



**California Department of Education  
School Accountability Report Card  
Reported Using Data from the 2015-16 School Year  
Published During 2016-17**

**Gateway International School**  
900 Morse Avenue, Sacramento, CA 95864 ■ (916)286-1985  
Web Site: [www.gischarter.org](http://www.gischarter.org)  
CDS Code: 34674470128124

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**Principal**

Joi Tikoi

**Gateway Community Charters**

5726 Dudley Boulevard, McClellan, CA 95652 ■ (916)286-5129

Website: [www.gcccharters.org](http://www.gcccharters.org)

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**Board of Trustees**

Lillie Campbell  
Bruce Mangerich  
Mark Anderson  
Jack Turner  
Harry Block

**San Juan Unified School District**

3738 Walnut Ave., Carmichael, CA 95609 ■ (916)971-7700

Website: [www.sanjuan.edu](http://www.sanjuan.edu)

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**Superintendent/CEO**

Dr. Cindy Petersen

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>
- View this SARC online at the school and/or LEA web sites.
- 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 and community members should contact the school principal or the GCC Central Office.

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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.

### **Mission Statement**

Our mission is to develop the whole child as a compassionate, life-long learner. Through inquiry, reflection and rigor, students will become globally aware and actively involved in their community and the world.

### **Vision Statement**

Gateway International School (GIS) will provide a safe learning environment where students are empowered to develop international awareness, self-sufficiency, and a sense of pride in their academic and personal success.

### **Contact Information**

Parents or community members who wish to participate in leadership teams, school committees, school activities or become a volunteer, may contact Gateway International School at (916) 286-1985.

### **District & School Profile**

Gateway International School (GIS) is a Gateway Community Charters charter school. Gateway Community Charters (GCC) was created in April 2003 with a vision to create quality schools of choice in the greater Sacramento region with a particular emphasis on serving underserved and at-risk populations. Each of our schools has a unique mission and vision and has a proven track record of serving students within the charter school construct. Gateway Community Charters has a total of seven charter schools and is associated with Twin Rivers School District, San Juan Unified School District, and Yolo County Office of Education as the LEA/oversight agencies.

Gateway International School was opened in August 2013 with an enrollment of 400 students in grades K-8. GIS is an International Baccalaureate (IB) Authorized School. A foundational goal of the school is to create internationally-minded students who are bilingual and care about the global community. GIS offers instruction in multiple languages; Russian, Spanish, and Fijian. The adopted curriculum is integrated into the IB framework and includes transition to the Common Core State Standards and incorporation of 21<sup>st</sup> Century Skills. The school program is balanced and comprehensive in meeting all students' needs and provides a path for intervention.

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

	2015-2016
K	70
Grade 1	54
Grade 2	63
Grade 3	54
Grade 4	74
Grade 5	53
Grade 6	49
Grade 7	28
Grade 8	36
Total Enrollment	480

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

Group	Percentage
Number of Students	480
Black or African American	2.5%
American Indian or Alaska Native	0.0%
Asian	0.2%
Filipino	0.2%
Hispanic or Latino	3.5%
Native Hawaiian or Pacific Islander	2.7%
White	88.8%
Two Or More Races	1.9%
Socioeconomically Disadvantaged	84.0%
English Learners	61.5%
Students with Disabilities	5.0%
Foster Youth	0.0%

### **A. Conditions of Learning**

#### **State Priority: Basic**

The SARC provides the following information relevant to the State Priority: Basic (Priority 1)

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## Teacher Credentials

	School			District
	14-15	15-16	16-17	2016-2017
Fully Credentialed	22	25	24	1814
Without Full Credentials	0	0	0	33
Working Outside Subject (with full credential)	0	0	0	29

## Teacher Misassignments and Vacant Teacher Positions

	14-15	15-16	16-17
Misassignments of Teachers of English Language Learners	0	0	0
Total Missassignment of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners

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

	% of Core Academic Courses Taught by NCLB Compliant Teachers	% of Core Academic Courses Taught by Non-NCLB Compliant Teachers
School	100.00%	0.0%
District	86.0%	13.0%
High Poverty Schools in District	83.0%	16.0%
Low Poverty Schools in District	96.0%	3.0%

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

## Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year Year and Month in which data was collected: January 2017

### Gateway International School Board Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year
K-5 <sup>h</sup>	English/Language Arts	McGraw-Hill	2016
6 <sup>th</sup> -8 <sup>th</sup>	English/Language Arts	Houghton Mifflin Harcourt	2015
K-5 <sup>th</sup>	History/Social Science	Pearson/Scott Foresman	2006
6 <sup>th</sup> -8 <sup>th</sup>	History/Social Science	Houghton Mifflin/McDougal Littell/Holt	2007/2009/2009
K-5 <sup>th</sup>	Mathematics	Pearson/Scott Foresman	2015
6 <sup>th</sup> -8 <sup>th</sup>	Mathematics	Pearson/Scott Foresman	2015
K-6 <sup>th</sup>	Science	Pearson/Scott Foresman	2008
7 <sup>th</sup> -8 <sup>th</sup>	Science	Pearson/Scott Foresman	2015

**School Facilities (School Year 2016-2017)**

Gateway International School consists of 25 classrooms, a multipurpose room, staff lounge, cafeteria, library, computer lab, office, and a playground. GIS administration/staff work in conjunction with the SJUSD maintenance department to maintain a clean, functional, and safe facility for the school community.

**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 Assessments for students in the general education population and the California Alternate Assessments (CAA’s) 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 cognitive disabilities); and
- The percentage of pupils 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 programs of study.

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students**  
Percent of Students Meeting or Exceeding the State Standards

Subject	School			District			State		
	14-15	15-16		14-15	15-16		14-15	15-16	
English/Language Arts	33%	32%		42%	45%		44%	48%	
Mathematics	41%	41%		32%	35%		34%	36%	

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. Double dashes (--) appear in the table when the number of students tested is ten or less.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Eleven (School Year 2015-2016)**

**ELA - Grade 3**

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or
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				Exceeded
All Students	54	53	98.2%	30.2%
Male	23	22	95.7%	27.3%
Female	31	31	100%	32.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	51	50	98%	28%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	49	48	98%	27.1%
English Learners	34	33	97.1%	15.2%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double Dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

#### **ELA - Grade 4**

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	72	71	98.6%	28.2%
Male	36	36	100%	11.1%
Female	36	35	97.2%	45.7%
Black or African	--	--	--	--

American				
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	63	62	98.4%	29%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	61	61	100%	29.5%
English Learners	34	34	100%	5.9%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double Dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

## ELA - Grade 5

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	53	51	96.2%	37.3%
Male	21	19	90.5%	21.1%
Female	32	32	100%	46.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--

Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	45	44	97.8%	38.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	46	44	95.7%	31.8%
English Learners	19	19	100%	10.5%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double Dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

## ELA - Grade 6

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	47	47	100%	31.9%
Male	28	28	100%	25%
Female	19	19	100%	42.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	43	43	100%	32.6%
Two or More Races	--	--	--	--



Socioeconomically Disadvantaged	41	41	100%	34.2%
English Learners	24	24	100%	16.7%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double Dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

## ELA - Grade 7

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	30	29	96.7%	37.9%
Male	18	17	94.4%	29.4%
Female	12	12	100%	50%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	29	96.7%	37.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	25	24	96%	29.2%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double Dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

### ELA - Grade 8

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	34	33	97.1%	30.3%
Male	16	16	100%	12.5%
Female	18	17	94.4%	47.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	30	96.8%	30%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	30	29	96.7%	31%
English Learners	13	13	100%	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

Foster Youth	--	--	--	--
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Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double Dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

### **CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Eleven (School Year 2015-16)**

#### **Mathematics - Grade 3**

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	54	53	98.2%	50.9%
Male	23	22	95.7%	54.6%
Female	31	31	100%	48.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	51	50	98%	50%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	49	48	98%	47.9%
English Learners	34	33	97.1%	36.4%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double Dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

### Mathematics - Grade 4

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	72	71	98.6%	40.9%
Male	36	36	100%	30.6%
Female	36	35	97.2%	51.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	63	62	98.4%	43.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	61	61	100%	39.3%
English Learners	34	34	100%	17.7%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double Dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

### Mathematics - Grade 5

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	53	51	96.2%	45.1%
Male	21	19	90.5%	36.8%
Female	32	32	100%	50%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	45	44	97.8	45.5
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	46	44	95.7%	43.2%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double Dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

## Mathematics - Grade 6

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	47	47	100%	27.7%
Male	28	28	100%	25%
Female	19	19	100%	31.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	43	43	100%	27.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	41	41	100%	29.3%
English Learners	24	24	100%	16.7%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

## Mathematics - Grade 7

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or
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				Exceeded
All Students	30	29	96.7%	55.2%
Male	18	17	94.4%	47.1%
Female	12	12	100%	66.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	29	96.7%	55.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	25	24	96%	50%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

### Mathematics - Grade 8

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	34	33	97.1%	27.3%
Male	16	16	100%	18.8%
Female	18	17	94.4%	35.3%
Black or African	--	--	--	--

American				
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	30	96.8%	30%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	30	29	96.7%	27.6%
English Learners	13	13	100%	7.7%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double Dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

### CAASPP Test Results in Science for All Students

Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)

Subject	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science (Grades 5, 8, 10)	50%	43%	52%	61%	57%	56%	60%	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.



**CAASPP Test Results in Science by Student Group  
Grades Five, Eight and Grade 10 (School Year 2015-2016)**

Group	Total Enrollment	# Valid Scores	% Valid Scores	% Prof/Advanced
All Students	87	84	96.6%	52.4%
Male	37	35	94.6%	40.0%
Female	50	49	98.0%	61.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0%	0%
Asian	--	--	--	--
Filipino	0	0	0%	0%
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	76	74	97.4%	55.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	76	73	96.1%	48%
English Learners	32	32	100%	18.8%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0%	0%
Foster Youth	--	--	--	--

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

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

**Career Technical Education Participation (School Year 2015-16)**

Measure	CTE Program Participation
Number of pupils participating in CTE	--
Percent of pupils completing a CTE program and earning a high school diploma	--
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	--

## Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses required for UC/CSU Admission	--
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0%

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

### California Physical Fitness Test Results (School Year 2015-2016)

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5 <sup>th</sup>	81.7%	67.4%	38.8%
7 <sup>th</sup>	93.1%	86.2%	55.2%

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

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State Priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

### Opportunities for Parental Involvement (School Year 2015-2016)

Gateway International School greatly benefits from its supportive parents who participate in various school activities, field trips, and volunteer in the classroom. Parents serve on the School Site Council (SSC), English Learner Advisory Committee (ELAC) and provide feedback regarding the school's Single School District and LCAP plans. For more information about parent involvement opportunities at the school, contact the school office at 916.286.1985.

### State Priority: Pupil Engagement

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

- High School dropout rates; and
- High School graduation rates.

Note: Gateway International School is a K-8 school and none of the above indicators are applicable.

**State Priority: School Climate**

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

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

**Suspensions and Expulsions**

Rate	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspensions	0.7%	2.4%	2.3%	7.4%	5.7%	5.7%	4.4%	3.8%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%

**School Safety Plan**

Gateway Community Charters, in conjunction with Gateway International School, has adopted a Comprehensive School Safety Plan that is reviewed and revised in February and board-adopted by March 1 each year. The plan addresses required elements such as campus safety and security, emergency preparedness, disaster plans, school uniform policy, student discipline, anti-discrimination and harassment, anti-bullying, etc.

School safety is a primary concern at Gateway International School. The school strives to be in compliance with all laws, rules, and regulations pertaining to hazardous materials and state fire/earthquake standards. Each classroom and office area has an Emergency Preparedness Guide. The school at large has regular fire, earthquake and lockdown drills. The safety plan is updated each year and reviewed with staff every fall. A school site representative participates on the Gateway Community Charters Safety Committee. Visitors to the school must first check in at the front office. All students must be signed out at the end of the day.

**Discipline & Climate for Learning**

Students at Gateway International School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Gateway International School participates in the Flippen Group’s “Capturing Kids’ Hearts” program that teaches students how to self-regulate their behavior. The CKH program promotes positive student behavior and school culture.

In addition, all students receive character development education through the IB Learner Profile. The goal of Gateway International School’s discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of school rules and discipline policies through the Parent & Student handbook which is sent home at the beginning of the school year.

**Student Recognition**

The emphasis at Gateway International School is on recognition for safe, positive behavior choices and excellence in a variety of areas, especially behavior that exhibits good citizenship and sportsmanship. Other behavior that

students are recognized for include: Student of the Month, Attendance, Honor Roll and Principal’s List. In addition, each teacher positively reinforces appropriate behavior in his/her own classroom through written and verbal affirmations.

**D. Other SARC Information**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

**Federal Intervention Program (School Year 2016-2017)**

	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in PI	NA	17
Percent of Schools Identified for PI	NA	65.4%

**Average Class Size and Class Size Distribution (Elementary)**

	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K	22	23	22	0	1	1	3	2	2	0	0	0
1	27	21	24	0	2	0	2	1	2	0	0	0
2	24	27	27	0	0	1	3	2	2	0	0	0
3	23	24	21	0	0	0	2	3	2	0	0	0
4	23	25	24	0	0	0	2	2	3	0	0	0
5	32	22	25	0	1	0	1	1	2	0	0	0
6	35	28	21	0	1	0	0	10	4	10	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

**Average Class Size and Class Size Distribution (Secondary)**

	Average Class Size			Classrooms Containing:								
				1-22 Students			23-32 Students			33+ Students		
	13-14	14-15	14-15	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
English	27	33	30	0	0	0	4	2	2	0	2	0
Mathematics	27	33	30	0	0	0	4	2	2	0	2	0
Science	26	33	30	0	0	0	2	1	2	0	1	0
Social Studies	26	33	30	1	0	0	3	1	2	0	2	0

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

## Academic Counselors and Other Support Staff (School Year 2014-15)

	Number of Staff	Average Number of Students per Academic Counselor
Academic Counselor	1	480
Counselor (Social/Behavioral)	0	NA
Library Media Teacher (Librarian)	0	NA
Library Media Paraprofessional	1	NA
Psychologist	1 (As Needed)	NA
Social Worker	0	NA
School Nurse	1 (As Needed)	NA
Resource Specialist Program Teacher	1	NA
Speech and Language Specialist	1 (As Needed)	NA
Athletic Director	1 (As Needed)	NA

Note: Cells with NA values do not require data.

### Expenditures & Services Funded

In addition to general state LCFF funding, Gateway International School receives state and federal funding for the following categorical and other support programs:

- Title I - Various programs/additional support to assist students of low-socioeconomic status
- Public Charter School Grant Program
- State Lottery
- State Lottery, Instructional Materials
- State/Federal Special Education Funds

### Professional Development - Most Recent Three Years

Staff members at GIS participate in a comprehensive program of professional development. The primary focus of professional development at GIS is the school-wide mastery of integral IB program elements such as the Learner Profile and Programme of Inquiry that are requirements for full IB certification. Administrators and teachers have participated in official IB trainings as well as school-level collaboration to develop IB Programme of Inquiry units. With the changing landscape of standards-based education and the onset of Common Core State Standards and Next Generation Science Standards, staff has been participating in a multitude of trainings to prepare for the shifts. Furthermore, GIS is a Project GLAD (Guided Language Acquisition Design) school and staff participates in trainings in order to best serve the large number of English Learners at the school. In addition, there has been a recent focus on educational technology/implementation this year with the acquisition of new Chromebook and Surface carts - implementation of educational technology and its related curriculum has been an ongoing topic at professional development sessions. Finally, GIS is a Capturing Kids' Hearts (CKH) school - CKH is a comprehensive program designed to enhance school culture as well as build self-regulated behavior among students. The program requires frequent staff development and collaboration.

The school offers five staff development days annually and holds weekly collaboration meetings where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Friday afternoon collaboration is also utilized for review of school-wide and student specific data to create critical intervention and support strategies to ensure ongoing student growth and success.