

Golden Gate Community School

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) 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).

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.



Edward Brown, Principal

Principal, Golden Gate Community School

About Our School

The Golden Gate Community School staff believes our students are the heart of our school and the reason we exist. This simple principle guides all our decisions related to policies, procedures, and curriculum.

Contact

Golden Gate Community School
222 Glacier Dr.
Martinez, CA 94553-4826

Phone: 925-313-2950
E-mail: ebrown@cccocoe.k12.ca.us

About This School

Contact Information (School Year 2016-17)

Principal Ed Brown may be reached at ebrown@cccoe.k12.ca.us

Principal Angela Hatter may be reached at ahatter@cccoe.k12.ca.us

District Contact Information (School Year 2016-17)	
District Name	Contra Costa County Office of Education
Phone Number	(925) 942-3388
Superintendent	Karen Sakata
E-mail Address	ksakata@cccoe.k12.ca.us
Web Site	www.cocoschools.org

School Contact Information (School Year 2016-17)	
School Name	Golden Gate Community School
Street	222 Glacier Dr.
City, State, Zip	Martinez, Ca, 94553-4826
Phone Number	925-313-2950
Principal	Edward Brown, Principal
E-mail Address	ebrown@cccoe.k12.ca.us
Web Site	www.cocoschools.org
County-District-School (CDS) Code	07100740730614

School Description and Mission Statement (School Year 2016-17)

Golden Gate Community school is located in classrooms in four different communities. Principal Ed Brown serves students located at the Brentwood and Pittsburg sites while Principal Angela Hatter serves the students attending the Martinez and Rodeo campuses.

School Vision and Mission

The mission of the CCCOE Court and Community School is to ensure academic improvement and successful transition while promoting pro-social skills.

The goal of the Court and Community School Program including two Independent Study classes is to achieve the following Expected Student Learning Results (ESLRs):

Every student will be an/a:

- Academic Achiever
- Effective Communicator
- Technologically Literate Learner
- Responsible Citizen
- Self Directed Learner

The Golden Gate Community School is part of the Contra Costa County Office of Education. The Program serves students from the eighteen school districts within the Contra Costa County area. All students are considered "at risk" and are either expelled from their local school district or have behavioral or attendance issues. Classes are located in Martinez, Rodeo, Pittsburg, and Brentwood. Golden Gate Community School is a Western Association of Schools and Colleges (WASC) accredited program providing educational opportunities to at risk students.

The Golden Gate Community School is located at four sites throughout Contra Costa County. During the 2014-15 school year, 234 students were enrolled (54 fewer students than last year: a 28% drop). The average length of enrollment was 79 days. The student ethnicity groups included 32 percent African American, 15 percent White, and 49 percent Hispanic. Special education students made up 14 percent of the population and 22 percent were English language learners.

This school year, 2015-16, at the Golden Gate Community School, there is one class located in Martinez and one class in Rodeo. In addition, there are two classes in Pittsburg and one in Brentwood. We have 1.0 FTE Independent study teacher who serves all West and East community schools. The West area has 2 FTE certificated teachers and 2 PTE classified instructional assistants. In the East area of the county there are 3 FTE certificated classroom teachers and 4 PTE classified instructional assistants. In addition, staff that are shared by all the Golden Gate Community School Programs include: 1 FTE certificated special education teacher, 1 PTE classified special education instructional assistant, 1 FTE classified Administrative Assistant and 1 PTE Contra Costa County Probation Officer. There are two principals that supervise the GGCS programs. One is responsible for the East programs including: Pittsburg, Brentwood classes and independent study and one for the West programs including: Martinez, Rodeo classes and special education. Both principals also are responsible for the court school programs in their

regions.

At the Community School, the instructional day is at least 255 minutes. The focus of these programs is to provide curricular and academic opportunities, while modifying behavior. Our ultimate goal is to successfully transition students back to their home districts. Students take grade appropriate academic courses. Those in high school work on earning credits which are applied toward graduation. Students take the four core classes: English, math, science, and history. Students also participate in PE, art, and computer science (Pittsburg Site).

We are working on aligning curriculum to the Common Core Standard with a focus on Math on the 2015-16 school year. We are currently in the process of adopting the Big Ideas text/curriculum for math. The Prentice Hall Math Intervention kit serves as our math intervention program along with the Catch Up Math computer program as a supplemental resource for students who are working to improve their skills. We have a program wide "Math Matrix" which is a scope and sequence that all teachers follow that addresses Math standards.

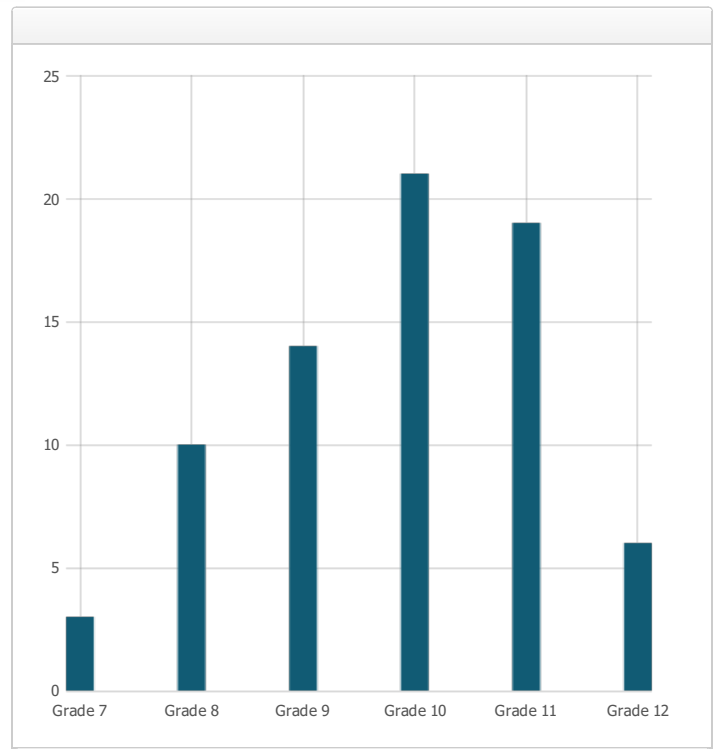
The ELA/ELD curriculum is directly linked to the Common Core standards for achievement, basic skills remediation, and the completion of credits. In our attempt to meet the needs of all learners, our program has a reading intervention program at each site called REACH. REACH is being phased out and replaced by the computer based program: Reading Horizons. Reading Horizons is research based and proven more effective in advancing struggling readers and English Language Learners. The Longman English program serves as our English curriculum and is supplemented with CBI (Character Based Instruction) Novels.

In an effort to address the students social and emotional needs we have adopted the evidence based character development curriculum: Positive Action. This program has been demonstrated to reduce behavioral suspensions and increase attendance.

The Golden Gate Community School is in year five of Program Improvement. We revised our Local Educational Agency Plan (LEAP) and have correlated this plan to our WASC, Single Plan and LCAP in order to increase student engagement and learning.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 7	3
Grade 8	10
Grade 9	14
Grade 10	21
Grade 11	19
Grade 12	6
Total Enrollment	73

**Student Enrollment by Student Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	21.9 %
American Indian or Alaska Native	1.4 %
Asian	1.4 %
Filipino	1.4 %
Hispanic or Latino	57.5 %
Native Hawaiian or Pacific Islander	0.0 %
White	8.2 %
Two or More Races	4.1 %
Other	4.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	91.8 %
English Learners	27.4 %
Students with Disabilities	9.6 %
Foster Youth	0.0 %

A. Conditions of Learning

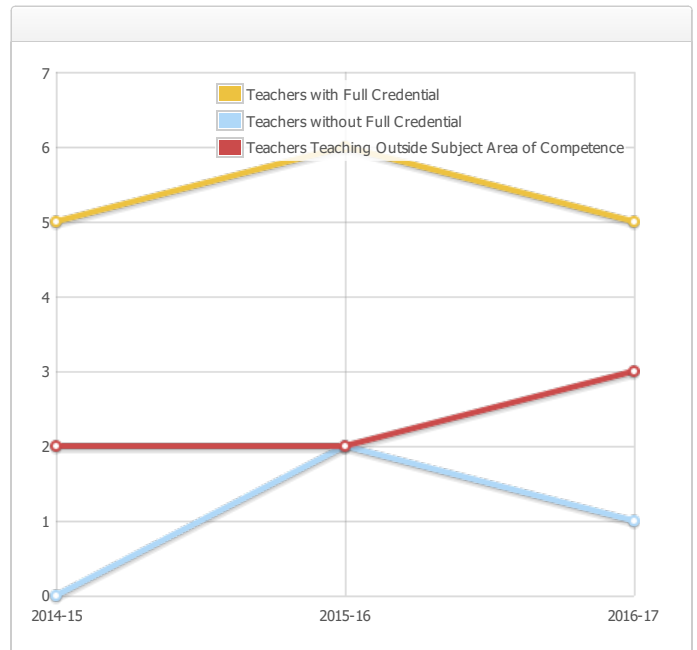
State Priority: Basic

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

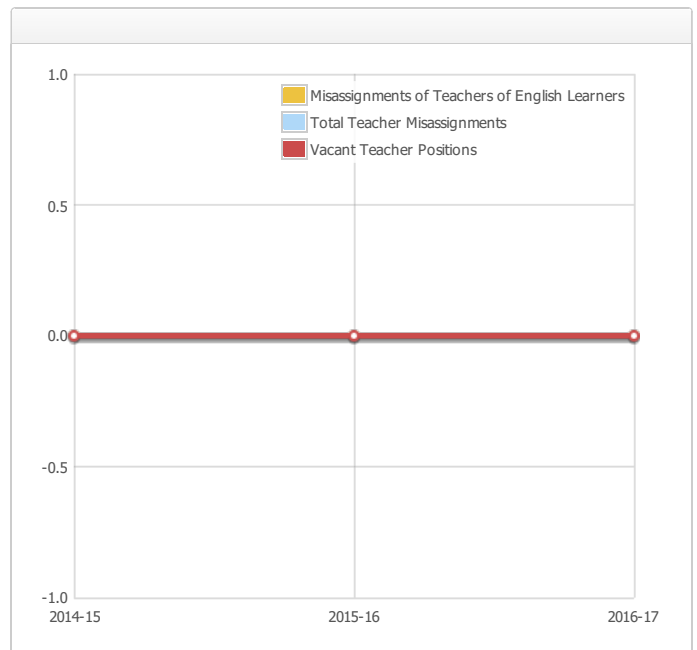
Teacher Credentials

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	5	6	5	59
Without Full Credential	0	2	1	7
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	2	3	4



Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of 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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers

This School	76.0%	24.0%
All Schools in District	91.0%	10.0%
High-Poverty Schools in District	86.0%	14.0%
Low-Poverty Schools in District	93.0%	7.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

The textbooks and instructional materials for the Court, Community, and Marchus 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 and at home. 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. The school is adopting new Math curriculum in March of 2016 and the process is underway for the adoption of new ELA materials, with an expected adoption date of Winter 2017.

Year and month in which data were collected: October 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Character Based Literacy, Santa Clara University (6-12) Keys to Learning, Longman 2009 (4-12) Timeless Voices, Timeless Themes, Prentice Hall 2005 (6-12) All Write, Great Source 2003 (6-8) less Voices, Timeless Themes II - The American Experience, Prentice Hall, 2005 (9-12) Write Ahead, Great Source, 2004 (9-12) Odysseyware, 2015 (9-12)	Yes	0.0 %
Mathematics	Holt California, Course 1,2,3 Holt, Rinehart and Winston (6-8) Intervention Kit, Prentice Hal 2003 (6-12) Consumer Math, American Guidance Services, 2003 (6-12) Geometry, American Guidance Services, 2000 (6-12) Geometry, McDougal Littell, 2003, (9-12) Algebra II, Glencoe/McGraw Hill, 2001 (9-12) Odysseyware (9-12) Adopted 2015 Go Math, Houghton Mifflin Harcourt (6-8) Adopted 2016 Larson Big Ideas, Geometry, Houghton Mifflin, Harcourt (9-12) Adopted 2016 Larson Big Ideas, Algebra 1, Houghton, Mifflin, Harcourt (9-12) Adopted 2016	Yes	0.0 %
Science	Focus on Life Sciences, Prentice Hall, 2008 (6-12) Biology, Prentice Hall, 2006 (9-12) Concepts and Challenges in Life Science, Globe Fearon, 2003 (9-12) Focus on Earth Science, Prentice Hall, 2008 (9-12) Concepts and Challenges in EArth Science, Glovw Fearon, 2003, (9-12) Odysseyware (9-12) Adopted 2015	Yes	0.0 %
History-Social Science	A History of US, Books 6-10, Oxford University Press, 2005, (6-12)	Yes	0.0 %

Odysseware, (9-12), Adopted 2015
 World History, American Guidance Services, 2001, (6-12)
 World Cultures and Geography, McDougal Littell, 2003, (9-12)
 Economics, American Guidance Services, 2005, (9-12)
 United States Government, American Guidance Services, 2005,
 (9-12)

Foreign Language			0.0 %
Health	Decisions for Health, Holt Rinehart, Winston, 2004 (9-12) Odysseware (9-12) Adopted 2015	Yes	0.0 %
Visual and Performing Arts	Exploring Art, Glencoe McGraw Hill, 2005 (9-12) Odysseware, (9-12) Adopted 2015	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

School Facility Conditions and Planned Improvements

Golden Gate Community School is housed in four different communities. The Contra Costa County Office of Education (CCCOE) completed construction and opened the new Golden Gate Community School Pittsburg in the summer of 2012. This school has one building with four classrooms. Two of the classrooms are used for Golden Gate Community School classes, one for independent study and one for meetings and staff development events. 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. Tardy students are required to check in at the main office before going to class with a pass noting their late arrival. Access to the school site is restricted, requiring all visitors to check in at the main office or classroom for clearance and registration.

The site is regularly cleaned and maintained by custodial and gardening 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. This site is in good repair and free of adverse conditions detrimental to student learning. Emergency repairs are typically handled in a timely manner. Adequate and appropriate classroom and playground space is available. Specialized equipment is accessible for use by students with special needs. Work space and break/lounge areas for staff have been designated.

Concerns include unswpet grounds, clutter, unabated weed growth, unkept window blinds and screens. A landscaping plan is in progress. The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Last updated: 4/27/2017

School Facility Good Repair Status

Golden Gate Community School is located on four different campuses. The graph below is a report on the Pittsburg campus. The results of the Facilities Inspection for Brentwood, Martinez and Rodeo are indicated in the comments section of each category.

Overall rating -

Brentwood - Good

Martinez - Good

Rodeo - Good

Pittsburg - Good

Year and month of the most recent FIT report: October 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	Unswept clutter, Unabated weed growth, Windows and Screens unkept. Landscaping planting plan in draft progress

Overall Facility Rate

Year and month of the most recent FIT report: October 2016

Overall Rating	Good
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School Facility Conditions and Planned Improvements

The Joseph A Ovick School, the newest of the Golden Gate Community Day School campuses, was opened in 2008. The school has two buildings with four classrooms. Two of the classrooms are used for the Golden Gate Community School class. This campus also has an athletic field and outside basketball courts.

The site is regularly cleaned and maintained by custodial and gardening 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. This site is in good repair and free of adverse conditions detrimental to student learning. Emergency repairs are typically handled in a timely manner.

Adequate and appropriate classroom and playground space is available. 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

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 overall rating

Year and month of the most recent FIT report: 2016 October

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Interior surfaces are cluttered and dusty. There are unabated weeds, shrubs are in disrepair and there are irrigation issues in the shrubs and ground cover areas.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

Overall Facility Rate

Year and month of the most recent FIT report: 2016 October

Overall Rating	Exemplary	Good	Fair	Poor
		X		

School Facility Conditions and Planned Improvements

The Martinez campus of the Golden Gate Community Day School, has one classroom, an office and a break room.

The site is regularly cleaned and maintained by custodial and gardening 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. This site is in good repair and free of adverse conditions detrimental to student learning. Emergency repairs are typically handled in a timely manner.

Adequate and appropriate classroom and playground space is available. 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

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 overall rating

Year and month of the most recent FIT report: 2016 October

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

Overall Facility Rate

Year and month of the most recent FIT report: 2016 October

Overall Rating	Exemplary	Good	Fair	Poor
		X		

School Facility Conditions and Planned Improvements

The Rodeo campus of the Golden Gate Community Day School, has one classroom and is located adjacent to a community park. The Facility is owned by Contra Costa County General Services and any facility issues would be directed toward them for resolution.

The site is regularly cleaned and maintained by custodial and gardening 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. This site is in good repair and free of adverse conditions detrimental to student learning. Emergency repairs are typically handled in a timely manner.

Adequate and appropriate classroom and playground space is available. 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

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 overall rating

Year and month of the most recent FIT report: 2016 October

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

Overall Facility Rate

Year and month of the most recent FIT report: 2016 October

Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	7.0%	2.0%	49.0%	46.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	0.0%	--	30.0%	32.0%	34.0%	36.0%

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.

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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Note: 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.

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	18	16	88.9%	--
Male	12	11	91.7%	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	12	11	91.7%	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	24	17	70.8%	5.9%
Male	14	11	78.6%	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	11	8	72.7%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	13	65.0%	7.7%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	18	16	88.9%	--
Male	12	11	91.7%	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	12	11	91.7%	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	24	17	70.8%	--
Male	14	11	78.6%	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	11	8	72.7%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	20	13	65.0%	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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 Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	8.0%	11.0%	0.0%	9.0%	14.0%	57.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	17	0	0.0%	0.0%
Male	11	0	0.0%	0.0%
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	0	0	0.0%	0.0%
Socioeconomically Disadvantaged	13	0	0.0%	0.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

Career Technical Education Programs (School Year 2015-16)

In 2014-15, in partnership with the ROP/CTE department, we added a CTE Computer Literacy course at the Pittsburg site. As of this year (2016-2017) we have expanded the Computer class once a week at all Golden Gate Sites. This course is designed to give students basic technology skills that can be utilized as they advance in school or in the work force.

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	73
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	6.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	1.0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	0.0%	0.0%	0.0%
9	18.2%	0.0%	9.1%

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.

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 schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

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

- At the time a student enters the program, the student, parent and the classroom teacher meet to go over the student's transcript, design an Individual Learning Plan and go over the rules of the program. 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 are invited and sometimes requested to spend the day in the classroom.
- Parents/guardians are an integral part of the School Site Council and assist in writing the Golden Gate School Site Plan.

At the end of each semester a transition meeting is held for students, with the parent, student, principal, teacher and 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. In addition, the school sends quarterly report cards and a quarterly newsletter to parents, available in both English and Spanish. Parent workshops on parenting teens are also offered to parents/guardians yearly.

For more information on how parents can become involved, please call our school office at (925) 313-2950.

State Priority: Pupil Engagement

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

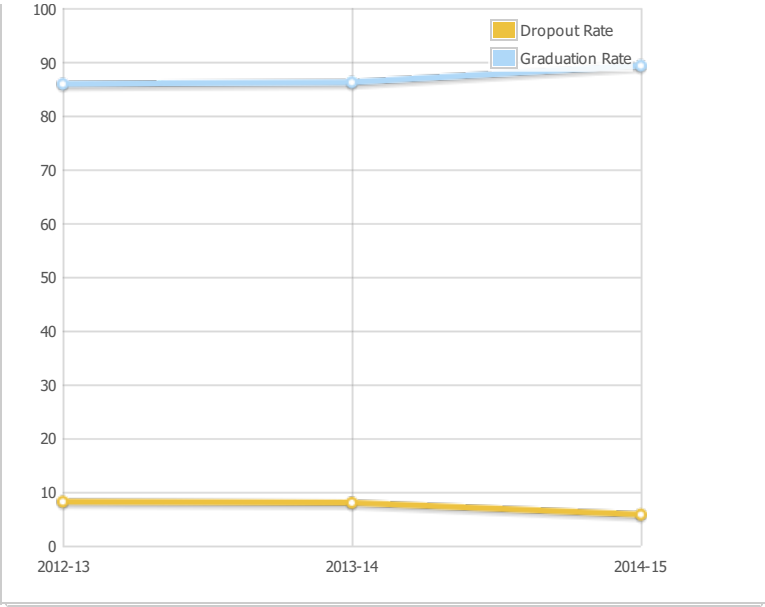
- High school dropout rates; and
- High school graduation rates

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

For COEs that oversee schools that serve high school students, countywide average graduation rates were used for both the schools and the COEs.

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	8.2%	8.0%	5.8%	8.2%	8.0%	5.8%	11.4%	11.5%	10.7%
Graduation Rate	85.90	86.20	89.30	85.60	86.20	89.30	80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	44	84	85
Black or African American	50	69	77
American Indian or Alaska Native	0	33	75
Asian	0	89	99
Filipino	0	86	97
Hispanic or Latino	17	83	84
Native Hawaiian or Pacific Islander	0	100	85
White	100	88	87
Two or More Races	100	100	91
Socioeconomically Disadvantaged	36	83	77
English Learners	0	61	51
Students with Disabilities	20	42	68
Foster Youth	--	--	--

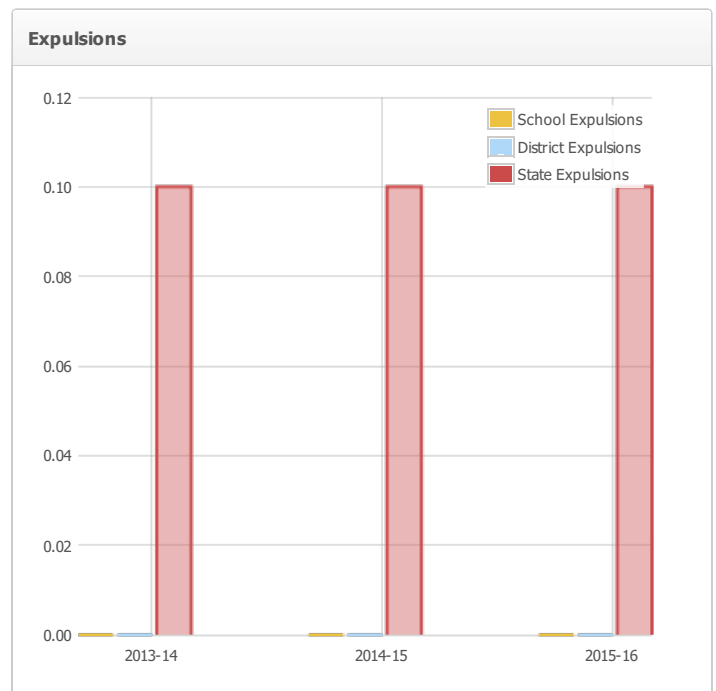
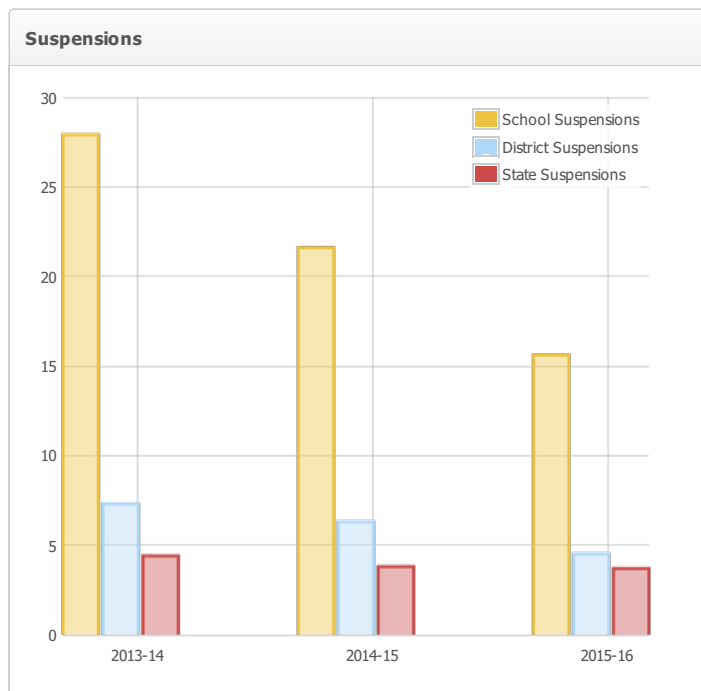
State Priority: School Climate

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

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	27.9	21.6	15.6	7.3	6.3	4.5	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



School Safety Plan (School Year 2016-17)

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 March 2015.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	Not in PI
First Year of Program Improvement	2009-2010	
Year in Program Improvement	Year 5	
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	33.0%

Note: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	16.0	7	0	0	16.0	6	0	0	10.0	5		
Mathematics	16.0	7	0	0	14.0	6	0	0	9.0	5		
Science	16.0	7	0	0	13.0	6	0	0	8.6	5		
Social Science	16.0	7	0	0	12.0	6	0	0	8.8	5		

* 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist		N/A
Social Worker	1.0	N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	1.0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	\$0.0	\$0.0
Percent Difference – School Site and District	--	--	--	--
State	N/A	N/A	\$5677.0	\$0.0
Percent Difference – School Site and State	--	--	--	--

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

Types of Services Funded (Fiscal Year 2015-16)

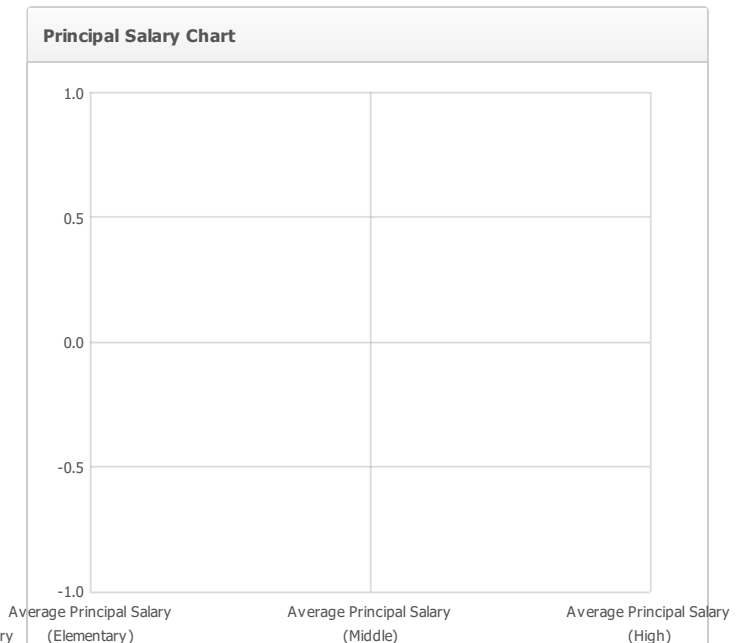
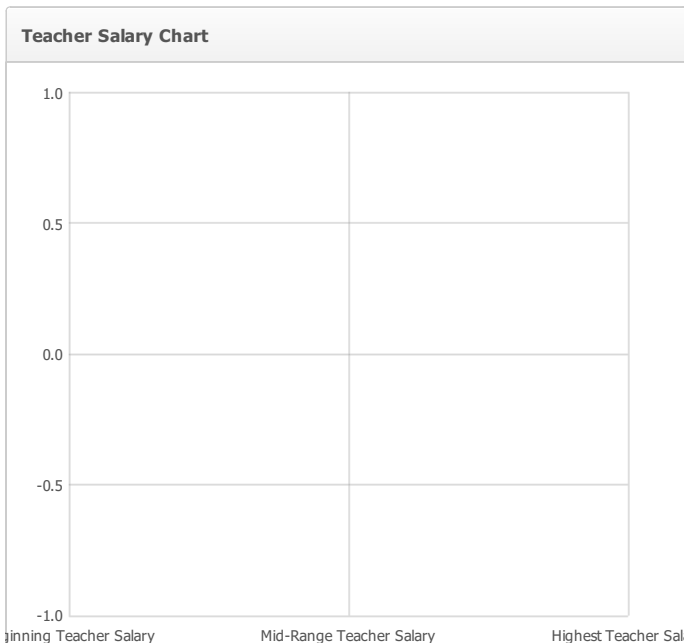
Services available at Golden Gate Community School include:

- Academic testing when first enrolled
- Academic courses leading to graduation
- Support for students with an Individual Educational Program
- Reading Intervention program
- Transition support
- Small student - teacher ratio
- After school tutoring
- Wellness plans for each student
- Social Worker
- Career to College Pathways Counselor

Teacher and Administrative Salaries (Fiscal Year 2014-15)

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	11.5%	0.0%
Percent of Budget for Administrative Salaries	9.7%	0.0%

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



Professional Development

Certificated staff receive three full days of staff development days and classified receive two full day of staff development every year. In 2015-16 school year, these days focused on Truama informed Practices, Big Ideas Math, and Arts Integration.

Additionally, Golden Gate Community School continues partnering with Alameda County Office of Education in a professional development series that will lead to Integrated Learning Specialist Certificate and the implementation of Art Integration curriculum. Integrated learning introduces learners to culturally relevant content through contemporary arts and arts practices. It uses authentic forms of ongoing assessment practices in which students show what they know through performances of understanding. Integrated Learning helps educators to learn the cognitive and cultural strategies to reach every child. It introduces educators to inquiry as means to develop ideas, imagination, redesign curriculum units into art-centered integrated learning experiences that honor the culture and competencies of students in diverse contexts and communities. This series has been redesigned to meet the needs of CCCOE's Community School Educators.

The CCCOE offers support to teachers through a variety of programs, as determined by need. The CCCOE/Saint Mary's College Teacher Induction program provides a collaborative model of support providing a pathway for teachers to clear their credential. Intern teachers participate in the Solano/North Bay/Contra Costa Teacher Intern Program, and are generally referred to the Teacher Induction program 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.