



**California Department of Education
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18**

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

Principal

Joi Tikoi

Gateway Community Charters

5112 Arnold Ave. Suite A, McClellan, CA 95652 ■ (916)286-5129

Website: www.gcccharters.org

Contact: cindy.petersen@gcccharters.org

Board of Trustees

Lillie Campbell
Bruce Mangerich
Mark Anderson
Jack Turner
Harry Block

San Juan Unified School District

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

Website: www.sanjuan.edu

Contact: kkern@sanjuan.edu

Superintendent/CEO

Dr. Cindy Petersen

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

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

DataQuest

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

Internet Access

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

Mission Statement

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

Vision Statement

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

Contact Information

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

District & School Profile

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

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

Student Enrollment by Grade Level (School Year 2016-17)

	2016-2017
K	69
Grade 1	52
Grade 2	54
Grade 3	60
Grade 4	51
Grade 5	71
Grade 6	54
Grade 7	44
Grade 8	30
Total Enrollment	485

Student Enrollment by Student Group (School Year 2016-17)

Group	Percentage
Number of Students	485
Black or African American	1.6%
American Indian or Alaska Native	0.0%
Asian	0.6%
Filipino	0.2%
Hispanic or Latino	3.9%
Native Hawaiian or Pacific Islander	2.5%
White	89.3%
Two Or More Races	1.6%
Other	0.3%
Socioeconomically Disadvantaged	72.6%
English Learners	64.9%
Students with Disabilities	4.1%
Foster Youth	0.0%

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

	School			District
	15-16	16-17	17-18	2017-2018
Fully Credentialed	25	24	29	1885
Without Full Credentials	0	0	0	49
Working Outside Subject (with full credential)	0	0	0	34

Teacher Misassignments and Vacant Teacher Positions

	15-16	16-17	17-18
Misassignments of Teachers of English Language Learners	0	0	0
Total Missassignment of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year Year and Month in which data was collected: January 2018

Gateway International School Board Adopted Textbooks

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

School Facilities (School Year 2017-2018)

Gateway International School consists of 29 classrooms, a multipurpose room, staff lounge, cafeteria, library, computer lab, office, and a playground. GIS administration/staff work in conjunction with the SJUSD maintenance department to maintain a clean, functional, and safe facility for the school community.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Assessments for students in the general education population

and the California Alternate Assessments (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. CAA 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); and

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

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

Percent of Students Meeting or Exceeding the State Standards

Subject	School			District			State		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
English/Language Arts	33%	32%	38%	42%	45%	44%	44%	48%	48%
Mathematics	41%	41%	44%	32%	35%	33%	34%	36%	27%

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Eleven (School Year 2016-2017)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	317	304	95.90%	38.16%
Male	156	153	98.08%	29.41%
Female	161	151	93.79%	47.02%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	13	12	92.31%	25.00%
Native Hawaiian or Pacific Islander	--	--	--	--
White	277	269	97.11%	38.66%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	234	223	95.30%	35.43%
English Learners	237	226	95.36%	30.97%

Students with Disabilities	19	19	100%	--
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 (i.e., achieved Level 3-Alternate) 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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Eleven (School Year 2016-17)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	317	310	97.79%	43.55%
Male	156	153	98.08%	41.83%
Female	161	157	97.52%	45.22%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	13	12	92.31%	16.67%
Native Hawaiian or Pacific Islander	--	--	--	--
White	277	273	98.56%	44.69%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	234	227	97.01%	41.41%
English Learners	237	230	97.05%	39.57%

Students with Disabilities	19	19	100%	--
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 (i.e., achieved Level 3-Alternate) 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.

CAASPP Test Results in Science for All Students

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

Subject	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science (Grades 5, 8, 10)	50%	43%	52%	61%	57%	56%	60%	56%	54%

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

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

Note: The 2016-2017 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards (NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Participation (School Year 2016-17)

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

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

UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses required for UC/CSU Admission	15.1%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0%

State Priority: Other Pupil Outcomes

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

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

California Physical Fitness Test Results (School Year 2016-2017)

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5 th	75%	68%	29%
7 th	95%	78%	46%

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2016-2017)

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

State Priority: Pupil Engagement

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

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

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Suspensions	2.4%	2.3%	6.1%	5.7%	5.7%	5.8%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%

School Safety Plan

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

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

Discipline & Climate for Learning

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

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

Student Recognition

The emphasis at Gateway International School is on recognition for safe, positive behavior choices and excellence in a variety of areas, especially behavior that exhibits good citizenship and sportsmanship. Other behavior that students are recognized for include: Student of the Month, Attendance, Honor Roll and Principal’s List. In

addition, each teacher positively reinforces appropriate behavior in his/her own classroom through written and verbal affirmations.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-2018)

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

Average Class Size and Class Size Distribution (Elementary)

	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	23	23	23	1	1	1	2	2	2	0	0	0
1	21	27	26	2	0	0	1	1	2	0	0	0
2	27	21	27	0	1	0	2	2	2	0	0	0
3	24	27	20	0	0	1	3	2	2	0	0	0
4	25	25	26	0	0	0	2	3	1	0	0	0
5	22	27	23	1	0	0	1	2	3	0	0	0
6	28	17	25	1	9	0	10	12	24	0	0	0

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

Average Class Size and Class Size Distribution (Secondary)

	Average Class Size			Classrooms Containing:								
				1-22 Students			23-32 Students			33+ Students		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
English	33	20	25	0	2	4	2	1	2	2	1	0
Mathematics	33	32	25	0	0	4	2	1	2	2	1	0
Science	33	32	25	0	0	4	1	1	2	1	1	0
Social Studies	33	32	25	0	0	4	2	1	2	2	1	0

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

Academic Counselors and Other Support Staff (School Year 2016-17)

	Number of Staff	Average Number of Students per Academic Counselor
Academic Counselor	1	485
Counselor (Social/Behavioral)	0	NA
Library Media Teacher (Librarian)	0	NA
Library Media Paraprofessional	1	NA
Psychologist	1 (As Needed)	NA
Social Worker	0	NA
School Nurse	1 (As Needed)	NA
Resource Specialist Program Teacher	1	NA
Speech and Language Specialist	1 (As Needed)	NA
Athletic Director	1 (As Needed)	NA

Note: Cells with NA values do not require data.

Expenditures & Services Funded

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

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

Professional Development - Most Recent Three Years

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

The school offers five staff development days annually and holds weekly collaboration meetings where teachers are offered a broad based variety of professional growth opportunities in curriculum, teaching strategies, and

methodologies. Friday afternoon collaboration is also utilized for review of school-wide and student specific data to create critical intervention and support strategies to ensure ongoing student growth and success.