

**GATEWAY EAST COMMUNITY DAY SCHOOL
HIGH SCHOOL
2011 - 2012
SINGLE PLAN FOR STUDENT ACHIEVEMENT**

*Gateway East
Community Day School*

Revised and approved by School Site Council (SSC) on Oct. 20, 2011

Principal: Randy Reid
SSC President: Thomas Schroeder



**Gateway East Community Day School
2011-2012
Single Plan for Student Achievement**

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CHAPTER I: STUDENT/COMMUNITY PROFILE

Alternative Education School Profile

Gateway East is a Community Day School that is a part of the continuation/alternative program for the Grossmont Union High School District (GUHSD). Currently GUHSD serves 24,760 students at 12 high schools. Located in the city of El Cajon, it provides an alternative educational setting for an average of 40 students in grades nine through twelve. Gateway East, provides education for those students who are on a suspended expulsion order from the district, an involuntary transfer, a SARB student or a student on probation. Every student who enters the Community Day School program along with their parent have an individual orientation meeting with a teacher from the program and a counselor to review transcripts, discuss educational goals and develop a plan for their academic success. After school tutoring is available to any student wishing additional help. Gateway East provides all academic support to assist the student in meeting the requirements for their high school diploma.

Gateway East will enroll the students for one year while their suspended expulsion is in place. They will receive these students through out the school year which makes it critical that they develop an understanding of the course curriculum so they can reach their educational goals at Gateway.

CHAPTER II: PROGRESS REPORT

Executive Summary School Accountability Report Card, 2009–10

For Gateway Community Day School

Address: 337 W. Main St., El Cajon, CA 92020
Principal: Randy Reid

Phone: (619) 442-4067
Grade Span: 9-12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. The data presented in this report are reported for the 2009–10 school year, except the School Finances and School Completion data that are reported for the 2008–09 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Gateway Community Day Schools provide an education for those students who are on a suspended expulsion order from the district, an involuntary transfer from one of the comprehensive sites, a SARB student, or a student on probation. They offer an extended school year. Gateway Community Day Schools are located at 2 store front locations in the East County. Gateway East opened in a small church location and then moved to its current location on Main Street in El Cajon. Gateway East has two teachers and can serve 40 students.

Student Enrollment

Group	Enrollment
Number of students	27
Black or African American	14.8%
American Indian or Alaska Native	0.0%
Asian	0.0%
Filipino	0.0%
Hispanic or Latino	37.0%
Native Hawaiian/Pacific Islander	0.0%
White (not of Hispanic origin)	48.1%
Two or More Races	0.0%
Socioeconomically Disadvantaged	70.4%
English Learners	18.5%
Students with Disabilities	0.0%

Teachers

Indicator	Teachers
Teachers with full credential	#
Teachers without full credential	#
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on ¹ STAR Program Results
English-Language Arts	22%
Mathematics	7%
Science	-
History-Social Science	0%

Academic Progress²

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	-
Statewide Rank (from 2009 Base API Report)	-
Met All 2010 AYP Requirements	-
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	-
2010–11 Program Improvement Status (PI Year)	-

School Facilities

Summary of Most Recent Site Inspection

Narrative provided by the LEA

Repairs Needed

Narrative provided by the LEA

Corrective Actions Taken or Planned

Narrative provided by the LEA

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	0%

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	-
District	-
State	\$5,681

¹ Standardized Testing and Reporting Program assessments include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

² The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Completion

Indicator	Result
Graduation Rate (if applicable)	37.5%

Postsecondary Preparation

Measure	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	-
Graduates Who Completed All Courses Required for University of California or California State University Admission	-

School Accountability Report Card Reported Using Data from 2009–10 School Year *Published During 2010–11*

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> 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., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

II. About This School

Contact Information (School Year 2010–11)

This section provides the school's contact information.

School		District	
School Name	Gateway Community Day	District Name	Grossmont Union High School District
Street	337 W. Main St.	Phone Number	(619) 644-8000
City, State, Zip	El Cajon, CA 92020	Web Site	www.guhsd.net
Phone Number	(619) 442-4067	Superintendent	Ralf Swenson
Principal	Randy Reid	E-mail Address	rsvenson@guhsd.net
E-mail Address	rreid@guhsd.net	CDS Code	37681303731270

School Description and Mission Statement (School Year 2009–10)

The mission of Alternative Education is to provide individualized learning opportunities that address the educational needs of each student in a safe and nurturing environment. We in Alternative Education believe that ALL STUDENTS CAN LEARN. The faculty and staff are dedicated to providing excellence in education in a small learning community that is conducive to learning.

Opportunities for Parental Involvement (School Year 2009–10)

Gateway East greatly benefits from its supportive parents who ensure that their students are in school every day. Parents are also welcome to join the School Site Council.

Student Enrollment by Grade Level (School Year 2009–10)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten		Grade 8	1
Grade 1		Ungraded Elementary	
Grade 2		Grade 9	3
Grade 3		Grade 10	7
Grade 4		Grade 11	9
Grade 5		Grade 12	7
Grade 6		Ungraded Secondary	
Grade 7		Total Enrollment	27

Student Enrollment by Group (School Year 2009–10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	14.8	White	48.1
American Indian or Alaska Native	0.0	Two or More Races	0.0
Asian	0.0	Socioeconomically Disadvantaged	70.4
Filipino	0.0	English Learners	18.5
Hispanic or Latino	37.0	Students with Disabilities	0.0
Native Hawaiian/Pacific Islander	0.0		

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007-08				2008-09				2009-10			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	7			4					10	4		
Mathematics	7			4					7	6		
Science									4	6		
Social Science	7			3					5	7		

III. School Climate

School Safety Plan (School Year 2009-10)

Safety of students and staff is a primary concern of Gateway East. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on 09/09 by the School Safety Committee.

Also the entire plan will be revised per the REMS Grant to incorporate cooperation with six school districts in our area. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held as needed. Students are supervised before and after school and during lunch and break periods. There is a designated area for student drop off and pick up.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Suspensions	517.6	571.9	296.3	14.4	17.2	16.1
Expulsions	-	21.9	14.8	0.9	1.0	0.9

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2010-11)

Gateway East was originally constructed in 2001 and is comprised of 2 classrooms, 1 weight room.

Cleaning Process: The site teachers work daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

Maintenance and Repair: District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority is given to emergency repairs.

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007–08	2008–09	2009–10	2009–10
With Full Credential	2			
Without Full Credential	0			
Teaching Outside Subject Area of Competence	0		0	n/a

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008–09	2009–10	2010–11
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009– 10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	100%	0%

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2009–10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Administrators	0	n/a
Pupil Services	0	n/a
Classified Staff	2	n/a

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts		0	See Appendix 1
Mathematics		0	
Science		0	
History-Social Science		0	
Foreign Language		0	
Health		0	
Visual and Performing Arts		0	
Science Laboratory Equipment (grades 9-12)		0	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$9,584	-	-	\$69,856
District	n/a	n/a	-	\$68,475
Percent Difference – School Site and District	n/a	n/a	-	2.01
State	n/a	n/a	\$5,681	\$69,595
Percent Difference – School Site and State	n/a	n/a		

Types of Services Funded (Fiscal Year 2009–10)

In addition to general state funding, Gateway East receives state and federal funding for the following categorical funds and other support programs: Title I, Economic Impact Aid, Block Grant, Lottery, etc.

Teacher and Administrative Salaries (Fiscal Year 2008–09)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated 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	\$41,911	\$43,096
Mid-Range Teacher Salary	\$65,864	\$70,018
Highest Teacher Salary	\$87,718	\$89,675
Average Principal Salary (Elementary)	-	-
Average Principal Salary (Middle)	-	\$122,408
Average Principal Salary (High)	\$125,129	\$128,615
Superintendent Salary	\$247,056	\$204,469
Percent of Budget for Teacher Salaries	38.3	37.5
Percent of Budget for Administrative Salaries	5.7	5.1

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-	8	8	26	44	47	48	46	50	52

Language Arts									
Mathematics	18	0	15	23	29	31	43	46	48
Science	15	-	29	41	45	45	46	50	54
History-Social Science	-	0	24	37	43	46	36	41	44

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	48	31	45	46
All Students at the School	26	15	29	24
Male	25		27	33
Female				
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
White	12			
Two or More Races				
Socioeconomically Disadvantaged	19			17
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language	-	-	-	54.6	51.8	48.5	52.9	52.0	54.0

Arts									
Mathematics	-	-	45.0	55.7	58.4	54.2	51.3	53.3	53.4

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	52.0	21.4	26.7	46.4	36.0	17.7
All Students at the School	-	-	-			
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						

Hispanic or Latino

Native Hawaiian/Pacific

Islander

White

Two or More Races

Socioeconomically

Disadvantaged

English Learners

Students with Disabilities

Students Receiving Migrant

Education Services

California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	-	-	-

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress

of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	-	-	-
Similar Schools	-	-	-

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years.

Note: "N/A" means that the student group is not numerically significant or data were not available.

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	-	-	-
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races	N/A	N/A	
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State
All Students at the School	-	735	729
Black or African American		670	638
American Indian or Alaska Native		701	703
Asian		780	857
Filipino		818	812
Hispanic or Latino		687	672
Native Hawaiian/Pacific Islander			706
White		768	801
Two or More Races		638	747
Socioeconomically Disadvantaged		664	669
English Learners		620	626
Students with Disabilities		509	494

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	-	In PI
Participation Rate - English-Language Arts		No
Participation Rate - Mathematics		No
Percent Proficient - English-Language Arts		No
Percent Proficient - Mathematics		No
API		Yes
Graduation Rate		No

Federal Intervention Program (School Year 2010–11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	-	In PI
First Year of Program Improvement		2004-05
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	n/a	4
Percent of Schools Currently in Program Improvement	n/a	21.1

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (Outside Source)

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They

are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>. (Outside Source)

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
Dropout Rate (1-year)	16.7	35.3	9.4	3.3	2.6	3.6	5.4	4.8	5.6
Graduation Rate	33.3	55.6	37.5	89.5	86.9	84.0	80.6	80.2	78.5

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009–10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
All Students	60.0	79.3	94.5
Black or African American			89.7
American Indian or Alaska Native			95.3
Asian			97.4
Filipino			98.2
Hispanic or Latino			91.6
Native Hawaiian/Pacific Islander			95.2
White			98.1
Two or More Races			N/A
Socioeconomically Disadvantaged			91.3
English Learners			98.5
Students with Disabilities			53.4

Career Technical Education Programs (School Year 2009–10)

Gateway East career post secondary planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Gateway East have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs. We use the ROP program to help our students become interested in careers.

Career Technical Education Participation (School Year 2009–10)

This table displays information about participation in the school's CTE programs.

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	100%

Courses for University of California and/or California State University Admission (School Year 2008–09)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	64.6
Graduates Who Completed All Courses Required for UC/CSU Admission	-

Advanced Placement Courses (School Year 2009–10)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	-	n/a
English	-	n/a
Fine and Performing Arts	-	n/a
Foreign Language	-	n/a
Mathematics	-	n/a
Science	-	n/a
Social Science	-	n/a
All courses	-	

XII. Instructional Planning and Scheduling

Professional Development

Staff members build teaching skills and concepts by participating in many conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. 15 days per year over the last 3 years have been dedicated to staff development Topics for staff development during the 2009-2010 school year included:

- Algebra Workshop: Development of the End-of-Course Exam
- Algebra Seminar
- Assistant Principal Apprentice Program
- Assistant Principal PLC Meetings Principal PLC Meetings
- Technology Tools
- Conscious Classroom Management
- Differentiated Instruction for the Teenage Brain, Parts I & II
- Effective Teambuilding

Literacy for all Core Content Areas
 Literacy for Special Ed
 Literacy for EL
 Making Common Assessments Meaningful Using Edu-Soft
 Outrageous Teaching!
 Poverty Training
 Special Ed in the Regular Ed Classroom
 Working and Communicating Effectively with Colleagues

2010 -11 Accountability Progress Reporting (APR)

School Report

2011 Adequate Yearly Progress (AYP) Report

Made AYP: No

Met 3 of 4 AYP Criteria

Participation Rate

GROUPS	English-Language Arts Target 95% <u>Met all participation rate criteria? Yes</u>					Mathematics Target 95% <u>Met all participation rate criteria? Yes</u>				
	<u>Enrollment</u> <u>First</u> <u>Day of</u> <u>Testing</u>	<u>Number</u> <u>of</u> <u>Students</u> <u>Tested</u>	<u>Rate</u>	<u>Met</u> <u>2011</u> <u>AYP</u> <u>Criteria</u>	<u>Alternative</u> <u>Method</u>	<u>Enrollment</u> <u>First</u> <u>Day of</u> <u>Testing</u>	<u>Number</u> <u>of</u> <u>Students</u> <u>Tested</u>	<u>Rate</u>	<u>Met</u> <u>2011</u> <u>AYP</u> <u>Criteria</u>	<u>Alternative</u> <u>Method</u>
Schoolwide	14	13	93	Yes	EN	15	14	94	Yes	EN
Black or African American	3	2	67	--		3	2	67	--	
American Indian or Alaska Native	0	0	--	--		0	0	--	--	
Asian	0	0	--	--		0	0	--	--	
Filipino	0	0	--	--		0	0	--	--	
Hispanic or Latino	5	5	100	--		5	5	100	--	
Native Hawaiian or Pacific Islander	0	0	--	--		0	0	--	--	
White	5	5	100	--		6	6	100	--	
Two or More Races	1	1	100	--		1	1	100	--	
Socioeconomically Disadvantaged	9	8	89	--		9	8	89	--	
English Learners	0	0	--	--		0	0	--	--	
Students with Disabilities	0	0	--	--		0	0	--	--	

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 66.7 % <u>Met all percent proficient rate criteria? Yes</u>					Mathematics Target 66.1 % <u>Met all percent proficient rate criteria? No</u>				
	<u>Valid</u> <u>Scores</u>	<u>Number</u> <u>At or</u> <u>Above</u> <u>Proficient</u>	<u>Percent At</u> <u>or Above</u> <u>Proficient</u>	<u>Met</u> <u>2011</u> <u>AYP</u> <u>Criteria</u>	<u>Alternative</u> <u>Method</u>	<u>Valid</u> <u>Scores</u>	<u>Number</u> <u>At or</u> <u>Above</u> <u>Proficient</u>	<u>Percent At</u> <u>or Above</u> <u>Proficient</u>	<u>Met</u> <u>2011</u> <u>AYP</u> <u>Criteria</u>	<u>Alternative</u> <u>Method</u>
Schoolwide	5	--	--	Yes	CI	5	--	--	No	
Black or African American	1	--	--	--		1	--	--	--	
American Indian or Alaska Native	0	--	--	--		0	--	--	--	
Asian	0	--	--	--		0	--	--	--	
Filipino	0	--	--	--		0	--	--	--	
Hispanic or Latino	2	--	--	--		2	--	--	--	
Native Hawaiian or Pacific Islander	0	--	--	--		0	--	--	--	

White	2	--	--	--	2	--	--	--
Two or More Races	0	--	--	--	0	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	3	--	--	--
English Learners	0	--	--	--	0	--	--	--
Students with Disabilities	0	--	--	--	0	--	--	--

Academic Performance Index (API) - Additional Indicator for AYP

<u>2010 Base API</u>	<u>2011 Growth API</u>	<u>2010-11 Growth</u>	<u>Met 2011 API Criteria</u>	<u>Alternative Method</u>
			N/A	

2011 API Criteria for meeting federal AYP: A minimum "2011 Growth API" score of 710 OR "2010-11 Growth" of at least one point.

Graduation Rate Goal: 90 Percent

Current Year: Graduation Rate Results

<u>2010 Graduation Rate (Class of 2008-09)</u>	<u>2011 Graduation Rate (Class of 2009-10)</u>	<u>2011 Target Graduation Rate</u>	<u>2011 Graduation Rate Criteria Met</u>	<u>Alternative Method or Exclusion</u>
			N/A	U50

Graduation Rate Criteria: (1) met or exceeded the goal of 90%, or (2) met the fixed target graduation rate, or (3) met the variable target graduation rate. Fixed and variable target graduation rates are calculated for local educational agencies and schools that have not reached the 90% goal.

California High School Exit Exam

During CAHSEE test administration, demographic data are coded by the district for each student. The sub-groups included in these reports are based on these data.

This report displays the percent of students passing either the Mathematics or English-Language Arts (ELA) portion of the exam.

Combined indicates results for all exam administrations in the selected school year.

Note: Repeat test takers may take the CAHSEE multiple times in a school year.

**California High School Exit Exam (CAHSEE) Results
for Mathematics and English-Language Arts (ELA)
by Program (Combined 2011) for (Grade 10)
Gateway Community Day School**

- To protect privacy, "-" appears in place of test scores wherever those scores are based on 10 or fewer students.

School	Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
Gateway Community Day	# Tested	Math	14	0	0	1	8	4
Gateway Community Day	Passing	Math	6 (43%)	-	-	-	-	-
Gateway Community Day	# Tested	ELA	13	0	0	1	8	4
Gateway Community Day	Passing	ELA	8 (62%)	-	-	-	-	-

**2011 STAR Test Results
Gateway Community Day School**

All Students - California Standards Test Scores

Total Enrollment on First Day of Testing:

28

Total Number Tested:

28

Total Number Tested in Selected Subgroup:

28

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively. Additionally, EOC stands for End-of-Course.

An asterisk (*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores.

Reported Enrollment

Result Type	9	10	11	EOC
Reported Enrollment	5	17	6	

CST English-Language Arts

Result Type	9	10	11	EOC
Students Tested	5	17	6	
% of Enrollment	100.0 %	100.0 %	100.0 %	
Students with Scores	5	17	6	
Mean Scale Score	*	315.8	*	
% Advanced	*	6 %	*	
% Proficient	*	18 %	*	
% Basic	*	35 %	*	
% Below Basic	*	24 %	*	
% Far Below Basic	*	18 %	*	

CST General Mathematics

Result Type	9	10	11	EOC
Students Tested	2			2
% of Enrollment	40.0 %			
Students with Scores	2			2
Mean Scale Score	*			*
% Advanced	*			*
% Proficient	*			*
% Basic	*			*
% Below Basic	*			*
% Far Below Basic	*			*

CST Algebra I

Result Type	9	10	11	EOC
Students Tested	3	3		6
% of Enrollment	60.0 %	17.6 %		
Students with Scores	3	3		6
Mean Scale Score	*	*		*
% Advanced	*	*		*
% Proficient	*	*		*
% Basic	*	*		*
% Below Basic	*	*		*
% Far Below Basic	*	*		*

CST Geometry

Result Type	9	10	11	EOC
Students Tested		2	1	3
% of Enrollment		11.8 %	16.7 %	
Students with Scores		2	1	3
Mean Scale Score		*	*	*
% Advanced		*	*	*
% Proficient		*	*	*
% Basic		*	*	*
% Below Basic		*	*	*
% Far Below Basic		*	*	*

CST World History

Result Type	9	10	11	EOC
Students Tested	1	3		4
% of Enrollment	20.0 %	17.6 %		
Students with Scores	1	3		4
Mean Scale Score	*	*		*
% Advanced	*	*		*
% Proficient	*	*		*
% Basic	*	*		*
% Below Basic	*	*		*
% Far Below Basic	*	*		*

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	9	10	11	EOC
Students Tested		17		
% of Enrollment		100.0 %		
Students with Scores		17		
Mean Scale Score		294.0		
% Advanced		0 %		
% Proficient		18 %		
% Basic		18 %		
% Below Basic		29 %		
% Far Below Basic		35 %		

CST Biology

Result Type	9	10	11	EOC
Students Tested		4	1	5
% of Enrollment		23.5 %	16.7 %	
Students with Scores		4	1	5
Mean Scale Score		*	*	*
% Advanced		*	*	*
% Proficient		*	*	*
% Basic		*	*	*
% Below Basic		*	*	*
% Far Below Basic		*	*	*

CST Earth Science

Result Type	8	9	10	11	EOC
Students Tested		1	1	2	4
% of Enrollment		20.0 %	5.9 %	33.3 %	
Students with Scores		1	1	2	4
Mean Scale Score		*	*	*	*
% Advanced		*	*	*	*
% Proficient		*	*	*	*
% Basic		*	*	*	*
% Below Basic		*	*	*	*
% Far Below Basic		*	*	*	*

CST Integrated/Coordinated Science 1

Result Type	9	10	11	EOC
Students Tested			1	1
% of Enrollment			16.7 %	
Students with Scores			1	1
Mean Scale Score			*	*
% Advanced			*	*
% Proficient			*	*
% Basic			*	*
% Below Basic			*	*
% Far Below Basic			*	*

Cohort Outcome Data for the Class of 2009-10

ASAM School Report

Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Special Ed Completers	Cohort Special Ed Completers Rate	Cohort Still Enrolled	Cohort Still Enrolled Rate	Cohort GED Completer	Cohort GED Completer Rate
4,791	3,728	77.8	570	11.9	107	2.2	375	7.8	11	0.2

Cohort Outcome Data for the Class of 2009-10

ASAM School Report

Cohort Students	Cohort Graduates	Cohort Graduation Rate	Cohort Dropouts	Cohort Dropouts Rate	Cohort Special Ed Completers	Cohort Special Ed Completers Rate	Cohort Still Enrolled	Cohort Still Enrolled Rate	Cohort GED Completer	Cohort GED Completer Rate
4,791	3,728	77.8	570	11.9	107	2.2	375	7.8	11	0.2

ASAM schools who are not Direct Funded Charters and not County Office of Education administrated receive the district-wide rate.

An asterisk (*) appears on the Internet reports to protect student privacy where there are ten or fewer students.

Gateway Community Day School Expulsion, Suspension, and Truancy Information for 2010-11

Enrollment*	Number of Students with Unexcused Absence or Tardy on 3 or More Days (truants)	Truancy Rate	Violence/Drug		Total Persistently Dangerous Expulsions	Number of Non-Student Firearm Incidents	Overall Total	
			Expulsions	Suspensions			Expulsions	Suspensions
17	6	35.29%		11			1	96

School Profile Data

All Alternative Education teachers have CLAD teaching credentials, and all staff has participated in staff development training on the use of SDAIE methodologies. Students designated as Intermediate or below on CELDT testing are placed at Chaparral for more intensive EL support. Those with designations of Early Advanced or Advanced on the CELDT are able to be placed in any of the Alternative Education programs with additional support/modifications made as necessary.

EL Students at Gateway East 2008-2009

School	Enrollment	English Learners	Fluent-English Proficient Students	Students Redesignated FEP
Gateway East	32	5 (15.6%)	1 (3.1%)	0 (0%)
District Total	24,444	1886 (7.6%)	1742 (7.0%)	43 (1.9%)
County Total	496,689	123,118 (24.8%)	84,502 (17.0%)	11,517 (9.4%)
State Total	6,252,011	1,515,074 (24.2%)	1,213,684 (19.4%)	168,398 (10.8.6%)

Language of English Learner Students Gateway Community School 2008-09

	Number of Students	Percent of Enrollment
Spanish	4	12.5 %
Kurdish	1	3.1%
Total	5	15.6%

Special Categories of Students:

Approximately 88.2% of the students at Gateway East are eligible to receive free or reduced lunches based upon data from the 2007-2008 school years. The economic indicator continues to place Gateway East into school-wide Title I funding for the 2008-2009 school year.

AFDC Gateway East 2008-2009

School	Enrollment	Free & Reduced Price Meals
Gateway East	32	16 (50.0 %)
District Total	24,768	8403 (33.9%)
County Total	496,689	230,865 (46.5%)
State Total	6,252,011	3,270,858 (52.3%)

School facilities, including technology, and media resources are:

Gateway East has two classrooms, an office area, and a weight room. There are computers in all of the classrooms with internet connections and they have their own in house server that allows them to provide additional learning programs.

School programs contributing to pupil achievement and progress toward meeting academic goals:

Gateway East offers extended day tutorials as well as Title I support through classroom aides and materials. They also conduct a weekly orientation for new students and complete pre and post testing of their student's academic skills. Students who are found to be in the Early Advanced or Advanced EL designation are able to remain at Gateway East and receive modified curriculum using SDAIE strategies.

Orientation

There is an active effort to orient students and parents to Alternative Education.

Gateway East's orientation begins with an intake conferences where parents and students meet with guidance personnel and a teacher to establish goals and discuss educational needs. Gateway East also conducts academic testing once a student begins their program which enables the staff to select the most suitable course of study for each individual student.

Tutorials

Gateway East after school tutorials is offered in CORE subject areas as well as CAHSEE prep. All tutorials are staffed by teachers. Students may self-select to attend or may be assigned by their teacher.

Reading classes

All students at Gateway East are tested using the Gates MacGinnitie Test of Reading to give students appropriate support classes.

School-To-Career

Gateway East career planning program prepares students to succeed in real-world contexts through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom. Instructors at Gateway East have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs.

The number of instructional minutes offered:

Gateway East has a daily schedule of six periods per day for 180 instructional days with their school year extended six weeks into the summer. There is a one half hour lunch.

All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code.

Progress in reducing dropout rates:

Gateway East believes that effective instruction consists of continuous building of new concepts upon existing ones requiring regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: Dropout Prevention Specialist and on site counseling. Dropout rates have fluctuated in the past in part due to differing methods of tracking student movement. In an effort to reduce these differences and obtain consistent data, the GUHSD Site Support Technicians joined other individuals from local school sites to receive training from the district. Also a proposed new student data system will possibly address this discrepancy.

The total number of credentialed teachers, the number relying upon emergency credentials and the number of teachers working outside their subject areas of competence:

Currently at Gateway East, we have 2 certificated staff members and 2 classified staff members, for a total of 4. The certificated staff includes 2 teachers and the classified staff includes 1 secretary and 2 aides. Under NCLB requirements, parents of students in classrooms with teachers teaching outside their major area receive notification. All teachers at Gateway East, meet NCLB requirements.

The availability of qualified personnel to provide counseling and other pupil support services:

Gateway East shares the counselor from Chaparral High School. There are no special education students placed in these programs. Harmonium, an East County mental Health program, also provides counseling services for Gateway as well as support from Child Protective Services and the CAT Team. The Dropout Prevention Specialist provides services to the program as needed.

The availability of qualified substitute teachers:

The GUHSD has increased substitute pay, resulting in a more competitive position to obtain qualified substitute teachers. A district system is in place to limit substitute requests on days of anticipated heavy use.

The adequacy of teacher evaluations and opportunities for professional improvement:

Observations are made according to the GEA contract agreement and evaluations completed using district forms. The evaluations focus on the California Content Standards for the Teaching Profession.

Tenured teachers may also have an opportunity to participate in an alternative evaluation process. Walk-throughs by administrators are utilized for assessing the literacy efforts and standards alignment. New, non-tenured teachers participate in the BTSA program that provides them with a variety of staff development. Teachers are encouraged to take advantage of the many professional development opportunities available to them, supported by both categorical and general funds.

The safety, cleanliness and adequacy of school facilities:

Gateway East has a comprehensive School Safety Plan which is updated annually by the Safe School Committee and is available at the school office. Major components of the plan include personal characteristics of students and staff, the school's social environment, school culture and the school's physical environment. The school's staff works hard to encourage awareness and respect for differences as well as similarities. The teachers and staff provide a supportive environment where students can learn free from concerns about physical and psychological harm. If disciplinary support is needed at the site a vice principal from Chaparral High School travels to the school to support school and district policies. If law enforcement is needed the El Cajon Police Department supports the site on law enforcement issues.

Classroom discipline and learning climate, including suspension/expulsion rates:

Alternative Education continues to address the growing number of suspensions and expulsions over the years. Staff meets regularly to discuss individual students in order to avert potential problems. Student Study Team meetings are held with parents and students to address both academic and behavioral concerns. A district probation officer works throughout the District to address truancy issues and work with student offenders.

Gateway East opened in the spring of 1999 school year. Because majority of the students at Gateway East are on a suspended expulsion order, there are very few expulsions and suspensions. If their behavior justifies suspension or expulsion, we recommend that their stipulated expulsion order be reinstated.

Staff training and curriculum improvement:

Curricular alignment with the California Standards has been a major focus of the teachers over previous years. Most departments have established Power Standards that compile the most weighted and tested of the content standards. Instruction has become a blend of contract work and direct instruction as well as incorporated computer instruction at the Gateway programs.

The quality of instruction and school leadership:

High quality instruction is essential for student achievement. Alternative Education provides the core offerings needed to obtain a diploma. Elective classes have been limited and there are few extracurricular activities available to students. ROP classes are available for students in the Community Day Schools in the evenings.

Local Measures of Student Performance

Gateway East Attendance (Percent Attending)

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Avg
02-03	96%	94%	98%	95%	93%	96%	94%	91%	94%	90%	94.1%
03-04	94%	93%	93%	89%	86%	82%	88%	91%	89%	91%	89.6%
04-05	87%	88%	87%	90%	92%	89%	85%	91%	91%	89%	88.9%
05-06	89%	84%	93%	86%	90%	87%	86%	92%	91%	89%	88.7%
06-07	93%	87%	91%	90%	89%	84%	90%	95%	91%	98%	91%
07-08	89%	87%	83%	81%	93%	84%	89%	89%	88%	92%	88%
08-09	93%	85%	87%	83%	95%	82%	89%	89%	87%	93%	88%

ANALYSIS OF CURRENT EDUCATIONAL PRACTICES

Alternative Education at Gateway East targets specific populations with varied needs and interests. Examples of this are the partnership with Harmonium, an East County Mental health Project, to provide counseling individually and in groups on drug and anger management, and after school tutoring. The teacher's curriculum uses power standards so that students are receiving the California State Content Standards.

The following statements characterize educational practice in this program:

1. Alignment of curriculum, instruction and materials to the performance standards. The teachers use power standards for each of their departmental curricula and materials. A combination of direct instruction and standards aligned materials are used in all classes. A combination of digital curriculum also supplements instruction.
2. Availability of standards-based instructional materials appropriate to all student groups: Standards-based instructional materials and books are adequate to support all students. New materials have been utilized to focus on the needs of the EL students on the campus. Textbooks are updated on a district timeline and William's Settlement money was used for the purchase of more current textbooks for the Phoenix program.
3. Alignment of staff development, assessed student performance and professional needs and is data driven: Staff development is targeted to meet these professional needs with ongoing training on assessing data and using it to drive the teaching and focus in all programs.
4. Services provided by categorical funds to enable under performing students to meet standards: Title I aides have been placed with teachers in the core subject areas of Math, English, Social Science and Science.
5. Use of state and local assessments to modify instruction and improve student achievement: Staff has been trained on the use of the student Performance Profile Data available through the District web site. Teachers are using Performance Profiles to gather information about their students. Common assessments are difficult to do given that most teachers are teaching different subjects within their core. Reading data, obtained through Gates-MacGinitie testing, is available to teachers in Performance Profiles.
6. Number and percentage of teachers in academic areas experiencing low student performance: Student failure rate is much too high but has shown steady improvement over the past three years.
7. Family, school district and community resources available to assist these students: Community resources such as Harmonium, County Probation, Drug Rehabilitation programs etc. are available to students. Many of the students are involved with the Juvenile Justice System that mandates some of these services. Family involvement at Gateway East is minimal although parents become involved during orientation and disciplinary meetings, and because of the small numbers, all teachers are in constant communication with parents and or guardians.
8. School, district and community barriers to improvements in student achievement: Barriers to improvement include lack of motivation, low self-esteem, low expectations, limited parental involvement and the transiency of students in and out of our programs.

CHAPTER III: SELF-STUDY PROCESS

WASC Report Information:

Gateway East received a six year accreditation with a three year review from the WASC committee that evaluated the school's program in March of 2008. The success of this report was due to the hard work of the staff, students, parents, and all of the school community. The staff will evaluate in the coming year the recommendations made by the committee and will try to incorporate as many as possible to continue strengthening the educational goals at Gateway East.

Category A:

Organization:

Vision and Purpose, Governance, Leadership, and Staff, and Resources

A1: *To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels?*

Gateway East and West have a written vision statement that reflects school wide learning results. Administrators, teachers, and classified staff all brainstormed and created ESLRS in order to establish the school's vision during the week prior to the beginning of the school year 2007. During the summer, surveys were taken by the students, parents, and staff to determine the level of understanding and commitment to the vision. During the intake process, students and parents are interviewed and their level of understanding is supported by the enrollment of their child and the signatures of parent and child on the behavior contract forms.

To what extent is the school's purpose supported by the governing board and the central administration and further defined by expected school wide learning results and the academic standards.

The purpose of the Community Day Schools is to focus on and remediate academic and behavioral issues that have contributed to the students being in violation of either state law, California Education Code or District policy. The Governing Board and District Administration supports our purpose by providing physical, human, and financial resources that allow us to address students' individual needs. Examples of these resources include smaller class sizes, instructional aides, a school location that is safe, clean, and separate from other school campuses, counseling services, field trips, and appropriate instructional technology.

The District has a web site that supports school wide learning results by keeping updated information on students' academic results and needs in the Performance Profiles. The website allows for links to educational topics, such as information on the CAHSEE as well as new laws that are passed.

A2: *To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected school wide learning results and academic standards based on data-driven instructional decisions for the school?*

The data that we received about our students lead us to our ESLR development. The ESLRS are based on the District's learning results. Data also drives the Site Plan for Student Achievement and analysis. Benchmarks and accountability tools used in the monitoring process include pre-post Gates MacGinnitie testing and CAHSEE results. The District has set up Goals and Objectives that support our Community Day School Mission Statement. The District's Goals and Objectives emphasize (high

quality learning for all, (2) a safe, supportive environment, (3) a collaborative learning environment, (4) and community engagement.

To what extent does the governing board delegate implantation of these policies to the professional staff?

The teachers are collectively and individually involved in the development and implementation of the Single Plan for Student Achievement. The entire staff of Alternative Education is committed to achieving the individual learning plan (Rehabilitation Plan) set forth by the Governing Board.

To what extent does the governing board regularly monitor results and approve the single school wide action plan and its relationship to the Local Educational Association (LEA) plan?

The Governing Board approves the Single Plan for Student Achievement and all of its revisions throughout the year. Test results and reports on dropouts, suspension and expulsions are provided to the Governing Board for review at least yearly.

A3: *To what extent based on student achievement data does the school leadership and staff make plans and initiate activities that focus on all students achieving the expected school learning results and academic standards?*

The staff reviews student achievement data as it becomes available, and bases the development of activities on the needs of the students and improving academic performance. On-line CAHSEE review is offered, along with one-on-one tutoring and after school tutorials for students who have not passed the CAHSEE. At Gateway West, CAHSEE practice test results are charted, and students are given more practice in areas of weakness.

To what extent does the school leadership and staff annually monitor and refine the single school wide action plan based on analysis of data to ensure alignment with student needs?

The teachers and staff at Gateway East and West discuss student performance behaviorally and academically on a frequent basis. Student performance data is discussed as it becomes available and joint decisions regarding program improvements are made by both administrative and instructional staff. There is an assistant principal assigned to each of the Community Day Schools who works in all of the alternative education programs. The assistant principals meet with their respective students and staff at least weekly and are always available via phone or email. The same is true for the counselor assigned to the program. He meets with students to discuss academic, behavioral, and personal achievements, successes, and needs. He also meets with the parents and 10th grade students during the spring time to set up goals for graduation.

A4: *To what extent does a qualified staff facilitate achievement of the academic standards and the expected school wide learning results through a system of preparation, induction, and ongoing professional development?*

Staff at Gateway East and West is given opportunities to participate in seminars, in-services, and training classes to further support professional growth and to benefit student learning outcomes. There

are three days designated for staff development activities at the beginning of each school year that focus on various topics. Gateway West teachers have participated in on-site training on “How to Deal with Difficult Adolescent Behaviors.” The teachers at both schools have participated in, and presented at the Continuation and Community Day School conferences.

A5: *To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?*

Counselors, teachers and administrators are involved in professional growth and development workshops, conferences, as well as specific continuation education and alternative education professional memberships that support and provide research and data.

The staff at Gateway East and West continually discusses student progress by reviewing data from STAR, CAHSEE, and Gates MacGinnitie tests. The data is reviewed by the administration, counselor, and teachers, and school wide goals are developed.

The incoming students and their parents participate in an intake process. At this time, the rules are explained and all questions from students and parents are addressed. The counselor meets with the student and parent to discuss the current status of their credits and to develop a class schedule that meets the needs of the student. If necessary, the schools collaborate with Student Support Services or the student’s last school of attendance in order to clarify any scheduling conflicts or individual needs of the student.

A6: *To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected learning results?*

Both Gateway East and Gateway West have many resources to help students accomplish their academic standards and expected school wide learning results. All of the teachers are NCLB compliant, CLAD trained, and meet the credential standards for their subject areas. Each site has one assistant principal (off site), one counselor (off site), one Harmonium social work counselor, one secretary, and classroom aides for each class. Gateway East can also access the School Resource Officer from Chaparral High School because the school is part of the El Cajon Police Department jurisdiction. The off-site personnel make at least weekly visits to the school and are available whenever necessary. The variety of personnel effectively meets the diverse needs of the students and helps them attain their potential. The aides and classified personnel are hired using an interview process developed by the Gateway teachers and alternative education administration. Positions are filled only by qualified individuals who are flexible and able to attend to the special needs and skills of the students.

STATE PROGRAMS:

1. 10th Grade Counseling (to provide sophomores with in-depth guidance time to explore career plans and chart the next years of course work.) - \$90 for each school
2. Lottery-Proposition 20 (to provide ongoing improvements in the instructional program.) – Gateway East - \$1,549, Gateway West \$2,707

3. 861 Block Grant (to provide ongoing improvements in the instructional program.) – Gateway East - \$738, Gateway West - \$1,969
4. CAHSEE prep money (for improving pass rate on the test for juniors and seniors) – Gateway East - \$449, Gateway West - \$871

FEDERAL PROGRAMS:

1. Title I: School wide program (to upgrade the entire educational program of the school by hiring tutors, to provide staff development, purchase materials and supplies, etc. Gateway East - \$6,551, Gateway West - \$3,494

Students who need special help to pass the CAHSEE supports through tutorials, etc. that cater to their individual academic needs. The Single Plan for Student Achievement also details how the resources are coordinated to support all students in accomplishing the academic standards and the expected school wide learning results. All staff participate in the development of the Single Plan for Student Achievement and it is approved by the School Site Council, whose members are made up of teachers, students, community members, and administration.

The procedures for acquiring and maintaining adequate instructional materials, such as textbooks, other printed materials, audio-visuials, support technology, manipulative and laboratory materials are known by all staff and easily used. All textbooks used are those adopted by the District and familiar to students coming from District schools. Teachers may order instructional materials with the approval of the Principal, and the District's purchasing staff. Guidance in purchasing or use of District materials is readily available.

Areas of strength:

1. The District administration and the Governing Board support the goals of the school for student achievement.
2. The administrative staff supports the teachers of Gateway East and West in evaluating student needs and behavior. The administration and teachers collaborate on setting goals for student academic achievement and for behavior standards.
3. Budgetary demands are met so that Gateway East and West can have the current text books available and keep computers updated with current software.

Prioritized growth areas:

1. Establish a “wish list” to meet future goals should money become available, or if the state provides “one time only” money.
2. Seek out additional funding sources to support the guitar class at Gateway West.
3. For Gateway East to manage their own site budgets and purchasing.

Category B:

Standards-based Student Learning: Curriculum

B1: *To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school wide learning results? [Through standards-based learning (i.e., what is taught and how is it taught), the expected school wide learning results are accomplished.]*

All students at Gateway East and Gateway West receive student-centered learning based upon the California Frameworks and Standards and meet District graduation requirements. These Frameworks and Standards provide high expectations of student achievement. District approved texts and curriculum are used, and students have access to a varied program ranging from college prep coursework to vocational education avenues through ROP. The students learn through different modes of instruction and media, and they demonstrate mastery of standards and the ESLRs through varied assessments, academic and support programs. United Streaming is used to augment and enhance teacher prepared materials, and technology allows variation of assessments based on students' needs. Gateway East uses Measuring Up to assess student learning for the CAHSEE and to remediate before taking the test.

B2: *To what extent do all students have access to the school entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?*

All incoming students to Gateway East and Gateway West meet with their parent, teacher, and counselor to affect a personal learning plan for the student. This plan is written in conjunction with the student's individual Governing Board sanctioned Rehabilitation Plan. All district core academic courses are offered to the student, as well as many electives. It is possible for a student to transfer to Chaparral when all options at this site have been used. English Learners are referred to Chaparral where their academic needs can be best met. Every 10th grade student and their parent receive conferencing with the counselor to make sure they are on-track for graduation, or for other alternative, such as GED. All classes at Gateway East and gateway West are kept to a maximum of 20 students; this assures daily one-to-one contact with the teacher. Immediate contact with support personnel is possible through email or phone. Harmonium counseling is provided three days a week with the counselor meeting with the students in groups or individually.

B3: *To what extent are the students able to meet all the requirements of graduation upon completion of the high school program?*

All students at Gateway East and Gateway West have access to the core required courses to meet the District graduation requirements established in their individual plan. Small class sizes and regular monitoring by the counselor allows for more one-on-one instruction. Transcripts are reviewed regularly by teachers, counselor and students. They are updated to make certain that students stay on track for graduation. All teachers have access to Performance Profile data on each student in order to access transcripts and assessment data.

Areas of strength:

1. Improved CAHSEE scores.
2. Regular monitoring of student progress. Daily/weekly meetings with students to review progress.
3. Development of phone log and web site to improve notification of parents regarding student progress.
4. Up-to-date computers to access United Streaming.

Prioritized growth areas:

1. Develop opportunities beyond the core subject areas.

Category C:

**Standards-based Student Learning:
Instruction**

C1: To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected school wide learning results?

Standard-based learning is provided for students in all subjects. Individual learning syllabi (contracts) are aligned with district and state content standards. In the core academic classes (math, English, history and science) district-approved, standard-based textbooks are used in the classroom. Teachers also incorporate additional assignments to supplement a text-driven curriculum.

C2: To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills , and help them succeed at high levels

Gateway East and Gateway West use United Streaming to enhance the sciences and social studies courses. This is a web-based program that uses news clips or video clips to broaden the horizons of the students. Gateway East has added labs to their science courses that go beyond the textbook. An example of this is to dissect a frog using a computer based program. The English students are involved in a writing program learn the skills necessary to raise their scores on the CAHSEE and for entering college. Directed activities are used to review grammar and vocabulary. Students are given many opportunities to practice becoming articulate speakers. Gateway West students take several field trips each year to include the Ruben H. Fleet Space Center, Birch Aquarium, the Midway, Donovan Correctional Facility, and Sea World.

Gateway East uses a web- based program called Measuring Up to help students pass the CAHSEE the first time taken or for remediation of students that have failed the CAHSEE in previous attempts in math, English, or both. Gateway West uses an on-line program called CAHSEE Prep to assist students prepare for or improve on the CAHSEE.

Areas of Strength:

1. Standards are being addressed in a variety of ways. Contracts are being revised to designate the standards being addressed with each assignment at Gateway West.
2. Students have access to computers on a daily basis.
3. Students have access to web-based programs to enhance the standards.
4. Computer based labs for the sciences.

Prioritized Growth Areas:

1. Achieve more uniformity needs to be achieved addressing state standards in the classroom.
2. Continue to reinforce the expected school-wide learning results.

Category D:

Standards-based Student Learning: Assessment and Accountability

D1: To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?

Gateway East and gateway West assesses students based on the California State Standards. With curriculum aligned accordingly, students are tested for skills and knowledge in the various subjects. The Gates-MacGinnitie Reading Test and the CAHSEE prep website are also used for assessment of skill level.

In addition to on site teacher generated exams, the District uses the following standardized assessments:

CAHSEE

STAR

District Program Assessments in Math and English

California Standards Test

CELDT for ELD students

Algebra Readiness Test

EPATH

Due to the high turnover in our population, data that is typically useful to the traditional classroom is not as useful in our data analysis. Individual student progress and completion of the individual rehabilitation plan is a more valid measurement of student growth.

Student performance reporting to the parents is accomplished through a variety of ways. One method is through District-initiated progress reports at regular intervals. Another very effective way is through weekly phone calls or emails to parents. Progress is also reported on the District website for parents known as the Parent Portal, as well as on teacher websites.

D2: To what extent do teachers employ a variety of assessment strategies to evaluate student learning?

Teachers determine the proper assessments for students by taking into account the nature of the skills being tested. Other considerations include, but are not limited to:

- Student learning styles
- Reading and math ability levels
- Test anxiety level
- 504 accommodations
- Type of activity being assessed

To what extent do students and teachers use these findings to modify the teaching /learning process for the enhancement of the educational progress of every student?

Work is returned to students in a timely manner. For the most part, students receive immediate feedback on assignments or within a day of completion. Students are required to correct their work before moving on to another assignment. Having an aide in each classroom makes it possible to give immediate feedback since both the teacher and the aides are involved in grading papers. When District assessment data becomes available, the learning process is modified to include remediation in math and English, if needed.

D3: To what extent does the school with the support of the district and community has an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected school wide learning results?

The District supports our efforts in assessing students by organizing the data generated and making it available to staff in an understandable, useful way. They have created the Parent Portal so that parents can monitor their student's attendance and discipline in real time from home. In addition to data collected for the Single Plan for Student Achievement, data for Gateway East is also collected for

ASAM reporting each year. In all, the District has been extremely supportive in providing reports and data necessary to monitor student achievement.

D4: To what extent does the assessment of student achievement in relation the academic standards and the expected school wide learning results drive the schools program, its regular evaluation and improvement and usage of resources?

Gateway East and gateway West utilizes CAHSEE prep materials and the CAHSEE prep website within their English and Math classes. Students receive credit for taking one or both courses. Title I tutors work one-on-one with students who, through assessment results, are determined to need additional help to improve skills in English and/or math. Tutorial is offered every day after school for one hour. Students work on subjects in which they are behind, or in which they need help. The students' individual rehabilitation plans are charted, and progress is carefully monitored.

The needs of our EL population by permitting them to attend Chaparral, where an EL program exists.

Areas of Strengths:

1. Variety of assessment strategies.
2. Efficient student information system that allows teachers, parents, and student to access scores.
3. CAHSEE remediation.
4. Improvement in CAHSEE scores
5. One-on-one tutoring
6. Individual learning plans that facilitate proper assessment strategies.

Prioritized growth areas:

1. Focus on and reinforce test taking strategies.
2. Emphasize after school tutorial opportunities.
3. Review and update contracts for relevancy and inclusion of State Content Standards.

Category E:

School culture and Support for Student Personal and Academic Growth

E1: To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement especially with the teaching/learning process?

Parents are required to attend an orientation to discuss school philosophy, expectations, tutorial, behavioral policy, and to review the individual rehabilitation plan for their child.

Parents are welcome to participate in and contribute to the monthly rewards days in recognition of student academic/behavioral achievement. These could include completion of classes, perfect attendance, and/or most improved student. Rewards days consist of pizza, movies, and a drawing for prizes. Prizes are sometimes donated by the community and/or purchased with ASB funds.

Students with perfect attendance for the month are taken out to lunch at Gateway East and at Gateway West are given coupons for monthly drawings.

Students who are not behind in their contracts at Gateway East or who are at the top of their behavioral level system at Gateway West are rewarded with a movie on Friday afternoons.

Students are required to complete community service to get their expulsion lifted.

Progress reports are mailed home to parents at regular intervals and are available upon parent or student request.

Counseling by Harmonium provided. Parents can also be incorporated into this process if the counselor believes all parties need to meet and participate together to get the best of the counseling sessions.

A survey is conducted which gives the parents and students an opportunity to express their opinions on the value of the educational programs and the learning environment at Gateway.

The district website with student profiles gives parents the ability to access student information on attendance, credits and graduation requirements. It also allows them to review all testing information to be sure their student is progressing towards graduation.

A Dropout Prevention Specialist gives support to parents of high risk attendance students.

At Gateway West, a consultant has been hired to teach guitar and music theory to the students. At the end of the semester the guitar students put on a performance in the community demonstrating what they have learned.

Community involvement in the form of guest speakers is a frequent occurrence. Guest speakers have included individuals from colleges, trade schools, Job Corps, different branches of the military, gang prevention organizations, San Diego County Office of Education, health organizations, and California Highway Patrol.

Community field trips add a rich variety of experiences to the student's education. Field trips are taken to places such as the Birch Aquarium, Donovan Correctional facility, Ruben H. Fleet Science Center, Sea World, the Midway, and Job Corps.

Gateway East secretary is bilingual and can communicate with our Hispanic parents.

E2: To what extent is the school a safe, clean and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continues school improvement?

Both Gateways provide a safe, clean, and orderly place that nurtures learning.

Both schools are kept clean by a custodial person. Restrooms are closely supervised and kept clean and in good repair by the staff during the day.

The student-teacher ratio is never greater than 20:1.

The student dress code regularly enforced.

Physical Education is provided with an emphasis on healthy living.

Anger management classes provided by Harmonium.

All classrooms and office area are under video surveillance.

Frequent formal and informal discussions are conducted regarding respect, fair treatment, and the appreciation of cultural differences.

The Interquest Canine Detection dog makes random visits to both sites to look for contraband.

E3: To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

Gateway East and West students have access to a very flexible system of course selection and program adjustment. Schedules are developed to meet student needs and goals for the future wherever possible. Students may be working towards graduation, GED, CHSPE, or vocational training. If the school is not able to provide the classes that are required for the student, they are allowed to transfer to Chaparral High School.

The programs are somewhat limited in terms of elective options, and students are permitted to transfer to Chaparral High School if they are in need of electives that are not offered at the Community Day Schools. Students are allowed and encouraged to attend evening courses at the community colleges to acquire additional credits that will help them with their future goals. Students are also enrolled in ROP classes after school with administrator permission.

Teachers maintain an ongoing record of each student's progress in terms of their attendance, work completion, and academic grade. This information allows the teacher to talk to the student/parent and counselor, should concerns arise. The advantage of this system is that it provides the ability to take action immediately without having to wait for an arbitrary time period such as a quarter or semester. If a student appears to be having problems in more than one class, a meeting can be called to involve the parent, student, counselor, vice principal and teacher. The meeting is designed to focus on both positives and negatives and to come up with concrete strategies for improving student success. Teachers also meet informally with parents as students are being dropped off or picked up. Probation Officers are also advised when a student is experiencing difficulties with grades, attendance, or discipline. When required by the juvenile courts, letters are written to advise the presiding judges of student progress.

A copy of the student's individual rehabilitation plan is placed in each student's binder and is reviewed with the student on a frequent basis. Progress with regard to credits, community service, and counseling is charted and closely monitored.

School wide services include a small library in which all levels of reading are addressed. In-class computers provide students an opportunity to participate in CAHSEE remediation, United Streaming (on-line) videos provide enhancement to the social studies and science courses, MSOffice provides students with the necessary tools for word processing, Power Point presentations, and spread sheets, and on-line software provides students the opportunity for career assessment and exploration.

The Gateway Community Day Schools provide counseling opportunities for parents of tenth grade students to set goals for meeting the graduation requirements. There is ongoing contact with counseling to review graduation status and plan for the future. In addition to our academic counseling services, personal and confidential counseling is offered via the school-based Harmonium group. These counselors work closely with students to address issues such as drug/alcohol abuse, dysfunctional home lives, abusive relationships, pregnancy, development of social skills, peer relations, and other psychological services.

A significant number of our students are placed at the Community Day Schools as a condition of their suspended expulsions. These students are given an individual rehabilitation plan which must be completed in order to be reinstated at their comprehensive high schools following their expulsion. Parts of the rehabilitation plan consist of acquiring credits completing 20 hours of counseling, and doing community service. The students are provided with a list of nonprofit organizations that will accept students under the age of 18. They can also provide their own community service at a nonprofit organization such as a church, boy's and girl's club, teen recreation center, homeless shelter, etc.

Students can also go to VolunteerSanDiego.com for other places that provide community service opportunities.

E4: To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

Gateway students have access to a variety of services beginning with meeting with the counselor at the intake process. Before a student enrolls in a Gateway program, the parent and student must meet with staff to go over the rules at Gateway and to turn in paperwork. They are also given access to the counselor once a week or on a daily basis by phone. We monitor student success on a daily basis and we hold meetings consisting of parents, student, teachers, vice principal, and counselor. The purpose of these meetings is to identify problematic areas that are interfering with a student's success at school and work on solutions that will ensure that the student stays in school and progresses in a timely manner. For students who are not attending regularly, we use Chaparral's Dropout Prevention Specialist who works closely with students and their families, who are at-risk of not completing high school. High School Exit Exam prep classes are offered during class in order to provide additional academic support.

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Areas of Strength:

1. There has been a decrease in the number of suspensions and arrests on campus due to increased interventions and supportive teachers.
2. There are a variety of ways that Gateway Community day Schools acknowledge student successes and promote continued improvement.
3. There has been an increase in student community involvement.
4. School pride amongst students has increased.
5. A thorough in-take process for incoming students and their parents helps acclimate these individuals to the Gateway environment.
6. Highly qualified aides work diligently with the students one-on-one or in small groups to assist with CAHSEE remediation and/or tutoring in academics.
7. A Dropout Prevention Specialist is available.
8. The entire staff works together with the students, both in academics and behaviors to help students be successful and ready to return to their traditional school site.

Critical areas for follow-up:

1. Increase parent involvement in the school.
2. Expand community services available to students

Prioritized Growth Areas:

1. Establish a “wish list” to meet future goals, if money should become available or if the state provides “one time only” money.
2. Seek additional sources for music and art funds in order to ensure the continuation of the Gateway West guitar class.
3. Create more elective opportunities for students enrolled at the Gateway Community Day Schools.

A. Gateway East and Gateway West Action Plan

Action Item 1

Statement of issue: Improve ELA Scores (CST and CAHSEE)

Action Steps to be taken:

1. Include standards on ELA contracts
2. Reinforce ESLR's on contracts
3. Incorporate student transcripts in student learning plan
4. Reinforce test taking strategies on contract
5. Evaluate through pre and post testing

Persons Responsible: Teachers, counselors, students, administrators

Resources needed: Planning time, content standards, 4-year plan matrix, ESLR's, computers

Assessment/Evaluation:

Gates-MacGinnitie reading test
Measuring Up e-Path (East)
CAHSEeprep.org (West)

Timeline: Incremental beginning with Fall 2007

Reporting of Progress:

Parent letter every 6 weeks (East)
Grades at end of Semester
School Web Site
Parent Portal
E-mails
Meetings
Phone calls home, logs

Action Item 2

Statement of issue: Improve Math Scores (CST and CAHSEE)

Action Steps to be taken:

1. Include state standards on Math contract
2. Reinforce ESLR's on the rehabilitation contract
3. Incorporate student transcript in the student learning plan
4. Reinforce test taking strategies on the rehabilitation contract
5. Evaluate through pre- and post- testing

Persons Responsible: Teachers, counselors, students, administrators

Resources needed:

Planning time
Content Standards
4-year plan matrix
ESLR's
Computers

Assessment/Evaluation:

Gates-MacGinnitie reading test
Measuring Up e-Path (East)
CAHSEEprep.org (West)

Timeline: Incremental beginning with Fall 2007

Reporting of Progress:

Parent letter every 6 weeks (East)
Grades at end of Semester
School Web Site
Parent Portal
E-mails
Meetings
Phone calls home, logs

Action Item 3

Statement of issue: Ensure that students are on track for completion of Rehabilitation Plan as established by Student Services (District)

Action Steps to be taken:

1. Review Rehabilitation Plan during intake with students and parents
2. Place a copy of the Rehabilitation Plan in student notebook
3. Review progress with students and parents on a regular basis
4. Submit completed Rehabilitation Plan to Student Support Services

Persons Responsible: Teachers, students, parents, counselors, administrators

Resources needed:

Rehabilitation Plan
District support
Office staff
Community support
Parent support
Student support

Assessment/Evaluation:

Tracking of Individual Rehabilitation Plan Goals
Transcripts

Timeline: Beginning Fall 2007

Reporting of Progress:

Parent letter every six weeks (East)
School Web Site
E-mails
Meetings
Phone calls home

Action Item 4

Statement of Issue: Improve the community perception of the Gateway Schools.

Action Steps to be taken:

1. Continue orientation meetings with parents, students, teachers, and counselor.
2. Make a Gateway Power Point presentation to be used at Orientation, CDS meetings, and other appropriate meetings in order to highlight the successes of the Gateway schools.
3. Create a Website for parent and student access that will highlight student progress.
4. Invite Director of Student Support Services to Community Day School meetings.

5. Involve parents in Community Day School meetings.
6. Keep a phone and e-mail log of parent contacts. Make daily/weekly contacts to report good progress and “needs improvement” situations.
7. Send Gateway Semester Book to assistant principals at comprehensive high school sites.
8. Invite parents and community members to Gateway talent show (West).

Persons Responsible: Teachers, counselor, students, administrators

Resources Needed:

Planning time
Assistance from Tech Resources
Computers

Assessment/Evaluation:

Parent Survey
Parent phone calls
E-mails

Timeline: Incremental beginning with Fall 2007

Reporting of Progress:

School Web Site
Phone/E-mail Log Sheets
Meetings
Parent Survey

Action Item 5

Statement of Issue: Implement avenues for career exploration.

Action Steps to be taken:

1. Add career exploration activities to the ELA contracts.
2. Incorporate career discussions in the other academic areas.
3. Utilize the COIN Website for career assessment and skills assessment.
4. Invite guest speakers from community colleges and trade schools.
5. Invite Job Corps to discuss what they offer and arrange field trip to the site.
6. Ask counselor to discuss ROP options to students.

Persons Responsible: Teachers, counselor, and students

Resources Needed:

Planning time
Assistance from Tech Resources for help with COIN Website
Computers

Assessment/Evaluation:

Parent Survey
Parent phone calls
E-mails

Timeline: Incremental beginning with Fall 2007

Reporting of Progress:

School Web Site
Phone/E-mail Log Sheets
Meetings
Parent Survey

B. Additional specific strategies to be used by staff within subject areas:

In each subject area, teachers will implement the ESLR's into the daily lesson plan as well as the state standards. Other strategies that staff will use within their subject areas will depend on the needs of each class and the students involved. These could include but are not limited to: differentiated instruction, group work, direct instruction, and individual instruction.

C. Description of the follow-up process:

The follow-up process will include the element of a school site council consisting of administration, teachers, support staff, parents, and students. They approve the Single Plan for Student Achievement that the staff develops through review of data and discussion about student success.

SCHOOL GOALS FOR IMPROVING STUDENT ACHIEVEMENT

- Goal #1:** By June 2012, the majority of our students that have be enrolled with us for 90 days or more will reach proficiency or above on the CST in English Language Arts and Math.
- Goal #2:** By June of 2012, teachers will expand their use of technology in the teaching of mathematics to enhance the hybrid learning environment with a range of whole class and individual instructional experience as measured by a 20% increase in students passing rate on the mathematics portion of the CAHSEE.
- Goal #3:** By June 2012, all students will be educated in learning environments that are safe, violence free, drug free, tobacco free and conducive to improved self esteem as measured by a reduction in suspension/expulsions, failure rate and dropout rate and an increase in attendance and graduation rate.
- Goal #4:** By June 2012, Alternative Education staff, students, parents and community members will work in partnership to support students to move towards their goals to graduate from high school as well rounded individuals prepared for post secondary education or work as measured by an increase in A-G completion, CST results, and passing rate for the CAHSEE.
- Goal #5:** By June 2012, professional development opportunities will be provided to enhance teacher's capacity to increase student achievement and to strengthen positive school climate as measured by increased performance on the CST, CAHSEE tests, and student surveys.

ACTION PLAN

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

Goal #1: By June 2012, the majority of our students that have been enrolled with us for 90 days or more will reach proficiency or above on the CST in English Language Arts and Math. Student groups participating in this goal: All students Means of evaluating progress toward this goal: Disaggregated longitudinal data. Group data needed to measure academic gains: STAR-CST, CAHSEE and GUHSD district assessments					
Description of Specific Actions to Improve Educational Practice	Implementers/Timeline	Related Expenditure	Estimated Cost	Funding Source	
Alignment on instruction with content standards: <ul style="list-style-type: none"> All CORE subject areas will align curriculum to CA State Content Standards and continue to calibrate curriculum to the appropriate grade level. Teachers in CORE areas will use standards aligned textbooks adopted by the GUHSD. In addition, Digital Curriculum through AIMS will supplement the curriculum. Packet materials will be calibrated with CA State Content Standards and appropriate skill level by grade and students will participate in practice tests. 	Teaching staff, Administration/by 6/12	None	\$0	None	
Improvement of instructional strategies and materials: <ul style="list-style-type: none"> Reading skills will continue to be reinforced and emphasized school-wide across all subject areas with targeted strategies and challenging learning experiences that involve higher order thinking skills as measured by pre and post testing on the Gates-MacGinitie and scores on the CAHSEE. Writing skills will continue to be reinforced and emphasized school-wide across all subject areas using targeted strategies challenging learning experiences that involve higher order thinking skills and measured by District assessments and scores on the CAHSEE. Literacy (writing and reading) skills will be taught across the curriculum as monitored by walk through observations and collaboration with like teachers. After School tutorials will be offered. Investigate the use of adapted AVID methodologies in preparing students for community college and beyond. 	Teaching staff, Administration, By 6/12	None	\$0	None	
			\$25/hr	Title I Prop 20 Block grant	
			\$25.00/hr	Site funds/Block grant	
			\$40/hr	Title I	
				EIA funds, Title I	
				EIA/Title I SES	

<p>Extended learning time:</p> <ul style="list-style-type: none"> Extended day tutorials will be offered in all CORE subject areas focusing on CAHSEE Students performing below 8th grade in math and having never passed a math class will be given support through the Foundations for Math class. Summer school will be offered for repeating classes, finishing classes in progress, supplementary instruction such as standards-based pre-requisite classes in reading and math. 	<p>By 6/12</p> <p>Staff, Administration</p> <p>Counseling, Staff, Title I Coord.</p> <p>Administration, Title I Coord.</p>	<p>Teacher Hourly</p> <p>Certificate d Salary</p> <p>Certificate d Salary</p>	<p>\$44/hr</p> <p>\$0</p> <p>\$0</p>	<p>Ext. Day Funds/Title I</p> <p>Title I</p> <p>Summer School, Title I</p>	
<p>Increased educational opportunity:</p> <ul style="list-style-type: none"> A program to give students access to a computer lab to enhance skills in reading and CORE subject areas will be available with digital curriculum. Increased opportunities for internet projects will be utilized. 	<p>Teaching staff, Administration, by 6/12</p>	<p>Certificate d Salary</p> <p>Classified Salary</p>		<p>Title I /EIA/ Block grant</p>	
<p>Involvement of staff, parents and community:</p> <ul style="list-style-type: none"> Parent/Community will have access to information about Alternative Education, including the SARC via the GUHSD websites. 	<p>Principal, Asst. Principal/ by 6/12</p>	<p>None</p>	<p>\$0</p>	<p>None</p>	
<p>Auxiliary services for students and parents:</p> <ul style="list-style-type: none"> Parents/community will have access to student assessment results via Performance Profiles. 	<p>Principal, Counseling, GUHSD/ by 6/12</p>	<p>None</p>	<p>\$0</p>	<p>None</p>	
<p>Monitoring program implementation and results:</p> <ul style="list-style-type: none"> Administrators and staff will monitor D/F rates following each progress report and grading period. The data will be used to determine supplemental programs for students. Administrators will monitor progress data of students returned to their home school. An outside consultant will be used to monitor and provide strategies to reach Gateway's goals and outcomes as part of Program Improvement requirements. 	<p>Department chairs, Teaching staff, Administration/ by 6/12</p>	<p>None</p>	<p>\$0</p>	<p>None</p> <p>Title I</p>	
<p>Subtotal:</p>			<p>dependent upon hours worked</p>		

<p>GOAL #2 By June of 2012, teachers will expand their use of technology in the teaching of mathematics to enhance the hybrid learning environment with a range of whole class and individual instructional experience as measured by a 20% increase in students passing rate on the mathematics portion of the CAHSEE.</p> <p>Student groups participating in this goal: All students Means of evaluating progress toward this goal: Disaggregated longitudinal data. Group data needed to measure academic gains: STAR-CST, CAHSEE and GUHSD district assessments</p>					
<p>Description of Specific Actions to Improve Educational Practice</p>	<p>Implementers/Timeline</p>	<p>Related Expenditure</p>	<p>Estimated Cost</p>	<p>Funding Source</p>	

Alignment on instruction with content standards: <ul style="list-style-type: none"> All computer programs and software chosen for curriculum support will align to California State Content Standards and appropriate grade levels. 	Administrators, Teachers, consultants, by June 2012				
Improvement of instructional strategies: <ul style="list-style-type: none"> Math skills will be enhanced by the use of instructional resources through the development of computer generated programs and software that will help improve student scores on the CAHSEE. 	Administrator, Teachers and consultants by June 2012	Teachers and consultant collaboration and work shops	\$500	CAHSEE Prep	
Extended learning time: <ul style="list-style-type: none"> Technology based programs for math will allow the teachers to enhance their curriculum to accelerate the learning process rather than extending hours in the classroom. Technology based curriculum will allow the students to pursue their lessons at home which will help facilitate greater understanding of their curriculum. Extended summer session to be offered for students to finish classes and supplement instruction 	Teachers, staff, and consultants by June 2012 Administrators, teachers, and consultants by June Of 2012	None	0		
Increased educational opportunities: <ul style="list-style-type: none"> The computer designed programs will allow students more access to their curriculum which will allow for improved skills in math. Increased learning opportunities will occur with the implementation of technology by increasing the exposure of curriculum and learning opportunities on the internet. 	Administrator and teachers by June 2012	None	0	None	
Involvement of staff, parents, and the community: <ul style="list-style-type: none"> Staff will take part in collaborative developed professionally development and on-site support in mathematics. Staff will assist in selecting textbooks and support materials for use with their students. Parents will be informed of all computer support programs and how they can help facilitate learning at home. Data will be shared with all stakeholders on the outcomes of the increased use of technology in the classroom 	Administrator and teachers by June 2012 District, Administrators, and teachers by June 2012 District, staff, teachers, and parents by November 2012	Workshops None	\$500 SD Funds 0	Title 1	
Monitoring program implementation and results: <ul style="list-style-type: none"> Administrators, teachers, and consultants will monitor CAHSEE data for increased pass rates in mathematics. 	District, Administrator, teachers, and consultants by November of 2012	None	0		
Subtotal:			\$1,000		

GOAL #3: By June 2012, all students will be educated in learning environments that are safe, violence free, drug free, tobacco free and conducive to improved self esteem as measured by a reduction in suspension/expulsions, failure rate and dropout rate and an increase in attendance and graduation rate.

Student groups participating in this goal: All students					
Means of evaluating progress toward this goal: Analysis of disaggregated data and longitudinal data.					
Group data needed to measure academic gains: California Healthy Kids Surveys, arrest data, suspension data.					
Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditure	Estimated Cost	Funding Source	
<p>Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> • Instruction will be offered in ways to provide intellectual, physical and social-emotional safety. • Students, parents and staff will be informed of the Uniform Complaint Procedures and the Sexual Harassment Policy. • School wide programs to improve motivation, promote tolerance, encourage responsible choices and develop social skills will be implemented. • Encourage incorporation of units on substance abuse, conflict resolution, race human relations and making healthy choices into the instructional program. 	Teaching staff, Administration/ by 6/12	None	\$0	None	
		None	\$0	None	
		Staff development and student training	\$500	Title 1	
		None	0\$		
<p>Improvement of instructional strategies and materials:</p> <ul style="list-style-type: none"> • New Physical Education equipment will be purchased that include all students. 	Administration, Counseling, Teachers, Counselors/ ongoing	Supplies	\$1000	Block Grant	
<p>Extended learning time:</p> <ul style="list-style-type: none"> • Groups will be offered for student support in areas such as conflict resolution, anger management, healthy relationships, motivation and school success. 	Harmonium, Inc./Family Res. Coord.		\$1,000	Title 1 /MAA	
<p>Increased educational opportunity:</p> <ul style="list-style-type: none"> • Student and parent orientation programs will be reviewed expanded and improved to keep them informed of school rules and academic expectations. • Students will work in conjunction with teachers to establish writing rubrics to grade student work. 	Teachers/ Counseling/ 6/12		\$0	None	
<p>Involvement of staff, students, parents, emergency personnel and community:</p> <ul style="list-style-type: none"> • Parents, students and staff will review safety plans and the behavior code annually. Relevant data will be utilized in the review process. • Parents will be asked to sign and enforce a Parent Compact for Success. • A welcoming atmosphere and frequent communication including e-mail will be exhibited throughout Alternative Education programs to keep teachers, staff and parents informed. Staff will work to make families feel welcome and bonded to the school through frequent contact by the teachers. • An environment of trust among staff, students and the community will be nurtured and open dialogue will be encouraged through a student form. • SST meetings will be held at the request of staff or parents to establish plans for student support. 	Administrators, Teachers, Counseling, SRO/ongoing	None	\$0	None	

<p>Auxiliary services for students and parents:</p> <ul style="list-style-type: none"> • Harmonium and EPSDT will continue to offer individual and group counseling along with linking families to appropriate outside agencies. • CAT Team services are available for students and their families. • Alternative Education will continue to use the services of Interquest Canine Detection for weapons detection. • A Dropout Prevention Specialist and SARB referrals will be utilized as truancy and dropout intervention. 	Administration, GUHSD/ongoing	Family Res. Coord.		Title I/MAA	
		None		Safe School?	
				Block grant	
<p>Monitoring program implementation and results:</p> <ul style="list-style-type: none"> • Administration and staff will monitor suspension/expulsion, crime data, attendance, suspension rates, reading levels, etc. • Administration and staff will monitor interventions. Teachers will track student attendance & credits. • Staff will systematically review cumulative records for new students for background information such as 504s, SARB, etc. 	Administration, staff/ ongoing	None	\$0	None	
Subtotal:			\$2,500		

<p>GOAL #4: By June 2012, Alternative Education staff, students, parents and community members will work in partnership to support students to move towards their goals to graduate from high school as well rounded individuals prepared for post secondary education or work as measured by an increase in A-G completion, CST results, graduation rate and passing rate for the CAHSEE.</p> <p>Student groups participating in this goal: All students Means of evaluating progress toward this goal: Comparison of longitudinal and disaggregated data. Group data needed to measure academic gains: # of student scholarship opportunities, # of parents participating in campus activities, sampling of notes to students, increased number of student computers.</p>					
Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditure	Estimated Cost	Funding Source	
<p>Alignment on instruction with content standards:</p> <ul style="list-style-type: none"> • Teachers will assist students in providing relevant curriculum and in making interdisciplinary connections between the core curriculum and career opportunities. • More career related instruction will be incorporated into the curriculum as well as ROP offerings. • Students will explore career opportunities throughout their scheduled time at Gateway West. 	Department chairs, Administration, Counseling, Title I Coord., EL Coord./ ongoing	None	\$0	None	
		None	\$0	None	
		Counselors/		Block Grant	
<p>Extended learning time:</p> <ul style="list-style-type: none"> • Students will be offered opportunities for articulated coursework with local community colleges through such programs as CALPASS, etc. 	Counseling	None	\$0	None	
<p>Increased educational opportunity:</p> <ul style="list-style-type: none"> • Students will complete a four-year plan 	Counseling, Dept. Chairs,	None	\$0	None	

<ul style="list-style-type: none"> during staff development time. An outside consultant will be utilized at Gateway West as required by its Program Improvement status. New teachers will be offered support through BTSA. 					
<p>Staff development to support achievement for EL students:</p> <ul style="list-style-type: none"> All staff will be offered training in SDAIE and other areas to support EL instruction. 	Administration/ongoing	Certificated Salary, Subs & Travel	\$200	EIA	
<p>Staff development to support a safe and drug free campus:</p> <ul style="list-style-type: none"> Staff will receive training on a variety of school safety issues such as gangs, hate crimes, etc.. In consultation with law enforcement and emergency personnel, students and staff will receive training on emergency procedures and have an opportunity to practice procedures at least three times during the school year. Staff will explore alternatives to suspension and utilize them when appropriate. 	Administrators, Classified staff, SRO, Teachers/ ongoing	Consultants and conference fees	\$TBD	Title I, EIA, Prop 20 None	
		None	\$0		
		None	\$0	None	
<p>Staff development to support collaboration and post secondary preparation:</p> <ul style="list-style-type: none"> Certificated staff will receive additional technology training including how to utilize Performance Profiles to access student performance records in order to modify school wide programs and enhance classroom instruction. Staff will be provided support/release time for collaboration in curriculum, assessment development, and reading/assessing student work as through PLC work. Paraprofessional training will be offered to meet NCLB requirements. Training for classified employees will be offered in customer service and technology. 	Department chairs, Teaching staff, Administration/ Every grading period	None	\$0	None	
		Release time	\$TBD	Title I, EIA	
		None	\$0	None	
		None	\$0	None	
<p>Monitoring program implementation and results:</p> <ul style="list-style-type: none"> Administration will monitor staff for implementation of strategies learned during professional development opportunities. 	Administration/ongoing	None	\$0	None	
Subtotal:			\$700		
TOTAL:			\$4,500		

BUDGET ALLOCATIONS

Centralized Services Expenditures
Categorical Funding Allocated To Gateway East High School

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy. At least 85% of expenditures from Consolidated Application programs must be spent for direct services to students at school sites. These are projected entitlements based upon amounts for the 2010-2011 school years.

State Programs	
Economic Impact Aid/English Learners Program	Amount: \$1,531
Purpose: Develop fluency in English and academic proficiency of English learners.	
Economic Impact Aid/ Science Program	Amount: \$602
Lottery-Proposition 20	Amount: \$392
Purpose: To Provide ongoing improvements in the instructional program.	
861 Block Grant	95
Purpose: To Provide ongoing improvements in the instructional program.	
CAHSEE PREP Funds	Amount: \$234
Library	Amount: \$269
Purpose: For instructional materials, school and classroom library materials and one time educational technology costs.	
Site Discretionary	Amount: \$ 536
Federal Programs	
Title I: School wide Program	Amount: \$7,513
Purpose: Upgrade the entire educational program of the school.	
TOTAL FUNDING:	Amount: \$11,172
TOTAL EXPENDITURES:	Amount: \$4,500
TOTAL carry over (c/o) to next year:	Amount: \$6,672

GATEWAY EAST COMMUNITY DAY SCHOOL'S PARENTAL INVOLVEMENT POLICY

Gateway East CDS will jointly develop with, and distribute to, parents of participating children a written parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements below:

Gateway East CDS will notify parents of an annual meeting, to be convened at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved. The number of meetings will be flexible, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement. Gateway East CDS will involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan, through the School Site Council (SSC).

Gateway East CDS will provide parents of participating children timely information about programs under this part; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and if the school-wide program plan is not satisfactory to the parents of participating children, any parent comments on the plan will be submitted when the school makes the plan available to the school board.

Gateway East CDS will jointly develop with parents for all children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and address the importance of communication between teachers and parents on an ongoing basis through frequent reports to parents on their children's progress; and reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

To ensure effective involvement of parents and to support a partnership among Gateway East CDS, parents, and the community to improve student academic achievement, Gateway East CDS will provide assistance to parents of children, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children. Gateway East CDS will also provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. In addition, Gateway East CDS will educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. Further, to the extent feasible and appropriate, Gateway East CDS will coordinate and integrate parent involvement programs and activities, such as a parent resource center, that encourage and support parents in more fully participating in the education of their children.

Gateway East CDS will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. Gateway East CDS may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training, and may provide necessary literacy training.

Gateway East CDS may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions, and may train parents to enhance the involvement of other parents.

School meetings may be scheduled at a variety of times, or Gateway East CDS may schedule in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation. Furthermore, Gateway East CDS may adopt and implement model approaches to improving parental involvement, may develop appropriate roles for community-based organizations and businesses in parent involvement activities, and will provide such other reasonable support for parental involvement activities as parents may request.

To include participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, Gateway East CDS will provide information and school reports in a format and, to the extent practicable, in a language such parents understand.

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council. During the 2008-2009 school years we will be combining the SSC's from all alternative education programs into one SSC for alternative education. The current make-up of the council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Principal	1				
Non-teaching Staff			2		
Teacher		3			
Parent/Community				2	
Student					3
Number of members of each category	1	3	2	2	3

*At secondary schools there must be equal numbers of students, parents or other community members (selected by their peers) as there are classroom teachers, other school personnel (selected by their peers). *Education Code 52012).*

SSC Members:

Name	Position
Schroeder, Thomas	Teacher, SSC President
Karly Johnstone	Teacher
Teri Klemstine	Teacher
Gedman, Peggy	Principal's Secretary, SSC Secretary
Dave Moore	Guidance Counselor
Reid, Randy	Principal, SSC Vice President
	Student
	Student
	Student
	Parent/ community member
	Parent/ community member

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the Board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
4. This school plan is based upon thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. This school plan was adopted by the school site council on: December 8, 2011

Attested:

Terri Klemstine, Teacher
 Typed name of SSC member

Terri Klemstine
 Signature of SSC member

11/14/11
 Date

Karly Johnstone, Teacher
 Typed name of SSC member

[Signature]
 Signature of SSC member

11-14-11
 Date

Anique Winters, Student
 Typed name of SSC member

Anique Winters
 Signature of SSC member

11-15-11
 Date

 Typed name of SSC member

 Signature of SSC member

 Date

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