

Gateway Center

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

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.



Jeneé Littrell, Principal

Principal, Gateway Center

About Our School

Contact

Gateway Center
35 Tower Rd.
San Mateo, CA 94402-4000

Phone: 650-802-5472
E-mail: jlttrel@smcoe.org

About This School

Contact Information (School Year 2016-17)

| District Contact Information (School Year 2016-17) | |
|--|--|
| District Name | San Mateo County Office of Education |
| Phone Number | (650) 802-5550 |
| Superintendent | Anne Campbell |
| E-mail Address | acampbell@smcoe.org |
| Web Site | http://www.smcoe.org |

| School Contact Information (School Year 2016-17) | |
|--|--|
| School Name | Gateway Center |
| Street | 35 Tower Rd. |
| City, State, Zip | San Mateo, Ca, 94402-4000 |
| Phone Number | 650-802-5472 |
| Principal | Jeneé Littrell, Principal |
| E-mail Address | jlittrell@smcoe.org |
| Web Site | http://www.smcoe.org |
| County-District-School (CDS) Code | 41104130113332 |

Last updated: 1/12/2017

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

San Mateo County Office of Education

Court and Community Schools: Gateway Center

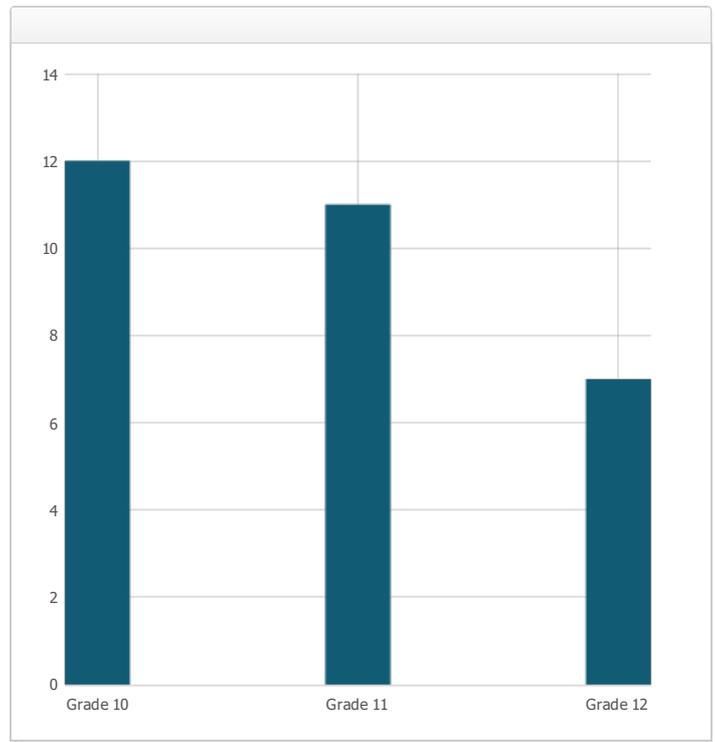
The San Mateo County Office of Education Court and Community School Program provides a student-centered, standards-based curriculum that prepares students for future success. Through dual enrollment opportunities and online curriculum options Gateway students have unique opportunities to follow a college preparatory course of study and complete California's High School Requirements for Graduation. Through Common Core standards based curriculum and a character-based literacy program, we hold high expectations for all of our students. Student success is also measured in terms of everyday motivation, positive interactions, and personal accountability.

Gateway Community School provides an open-entry/open-exit program for students who can benefit from an alternative school setting. Students are placed at Gateway when referred by juvenile probation or by a local school district for reasons such as expulsion or as a result of a School Attendance Review Board (SARB) hearing. Gateway may also serve students who are homeless or students who are in the foster care system. Gateway's educational program is student-centered and adapted to meet individual needs. Gateway and referring districts are frequently involved in collaborative planning between the programs. Gateway is staffed with highly qualified teachers, paraeducators, and Probation staff. Special Education and English Language Development services and support are available to all qualifying students.

Last updated: 1/12/2017

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

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 10 | 12 |
| Grade 11 | 11 |
| Grade 12 | 7 |
| Total Enrollment | 30 |



Last updated: 1/12/2017

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

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 6.7 % |
| American Indian or Alaska Native | 0.0 % |
| Asian | 0.0 % |
| Filipino | 3.3 % |
| Hispanic or Latino | 63.3 % |
| Native Hawaiian or Pacific Islander | 16.7 % |
| White | 10.0 % |
| Two or More Races | 0.0 % |
| Other | 0.0 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 73.3 % |
| English Learners | 43.3 % |
| Students with Disabilities | 23.3 % |
| Foster Youth | 3.3 % |

Last updated: 1/12/2017

A. Conditions of Learning

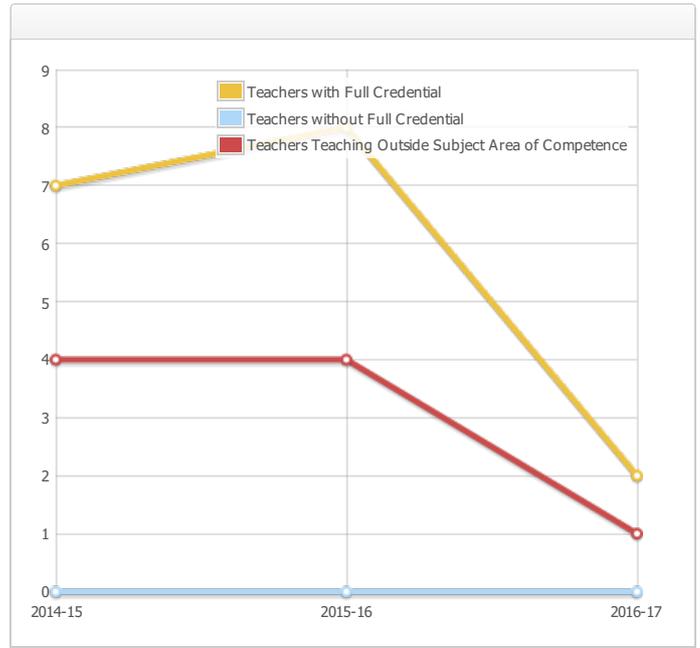
State Priority: Basic

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

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

Teacher Credentials

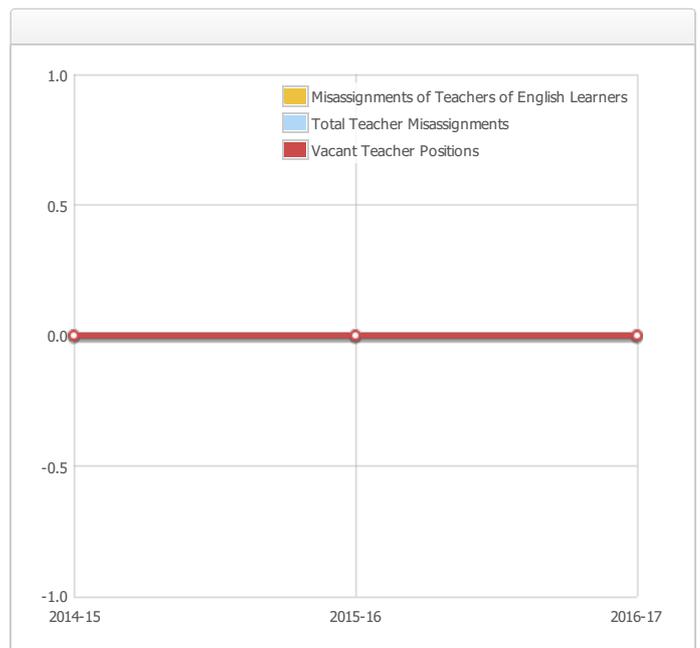
| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2014-15 | 2015-16 | 2016-17 | 2016-17 |
| With Full Credential | 7 | 8 | 2 | 41 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 4 | 4 | 1 | 3 |



Last updated: 1/12/2017

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |



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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/12/2017

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

| Location of Classes | Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|----------------------------------|--|--|
| This School | 68.0% | 32.0% |
| All Schools in District | 79.0% | 21.0% |
| High-Poverty Schools in District | 68.0% | 32.0% |
| Low-Poverty Schools in District | 100.0% | 0.0% |

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

Last updated: 1/12/2017

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

Year and month in which data were collected: September 2016

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|--|----------------------------|--|
| Reading/Language Arts | English / Language Arts – Prentice Hall/Character-Based Literacy English Language Development – Hampton Brown | Yes | 0.0 % |
| Mathematics | Mathematics - Prentice Hall | Yes | 0.0 % |
| Science | Science - Prentice Hall | Yes | 0.0 % |
| History-Social Science | History - Social Science - Prentice Hall | Yes | 0.0 % |
| Foreign Language | N/A | | 0.0 % |
| Health | | Yes | 0.0 % |
| Visual and Performing Arts | | Yes | 0.0 % |
| Science Lab Eqmpt (Grades 9-12) | N/A | N/A | 0.0 % |

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

Last updated: 1/12/2017

School Facility Conditions and Planned Improvements

Gateway School meets all standards of good repair. No deficiencies are noted.

Last updated: 1/12/2017

School Facility Good Repair Status

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

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

Overall Facility Rate

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

| | |
|----------------|-----------|
| Overall Rating | Exemplary |
|----------------|-----------|

Last updated: 1/12/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

| Subject | Percent of Students Meeting or Exceeding the State Standards | | | | | |
|--|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts / Literacy (grades 3-8 and 11) | 10.0% | 7.0% | 10.0% | 5.0% | 44.0% | 48.0% |
| Mathematics (grades 3-8 and 11) | 0.0% | -- | 9.0% | 1.0% | 34.0% | 36.0% |

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

Last updated: 1/12/2017

ELA - Grade 11

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 18 | 14 | 77.8% | 7.1% |
| Male | 13 | 11 | 84.6% | 9.1% |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

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

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

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

Last updated: 1/12/2017

Mathematics - Grade 11

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|--------------------------------|
| All Students | 18 | 14 | 77.8% | -- |
| Male | 13 | 11 | 84.6% | -- |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

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

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

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

Last updated: 1/12/2017

CAASPP Test Results in Science for All Students

| Subject | Percentage of Students Scoring at Proficient or Advanced | | | | | | | | |
|-------------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 13.0% | 14.0% | 6.0% | 11.0% | 11.0% | 21.0% | -- | -- | -- |

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

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

Last updated: 1/12/2017

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

| Student Group | Total Enrollment | Number of Students with Valid Scores | Percent of Students with Valid Scores | Percent Proficient or Advanced |
|---|------------------|--------------------------------------|---------------------------------------|--------------------------------|
| All Students | 17 | 16 | 94.1% | 6.3% |
| Male | 12 | 11 | 91.7% | 0.0% |
| Female | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% |
| Asian | 0 | 0 | 0.0% | 0.0% |
| Filipino | 0 | 0 | 0.0% | 0.0% |
| Hispanic or Latino | 13 | 12 | 92.3% | 0.0% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | -- | -- | -- | -- |
| Two or More Races | 0 | 0 | 0.0% | 0.0% |
| Socioeconomically Disadvantaged | 13 | 12 | 92.3% | 0.0% |
| English Learners | 11 | 10 | 90.9% | 0.0% |
| Students with Disabilities | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- |

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

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

Last updated: 1/12/2017

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

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

| Grade Level | Percentage of Students Meeting Fitness Standards | | |
|-------------|--|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 9 | 0.0% | 0.0% | 0.0% |

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

Last updated: 1/12/2017

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-17)

The Court and Community Schools Program actively seeks to build a positive school culture and increase student achievement through a cooperative effort of the program staff, students, parents/guardians, juvenile probation staff, referring districts, 17th District Parent Teacher Association (PTA), community based organizations, partner agencies, and the combined School Site Council, District Advisory Committee, English Learner Advisory Committee, and District English Learner Advisory Committee (SSC/DAC/ELAC/DELAC).

In particular, the Program welcomes parent/guardian involvement as critical stakeholders. Parents/guardians are encouraged to participate and/or directly assist in the school's educational programs. Ways to become involved include working in the classrooms, assisting with and attending special events, chaperoning on field trips, raising funds, supplying educational materials, providing technical assistance, serving on committees, and taking on various leadership roles. The Court and Community Schools Program has a detailed parent involvement plan and a program compact which is reviewed and updated as needed by the SSC/DAC/ELAC/DELAC on an annual basis.

For more information about how to become involved in the school, please contact Jeneé Littrell, Community Schools Principal at (650) 598-2150 or nmagee@smcoe.org.

State Priority: Pupil Engagement

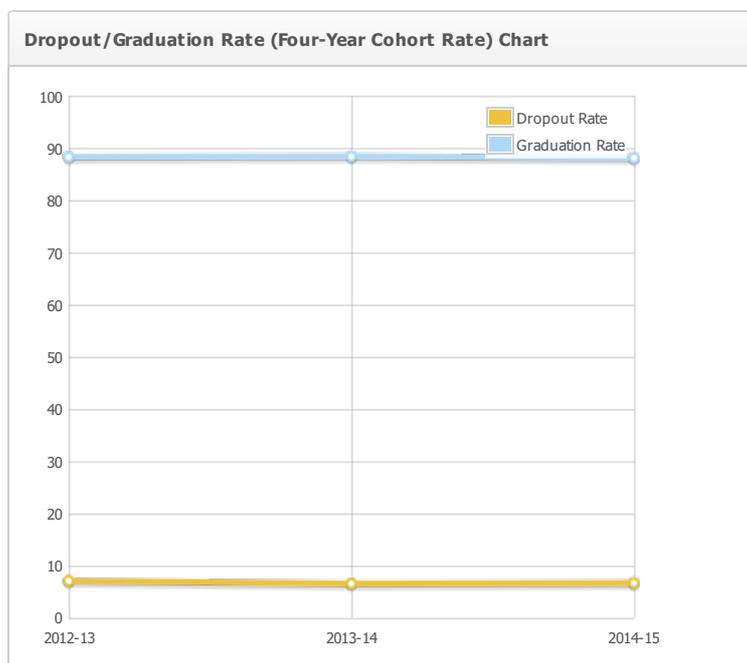
Last updated: 1/12/2017

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

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

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

| Indicator | School | | | District | | | State | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Dropout Rate | 7.1% | 6.6% | 6.7% | 7.1% | 6.6% | 6.7% | 11.4% | 11.5% | 10.7% |
| Graduation Rate | 88.30 | 88.40 | 88.10 | | | | | | |



Last updated: 1/12/2017

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

| Student Group | School | District | State |
|-------------------------------------|---------------|-----------------|--------------|
| All Students | 68 | 47 | 85 |
| Black or African American | 0 | 100 | 77 |
| American Indian or Alaska Native | 0 | 0 | 75 |
| Asian | 100 | 33 | 99 |
| Filipino | 100 | 40 | 97 |
| Hispanic or Latino | 43 | 36 | 84 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 85 |
| White | 75 | 79 | 87 |
| Two or More Races | 0 | 0 | 91 |
| Socioeconomically Disadvantaged | 45 | 46 | 77 |
| English Learners | 56 | 33 | 51 |
| Students with Disabilities | 100 | 45 | 68 |
| Foster Youth | -- | -- | -- |

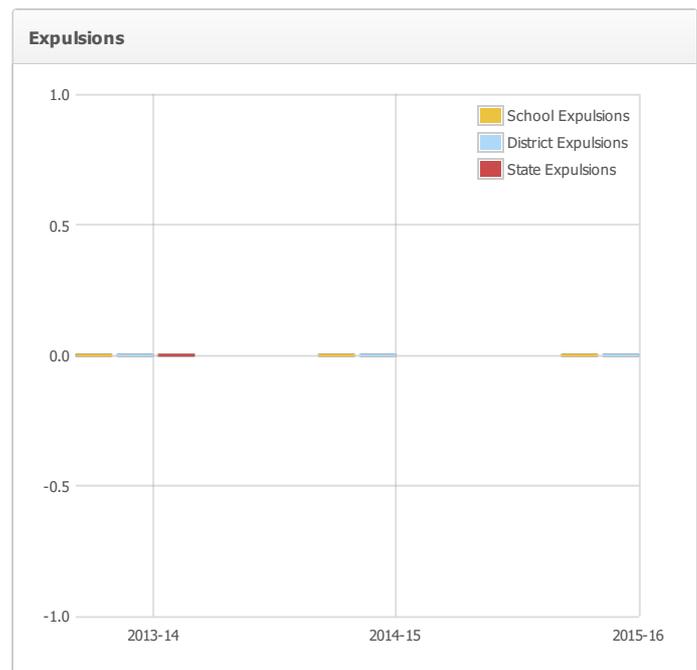
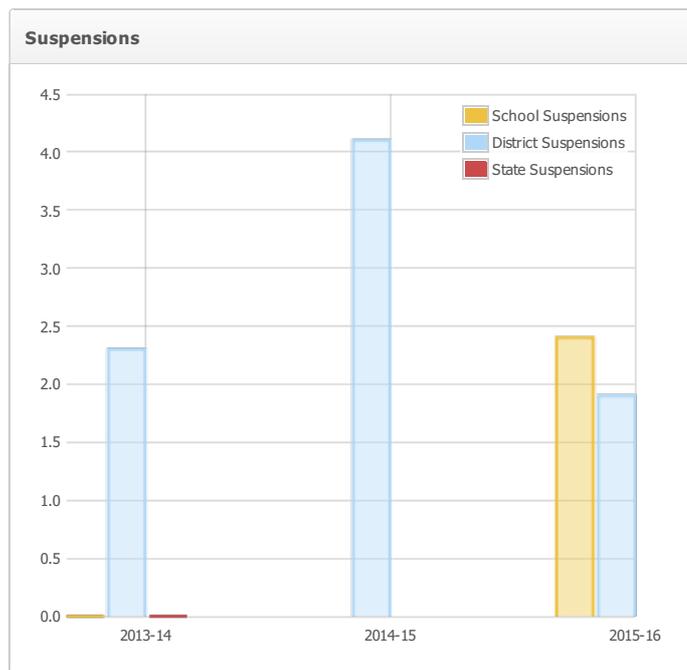
State Priority: School Climate

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

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

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | | | 2.4 | 2.3 | 4.1 | 1.9 | | | |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | | |



Last updated: 1/12/2017

School Safety Plan (School Year 2016-17)

Gateway Community School staff reviews the school safety plan at the beginning of each school year. The key elements of the plan include emergency procedures for a wide variety of events and follows the Big Five protocol, the countywide plan for emergency response. The safety plan also covers important phone numbers, and roles and responsibilities of staff. An emergency preparedness committee reviews and updates the safety plan on an on-going basis. Safety drills are conducted regularly. Professional development is provided as needed in related areas such as first aid/CPR, emergency response/crisis training, and youth mental health first aid.

Each classroom has a telephone, a two way radio, and an up-to-date emergency first-aid backpack. All visitors are required to check-in at the office. Probation group supervisors are present on campus at all times during the school day to provide safety and security detail. A school resource officer is assigned to Gateway and is a presence on campus often and as requested.

Last updated: 1/12/2017

D. Other SARC Information

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

Federal Intervention Program (School Year 2016-17)

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2012-2013 | 2011-2012 |
| Year in Program Improvement | Year 2 | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 1 |
| Percent of Schools Currently in Program Improvement | N/A | 20.0% |

Note: Cells with NA values do not require data.

Last updated: 1/12/2017

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2013-14 | | | | 2014-15 | | | | 2015-16 | | | |
|----------------|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|
| | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | |
| | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ | | 1-22 | 23-32 | 33+ |
| English | 15.0 | 1 | 0 | 0 | 15.0 | 1 | 0 | 0 | 15.0 | 1 | 0 | 0 |
| Mathematics | 15.0 | 1 | 0 | 0 | 15.0 | 1 | 0 | 0 | 15.0 | 1 | 0 | 0 |
| Science | 15.0 | 1 | 0 | 0 | 15.0 | 1 | 0 | 0 | 15.0 | 1 | 0 | 0 |
| Social Science | 15.0 | 1 | 0 | 0 | 15.0 | 1 | 0 | 0 | 15.0 | 1 | 0 | 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.

Last updated: 1/12/2017

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

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|-----------------------------------|---|
| Academic Counselor | 0.0 | 0.0 |
| Counselor (Social/Behavioral or Career Development) | 0.0 | N/A |
| Library Media Teacher (librarian) | 0.0 | N/A |
| Library Media Services Staff (paraprofessional) | 0.0 | N/A |
| Psychologist | 0.2 | N/A |
| Social Worker | 0.0 | N/A |
| Nurse | 0.1 | N/A |
| Speech/Language/Hearing Specialist | 0.1 | N/A |
| Resource Specialist (non-teaching) | 1.0 | N/A |
| Other | 0.0 | N/A |

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

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

Last updated: 1/12/2017

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

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/Restricted) | Expenditures Per Pupil (Basic/Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site | \$83269.2 | \$11747.4 | \$71521.8 | \$90426.0 |
| District | N/A | N/A | \$0.0 | \$0.0 |
| Percent Difference – School Site and District | N/A | N/A | -- | -- |
| State | N/A | N/A | \$5677.0 | \$0.0 |
| Percent Difference – School Site and State | N/A | N/A | -- | -- |

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

Last updated: 1/12/2017

Types of Services Funded (Fiscal Year 2015-16)

Academic curriculum to meet graduation requirements
 Elective classes
 Transition support
 Credit Recovery Program
 Counseling Interns
 Special Education:
 • Resource Specialist Program
 • Speech/Language
 Title I Neglected and Delinquent Funding
 Title I, Part A, Enrichment Services
 Title II
 Title III
 Educational field trips
 Intervention at all grade levels
 Silicon Valley Math Initiative
 Probation Staff
 Technology Upgrades
 Professional Development
 Positive Behavior Intervention and Support System
 Measures of Academic Progress (MAP) Assessment
 Parent Engagement

Last updated: 1/12/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

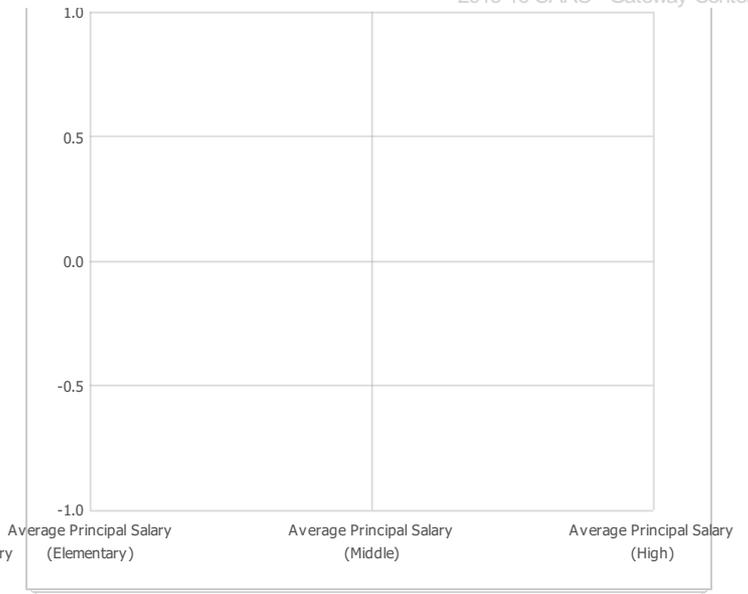
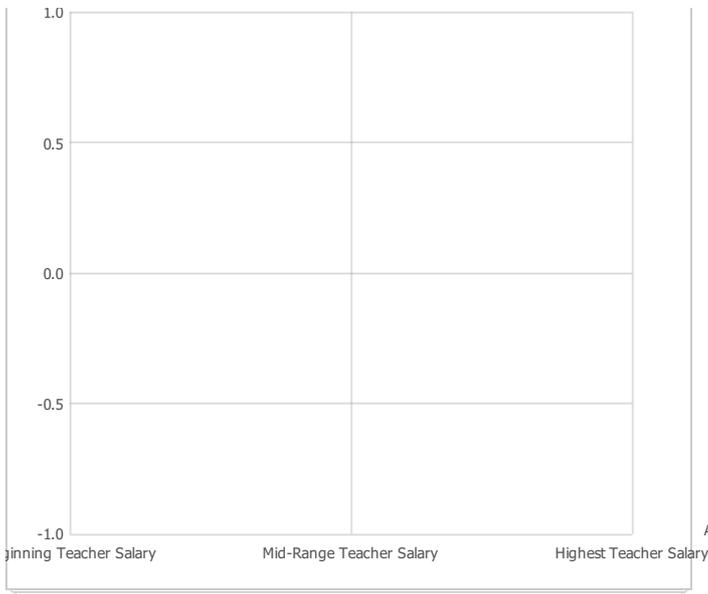
County Office of Education programs are not required to report this data as the State Department does not collect comparative data.

| 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 | 0.0% | 0.0% |
| Percent of Budget for Administrative Salaries | 0.0% | 0.0% |

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/12/2017

Professional Development

- Gateway Community School Staff participates in professional development as a staff two times per month. Areas of focus include but are not limited to the following:
- Common Core State Standards Instruction
 - Academic Language Instruction
 - ELD Standards Implementation
 - Positive Behavior Intervention and Support System Implementation
 - Emergency/Crisis Preparedness Training
 - Youth Mental Health Training
 - WASC Self Study Sessions
 - Content Specific Conferences and Workshops
 - Specialized Staff (e.g., Resource Specialists, Support Teachers) Workshops and Trainings

Last updated: 1/12/2017