

School Accountability Report Card Reported for School Year 2006-07 Published During 2007-08

2006-07 Executive Summary School Accountability Report Card

Gateway Community School

Address:	200 Horizon Cir. , Camarillo CA 93010	Phone:	(805) 383-4731
Principal:	Cheryl Plunkett	Grade Span:	6 - 12

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of school accountability. The data presented in this report are reported for the 2006-07 school year, except the School Finances and School Completion data that are reported for the 2005-06 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

In 1980, the Ventura County Office of Education established Gateway Community School in the City of Camarillo. Presently, Gateway Community School has two sites; one in Ventura and one in Camarillo. Gateway Community School serves high risk students in grades 6-12 who are referred per guidelines set forth in Education Code 1981. Reasons for referral typically include expulsion, truancy, out of control behavior at school or home, and probation. These students can also be defined in terms of Welfare and Institutions Codes 601, 602, 654, or 300.

Preparing students for personal and academic success is a commitment that Gateway has made to its students, parents, and school districts. We emphasize to all of our students that regardless of what city they live in, Gateway is everyone's community while they are at school. As such, our Gateway Community School expects peace, respect, and scholarly effort at all of our campuses. As a matter of fact, we insist upon it.

In fulfilling our "Commitment to Quality Education for All" we teach, inspire, and support our students by providing opportunities for them to discover their potential, develop their character, and maximize their learning so they may become life-long learners and world class citizens.

Student Enrollment

Group	Enrollment
Number of students	132
African American	4.55 %
American Indian or Alaska Native	1.52 %
Asian	%
Filipino	%
Hispanic or Latino	72.73 %
Pacific Islander	%
White (not Hispanic)	19.7 %
Multiple or No Response	1.52 %
Socioeconomically Disadvantaged	39 %
English Learners	25 %
Students with Disabilities	7 %

Teachers

Indicator	Teachers
Teachers with full credential	8
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

School Facilities

Summary of Most Recent Site Inspection

The most recent site inspection revealed that aside from roof and window leaks and stained, missing, or damaged ceiling tiles, site interior and exterior in good repair, clean, and orderly.

Repairs Needed

Replace stained, missing, or damaged ceiling tiles and repair roof and window leaks.

Corrective Actions Taken or Planned

Ceiling tiles have recently been replaced and roof and window leaks have since been repaired.

Curriculum and Instructional Materials

Core Curriculum Areas	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	N/A
Health	N/A
Science Laboratory Equipment	N/A

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$12,179
District	\$130
State	\$4,943

Student Performance

Subject	Students Proficient and Above on California Standards Tests
English-Language Arts	3%
Mathematics	7%
Science	0%
History-Social Science	0%

Academic Progress

Indicator	Result
2007 API Growth Score (from 2007 API Growth Report)	509
Statewide Rank (from 2007 API Base Report)	B
2007-08 Program Improvement Status (PI Year)	In PI

School Completion

Indicator	Result
Graduation Rate	12

Postsecondary Preparation

Measures	Percent
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	0
Graduates Who Completed All Courses Required for University of California or California State University Admission	0

2006-07 School Accountability Report Card Reported (SARC)

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Web site 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. DataQuest, an online data tool at <http://www.cde.ca.gov/ta/ac/sa/ap1/http://data1.cde.ca.gov/dataquest>, contains additional information about this school and comparisons of the school to the district, the county, and the state.

I. About This School

Contact Information

This section provides the schools contact information.

School		District	
School Name	Gateway Community	District Name	Ventura County Office of Education
Street	200 Horizon Cir.	Phone Number	(805) 383-1900
City, State, Zip	Camarillo , CA 93010	Web Site	www.vcss.k12.ca.us
Phone Number	(805) 383-4731	Superintendent	Charles Weis
Principal	Cheryl Plunkett	E-mail Address	weis@vcoe.org
E-mail Address		CDS Code	56-10561-5630397

School Description and Mission Statement

Gateway Community School serves high risk students in grades 6-12 who are referred per guidelines set forth in Education Code 1981. Reasons for referral typically include expulsion, truancy, out of control behavior at school or home, and probation. These students can also be defined in terms of Welfare and Institutions Codes 601, 602, 654, or 300.

There are two types of programs offered at Gateway; the daily program and the independent study program. Students assigned to the daily program attend class Monday-Friday, 8:00 a.m. - 1:00 p.m. It is important for the students in the daily program to work in a classroom setting, interact with their peers and change classes similar to those of a comprehensive high school. However, the classes are still small enough where the students are able to receive one-on-one assistance from their instructor and/or para educator. The instructor not only provides academic instruction, but also emphasizes the skills needed to improve attendance and behavior.

Independent Study at Gateway is an important component of the educational opportunities offered. Performance is evaluated based upon the quality and quantity of schoolwork submitted to the teacher. Students work at their own pace, often accomplishing more than the minimum requirement. While enrolled in the Independent Study Program students are required to meet with their teacher at the Camarillo or Ventura site for at least one hour or more per week.

School Vision, Mission and Philosophy

Our Vision...

In fulfilling our "Commitment to Quality Education for All" we teach, inspire and support our students by providing opportunities for them to discover their potential, develop their character, and maximize their learning so they may become life-long learners and world class citizens.

Our Mission...

Our students learn in a personalized environment that fosters human dignity and promotes academic, social, emotional and personal success.

Our Philosophy...

Our dedicated and caring staff believes that all students can learn, and that quality learning and teaching strategies will help students achieve success by:

- *Teaching, and encouraging our students to succeed academically, behaviorally, and emotionally in a safe and secure environment of caring, respect, and acceptance.

- *Building resiliency, independence and positive character

- *Focusing on each student's talents, learning styles and strengths.

- *Promoting student learning by providing a rigorous, relevant, and realistic curriculum.

- *Gathering data on student progress and adjusting instruction to maximize learning.

- *Designing learning strategies that foster student success.

Gateway Community School is a dynamic and evolving educational program that has remained positive and proactive during challenging times.

The spirit of dedication exemplified by the program ensures a better and brighter future for Gateway students. The program provides a safe, disciplined, and supportive environment for students to focus on academic and social tasks designed to promote a successful education experience and foster their development into healthy, productive members of society. Gateway offers hope and promise for at-risk and high-risk youth.

Preparing students for personal and academic success is a commitment that Gateway has made to its students, parents, and school districts. That commitment has been the driving force of positive change initiated in 2003 and ongoing since then.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

All parents are required to attend a two-hour orientation with their child prior to enrollment. This orientation is facilitated by the induction specialist. Its purpose is to complete required enrollment documents, explain the academic program and behavioral expectations, and to introduce the teachers and administrators who will be working with their children. The orientation period is also an opportunity to ask parents to become more involved in the educational process at Gateway. Parents are asked to indicate their availability to participate in the School Site Council and to complete a survey of their interest and availability to engage more actively in their child's education at Gateway. It is Gateway's intent to facilitate the more active engagement of parents beyond the more punitive meetings held for attendance and behavior issues. We believe that this more positive encounter will foster a more positive attitude in their child and this would equate to student success.

Student Enrollment by Grade Level

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

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	2
Grade 8	13
Ungraded Elementary	0
Grade 9	4
Grade 10	24
Grade 11	42
Grade 12	47
Ungraded Secondary	0
Total Enrollment	132

Student Enrollment by Group

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	4.55 %	White (not Hispanic)	19.7 %
American Indian or Alaska Native	1.52 %	Multiple or No Response	1.52 %
Asian	0 %	Socioeconomically Disadvantaged	39 %
Filipino	0 %	English Learners	25 %
Hispanic or Latino	72.73 %	Students with Disabilities	7 %
Pacific Islander	0 %		

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
K-3												
3-4												
4-8												
Other	20.4	3	4		21.7	5	2	2	18.5	1	1	

Average Class Size and Class Size Distribution (Secondary)

Subject	2004-05				2005-06				2006-07			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	23-32	33+		1-20	23-32	33+		1-20	23-32	33+
English	21.7	4	3		20.3	5	2	1	25.3	2	0	1
Mathematics	21.7	4	3		23.6	2	2	1	28.0	1	1	1
Science									24.7	2		1
Social Science									25.3	2		1

II. School Climate

School Safety Plan

Gateway's School Safety Plan is reviewed yearly by school staff and administration. Because of the profile of the students enrolled at Gateway, safety is of paramount importance. A district approved School Safety Plan is available at the Gateway School office. Major sections of the School Safety Plan include: Board Policy, School Profile, Safety Plan, Timelines, Disaster Plan, Rules and Consequences, Dress Code, Sexual Harassment Policy, Behavior Modifications, Enrollment, Annual Parent Notification, and Random Metal Detection.

We believe all of our students have the inherent right to be safe at all of our community school facilities. School staff members are conscientious and make daily concerted efforts to provide a safe, secure, and attractive atmosphere for students at all sites.

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		
	2004-05	2005-06	2006-07	2004-05	2005-06	2006-07
Suspensions	52.0	123.4	310.6	32.7	42.8	43.9
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0

III. School Facilities

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Gateway site is a clean, safe, well maintained facility with classroom space appropriate for its intended use. Aside from roof and window leaks, currently under repair, and stained, missing, damaged ceiling tiles, site interior and exterior are in good repair, clean, and orderly.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates (interior and exterior)	X			Window leaks currently under repair.
Interior Surfaces (walls, floors, and ceilings)	X			Stained, damaged, or missing ceiling tiles. Currently under repair.
Hazardous Materials (interior and exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (interior and exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (inside and outside)	X			
Restrooms	X			
Sewer	X			
Playground/School Grounds	X			Uneven surfaces need retrofit.
Roofs	X			Roof leaks currently under repair.
Overall Cleanliness	X			

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary		X		

IV. 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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>

Teachers	School			District
	2004-05	2005-06	2006-07	2006-07
With Full Credential	7	12	8	81
Without Full Credential	3	2	0	2
Teaching Outside Subject Area of Competence	1	1	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	2005-06	2006-07	2007-08
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 No Child Left Behind Compliant Teachers

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers at the school, at all schools in the district, at high-poverty schools in the district, and at low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	87.5	12.5
All Schools in District	86.7	13.3
High-Poverty Schools in District	90.5	9.5
Low-Poverty Schools in District		

V. Support Staff

Academic Counselors and Other Support Staff

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	1	1:132
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	.5	.5:132
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		1:132
Other		N/A

VI. Curriculum and Instructional Materials

Quality, Currency, and Availability of Textbooks and Instructional Materials

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, 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 Instructional Materials
Reading/Language Arts	Prentice Hall/CBL Curriculum	0
Mathematics	Prentice Hall	0
Science	N/A	0
History-Social Science	Prentice Hall	0
Foreign Language	N/A	N/A
Health	0	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A

VII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2005-06)

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 and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$12,179	\$12,026	\$153	\$42,899
District	N/A	N/A	\$130	\$59,679
Percent Difference – School Site and District	N/A	N/A	18%	28%
State	N/A	N/A	\$4943	
Percent Difference – School Site and State	N/A	N/A		

Types of Services Funded

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Narrative LEA Provided

Teacher and Administrative Salaries (Fiscal Year 2005-06)

This table displays district-level salary information 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. Detailed information regarding salaries may be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/cs/>

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$37,881	\$36,572
Mid-Range Teacher Salary	\$58,184	\$55,815
Highest Teacher Salary	\$75,792	\$70,985
Average Principal Salary (Elementary)	\$87,136	\$86,995
Average Principal Salary (Middle)	\$87,136	\$90,820
Average Principal Salary (High)	\$87,136	\$96,447
Superintendent Salary	\$165,001	\$128,495
Percent of Budget for Teacher Salaries	26%	39.3%
Percent of Budget for Administrative Salaries	10%	5.8%

VIII. Student Performance

California Standards Tests

The California Standards Tests (CSTs) show how well students are doing in relation to the state content standards. The CSTs include English-language arts and mathematics in grades 2 through 11; science in grades 5, 8, 9, 10, and 11; and history-social science in grades 8, 9, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CST 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		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
English-Language Arts	2	2	1	5	6	24	40	42	43
Mathematics	1	9	1	4	7	14	38	40	40
Science	3	2	0	3	4	15	27	35	38
History-Social Science	2	1	0	2	3	7	32	33	33

CST 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
African American	*		*	
American Indian or Alaska Native	*	*	*	*
Asian				
Filipino				
Hispanic or Latino	1	0	0	0
Pacific Islander				
White (not Hispanic)	0	*	*	*
Male	1	2	0	0
Female	0	0	0	*
Economically Disadvantaged	0	0	0	0
English Learners	0	0	0	0
Students with Disabilities	0	*	*	*
Students Receiving Migrant Education Services				

Norm-Referenced Test

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics in grades 3 and 7 only. The results are reported as the percent of tested students scoring at or above the national average (the 50th percentile). Detailed information regarding NRT results for each grade level can be found at the CDE Web site at <http://star.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

NRT Results for All Students – Three-Year Comparison

This table displays the percent of students scoring at or above the national average (the 50th percentile) in reading and mathematics.

Subject	School			District			State		
	2005	2006	2007	2005	2006	2007	2005	2006	2007
Reading	0	*	23	3	0	53	41	42	42
Mathematics	0	*	8	7	5	43	52	53	53

NRT Results by Student Group – Most Recent Year

This table displays the percent of students, by group, scoring at or above the national average (the 50th percentile) in reading and mathematics for the most recent testing period.

Group	Percent of Students Scoring at or	
	Reading	Mathematics
African American		
American Indian or Alaska Native	*	*
Asian		
Filipino		
Hispanic or Latino	*	*
Pacific Islander		
White (not Hispanic)	*	*
Male	27	9
Female	*	*
Economically Disadvantaged	*	*
English Learners	*	*
Students with Disabilities		
Students Receiving Migrant Education Services		

California High School Exit Exam (CAHSEE) Results

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. Note: To protect student privacy, scores are not shown when the number of students is 10 or less. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

CAHSEE Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level.

Subject	2004-05			2005-06			2006-07		
	School	District	State	School	District	State	School	District	State
English	16.7	13.8	49	0	0	51.1	0	0	48.6
Mathematics	5.3	7.1	45.2	10	14.8	46.8	10	7.1	49.9

CAHSEE Results by Student Group – Most Recent Year

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

Group	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	100	0	0	90	10	0
Male	100	0	0	100	0	0
Female	100	0	0	83.3	16.7	0
African American						
American Indian or Alaska Native	*	*	*	*	*	*
Asian						
Filipino						
Hispanic or Latino	100	0	0	85.7	14.3	0
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	100	0	0	100	0	0
English Learners	100	0	0	100	0	0
Socioeconomically Disadvantaged	100	0	0	87.5	12.5	0
Students Receiving Migrant Education Services	*	*	*	*	*	*
Students with Disabilities						

California Physical Fitness Test Results

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six 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 at the CDE Web site at <http://www.cde.ca.gov/ta/tg/pfi/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Grade Level	Percent of Students Meeting Fitness Standards
5	
7	9.099
9	0

IX. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the 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 at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

API Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. 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 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 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 10 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.

In order to meet federal requirements of No Child Left Behind, a 2007 Growth API is posted even if a school or LEA had no 2006 Base API or if a school had significant population changes from 2006 to 2007. However, the presentation of actual growth would not be appropriate and, therefore, is omitted.

"N/A" means a number is not applicable or not available due to missing data.

"**" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2006 or 2007. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"B" means the school did not have a valid Base API and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

The AYP requirement for the API is a 2007 Growth API of 590, or one-point increase from the 2006 Base API to the 2007 API for a school LEA.

API Rank	2004	2005	2006
Statewide	B	B	B
Similar Schools	B	B	B

API Changes 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, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			API Score
	2004-05	2005-06	2006-07	2007
All Students at the School	B	94	46	509
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged				
English Learners	N/A			
Students with Disabilities	N/A			

Adequate Yearly Progress

The federal NCLB 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 English-language arts (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 at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria

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 AYP criteria.

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

Federal Intervention Program

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 (English-language arts 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 at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2005-2006	
Year in Program Improvement	Year 3	
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	20.0

X. School Completion and Postsecondary Preparation

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 is 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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06	2003-04	2004-05	2005-06
Dropout Rate (1-year)	0	0	0			11.2	3.2	3.1	3.5
Graduation Rate	93.5	89.9	89.4	93.5	58.3	100.0	85.3	85.0	83.0

Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2006-07 school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment, this table displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: "N/A" means that the student group is not numerically significant.

Group	Graduating Class of 2007		
	School	District	State
All Students	12		N/A
African American			N/A
American Indian or Alaska Native			N/A
Asian			N/A
Filipino			N/A
Hispanic or Latino	9		N/A
Pacific Islander			N/A
White (not Hispanic)	3		N/A

Socioeconomically Disadvantaged	6		N/A
English Learners	3		N/A
Students with Disabilities	1		N/A

Career Technical Education Participation

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

Measure	CTE Program Participation
Number of pupils	0
Percent of pupils completing a CTE program and earning a high school diploma	0
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

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

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 at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	N/A
Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

XI. Instructional Planning and Scheduling

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Improved teaching skills equates to improved learning and higher student achievement. Monthly staff development meetings were held in 2006-2007 to increase teaching skills in the delivery of the Character Based Literacy program.

Teachers also met regularly with the language arts content specialist to develop standards-based assessments corresponding to the literacy taught. Both formative and summative assessments were developed that reflect the academic vocabulary on state exams. Data analysis to better inform instructional practice will be an area of staff development focus in 2007-2008.

The Numeracy Project is a standards-based mathematics curriculum developed by county offices of education to meet the needs of community school students. It is designed around the CAHSEE standards blueprint and provides numerous teaching strategies for teaching math standards. Teachers received numerous hours of staff development working with a math content specialist to deliver this curriculum to students. Teachers met regularly throughout 2006-2007 to collaborate on instructional strategies and lesson plans. Math teachers completed AB 466 training.

Teachers received training in Cyber High, a web-based WASC approved computer program that enables students to make up credits in content areas not offered at Gateway.

Paraeducators have been trained in CELDT testing. All staff are encouraged to take advantage of staff development opportunities in training and workshops in technology, curriculum development, and subject matter topics held through the Ventura County Office of Education.

Continuation School Instructional Days

This table displays a comparison of the number of instructional days offered at the continuation school to the state requirement for each grade level.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	180 Days	180 days
10	180 Days	180 days
11	180 Days	180 days
12	180 Days	180 days