

# Gateway Educational Options- Toyon Learning Center

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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.

## 2025-26 School Contact Information

<b>School Name</b>	Gateway Educational Options- Toyon Learning Center
<b>Street</b>	17752 Shasta Dam Blvd
<b>City, State, Zip</b>	Shasta Lake, CA 96019
<b>Phone Number</b>	(530) 275-7000
<b>Principal</b>	Christopher Fort
<b>Email Address</b>	cfort@gatewayusd.org
<b>School Website</b>	<a href="https://geo.gatewayusd.org/">https://geo.gatewayusd.org/</a>
<b>Grade Span</b>	
<b>County-District-School (CDS) Code</b>	45-75267-4530101

## 2025-26 District Contact Information

<b>District Name</b>	Gateway Unified School District
<b>Phone Number</b>	(530) 245-7908
<b>Superintendent</b>	Kyle Turner
<b>Email Address</b>	kturner@gwusd.org
<b>District Website</b>	<a href="http://www.gatewayusd.org">www.gatewayusd.org</a>

## 2025-26 School Description and Mission Statement

### School Overview

Gateway Educational Options is a K–12 independent study program within the Gateway Unified School District that provides students and families with a flexible, personalized educational pathway. The program is designed to meet the needs of students who benefit from an alternative to the traditional classroom setting, offering individualized learning plans, ongoing teacher support, and access to district academic resources.

Gateway Educational Options serves students in kindergarten through grade twelve through a combination of synchronous and asynchronous instructional strategies that allow students to work at their own pace while still receiving regular guidance from credentialed teachers. The program emphasizes academic progress, student engagement, and frequent communication between staff, students, and families to support student success.

The school is staffed by four credentialed teachers. Three teachers serve students in grades 6–12 and provide instruction using the Subject online learning platform, supplemented by direct teacher support, progress monitoring, and individualized interventions as needed. One teacher serves students in grades K–5 and delivers a comprehensive elementary independent study program that incorporates both synchronous instruction—such as virtual meetings and live small-group sessions—and asynchronous learning activities aligned with state standards.

Gateway Educational Options is committed to providing a supportive, flexible, and academically rigorous learning environment that enables students to pursue their educational goals while accommodating diverse learning needs and circumstances. The school works closely with families to ensure that each student receives appropriate academic support, instructional materials, and access to district services.

# About this School

## 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 1	2
Grade 2	1
Grade 3	2
Grade 5	4
Grade 6	2
Grade 8	7
Grade 9	9
Grade 10	6
Grade 11	16
Grade 12	23
<b>Total Enrollment</b>	<b>72</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4
Male	44.2
American Indian or Alaska Native	3.9
Black or African American	2.6
Hispanic or Latino	11.7
Two or More Races	7.8
White	64.9
Socioeconomically Disadvantaged	79.2
Students with Disabilities	16.9

### 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	2.7	67.67	93.6	75.56	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	5.7	4.64	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	6	4.84	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.2	32.33	5.7	4.61	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	12.8	10.35	15831.9	5.67
<b>Total Teaching Positions</b>	3.9	100	123.9	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	2.5	63.5	97.4	75.88	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	10	7.78	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	4	3.11	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.4	36.25	6.6	5.14	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	10.3	8.08	14303.8	5.15
<b>Total Teaching Positions</b>	4	100	128.4	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
<b>Total Teaching Positions</b>						

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	
Misassignments	0.00	0	
Vacant Positions	0.00	0	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	
Local Assignment Options	1.20	1.4	
<b>Total Out-of-Field Teachers</b>	1.20	1.4	

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0		
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Gateway Educational Options (GEO) provides students in its K–12 independent study program with standards-aligned instructional materials that meet all state requirements. Although most GEO students access their curriculum through Subject, a state-aligned online instructional program adopted for grades 6–12, the school maintains access to all district-adopted textbooks and instructional materials to ensure full compliance with state content standards and the instructional needs of individual learners.

The District conducts an annual Williams Act instructional materials review to verify that all students have sufficient access to standards-aligned materials in each subject area. GEO participates fully in this process and meets all requirements regarding sufficiency, availability, and alignment with the curriculum frameworks adopted by the State Board of Education.

As part of its commitment to maintaining high-quality educational resources, Gateway Educational Options was recently reviewed by the Western Association of Schools and Colleges (WASC) and received a six-year clear accreditation, confirming that its instructional materials, academic programs, and support systems meet established accreditation standards.

Year and month in which the data were collected

September 2023

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Houghton Mifflin (K-5) 2002 Ed. Holt, Rinehart and Winston (6-8) 2002 Ed. Timeless Voices - Timeless Themes, Prentice Hall (9) 2005 Ed. Prentice Hall (10) 1999 Ed.	0%
<b>Mathematics</b>	McDougal Littell (6-8) 2003 Ed. Algebra 1 Concepts and Skills, McDougal Littell (9) 2003 Ed McDougal Littell (10) 1998 Ed	0%
<b>Science</b>	Savvas Learning Company, 2021 (4-8) Glencoe (9) 2002 Ed. Holt (9) 1999 Ed. Holt (9) 2000 Ed. Prentice Hall (10) 1998 Ed Holt, Rinehart and Winston (11) 1999 Ed. Holt, Rinehart and Winston (12) 2000 Ed. Holt, Rinehart and Winston (12) 2002 Ed. College Preparatory Mathematics Educational Program (6-8) (Integrated I, II, & III) 2014	0%

<b>History-Social Science</b>	Houghton Mifflin (K-5) 2007 Ed. Teachers' Curriculum Institute (6-8) 2007 Ed. World Geography, Glencoe (9) 1995 Ed. Glencoe McGraw-Hill (10) 2001 Ed.	0%
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Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

Gateway Educational Options is housed at the District's Toyon Learning Center. The school shares this facility with the Gateway Community Day School.

The Toyon site was a former elementary school site, and was completely modernized during the 2003-04 school year. Renovations included classrooms, school office, and media center along with a new roof and heating/central air unit. The plumbing, electrical, and technology infrastructure was also updated.

District administration and the Board of Trustees have placed a great emphasis on campus safety and security, as evidenced by the installation of three security cameras and enhanced LED lighting.

Two campus supervisors monitor students throughout the day and during lunchtime. All visitors must sign in at the principal's office and receive proper authorization to be at the school.

**Maintenance and Repair:** The school site custodial staff administers a scheduled maintenance program. The principal works daily with the custodial staff to develop cleaning schedules that ensure a clean and safe school.

Additionally, an operations and maintenance program is administered by GUSD to ensure proper care, protection, and improvement for all classrooms and facilities. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

**Cleaning Process:** Mountain Lakes High School provides a safe, clean environment for students, staff, and volunteers. The District governing board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the District office for review. A joint effort between students and staff helps keep the campus clean and litter free.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

**Year and month of the most recent FIT report**

June 13th, 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			

## School Facility Conditions and Planned Improvements

### External:

Playground/School Grounds, Windows/  
Doors/Gates/Fences

X

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## 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).

#### 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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	37	31	31	38	47	48
<b>Mathematics</b> (grades 3-8 and 11)	15	6	27	28	35	37

## 2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	39	36	92.31	7.69	30.56
<b>Female</b>	18	18	100.00	0.00	33.33
<b>Male</b>	21	18	85.71	14.29	27.78
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--

<b>White</b>	22	20	90.91	9.09	25.00
<b>English Learners</b>	0	0	0	0	0
<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>	23	22	95.65	4.35	36.36
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	39	36	92.31	7.69	5.56
<b>Female</b>	18	18	100.00	0.00	0.00
<b>Male</b>	21	18	85.71	14.29	11.11
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	22	20	90.91	9.09	5.00
<b>English Learners</b>	0	0	0	0	0
<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>	23	22	95.65	4.35	4.55
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

<b>Subject</b>	<b>School 2023-24</b>	<b>School 2024-25</b>	<b>District 2023-24</b>	<b>District 2024-25</b>	<b>State 2023-24</b>	<b>State 2024-25</b>
<b>Science</b> (grades 5, 8 and high school)	22.64	22.86	22.6	29.57	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	38	35	92.11	7.89	22.86
Female	18	18	100.00	0.00	33.33
Male	20	17	85.00	15.00	11.76
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	25	23	92.00	8.00	21.74
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	25	96.15	3.85	20.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## 2024-25 Career Technical Education Programs

Students enrolled in Mountain Lakes High School (MLHS) have access to a variety of Career Technical Education (CTE) options designed to support career exploration and workforce preparation. MLHS participates in the Shasta-Trinity Regional Occupational Program (ROP), which provides students with access to regional CTE pathways such as Fire Technology, Restaurant Services, Cosmetology, and Auto Mechanics, in addition to other courses offered based on regional availability and student interest.

MLHS also offers onsite CTE opportunities to expand access for students who benefit from additional hands-on or applied learning options. Through a partnership with teaching staff at Central Valley High School (CVHS), MLHS students may enroll in Agricultural Science and Construction courses. These classes provide exposure to industry-aligned skills and foundational knowledge consistent with California CTE standards.

Some students may also participate in concurrent enrollment at Shasta College, the local community college. Through this option, eligible students may earn both high school and college credit while continuing to work toward graduation requirements at MLHS. Concurrent enrollment opportunities vary based on student readiness, course availability, and college admission policies.

CTE opportunities at MLHS are intended to support academic progress, promote career readiness, and provide students with

## 2024-25 Career Technical Education Programs

access to a range of postsecondary and employment pathways.

## 2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## 2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	
Graduates Who Completed All Courses Required for UC/CSU Admission	

## B. Pupil Outcomes

### 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.

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	30.0%	40.0%	40.0%	40.0%	40.0%
Grade 7	100.0%	100.0%	100.0%	100.0%	100.0%
Grade 9	73.3%	73.3%	73.3%	73.3%	73.3%

## 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.

#### 2025-26 Opportunities for Parental Involvement

The primary goal of the elementary program is to increase social programming in order to strengthen students' pro-social skill development, enhance engagement, and support the whole child.

Parent participation is an integral and necessary component of the GEO home-study model. Parents and guardians play a critical role in supporting daily learning activities, maintaining communication with teachers, and partnering with the school to ensure student success. The program emphasizes a collaborative approach in which families, students, and staff work together to promote academic growth and positive student outcomes.

For additional information about this independent study option, please contact the Principal of Alternative Education, Christopher Fort, at (530) 275-7000 or [cfort@gatewayusd.org](mailto:cfort@gatewayusd.org)

## C. Engagement

### 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
<b>Dropout Rate</b>	24.2	18.8		18.1	11.5		8.2	8.9	
<b>Graduation Rate</b>	54.5	81.3		75.2	86.9		86.2	86.4	

#### 2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

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

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>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### C. Engagement

#### 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

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%		9.07%	7.86%		3.6%	3.28%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%		0.3%	0.19%		0.08%	0.07%	

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

Gateway Educational Options adheres to safety procedures established by the Gateway Learning Center administrative team. The School Safety Plan is reviewed and updated annually to ensure alignment with district policies and state requirements. The plan outlines protocols for responding to a range of potential emergency situations, including incidents that may require evacuation, shelter-in-place, or lockdown procedures. The School Safety Plan was most recently reviewed, updated, and discussed with school staff in November 2025.

Key components of the plan include maintaining a safe, orderly school environment and promoting conditions that support student learning. The school complies with applicable laws and regulations related to hazardous materials management, emergency preparedness, and State earthquake safety standards. Even though GEO is an independent study program, staff and onsite students participate in Fire drills, which are conducted monthly, and earthquake and lockdown drills are held twice each year to ensure that students and staff are familiar with emergency procedures.

## D. Other SARC Information Information Required in the SARC

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

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	1	0	0
1	1	2	0	0
2	2	2	0	0
3	2	1	0	0
4	3	2	0	0
5	1	1	0	0
6	3	2	0	0
Other	0	0	0	0

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
<b>K</b>	1	1	0	0
<b>1</b>	0	0	0	0
<b>2</b>	2	2	0	0
<b>3</b>	1	1	0	0
<b>4</b>	3	1	0	0
<b>5</b>	2	2	0	0
<b>6</b>	0	0	0	0
<b>Other</b>	0	0	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
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## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
<b>English Language Arts</b>	3	22	0	0
<b>Mathematics</b>	3	14	0	0
<b>Science</b>	2	13	0	0
<b>Social Science</b>	2	27	0	0

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	18		
Mathematics	3	11		
Science	2	11		
Social Science	3	20		

## 2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.25
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,396	\$2,869	\$7,527	\$84,045
District	N/A	N/A	\$11,845	\$80,874
Percent Difference - School Site and District	N/A	N/A	-44.6	7.4
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	-35.5	-4.2

## Fiscal Year 2024-25 Types of Services Funded

Schools within the Gateway Unified School district that receive Title I funding are provided with instructional coaching and supplemental staff to support improvements in classroom instruction. Title I funds are also used to provide additional teacher and paraprofessional assistance for students identified as needing targeted support in reading and mathematics. Schools that do not receive Title I funding may receive additional instructional coaching through Title II resources.

The district uses LCAP supplemental and concentration funds to increase and improve services for students who require academic or behavioral interventions. These funds support behavior paraprofessionals, school counselors, a district reading specialist, an instructional technology coach, and additional special education staff. These personnel work collaboratively with teachers and administrators to address the needs of students requiring additional academic support or behavioral assistance, including students with disabilities.

LCAP funding is also used to support services for English Learners, ensuring access to appropriate instructional materials and targeted language development supports. Title VII and applicable state grant funds are utilized to provide services for students participating in the district’s Indian Education program

## Fiscal Year 2024-25 Types of Services Funded

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,084	\$57,978
Mid-Range Teacher Salary	\$77,052	\$89,612
Highest Teacher Salary	\$108,461	\$117,194
Average Principal Salary (Elementary)	\$110,554	\$143,632
Average Principal Salary (Middle)	\$131,618	\$149,447
Average Principal Salary (High)	\$141,294	\$162,334
Superintendent Salary	\$183,000	\$234,076
Percent of Budget for Teacher Salaries	25.6%	27.81%
Percent of Budget for Administrative Salaries	5.51%	5.47%

## 2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	

## Professional Development

The Gateway Unified School District provides ongoing, high-quality professional development designed to improve instructional practice and support student learning. Each year, the District schedules three full professional development days dedicated to staff training. Professional learning activities are aligned with site and district needs assessments, state priorities, and goals identified in the Local Control and Accountability Plan (LCAP).

Recent professional development within the GEO program has focused on evidence-based practices and district initiatives, including districtwide training aligned to the Roadmap to Responsibility framework. Additional professional learning has emphasized effective English Language Arts intervention strategies to support student achievement.

The District employs literacy coaches and a district math coach who provide ongoing, targeted professional development, instructional coaching, classroom modeling, and mentoring for teachers at all stages of their careers. Teachers may also participate in supplemental training offered outside the district based on identified instructional needs and available funding.

Teachers in Gateway Unified School District have access to the Peer Assistance and Review (PAR) program, which pairs exemplary teachers with permanent or beginning teachers who may benefit from additional support in instructional methodology or content knowledge. Additionally, beginning and experienced teachers may participate in the New Teacher Induction Program, where trained mentors provide support aligned with the California Standards for the Teaching Profession to strengthen instructional practices and promote teacher effectiveness.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>			