



School Accountability Report Card for the 2020-2021 School Year

Address: 1430 Scott St., San Francisco, CA 94115

Phone: 415-749-3600

Principal: Becca Wieder and Stephanie Khaziran

Grade Span: 9-12

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.

About This School

21-22 District Contact Information

Entity	Contact Information
District Name	Gateway Public Schools
Phone Number	415-749-3600
Superintendent	Sharon Olken
Email Address	solken@gatewaypublicschools.org
Website	gatewaypublicschools.org

21-22 School Contact Information

Entity	Contact Information
School Name	Gateway High School
Street	1430 Scott St
City, State, Zip	San Francisco, CA 94115
Phone Number	415-749-3600
Principal	Rebecca Wieder and Stephanie Khaziran
Email Address	bwieder@gatewayhigh.org , skhaziran@gatewayhigh.org
Website	gatewaypublicschools.org/ghs
County-District-School (CDS) Code	3868478-3830437-0141

20-21 Student Enrollment by Grade Level (School Year 2020–2021)

Grade Level	Number of Students
Grade 9	137
Grade 10	132
Grade 11	121
Grade 12	120
Total Enrollment	510

20-21 Student Enrollment by Student Group (School Year 2020–2021)

Student Group	Percent of Total Enrollment
Female	49%
Male	51%
Non-Binary	0%
American Indian or Alaska Native	1%
Asian	16%
Black or African American	12%
Filipino	1%
Hispanic or Latino	38%
Native Hawaiian or Pacific Islander	0%
Two or More Races	11%
White	21%
English Learners	7%
Foster Youth	0%
Homeless	0%
Migrant	0%
Socioeconomically Disadvantaged	47%
Students with Disabilities	19%

21-22 School Description and Mission Statement

Gateway Public Schools' mission is to prepare a broad range of learners for success in college and beyond. As model public charter schools, we are committed to serving a student body that reflects the diversity of San Francisco including a special emphasis on students with diagnosed learning disabilities, and helping each and every one of our students get into college and thrive. We believe that all students are capable of learning at high levels when schools pair high expectations and a school-wide understanding that students learn differently. At Gateway, we combine a rigorous academic program with an approach where the individual talents, strengths, and needs of our learners are identified and supported.

In addition to providing a high quality public education to our students, we seek to accomplish two important broader goals:

By ensuring that each of our students (more than 75% of whom are students of color, more than 40% are first-generation college-bound, and more than 25% have diagnosed learning disabilities) have post-secondary opportunities, we hope to help change the demographics of the college-bound population in San Francisco;

By serving as model public schools, we hope to demonstrate that public education can and does work for diverse learners, share our best practices, and, as such, serve as a change agent within the public sphere.

A. Conditions of Learning

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)

Gateway uses a range of instructional materials that map to the Common Core standards and state frameworks for each subject area. Most courses do not draw upon a single text or textbook, but rather pull from a variety of sources that allow for learners to access content and develop skills through a variety of means. Gateway provides sufficient copies of texts for all students to use in class and to take home. Appropriate science laboratory equipment is available for all laboratory science courses.

In addition, during distance learning and the 2020-2021 school year, Gateway implemented a variety of online instructional tools and instituted a 1:1 Chromebook program. This ensured that all Gateway students have access to a device to use at home or at school, as well as a variety of instructional materials that can be used at home or at school.

Year and month in which the data were collected: July 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	See narrative above	Yes	0
Mathematics	See narrative above	Yes	0
Science	See narrative above	Yes	0
History-Social Science	See narrative above	Yes	0

Foreign Language	See narrative above	Yes	0
Health	See narrative above	Yes	0
Visual and Performing Arts	See narrative above	Yes	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0

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

School Facility Conditions and Planned Improvements

The Gateway High School site is in overall great condition. The site is provided by San Francisco Unified who has been a great partner in maintaining and improving the campus through the years. The most recent school wide renovations occurred in 2022 with ADA improvements. The site has also seen many area specific renovations including the addition of a fitness center, garden spaces and a 500 sq ft STEM space. Janitorial services thoroughly clean all classrooms, halls and restrooms nightly as well as throughout the day. Regular maintenance and inspections are performed weekly and as necessary.

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2021

System Inspected	Rate Good
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X
Interior: Interior Surfaces	X
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X
Electrical: Electrical	X
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X
Safety: Fire Safety, Hazardous Materials	X
Structural: Structural Damage, Roofs	X
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X

Overall Facility Rate- *Year and month of the most recent FIT report: July 20221*

Overall Rating

Exemplary	Good	Fair	Poor
	X		

A. 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).
- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

 - Aligned with CA CCSS for ELA and mathematics;
 - Available to students in grades 3 through 8, and grade 11; and
 - Uniformly administered across a grade, grade span, school, or district to all eligible students.
 - **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - Smarter Balanced ELA and mathematics summative assessments;
 - Other assessments meeting the SBE criteria; or

- o Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
- **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.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completing a
state-administered assessment**

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2019–2020	School 2020–2021	District 2019–2020	District 2020–2021	State 2019–2020	State 2020–2021
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: The 2020–2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020–2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020–2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020–2021 school year to other school years.

**CAASPP Test Results in ELA by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	121	NT	NT	NT	NT
Female	61	NT	NT	NT	NT
Male	60	NT	NT	NT	NT
American Indian or Alaska Native	–	NT	NT	NT	NT
Asian	20	NT	NT	NT	NT
Black or African American	–	NT	NT	NT	NT
Filipino	0	NT	NT	NT	NT
Hispanic or Latino	35	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	NT	NT	NT	NT
Two or More Races	20	NT	NT	NT	NT
White	34	NT	NT	NT	NT
English Learners	–	NT	NT	NT	NT
Foster Youth	0	NT	NT	NT	NT
Homeless	0	NT	NT	NT	NT
Military	0	NT	NT	NT	NT
Socioeconomically Disadvantaged	46	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	NT	NT	NT	NT
Students with Disabilities	16	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for ELA.

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

**CAASPP Test Results in Mathematics by Student Group
for students taking and completing a state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	121	NT	NT	NT	NT
Female	61	NT	NT	NT	NT
Male	60	NT	NT	NT	NT
American Indian or Alaska Native	–	NT	NT	NT	NT
Asian	20	NT	NT	NT	NT
Black or African American	–	NT	NT	NT	NT
Filipino	0	NT	NT	NT	NT
Hispanic or Latino	35	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	NT	NT	NT	NT
Two or More Races	20	NT	NT	NT	NT
White	34	NT	NT	NT	NT
English Learners	–	NT	NT	NT	NT
Foster Youth	0	NT	NT	NT	NT
Homeless	0	NT	NT	NT	NT
Military	0	NT	NT	NT	NT
Socioeconomically Disadvantaged	46	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	NT	NT	NT	NT
Students with Disabilities	16	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Mathematics.

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

Local Assessment Test Results in ELA by Student Group

Assessment Name(s): Scholastic Reading Inventory

Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	121	119	98%	2%	76%
Female	61	60	98%	2%	72%
Male	60	59	98%	2%	80%
American Indian or Alaska Native	–	–	–	–	–
Asian	20	20	100%	0	70%
Black or African American	10	10	100%	0	50%
Filipino	0	0	0	0	0
Hispanic or Latino	35	34	97%	3%	71%
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	20	100%	0	80%
White	34	33	97%	3%	82%
English Learners	–	–	–	–	–
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	45	98%	2%	71%
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	13	93%	7%	38%

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

Local Assessment Test Results in Mathematics by Student Group

Assessment Name(s): Scholastic Math Inventory

Grades Three through Eight and Grade Eleven (School Year 2020–2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	121	94	78%	22%	14%
Female	61	48	79%	21%	13%
Male	60	46	77%	23%	12%
American Indian or Alaska Native	–	–	–	–	–
Asian	20	18	90%	10%	28%
Black or African American	–	–	–	–	–
Filipino	0	0	0	0	0
Hispanic or Latino	35	26	74%	26%	8%
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	20	16	80%	20%	0%
White	34	26	76%	24%	15%
English Learners	–	–	–	–	–
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	46	37	80%	20%	8%
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	12	86%	14%	0%

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2019–2020	School 2020–2021	District 2019– 2020	District 2020– 2021	State 2019–2020	State 2020–2021
Science (grades 5, 8 and high school)	N/T	N/T	N/A	60%	N/A	28.72%

Note: The 2019–2020 data cells with N/A values indicate that the 2019–2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019–2020 school year.

Note: For any 2020–2021 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and High School (School Year 2020–2021)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	120	NT	NT	NT	NT
Female	62	NT	NT	NT	NT
Male	58	NT	NT	NT	NT
American Indian or Alaska Native	–	NT	NT	NT	NT
Asian	12	NT	NT	NT	NT
Black or African American	14	NT	NT	NT	NT
Filipino	–	NT	NT	NT	NT
Hispanic or Latino	40	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	31	NT	NT	NT	NT
White	21	NT	NT	NT	NT
English Learners	–	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	66	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	22	NT	NT	NT	NT

Note: N/T values indicate that this school did not test students using the CAASPP for Science.

Career Technical Education Programs (School Year 2020–2021)

Gateway High School does not offer CTE pathway courses.

Career Technical Education (CTE) Participation (School Year 2020–2021)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
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	0

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2020–2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100%
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	100%

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 2020–2021)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	N/A	N/A	N/A

Note: Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020–2021 school year and therefore no data are reported.

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

Opportunities for Parental Involvement (School Year 2021–2022)

We know that students are most successful when we create opportunities for our families to be engaged as integral parts of the school and learning process. At Gateway, here are some examples of the way we seek to support parent engagement and voice in our school:

- Providing opportunities for family members to participate in our Community Affairs Committee, an inclusive body that meets monthly and seeks to provide all caregivers and family members the opportunity to participate and have a voice in our school.
- Outreach to families and events to support family involvement in post-secondary preparation (e.g. “College Corner” newsletter, 12th grade nights, Financial Aid and FAFSA evening workshops, college admission case study event for families of 10th and 11th graders)
- Outreach to develop partnerships with families, especially those from historically marginalized communities (e.g. Advisors reach out to their advisees’ families to extend personal invitations to conferences and Back to School Night in an effort to build connections and relationships; family education workshops such as “Supporting Your Child Academically” and “Improving Communication with Your Child”)
- Providing flexible opportunities for family and community members to volunteer

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 2018– 2019	School 2019– 2020	School 2020– 2021	District 2018– 2019	District 2019– 2020	District 2020– 2021	State 2018– 2019	State 2019– 2020	State 2020–2 021
Dropout Rate	4.20	2.60	1.60	30.90	12.60	36.60	9.00	8.90	9.40
Graduation Rate	94.20	97.40	95.90	64.60	79.20	58.20	84.50	84.20	83.60

Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2020–2021)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	122	117	95.90%
Female	63	59	93.70%
Male	59	58	98.3%
Non-Binary	0	0	0%
American Indian or Alaska Native	12	12	100%
Asian	–	–	–
Black or African American	14	14	100%

Filipino	–	–	–
Hispanic or Latino	40	39	97.50%
Native Hawaiian or Pacific Islander	0	0	0%
Two or More Races	–	–	–
White	22	21	95.5%
English Learners	–	–	–
Foster Youth	0	0	0%
Homeless	0	0	0%
Socioeconomically Disadvantaged	79	76	96.2%
Students Receiving Migrant Education Services	0	0	0%
Students with Disabilities	24	22	91.7%

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>.

**Chronic Absenteeism by Student Group
(School Year 2020–2021)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	522	512	68	13.3%
Female	257	250	26	10.4%
Male	265	262	42	16.0%
American Indian or Alaska Native	71	65	2	3.1%
Asian	–	–	–	–
Black or African American	52	52	13	25.0%
Filipino	–	–	–	–
Hispanic or Latino	188	186	29	15.6%
Native Hawaiian or Pacific Islander	0	0	0	0%
Two or More Races	52	52	2	3.8%
White	83	82	10	12.2%
English Learners	37	37	4	10.8%
Foster Youth	0	0	0	0%
Homeless	0	0	0	0%
Socioeconomically Disadvantaged	266	261	42	16.1%
Students Receiving Migrant Education Services	0	0	0	0%
Students with Disabilities	94	93	21	22.6%

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

(data collected between July through June, each full school year respectively)

Rate	School 2018–2019	School 2020–2021	District 2018–2019	District 2020–2021	State 2018–2019	State 2020–2021
Suspensions	4.85%	0.77%	1.71%	0.02%	3.47%	0.20%
Expulsions	0%	0%	0%	0%	0.08%	0%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Suspensions and Expulsions for School Year 2019–2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	3.91%	1.31%	2.45%
Expulsions	0%	0.01%	0.05%

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to other year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to other school years.

Suspensions and Expulsions by Student Group

(School Year 2020–2021)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.77%	0%
Female	0.39%	0%
Male	1.13%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	1.41%	0%
Asian	0%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	1.06%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	1.2%	0%
English Learners	0%	0%

Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	0.38%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	3.19%	0%

School Safety Plan (School Year 2021–2022)

Gateway maintains a School Safety Plan as a resource for prevention/mitigation, preparedness, response, and recovery planning and training. It is a living document that is updated annually and as necessary to meet site, District, and community needs and/or requirements. The purpose of this plan is to provide emergency response instructions, information and guidelines to protect the safety and well being of students and staff at the time of an emergency while classes or school-sponsored events are in session on our campus.

The plan objective is to protect the safety and welfare of students and staff, provide for a safe and coordinated response to emergency situations, protect the School’s facilities and property, enable the School to restore normal conditions with minimal confusion in the shortest time possible and to provide for interface and coordination between the School, families and the community-wide Emergency Response centers.

Additionally, at Gateway High School we administer the California Healthy Kids Survey (CHKS) to students in grades 9-12 every other year and internal student surveys in years in which we do not administer the CHKS. We last administered the CHKS during the 2019-2020 school year. We reviewed the results as a whole and also with particular attention paid to questions related to student perceptions of school safety and connectedness. We disaggregated our data to look at relevant subgroups including ethnicity/race, grade levels, and gender. Though there were differences among these groups on certain questions, we found no discernible trends across multiple questions or subjects.

We are pleased to report the following results of the survey:

Across all students at Gateway High School, 92% responded that they feel connected to school, with 55% reporting feeling highly connected and 37% reporting feeling connected.

Across all students at Gateway High School, 80% responded that they feel like their teachers care about them, with 40% reporting that this statement is very true and 40% reporting that the statement is true.

Across all students at Gateway High School, 91% responded that they feel safe in my school.

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.

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

** “Other” category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Secondary)
(School Year 2018–2019)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes*23-32	Number of Classes* 33+
English Language Arts	22	5	4	0
Mathematics	23	12	11	0
Science	22	14	10	0
Social Science	22	9	13	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.

**Average Class Size and Class Size Distribution (Secondary)
(School Year 2019–2020)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23	9	14	0
Mathematics	23	9	13	0
Science	22	13	12	0
Social Science	23	4	4	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.

**Average Class Size and Class Size Distribution (Secondary)
(School Year 2020–2021)**

Subject	Average Class Size	Number of Classes*1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	25	5	18	0
Mathematics	25	7	13	2
Science	23	8	17	0
Social Science	24	1	7	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.

Ratio of Pupils to Academic Counselor (School Year 2020–2021)

Title	Ratio
Pupils to Academic Counselor*	1/252, 2.0 FTE

*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.

Student Support Services Staff (School Year 2020–2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0

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

Teacher and Administrative Salaries (Fiscal Year 2019–2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	50865.00	50897.00
Mid-Range Teacher Salary	83205.00	78461.00
Highest Teacher Salary	103969.00	104322.00
Average Principal Salary (Elementary)	126740.00	131863.00
Average Principal Salary (Middle)	132675.00	137086.00
Average Principal Salary (High)	137989.00	151143.00
Superintendent Salary	310000.00	297037.00
Percent of Budget for Teacher Salaries	33.00	32.00
Percent of Budget for Administrative Salaries	7.00	5.00

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

Advanced Placement (AP) Courses (School Year 2020–2021)

Percent of Students in AP Courses: 36.9%

Subject	Number of AP Courses Offered*
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	3
Mathematics	1
Science	4
Social Science	2
Total AP Courses Offered*	12

*Where there are student course enrollments of at least one student.

Professional Development

Measure	2019–2020	2020–2021	2021–2022
Number of school days dedicated to Staff Development and Continuous Improvement	15	15	15