 2021-22 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---|
| Number of Pupils Participating in CTE | |
| 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 |
|---|---|
| 2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission | 100.00 |
| 2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.00 |

## 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.

## 2021-22 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.   Due to changes to the 2021-22 PFT administration, 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 | 0 | 0 | 0 | 0 | 0 |

## 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.

## 2022-23 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 special education teachers are included in the meeting.
- 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.

Parents are invited to school events such as our: open house, monthly principal check-ins, school barbecues, pancake breakfasts, field trips and our 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, 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 a newsletters home to parents. 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 2019-20 | School 2020-21 | School 2021-22 | District 2019-20 | District 2020-21 | District 2021-22 | State 2019-20 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|---|---|---|
| Dropout Rate | | 45.3 | 24.3 | | 8.9 | 3.6 | | 8.9 | 7.8 |
| Graduation Rate | | 43.8 | 56.8 | | 84 | 91.2 | | 84.2 | 87 |

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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 | 37 | 21 | 56.8 |
| Female | 14 | 10 | 71.4 |
| Male | 23 | 11 | 47.8 |
| American Indian or Alaska Native | 0 | 0 | 0.0 |
| Asian | 0 | 0 | 0.0 |
| Black or African American | 13 | 7 | 53.8 |
| Filipino | -- | -- | -- |
| Hispanic or Latino | 16 | 8 | 50.0 |
| Native Hawaiian or Pacific Islander | -- | -- | -- |
| Two or More Races | -- | -- | -- |
| White | -- | -- | -- |
| English Learners | -- | -- | -- |
| Foster Youth | 0 | 0 | 0.0 |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 32 | 19 | 59.4 |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0 |
| Students with Disabilities | -- | -- | -- |

### 2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 182 | 157 | 126 | 80.3 |
| Female | 65 | 55 | 44 | 80.0 |
| Male | 115 | 100 | 80 | 80.0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0 |
| Asian | 3 | 3 | 2 | 66.7 |
| Black or African American | 69 | 58 | 44 | 75.9 |
| Filipino | 2 | 2 | 0 | 0.0 |
| Hispanic or Latino | 76 | 65 | 57 | 87.7 |
| Native Hawaiian or Pacific Islander | 2 | 2 | 1 | 50.0 |
| Two or More Races | 2 | 2 | 1 | 50.0 |
| White | 23 | 20 | 16 | 80.0 |
| English Learners | 26 | 22 | 21 | 95.5 |
| Foster Youth | 7 | 5 | 4 | 80.0 |
| Homeless | 12 | 10 | 10 | 100.0 |
| Socioeconomically Disadvantaged | 150 | 129 | 107 | 82.9 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 34 | 32 | 27 | 84.4 |

## 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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|---|---|---|---|
| Suspensions | 6.93 | 2.96 | 2.45 |
| Expulsions | 0.00 | 0.03 | 0.05 |

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|---|---|---|---|---|---|
| Suspensions | 0.00 | 7.14 | 0.11 | 4.04 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.03 | 0.02 | 0.00 | 0.07 |

## 2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 7.14 | 0.00 |
| Female | 6.15 | 0.00 |
| Male | 7.83 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 10.14 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 5.26 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 4.35 | 0.00 |
| English Learners | 15.38 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 16.67 | 0.00 |
| Socioeconomically Disadvantaged | 7.33 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 14.71 | 0.00 |

## 2022-23 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 Nov/Dec 2022, reviewed by Site Council for board approval February 2023.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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 | 36 | | |
| **Mathematics** | 3 | 36 | | |
| **Science** | 4 | 30 | | |
| **Social Science** | 3 | 45 | | |

## 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 | | |

## 2021-22 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 |

## 2021-22 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** | |
| **Speech/Language/Hearing Specialist** | |
| **Resource Specialist (non-teaching)** | |

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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** | 53,308 | 20,818 | 32.490 | 88,580 |
| **District** | N/A | N/A | | |
| **Percent Difference - School Site and District** | N/A | N/A | | |
| **State** | N/A | N/A | $6,594 | |
| **Percent Difference - School Site and State** | N/A | N/A | -198.0 | |

## 2021-22 Types of Services Funded

Golden Gate Community School offers not only offers academic instruction and curriculum, we also offer social and emotional learning support as well. We also offer our students to career counseling/job placement via our Youth Specialists, WIOA, and Workability for our Special Education students. A full menu of services are available for students with IEPs as determined by the CCSELPA and individual IEP teams.  In addition, we offer college counseling and support for all students. Furthermore, we have student and family counseling options via our school's Family & Community Engagement Specialist. Golden Gate Community School also offers free parenting classes.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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 | | |

## 2021-22 Advanced Placement (AP) Courses

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

| Percent of Students in AP Courses | 0 |
|---|---|

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

| Subject | Number of AP Courses Offered |
|---|---|
| Computer Science | 0 |
| English | 0 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 0 |
| Total AP Courses Offered<br>Where there are student course enrollments of at least one student. | 0 |

## Professional Development

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 TIP 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 21-22 and 22-23 school year was using data and instructional strategies to differentiate instruction and increase the academic abilities of our students as well as social emotional learning. The Golden Gate Community School partnered with the Curriculum and Instruction Department for virtual instruction, technology for learning, MTSS and reading intervention.

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

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

| Subject | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 25 | 26 | 25 |