Golden Gate Community School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Golden Gate Community School
Street	1111 Stoneman Ave.
City, State, Zip	Pittsburg, CA 94565
Phone Number	(925) 427-3199
Principal	Ricky Mendoza
Email Address	rmendoza@cccoe.k12.ca.us
School Website	https://www.cccoe.k12.ca.us/Departments--Schools/CCCOE-Schools/Court--
Grade Span	6-12
County-District-School (CDS) Code	07 10074 0730614

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Golden Gate Community School (GGCS) is a WASC-accredited alternative education program serving students referred by their home districts or seeking a nontraditional pathway to graduation. GGCS prepares students to successfully return to district schools, earn a high school diploma, or transition to community college or career programs. All courses and credits earned at GGCS are fully transferable to district high schools and community colleges.

GGCS operates four sites—Richmond, Brentwood, and Pittsburg—and offers both in-person classes and a robust Independent Study Program for secondary students and adults 18+. The program serves a diverse student population referred for a variety of reasons, including parent/student choice, SARB recommendations, district expulsions, or re-engagement after dropping out. Students placed by districts may return to their home school after meeting individualized requirements, or they may remain and

2025-26 School Description and Mission Statement

graduate from GGCS by completing the 200-credit requirement.
Golden Gate Community School is student-centered, flexible, and committed to meeting the individual academic and social-emotional needs of each learner.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	1
Grade 7	1
Grade 8	1
Grade 9	17
Grade 10	21
Grade 11	20
Grade 12	9
Total Enrollment	69

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	40.6
Male	53.6
Non-Binary	5.8
American Indian or Alaska Native	1.4
Black or African American	34.8
Hispanic or Latino	56.5
White	4.3
English Learners	11.6
Foster Youth	4.3
Homeless	1.4
Socioeconomically Disadvantaged	81.2
Students with Disabilities	40.6

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.1	39.63	189	57.47	234405.2	84
Intern Credential Holders Properly Assigned	0	0	22	6.71	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	71.4	21.71	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.6	58.38	22.5	6.85	11953.1	4.28
Unknown/Incomplete/NA	0.1	1.88	23.8	7.25	15831.9	5.67
Total Teaching Positions	8	100	328.9	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.2	29.18	183	55.4	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	15.4	4.69	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	9.09	85.9	26.03	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.7	52.55	26	7.88	11746.9	4.23
Unknown/Incomplete/NA	1	9.09	19.8	6	14303.8	5.15
Total Teaching Positions	11	100	330.3	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.5	25.13	184.4	56.96	230039.4	100
Intern Credential Holders Properly Assigned	0	0	19.3	5.97	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.8	8.11	80.5	24.87	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.4	34.83	16.4	5.09	12112.8	4.34
Unknown/Incomplete/NA	3.1	31.83	23	7.11	13705.8	4.91
Total Teaching Positions	9.9	100	323.7	100	278927.1	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0.8
Misassignments	0.00	1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	0.8

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	4.60	5.7	3.4
Total Out-of-Field Teachers	4.60	5.7	3.4

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	2.2	1.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0.7

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

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

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

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

Edgex is used to supplement ELA/Social Studies/History/Science/Electives/Arts/Language instruction as needed and is A-G aligned. Classroom based curriculum is prioritized.

Year and month in which the data were collected	December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Reading/Language Arts: Reading with Relevance, Moving Forward Institute (6-12), Adopted 2019 Edgenuity, various titles, Adopted 2019	0%
Mathematics	Mathematics: Go Math, Houghton Mifflin (6-8), Adopted 2015 Larson Big Ideas, Algebra 1, Geometry (9-12), Adopted 2016 Illustrative Math (Supplemental) Edgenuity, various titles (6-12), Adopted 2019	0%
Science	Science: STEMscopes, NGSS 3D (6-12), Adopted 2022	0%

History-Social Science	Savvas History Social Science, Adopted 2022 UC Berkeley History and Social Studies Project HS Various Titles, Edgenuity (9-12), Adopted 2019	0%
Foreign Language	Spanish, French, German, Edgenuity (9-12), Adopted 2019	0%
Health	Edgenuity, various titles (6-12), Adopted 2019	0%
Visual and Performing Arts	Edgenuity, various titles (6-12), Adopted 2019	0%
Science Laboratory Equipment (grades 9-12)	STEMscopes, NGSS, 3D, Adopted 2022 Edgenuity, various titles (6-12), Adopted 2019	0%

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

School Facility Conditions and Planned Improvements

The Contra Costa County Office of Education (CCCOE) established Golden Gate Community School in 1987, operating across three sites: Joseph Ovick School in Brentwood (two classrooms and one Independent Study class), Pittsburg (two classrooms and one Independent Study class), and Richmond, housed in the Richmond Police Activities League Building (one classroom and one Independent Study class). While on campus, students are supervised by classified and certificated personnel. Early release is only permitted to authorized adults who must sign out the student at the main office.

Each site enforces strict access and visitor protocols to ensure safety. Visitors are required to check in for clearance and registration, while unauthorized visitors are promptly reported to the main office. Volunteers must be interviewed, approved by site administration, and registered with the Human Resources Department after obtaining TB clearance. All staff members wear ID badges for easy identification.

Facilities are regularly cleaned and maintained by custodial staff, with more intensive work scheduled during student breaks to minimize disruptions. Emergency repairs are handled promptly, and specialized equipment is available for students with special needs. The FIT reports are organized by site and reflect the school's commitment to maintaining a safe, functional, and inclusive learning environment.

All identified repair needs have been submitted to facilities department for correction/repair.

Year and month of the most recent FIT report	12/3, 12/4, 12/5 2025

System Inspected	**Rate Good**	**Rate Fair**	**Rate Poor**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			all sites in good repair. Richmond site is Poor due to torn carpet, ceiling tile water stain
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Richmond site Fair due to blocked panel, light panel out, brentwood light fixture is out

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		crack in restroom wall, exhaust fan not working at time of inspection
Safety: Fire Safety, Hazardous Materials	X			Items stored high to be removed. Unsecure ladder removed
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	19	10	49	46	47	48
Mathematics (grades 3-8 and 11)	0	0	26	26	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	47	29	61.70	38.30	10.34
Female	15	12	80.00	20.00	16.67
Male	31	17	54.84	45.16	5.88
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	18	9	50.00	50.00	--
Filipino	--	--	--	--	--
Hispanic or Latino	15	8	53.33	46.67	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	24	61.54	38.46	12.50
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	13	59.09	40.91	7.69

2024-25 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	47	27	57.45	42.55	0.00
Female	15	11	73.33	26.67	0.00
Male	31	16	51.61	48.39	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	18	8	44.44	55.56	--
Filipino	--	--	--	--	--
Hispanic or Latino	15	8	53.33	46.67	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0

Socioeconomically Disadvantaged	39	22	56.41	43.59	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	13	59.09	40.91	0.00

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	7.69	3.57	11.76	4.08	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	49	33	67.35	32.65	6.06
Female	17	13	76.47	23.53	0.00
Male	32	20	62.50	37.50	10.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	19	14	73.68	26.32	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	19	12	63.16	36.84	8.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	40	27	67.50	32.50	3.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	21	16	76.19	23.81	0.00

2024-25 Career Technical Education Programs

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

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

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	60
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	--	--	--	--	--
Grade 7	--	--	--	--	--
Grade 9	20	20	20	20	20

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

Golden Gate Community School (GGCS) provides multiple opportunities for parents and guardians to participate in their student's educational program. Upon enrollment, each student and their parent/guardian meet with school staff—including the Family and Community Engagement Specialist and Administrative Assistant—to review the student's transcript, district requirements, and to develop an Individual Learning Plan. When applicable, special education teachers participate in this process and make recommendations to ensure appropriate placement and support services.

Ongoing communication is a key component of the program. Teachers and support staff maintain frequent contact with parents/guardians through phone calls and meetings, scheduled as needed, to monitor progress and address concerns. Parents/guardians play an essential role in the School Site Council and contribute to the development of the School Plan for Student Achievement (SPSA) and the Local Control and Accountability Plan (LCAP). Monthly Principal Meetings provide families with a forum to voice concerns, receive updates, and participate in workshops designed to support student and family success. Parents are also invited to attend school events such as Open House, regular parent education programs, and other family-focused activities.

At the end of each semester, GGCS holds a Transition Meeting that includes the student, parent/guardian, principal, administrative assistant, transition specialist, family & community engagement specialist, and a representative from the referring district. The team reviews the student's progress, plans for the next semester, and determines whether the student will return to their district or continue at GGCS.

To support ongoing engagement, the school sends quarterly report cards and regular newsletters home to parents, hosts monthly parent meetings, and offers annual parent workshops—including teen parenting classes—to strengthen family involvement and student achievement.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	45	45.8	40.9	5.3	8.4	6.5	8.2	8.9	8
Graduation Rate	55	54.2	36.4	91.6	89.2	89.3	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	44	16	36.4
Female	15	5	33.3
Male	28	11	39.3
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	26	10	38.5
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	16	3	18.8
Socioeconomically Disadvantaged	43	16	37.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	14	3	21.4

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	155	134	91	67.9
Female	56	50	33	66.0
Male	95	81	55	67.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	54	45	29	64.4
Filipino	--	--	--	--
Hispanic or Latino	76	67	47	70.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	17	15	10	66.7
English Learners	30	23	17	73.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	130	113	83	73.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	47	42	29	69.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.96	3.3	9.68	5.32	6.09	4.77	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.08	0.06	0.05	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.68	0.00
Female	7.14	0.00
Male	11.58	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	12.96	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.89	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.88	0.00
English Learners	6.67	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	10.77	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.77	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Golden Gate Community School maintains a comprehensive School Safety Plan designed to ensure a safe, orderly, and responsive learning environment for all students, staff, and visitors. The plan outlines procedures, protocols, and responsibilities that guide the school's prevention, preparedness, and response efforts in both emergency and day-to-day situations.
Key components of the School Safety Plan include:

Emergency Communication Protocols: Staff emergency phone tree and procedures for emergency contacts.
Emergency Teams and Responsibilities: Clearly defined emergency response teams and assigned duties.
Schedules and Training: Staff development schedules, minimum day schedules, and training related to safety procedures.
Safety Leadership: Composition and responsibilities of the Safety Committee and Leadership Team.
Nondiscrimination Policies: Policies and reporting procedures related to discrimination, harassment, and hate crimes for both students and staff.
Campus Safety Procedures: Safe ingress and egress procedures for students, parents, and staff.
Complaint & Reporting Procedures: Uniform complaint procedures for parents; vandalism reporting processes; child abuse reporting laws, forms, and procedures.
Safe School Initiatives: "Safe School" mission statement and related schoolwide initiatives.
Crisis Response Tools: Crisis response checklist and procedures for addressing intruders on campus.
Safety Inspections: Classroom safety inspection checklist and ongoing monitoring.
Emergency Supplies: Inventory of disaster and first aid supplies located in classrooms.
Student Conduct & Discipline: Policies related to student suspension and expulsion, along with schoolwide rules and disciplinary procedures.
Disaster Preparedness: Disaster procedures, emergency drill protocols, and evacuation plans.
Campus Maps: Updated school site maps and emergency plan diagrams.

The School Safety Plan was last reviewed, updated, and discussed with school faculty in Winter 2025/26. A new plan has been developed and is scheduled for review by the School Site Council for board approval in February 2026.

2022-23 Secondary Average Class Size and Class Size Distribution

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

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	23		
Mathematics	4	20		
Science	4	17		
Social Science	5	22		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	18		
Mathematics	7	8		
Science	5	11		
Social Science	6	13		

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	72,649	30,444	42,205	100,313
District	N/A	N/A	135,605	
Percent Difference - School Site and District	N/A	N/A	-105.1	
State	N/A	N/A	$11,146	
Percent Difference - School Site and State	N/A	N/A	116.4	

Fiscal Year 2024-25 Types of Services Funded

Golden Gate Community School delivers rigorous academic instruction supported by a comprehensive curriculum, while placing a strong emphasis on social and emotional learning. The school is committed to preparing students for life beyond the classroom by providing career counseling and job placement opportunities through Transition Specialists, WIOA, and Workability programs—each designed to meet the unique needs of students with Special Needs.
Students with Individualized Education Programs (IEPs) receive a wide range of tailored services, collaboratively determined by the CCSELPA and individual IEP teams to ensure personalized support.
In addition to academic and career guidance, the school prioritizes college counseling for all students, ensuring they are well-prepared for their postsecondary pathways. To support overall well-being, Golden Gate Community School offers student and family counseling through COPE, coordinated by our Family & Community Engagement Specialist. As part of its commitment to strengthening families, the school also provides free parenting classes for parents and guardians.
English Learners receive English Language Development (ELD) instruction from certificated teachers.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

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

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0

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

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

Professional Development

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

The CCCOE dedicates nineteen half-days to staff development, aligning curriculum with Special Education Program goals based on parent feedback, state-mandated test data, and staff assessments tied to student performance. Support programs, such as the Teacher Induction Program (TIP), New Assignment Mentor Support (NAMS), and Peer Assistance Review (PAR),

Professional Development

cater to individual teacher needs, offering collaborative models for credentialing, guidance for new assignments, and pathways for struggling teachers.

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

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	24	23	25