

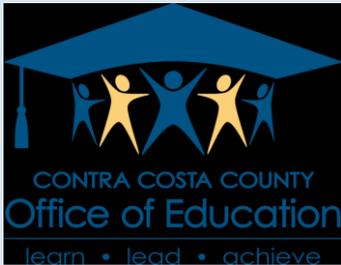


Golden Gate Community Charter School

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

Edward Brown , Principal
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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Contra Costa County Office of Education

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District Governing Board

Fatima S. Alleyne, Ph.D., President
Jeff Belle, Vice President
Christine Deane
Mike Maxwell
Vikki J. Chavez

District Administration

Karen Sakata
Superintendent
Pam Comfort
Deputy Superintendent
Lynn Mackey
**Senior Director Educational
Services**

School Description

Mission: The mission of Golden Gate Community School is to ensure academic improvement and successful transition to their district or college/career while promoting pro-social skills.

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

Golden Gate Community School offers a total of five classes. Classes are located in Martinez (1 class), Rodeo (1 class), Brentwood (1 class), and Pittsburg (2 classes). Golden Gate also offers an Independent Study Program for both Secondary students as well as adults 18-24 at all of the above sites. We have two IS teachers and can attend class as late as 5:00. Regular school hours are 8:00 to 1:00 with a minimum of 4 hours and 15 instructional minutes per day.

Students are referred to GGCS 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)
2. District expelled students who may no longer attend district schools.
4. Students who dropped out of school after age 18.

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

About the SARC

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

- For more information about SARC requirements, 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/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 8	8
Grade 9	14
Grade 10	15
Grade 11	10
Grade 12	6
Total Enrollment	53

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	15.1
American Indian or Alaska Native	0
Asian	0
Filipino	1.9
Hispanic or Latino	35.8
Native Hawaiian or Pacific Islander	0
White	17
Two or More Races	0
Socioeconomically Disadvantaged	77.4
English Learners	18.9
Students with Disabilities	22.6
Foster Youth	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			
Golden Gate Community Charter School	15-16	16-17	17-18
With Full Credential	6	5	8
Without Full Credential	2	1	0
Teaching Outside Subject Area of Competence	0	0	2
Contra Costa County Office of Education	15-16	16-17	17-18
With Full Credential	♦	♦	69
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	5

Teacher Misassignments and Vacant Teacher Positions at this School			
Golden Gate Community Charter	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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 will be adopting new Math curriculum in 2014-15.

Textbooks and Instructional Materials Year and month in which data were collected: Oct 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Character Based Literacy, Santa Clara University (6-12) Adopted 2010 Keys to Learning, Longman California Keystone, (4-8) Adopted 2010 Odyessware Online Curriculum (6-12) Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Go Math, Houghton Mifflin Harcourt 2015 (6-8) Adopted 2016 Larson Big Ideas, Houghton Mifflin Harcourt 2015 Algebra, Geometry (9-12) Adopted 2016 Odyessyware Online Curriculum (6-12) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Focus on Life Science (explorations), Prentice Hall, 2008 (6-8) Adopted 2010 Focus on Earth Science, Prentice Hall, 2008 (9-12) Adopted 2010 Focus on Life h Science, Prentice Hall, 2008 (9-12) Adopted 2010 Odyessyware Online Curriculum (6-12) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	A History of Us, Oxford University Press 2005 (6-12) World History, Connections to Today, Prentice Hall 2005 (9-12) World Cultures and Geography, McDougall Littell 2003 (9-12) Odyessyware Online Curriculum (6-12) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Textbooks and Instructional Materials Year and month in which data were collected: Oct 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	Decisions in Health, Holt Rinehart, Winston 2004 (9-12) Odysseware Online Curriculum (6-12)
Visual and Performing Arts	Exploring Art, Glencoe McGraw Hill 2005 (9-12) Odysseware Online Curriculum (6-12) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The Contra Costa County Office of Education (CCCOE) established the Golden Gate Community School in 1987. This Golden Gate Martinez site has two buildings with two classrooms. 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. 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 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 (Most Recent Year) Year and month in which data were collected: September 2017				
System Inspected	Repair Status			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.

School Facility Good Repair Status (Most Recent Year)					
Year and month in which data were collected: September 2017					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

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. 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.

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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 (Most Recent Year)					
Year and month in which data were collected: September 2017					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces		X			Unsept. Clutter.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			Inoperable lights.
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				X	Unabated weeds. Blinds and screens unkept.
Overall Rating	Exemplary	Good	Fair	Poor	
			X		

The Contra Costa County Office of Education (CCCOE) leases a building in Rodeo from Contra Costa County General Services, which houses one classroom. 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 is restricted, requiring all visitors to check in at the classroom 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 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 fair 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 (Most Recent Year)				
Year and month in which data were collected: September 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Poor service levels. Unkept.
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 Rating	Exemplary	Good	Fair	Poor
			X	

The Contra Costa County Office of Education (CCCOE) completed construction and opened the new Joseph A. Ovick School in Brentwood in the summer of 2008. This school has two buildings with four classrooms. Two of the classrooms are used for Golden Gate Community School classes. 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. 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.

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School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: September 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Dusty surfaces.
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
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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	2	0	46	49	48	48
Math		0	32	30	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	11		14	57	56	54

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	17			
Male	11			
Socioeconomically Disadvantaged	13			

* 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. 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	51	45	88.24	0
Male	34	30	88.24	0
Female	17	15	88.24	0
Black or African American	14	14	100	0
Hispanic or Latino	18	16	88.89	0
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	44	40	90.91	0
English Learners	15	13	86.67	0

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Male	33	29	87.88	0
Female	17	15	88.24	0
Black or African American	13	13	100	0
Hispanic or Latino	18	16	88.89	0
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	43	39	90.7	0
English Learners	15	13	86.67	0
Students with Disabilities	14	11	78.57	0

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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 2017-18)

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

- At the time a student enters GGCS, the student, parent and the classroom teacher meet to go over the student's transcript, and design an Individual Learning Plan. If the student is eligible for special education services, the special education teachers are included in the meeting.
- There are frequent phone calls and meetings, as needed, between the parent/guardian and the teacher.
- Parents are 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 Awards BBQs, Pancake Breakfasts, Field Trips and Golden Gate Challenge Events.

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 or continue with GGCS.

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

State Priority: School Climate

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

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

School Safety Plan

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 Aug 2017.

Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	21.6	15.6	11.7
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	6.3	4.5	4.7
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 Federal Intervention Program		
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	2	
Percent of Schools Currently in Program Improvement	50	

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	1
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	16	12	9	6	6	6						
Mathematics	14	10	8	6	6	6						
Science	13	10	6	6	6	6						
Social Science	12	10	8	6	6	6						

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

Professional Development provided for Teachers

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/Saint Mary's College Beginning Teacher Support and Assessment (BTSA) 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 BTSA 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 16-17 school year was using data and instructional strategies to differentiate instruction and increase academic abilities of our students. The Golden Gate Community School partnered with the Curriculum and Instruction Department to have more intensive training in using computers programs more effectively in the classroom (Google Classroom).

In addition, staff development also focused on improving staff behavior management skills in the classrooms, Arts Integration, effective use of Odysseyware, CBI, and serving special needs students.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (ES)		
Average Principal Salary (MS)		
Average Principal Salary (HS)		
Superintendent Salary		
Percent of District Budget		
Teacher Salaries		
Administrative Salaries		

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$24,386	\$5,434	18,952	\$72,465
District	♦	♦		
State	♦	♦	\$6,574	
Percent Difference: School Site/District				-1.0
Percent Difference: School Site/ State				188.3

* Cells with ♦ do not require data.

Types of Services Funded

Golden Gate Community School offers not only offers academics instruction and curriculum, we also offer Social and Emotional Support. as well. We have a full time Probation Officer that monitors students on probation as well as offers students services when appropriate. We also offer our students college to career counseling/job placement via our Transition Specialists, WIOA, and Workability for our SpEd students. In addition, we have student and family counseling via our school Social Worker/Counselor. GGCS also offers after school tutoring, parenting classes, new mother classes, and a girls' group.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Golden Gate Community Charter	2013-14	2014-15	2015-16
Dropout Rate	67.7	63	66.7
Graduation Rate	19.35	22.22	18.52
Contra Costa County Office of	2013-14	2014-15	2015-16
Dropout Rate	31.4	31.1	42.6
Graduation Rate	12	14.39	19.75
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	4
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		◆
English		◆
Fine and Performing Arts		◆
Foreign Language		◆
Mathematics		◆
Science		◆
Social Science		◆
All courses		

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	100	90.33	87.11
Black or African American	100	87.93	79.19
American Indian or Alaska Native	0	100	80.17
Asian	0	97.37	94.42
Filipino	0	96.97	93.76
Hispanic or Latino	66.67	90.36	84.58
Native Hawaiian/Pacific Islander	0	100	86.57
White	0	88.19	90.99
Two or More Races	0	100	90.59
Socioeconomically Disadvantaged	66.67	87.89	85.45
English Learners	0	38.71	55.44
Students with Disabilities	0	51.85	63.9
Foster Youth	0	70	68.19

Career Technical Education Programs

Golden Gate Community School does not offers CTE courses, but does have students concurrently enrolled in CTE at the local Community Colleges. .

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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).

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.