



GATEWAY MIDDLE SCHOOL

## School Accountability Report Card for the 2020-2021 School Year

**Address:** 1512 Golden Gate Ave. San Francisco, CA 94115

**Phone:** 415-922-1001

**Principal:** Jai David

**Grade Span:** 6-8

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

**Table 1: District Contact Information (School Year 2021–2022)**

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

**Table 2: School Contact Information (School Year 2021–2022)**

Entity	Contact Information
School Name	Gateway Middle School
Street	1512 Golden Gate Ave
City, State, Zip	San Francisco, CA 94115
Phone Number	415-922-1001
Principal	Jai David
Email Address	j david@gatewaymiddle.org
Website	gatewaypublicschools.org/gms
County-District-School (CDS) Code	3868478-0123265-1267

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

Grade Level	Number of Students
Grade 9	137
Grade 6	97
Grade 7	104
Grade 8	102
Total Enrollment	303

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

Student Group	Percent of Total Enrollment
Female	51%
Male	49%
Non-Binary	0%
American Indian or Alaska Native	0%
Asian	10%
Black or African American	17%
Filipino	1%
Hispanic or Latino	27%
Native Hawaiian or Pacific Islander	0%
Two or More Races	12%
White	33%
English Learners	11%
Foster Youth	0%
Homeless	0%
Migrant	0%
Socioeconomically Disadvantaged	46%
Students with Disabilities	20%

## **School Description and Mission Statement (School Year 2021–2022)**

### **20-21 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.

### **Gateway Middle School Mission Statement:**

Gateway Middle School supports and challenges all students to discover their unique potential, actively participate in their community, and develop skills and habits to achieve excellence in high school and college.

### **Gateway Middle School Vision:**

Gateway Middle School is a model, college preparatory charter school committed to academic excellence through personalized, student-centered learning. Gateway Middle School combines a rigorous academic program with an approach where the individual talents and strengths of its students are identified and supported. Working with teachers committed to our mission, Gateway Middle School students will acquire the skills, habits, and knowledge necessary for academic and personal success in a college preparatory high school, in college and in adult life.

Gateway Middle School's values of respect, responsibility, community and excellence should inspire students to take responsibility for their own learning and contribute to their communities however they can. By attending a school which fully embraces the diversity of the Bay Area, Gateway Middle School students will appreciate what they have in common with those who are different and value what they learn from one another. Gateway Middle School's curriculum ensures students are challenged, engaged in their learning, and prepared for a rigorous high school experience. All academic courses at Gateway are standards-based, incorporate Common Core State Standards, and emphasize the process of learning, commitment to community, and integrity.

## A. Conditions of Learning

### Instructional Materials (School Year 2021–2022)

*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	<a href="#">see curriculum guide on our website by grade level</a>	Y	0
Mathematics	Illustrative Math (2017)	Y	0
Science	<a href="#">see curriculum guide on our website by grade level</a>	Y	0
History-Social Science	TCI (2017)	Y	0
Foreign Language	<a href="#">see curriculum guide on our website by grade level</a>	Y	0
Health	<a href="#">see curriculum guide on our website by grade level</a>	Y	0
Visual and Performing Arts	<a href="#">see curriculum guide on our website by grade level</a>	Y	0
Science Laboratory Equipment (grades 9-12)	N/A	N/A	[DPL]

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

### School Facility Conditions and Planned Improvements

The Gateway Middle 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 2012 with ADA improvements and updates. Janitorial services thoroughly clean all classrooms, halls and restrooms nightly as well as throughout the day. Recent improvements to the site have included an expanded play area, a school garden, and interior painting. Regular maintenance and inspection is performed weekly and as necessary.

### School Facility Good Repair Status

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

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

**Overall Facility Rate**

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

**Overall Rating**

<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
[DPL]	X	[DPL]	[DPL]

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

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

- o Smarter Balanced ELA and mathematics summative assessments;
  - o 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**

<b>Subject</b>	<b>School 2019–20 20</b>	<b>School 2020–20 21</b>	<b>District 2019–20 20</b>	<b>District 2020–20 21</b>	<b>State 2019–20 20</b>	<b>State 2020–20 21</b>
<b>English Language Arts/Literacy (grades 3-8 and 11)</b>	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics (grades 3-8 and 11)</b>	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)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	303	NT	NT	NT	NT
<b>Female</b>	155	NT	NT	NT	NT
<b>Male</b>	148	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	19	NT	NT	NT	NT
<b>Black or African American</b>	29	NT	NT	NT	NT
<b>Filipino</b>	–	NT	NT	NT	NT
<b>Hispanic or Latino</b>	85	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	107	NT	NT	NT	NT
<b>White</b>	61	NT	NT	NT	NT
<b>English Learners</b>	31	NT	NT	NT	NT
<b>Foster Youth</b>	–	NT	NT	NT	NT
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	143	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	56	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)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	303	NT	NT	NT	NT
<b>Female</b>	155	NT	NT	NT	NT
<b>Male</b>	148	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	19	NT	NT	NT	NT
<b>Black or African American</b>	29	NT	NT	NT	NT
<b>Filipino</b>	–	NT	NT	NT	NT
<b>Hispanic or Latino</b>	85	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	107	NT	NT	NT	NT
<b>White</b>	61	NT	NT	NT	NT
<b>English Learners</b>	31	NT	NT	NT	NT
<b>Foster Youth</b>	–	NT	NT	NT	NT
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	143	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	56	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): NWEA MAP**

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

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
<b>All Students</b>	303	265	87%	13%	46%
<b>Female</b>	155	138	89%	11%	48%
<b>Male</b>	148	127	86%	14%	44%
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	30	29	97%	3%	55%
<b>Black or African American</b>	48	35	73%	27%	31%
<b>Filipino</b>	–	–	–	–	–
<b>Hispanic or Latino</b>	83	71	86%	14%	35%
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	41	39	95%	5%	46%
<b>White</b>	99	91	92%	8%	58%
<b>English Learners</b>	32	30	94%	6%	23%
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	140	118	84%	16%	31%
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	56	45	80%	20%	31%

\*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): NWEA MAP**  
**Grades Three through Eight and Grade Eleven (School Year 2020–2021)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent At or Above Grade Level</b>
<b>All Students</b>	303	256	85%	15%	54%
<b>Female</b>	155	131	85%	15%	56%
<b>Male</b>	148	125	84%	16%	52%
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	30	30	100%	0	77%
<b>Black or African American</b>	48	37	77%	23%	22%
<b>Filipino</b>	–	–	–	–	–
<b>Hispanic or Latino</b>	83	67	81%	19%	33%
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	41	37	90%	10%	59%
<b>White</b>	99	84	85%	15%	75%
<b>English Learners</b>	32	29	91%	9%	28%
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	140	118	84%	16%	39%
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	56	44	79%	21%	20%

\*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**

<b>Subject</b>	<b>School 2019–20 20</b>	<b>School 2020–20 21</b>	<b>District 2019–20 20</b>	<b>District 2020–20 21</b>	<b>State 2019–20 20</b>	<b>State 2020–20 21</b>
<b>Science (grades 5, 8 and high school)</b>	N/A	NT	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)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Not Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	102	NT	NT	NT	NT
<b>Female</b>	56	NT	NT	NT	NT
<b>Male</b>	46	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	–	NT	NT	NT	NT
<b>Black or African American</b>	12	NT	NT	NT	NT
<b>Filipino</b>	–	NT	NT	NT	NT
<b>Hispanic or Latino</b>	35	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	21	NT	NT	NT	NT
<b>White</b>	25	NT	NT	NT	NT
<b>English Learners</b>	–	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	51	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	18	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 Middle 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	N/A
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	N/A
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	N/A

### 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	N/A
2019–2020 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

### 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
7	NT	NT	NT

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)

At Gateway, we believe that parents and guardians play a vital role in the education of their children. While the middle years tend to be a time when students yearn for greater independence from their families, it is also a time when family involvement remains essential to students' academic success. Gateway is committed to working with parents to reach the academic and social goals necessary for student success in middle school and beyond.

To encourage continued family involvement during this critical transition from elementary school to middle school, Gateway Middle School also provides many other opportunities for meaningful family participation, including:

- Family Workshops and Information Nights
- Parent-Teacher-Student and Student-Led Conferences
- Gateway Parents Association (GPA)

### 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 2018–20 19	School 2019–20 20	School 2020–20 21	District 2018–20 19	District 2019–20 20	District 2020–20 21	State 2018–20 19	State 2019–20 20	State 2020–20 21
Dropout Rate	N/A	N/A	N/A	30.90	12.60	36.60	9.0	8.90	9.40
Graduation Rate	N/A	N/A	N/A	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)**

<b>Student Group</b>	<b>Number of Students in Cohort</b>	<b>Number of Cohort Graduates</b>	<b>Cohort Graduation Rate</b>
<b>All Students</b>	N/A	N/A	N/A
<b>Female</b>	N/A	N/A	N/A
<b>Male</b>	N/A	N/A	N/A
<b>Non-Binary</b>	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A
<b>Foster Youth</b>	N/A	N/A	N/A
<b>Homeless</b>	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A

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)**

<b>Student Group</b>	<b>Cumulative Enrollment</b>	<b>Chronic Absenteeism Eligible Enrollment</b>	<b>Chronic Absenteeism Count</b>	<b>Chronic Absenteeism Rate</b>
<b>All Students</b>	317	307	0	0
<b>Female</b>	162	157	0	0
<b>Male</b>	155	150	0	0
<b>American Indian or Alaska Native</b>	24	20	0	0
<b>Asian</b>	0	0	0	0
<b>Black or African American</b>	35	33	0	0
<b>Filipino</b>	4	4	0	0
<b>Hispanic or Latino</b>	85	84	0	0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0
<b>Two or More Races</b>	32	32	0	0
<b>White</b>	64	61	0	0
<b>English Learners</b>	33	31	0	0
<b>Foster Youth</b>	2	2	0	0
<b>Homeless</b>	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	157	153	0	0
<b>Students Receiving Migrant Education Services</b>	0	0	0	0
<b>Students with Disabilities</b>	61	60	0	0

**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



### Expulsion and Suspensions

(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
<b>Suspensions</b>	9.4%	0%	1.71	0.02%	3.47%	0.20%
<b>Expulsions</b>	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
<b>Suspensions</b>	3.15%	1.31%	2.45%
<b>Expulsions</b>	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	0
Female	0	0
Male	0	0
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	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 Middle School we administered the California Healthy Kids Survey to students in grades 6-8 and we also administered a local survey to gauge school climate. 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 Middle School, the vast majority responded that "There is a teacher who really cares about me at my school;" only 8% of students disagreed with that statement.

Across all students at Gateway Middle School, the vast majority responded "I feel part of the school;" 12% disagreed with that statement.

Across all students at Gateway Middle School, the vast majority of students responded that "Teachers treat students fairly at my school;" 13% disagreed with that statement.

Across all students at Gateway Middle School, the vast majority responded "I feel safe at my school;" 11% disagreed with that statement.

## **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.

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

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
6	26	0	8	0
7	26	0	8	0
8	26	0	8	0

\*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 (Elementary)  
(School Year 2019–2020)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
6	26	0	8	0
7	26	0	8	0
8	26	0	8	0

\*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 (Elementary)  
(School Year 2020–2021)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes*21-32	Number of Classes* 33+
6	26	0	8	0
7	26	0	8	0
8	26	0	8	0

\*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	26	0	8	0
Mathematics	26	0	8	0
Science	26	0	8	0
Social Science	26	0	8	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	26	0	8	0
Mathematics	26	0	8	0
Science	26	0	8	0
Social Science	26	0	8	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	26	0	8	0
Mathematics	26	0	8	0
Science	26	0	8	0
Social Science	26	0	8	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*	1/242, 1.25 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)	2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	3
Psychologist	1

<b>Social Worker</b>	0
<b>Nurse</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0
<b>Other</b>	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)

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

<b>Subject</b>	<b>Number of AP Courses Offered*</b>
<b>Computer Science</b>	N/A
<b>English</b>	N/A
<b>Fine and Performing Arts</b>	N/A
<b>Foreign Language</b>	N/A
<b>Mathematics</b>	N/A
<b>Science</b>	N/A
<b>Social Science</b>	N/A
<b>Total AP Courses Offered*</b>	N/A

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

### Professional Development

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

