

Gateway Community Day School- 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/fq/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page 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

School Name	Gateway Community Day School- Toyon Learning Center
Street	17752 Shasta Dam Blvd.
City, State, Zip	Shasta Lake, CA 96019
Phone Number	(530) 275-7000
Principal	Christopher Fort
Email Address	cfort@gatewayusd.org
School Website	
Grade Span	
County-District-School (CDS) Code	45-75267-4530176

2025-26 District Contact Information

District Name	Gateway Unified School District
Phone Number	(530) 245-7900
Superintendent	Kyle Turner
Email Address	ktturner@gwusd.org
District Website	www.gatewayusd.org

2025-26 School Description and Mission Statement

Gateway Community Day School (CDS) serves students in grades 7–12 who exhibit significant behavioral challenges that impede their own learning and the learning of others. The program is staffed by two teachers and provides instruction across all academic subject areas. As a transitional placement, Gateway CDS supports students in developing the behavioral and academic skills necessary for success in a comprehensive school setting.

The program includes an intensive classroom focused on foundational behavioral expectations—including safety, on-task behavior, and positive attendance—and a separate transitional classroom designed to more closely mirror the structures and expectations of a traditional school environment.

Students may be enrolled in Gateway CDS through several pathways:

- Referral by County Probation
- Referral through the School Attendance Review Board (SARB) for behavioral concerns
- The expulsion or suspended-expulsion process
- “Like-for-like” placement when a student enrolls from another district’s comparable program

The primary goal of Gateway CDS is to support students in developing pro-social behaviors and habits that will increase their opportunities for success in general education settings. Staff work collaboratively to meet the academic needs of each student while supporting progress toward individualized behavioral and social goals established at the time of enrollment.

A classroom-based level system, along with longitudinal tracking of student behavior, enables students to monitor their own academic and behavioral growth. As students acquire the necessary behavioral, social, and academic competencies and maintain them consistently, they become eligible for transition back to a comprehensive school site.

2025-26 School Description and Mission Statement

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	2
Grade 8	5
Grade 9	2
Grade 10	3
Total Enrollment	12

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	16.7
Male	50
American Indian or Alaska Native	5.6
Two or More Races	5.6
White	50
Socioeconomically Disadvantaged	61.1
Students with Disabilities	16.7

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.5	60	93.6	75.56	234405.2	84
Intern Credential Holders Properly Assigned	0	0	5.7	4.64	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	6	4.84	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	40	5.7	4.61	11953.1	4.28
Unknown/Incomplete/NA	0	0	12.8	10.35	15831.9	5.67
Total Teaching Positions	2.5	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.4	51.44	97.4	75.88	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	10	7.78	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	4	3.11	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.3	48.2	6.6	5.14	11746.9	4.23
Unknown/Incomplete/NA	0	0	10.3	8.08	14303.8	5.15
Total Teaching Positions	2.7	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						
Total Teaching Positions						

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	
Total Teachers Without Credentials and Misassignments	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	1.00	1.3	
Total Out-of-Field Teachers	1.00	1.3	

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (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 Community Day School adheres to the State Instructional Materials Adoption Cycle, which reviews and updates instructional materials in each curricular area on a seven-year cycle. Site and district department chairs, in collaboration with site administrators and the Faculty Advisory Board, evaluate curriculum needs and recommend materials for adoption. All recommendations are forwarded to the Board of Trustees for approval.

Students have access to classroom computer resources, including Chromebooks assigned for daily instructional use. All devices are Internet-connected, providing access to educational software and online learning platforms that support the development of critical thinking, technological proficiency, and academic skills across subject areas.

Gateway Unified School District (GUSD) held a public hearing at the beginning of the school year and determined that each school within the district, including Gateway CDS, has sufficient and high-quality textbooks, instructional materials, and—where applicable—science lab equipment, pursuant to the requirements of the Williams v. State of California settlement.

All students, including English learners, are provided individual, standards-aligned textbooks and instructional materials in all core subject areas for use in the classroom and, when appropriate, to take home. All instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been formally approved by the Board of Education.

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
Reading/Language Arts	2002: Holt, Rinehart and Winston (7-8) 2005: Prentice Hall (9)	0%
Mathematics	2003: McDougal Littell (7-8) 2006: McDougal Littell (9) 2014: College Preparatory Mathematics Educational Program (6-8)	0%
Science	2021: Savvas Learning Company (7-8) 2002: Glencoe (9) 1999: Holt (9) 2000: Holt (9)	0%
History-Social Science	2007: Teacher Curriculum Institute (7-8) 1995: Glencoe (9)	0%

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

School Facility Conditions and Planned Improvements

School Facilities:

Gateway Community Day School (CDS) is located on the Toyon Learning Center campus, which it shares with Mountain Lakes High School. The site, a former elementary school, underwent full modernization during the 2003–04 school year. Improvements included renovated classrooms, administrative offices, and the media center, as well as installation of a new roof and upgraded heating and air conditioning systems. Plumbing, electrical systems, and technology infrastructure were also updated. Future campus enhancements will be supported through Measure J, which may include energy-efficient window replacements, interior renovations to the gymnasium, and the addition of new instructional facilities such as a greenhouse for agriculture programs.

Campus Safety and Supervision:

Student safety is a top priority at Gateway CDS. Supervision is provided at all times during school hours by campus supervisors and a dedicated juvenile probation officer. All visitors are required to sign in and out through the main office to ensure controlled access to the campus.

Cleaning Process:

Gateway CDS maintains a clean and safe environment for students, staff, and volunteers. The District Governing Board has established cleaning and sanitation standards for all district schools, and a summary of these standards is available for review at the District office. Campus cleanliness is supported through a collaborative effort between staff and students to keep school grounds orderly and free of litter.

Maintenance and Repair:

Custodial staff follow a scheduled maintenance program designed to keep facilities in good condition. The principal meets daily with the custodial team to maintain consistent cleaning routines and ensure that all areas of the school remain safe and functional. The Gateway Unified School District also oversees an operations and maintenance program that provides ongoing care and improvement of school facilities. A work-order system is used to ensure timely completion of maintenance tasks, with emergency repairs receiving immediate attention.

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials			X	PAPER COVERING DOOR WINDOW
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	BROKEN WINDOW NOTE: HAS SINCE BEEN REPLACED

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
English Language Arts/Literacy (grades 3-8 and 11)		0	31	38	47	48
Mathematics (grades 3-8 and 11)		0	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
All Students	11	10	90.91	9.09	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11	10	90.91	9.09	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	--	--	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	--	--	--	--	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	0	0	0	0	0
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

Once 9th-12 grade level CDS students achieve the levels associated with transition, they may access district's CTE courses through Mountain Lakes High School and Central Valley High School 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	0.0%	0.0%	0.0%	0.0%	0.0%
Grade 7	0.0%	0.0%	0.0%	0.0%	0.0%
Grade 9	0.0%	0.0%	0.0%	0.0%	0.0%

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

Parents who wish to participate in Gateway Community Day School's activities, or become a volunteer may contact Christopher Fort, Principal, at (530) 275-7000, by e-mail at cfort@gatewayayusd.org, or visit the District's Web site at www.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
Dropout Rate	--	--		18.1	11.5		8.2	8.9	
Graduation Rate	--	--		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.

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
56%	64.1%		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
2%	5.13%		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 Community Day School maintains a comprehensive School Site Safety Plan that is fully aligned with current state standards. The plan was most recently updated and approved by the School Site Council on November 12, 2025. It is reviewed twice each year—once in the fall, when updated procedures are examined and the annual report is approved for submission to the Board of Trustees, and again in the spring to begin revisions for the upcoming school year. The plan is updated annually by the Site Safety Committee and addresses key safety components, including campus supervision, disaster preparedness kits, and emergency response procedures.

The school is in full compliance with all applicable laws and regulations related to hazardous materials and state earthquake safety standards. Gateway Community Day School’s disaster preparedness plan outlines clear steps for ensuring the safety of students and staff during emergencies and includes adapted procedures to meet the needs of students with disabilities. Fire, earthquake, and lockdown drills are conducted regularly throughout the year to ensure readiness and reinforce safety practices.

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
English Language Arts	4	6	0	0
Mathematics	7	3	0	0
Science	7	3	0	0
Social Science	7	3	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	5	4		
Mathematics	9	2		
Science	5	4		
Social Science	5	4		

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	\$33,576	\$11,119	\$22,457	\$68,337
District	N/A	N/A	\$11,845	\$80,874
Percent Difference - School Site and District	N/A	N/A	61.9	-13.3
State	N/A	N/A	\$11,146	\$92,686
Percent Difference - School Site and State	N/A	N/A	70.3	-24.8

Fiscal Year 2024-25 Types of Services Funded

School sites receiving Title I funding are provided instructional coaching and support to improve the quality of classroom instruction. Title I funds are also used to provide additional teacher and paraprofessional support for students identified as “at risk” in reading and mathematics. Title II funding supplements these efforts by providing instructional coaching for schools that do not qualify for Title I.

The district uses LCAP Supplemental and Concentration funds to increase and improve services for students requiring academic or behavioral interventions. These funds support behavior paraprofessionals, counselors, a district reading specialist, an instructional technology coach, and additional special education personnel who collaborate with teachers and administrators to address the needs of at-risk students and students with disabilities. LCAP funding also supports services for English learners across all district sites.

Gateway Unified School District additionally utilizes Title VII and state grant funds to operate and strengthen the Indian Education program, providing culturally responsive support and supplemental academic services for participating students.

Gateway Community Day School also benefits from Comprehensive Support and Improvement (CSI) funding. CSI funds are allocated to schools identified for additional support under federal accountability measures and are used to implement evidence-based interventions that address achievement gaps, improve student outcomes, and strengthen schoolwide systems. At Gateway CDS, CSI resources help enhance academic intervention, as well as behavioral intervention supports, expands access to behavioral and social-emotional services/programs, and overall strengthen instructional practices for all CDS students.

The Toyon Learning Center campus, which includes Gateway Community Day School, also receives support from the Strong Workforce Grant. This grant provides funding to expand and improve Career Technical Education (CTE) opportunities for students. Strong Workforce funding assists with building CTE pathways, upgrading equipment, supporting industry-aligned curriculum, and increasing access to hands-on learning experiences. These resources help ensure that students at the Toyon site, including those at Gateway CDS, have equitable opportunities to explore career fields and develop workforce-ready skills.

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	
Total AP Courses Offered 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 CDS program has focused on evidence-based practices and district initiatives,

Professional Development

including implementation of the RULER Social-Emotional Learning program (Yale University Center for Emotional Intelligence), Positive Behavioral Interventions and Supports (PBIS) in collaboration with the county office of education, and 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
Number of school days dedicated to Staff Development and Continuous Improvement		5	