

# **Mid-cycle Visiting Committee Summary Report**

**ACCREDITING COMMISSION FOR SCHOOLS  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

**FOR**

**GOLDEN GATE COMMUNITY SCHOOLS**

**1111 Stoneman Ave  
Pittsburg, California 94565**

**Contra Costa County Office of Education**

**September 13-15, 2021**

**April 3, 2025**

**Visiting Committee Members**

Peg Hauselt  
Teacher (Retired) Livemore

## SUMMARY

### Include:

- **General comments about the school, including summary of achievement data**

Golden Gate Community Schools (GGCS) is a dependent public charter school authorized by the Contra Costa County Board of Education and administered by the County Superintendent of Schools. It serves 94 students in grades 6-12 in three sites (Richmond, Brentwood, and Pittsburg). Students come from the eighteen school districts within Contra Costa County. The school's charter was renewed this year for a 5-year term. GGCS primarily serves "at-promise" students, including those expelled from their local school district or with behavioral or attendance issues. The school offers both classroom-based independent study instruction (45% of the students) and traditional independent study. It has expanded its traditional independent study option to serve adult students seeking to earn their high school diploma.

Of the current 94 students, 34% are African American, 57% Hispanic, 5% White, and 4% Other, 37% are Special Education, 19% English Language Learners, 82% Socioeconomically Disadvantaged, and 4% Foster Youth. Average Enrollment Duration is 53 days. The school conducts monthly screenings for AB 167, AB 2306, AB 1806, and Adult Student diploma eligibility. Academic as well as transition services are available.

### Student Achievement Data:

1. ELA shows that the 32 students who were tested scored 261.7 points below standard, an increase of 46.1 points, with African American students 333 points below standard and Hispanic students 300.1 points below standard.
2. In math, students scored 302.2 points below standard, an increase of 29.7 points. African American students scored 348 points below standard, and Hispanic students scored 320.6 below standard.
3. Students scored at least 25 points above standard making progress toward EL Proficiency.
4. For all students, no students showed readiness for Career or College.

- **Significant changes and/or developments and their impact on the school**

- **Curriculum Updates:** Adoption of culturally relevant and standards-based curricula, including training and coaching for staff to enhance teaching practices, specifically with integrated and designated ELD. Adoption of asset-based ELD curriculum, English 3D.

**Impact:** This aims to address the rigor of the academic program, leading to more engaging and effective learning experiences that also help students meet their A-G requirements. All classes offered are UC A-G.

- **Change in Leadership:** Changes include a new principal (July 2023), the Court and Community Schools Director (January 2023), and the Special Education Administrator (October 2022).

**Impact:** The schools primary focus has shifted towards enhancing academic growth, increasing academic rigor, curriculum, and behavior as well as social-emotional learning (SEL), parent involvement, and safety to better meet the needs of all students.

- **Social-Emotional Learning (SEL) Integration:** Development of a Multi-Tiered Systems of Support (MTSS) matrix and an SEL curriculum, Ori, with a defined scope and sequence. And there is an LCAP and SPSA goal with attached metrics for SEL.

**Impact:** Addressed students' social-emotional needs and strengthened community and classroom relationships.

- **Equity and Restorative Justice:** Expansion of the integration of Restorative Justice Practices, partnering with Bridge Builders Next Generation.

**Impact:** Promotes inclusivity and reduced conflicts, fostering a more supportive environment for both students and staff.

- **Vocational and Career Readiness Expansion:** Introduced Career Technical Education (CTE) classes and currently working toward building a pathway within Computer Science elective options and field-based learning opportunities.

**Impact:** These changes have broadened students' post-secondary options and real-world preparedness.

- The adoption of a block schedule to facilitate student access to academics, special classes, and CTE opportunities.

**Impact:** Strengthens the students' program by ensuring class time for both academic subjects with increased rigor as well as special classes and CTE offerings. Ensures EL students receive ELD instruction for 30 minutes daily. Provides an advisory period.

- Additional Behavior Specialist available in the classroom to provide additional support for student achievement.

**Impact:** Allows students the support needed so that they can refocus on their learning.

- Wrap around support resources including a transition team providing mental health and an outside counselor available on campus.

**Impact:** Provides students with the social and emotional supports which enables them to engage more fully in their learning,

- ELAC has been reestablished as a stand-alone committee rather than encompassed in SSC.

**Impact:** Promotes an additional avenue for community input into the school's decision-making process. Increases parent involvement in the school.

- **School's follow-up process and process used to prepare the mid-cycle report**

The school uses its LCAP as its action plan. In doing so, it seeks input from all educational partners (staff, students, parents and guardians, SSC, ELAC, and community partners) through meetings and surveys. Data from assessments, attendance, and behavior help inform the identification of focus areas and measurable goals. There are monthly parent meetings to discuss LCAP goals and the school plan. Regular staff meetings and MTSS meetings also review progress.

Progress is monitored through regular data reviews, classroom walkthroughs, and stakeholder surveys and feedback sessions. Quarterly assessments and reviews of Individualized learning plans guide adjustments, and results are shared through formal progress reports, ensuring communication and continuous improvement. The principal with oversight from the SSC has the responsibility to oversee the plan.

The school has participated in charter renewal and a SPED Small LEA Cycle B audit this year, and the data collected for these visits was helpful in preparing this report. Additionally, the school interviewed staff and looked at data analysis and trends. The report itself was then written by the Principal and the Teacher of Special Assignment for School Programs.

- **Summary of progress on action plan that addresses student and school needs and critical areas for follow-up (growth areas for continuous improvement) and impact on student learning.**

**Action Plan goals:**

***Goal 1: Fostering an Engaging School Environment***

The school has made progress on this goal.

- the implementation of a Multi-Tiered Systems of Support (MTSS) matrix
- integrated the Ori SEL curriculum with a defined scope and sequence.
- Expanded the use of Restorative Justice practices through a partnership with Bridge Builders Next Generation.
- Enhanced communication with parents and guardians through strategies such as surveys, newsletters, and workshops in partnership with the Parent Institute for Quality Education (PIQE).

**Impact:** strengthened classroom relationships, improved student well-being, and created a foundation for addressing behavioral and emotional needs by creating a safer and more supportive learning environment.

***Goal 2: Creating and Fostering Plans for Student Success***

The school has made progress in this growth area.

**Curriculum updates:**

- Curriculum updates include the adoption of culturally relevant and standards-based curricula supported by targeted training for staff, particularly in math and science
- Adoption of English 3D fro ELD instruction
- Professional development in project-based learning and STEAM integration
- Frequent Instructional walk-throughs for just-in time feedback in addition to administrative rounds by administration

**Impact:** Improved the rigor of the academic program, enhanced instructional quality, increased student engagement

**Vocation and Career readiness:**

- Introduced CTE courses and developing a pathway in Computer Science
- Expanded field-based learning opportunities
- Collaborative partnerships with local business and community colleges including Diablo Valley and Las Medanos Colleges and 6 Flags.

**Impact:** Created meaningful work-based learning experiences helping to prepare student for real-world challenges

**Assessment Practices:**

- Integration of Individual Learning Plans with data from assessments including Renaissance Testing in reading and math and ELPAC

**Impact:** Allowed instruction to better meet the needs of individual students, provide targeted support, and has improved transparency and consistency in academic expectations.

***Goal 3: Vocational and Career Readiness***

The school has made progress in the growth area.

- The introduction of CTE courses and increased work-based learning opportunities, including field trips and Career Days.

**Impact:** Exposes students to diverse career paths and post-secondary options, there is increased student interest in vocational programs, higher [participation rates in career readiness activities, enhanced real-world preparedness.

The committee verified that all of the areas for growth identified during the last self-study were incorporated into the school's action plan.

### **Schoolwide Strengths**

1. The strong connections that teachers and staff develop with the students.
2. A staff who believes that all students can be successful and who are committed to providing a safe learning environment with appropriate academic, social, and emotional support for all students.
3. A wrap-around support system for all students through MTSS and utilizing outside resources.
4. Professional development centered on instructional practices and curriculum as well as social and emotional student needs.
5. A Leadership Team whose focus includes academic rigor, leading to more engaging and effective learning experiences. All course offerings meet UC/CSU A-G requirements.
6. The expansion of course offerings to include Career Technical Education with Computer Science classes.
7. The use of outside resources, such as COPE, Workability, Pathways to College, and Bridge Builders Next Generation to meet the needs of all students.
8. Increased parent/family/community engagement through the SSC, ELAC, principal check-ins, consistent messaging facilitated by the Family Liaison, and the Parent Institute for Quality Education (PIQE).
9. A focus on instruction and learning supported by professional development, new curricula, and frequent walk-throughs and instructional rounds.
10. An increased use of data facilitated by its integration into protocols and procedures.

### **Growth Areas for Continuous Improvement: The visiting committee concurs with the school's identified areas for growth:**

1. Continue to foster an engaging School Environment based on student, parent, and community input: Expand parent engagement, improve attendance, celebrate students, and enhance safety.
2. Create and foster a plan for future success for each and every student: Provide teacher development, targeted interventions, support English learners, recruit CTE teachers, and track student progress. Provide a viable A-G approved curriculum for all students.
3. Maintain 100% of basic services: Promote prosocial behavior, add staff and community organizations to support, and strengthen ELD strategies with targeted professional development and updated curriculum.
4. Scaling Restorative Practices: Continued focus on training and implementation will ensure schoolwide consistency.

### **Additional Areas for Growth:**

5. Develop and implement processes and procedures for collaboration and co-planning to strengthen lesson planning, curriculum development and implementation, instructional practices, and the use and analysis of data thus promoting increased rigor and consistency for student academic achievement.