Gateway Community Charters Sacramento Academic and Vocational Academy

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2008-2009 School Accountability Report Card

District & School Profile

Gateway Community Charters was created in April of 2003 with a vision to create quality schools of choice in the greater Sacramento region with a particular emphasis on serving under-served and at-risk populations. Each of our schools has a unique mission and vision and has a track record of serving students within the charter school construct. Gateway Community Charters has a total of six charter schools and is associated with Twin Rivers Unified School District.

Twin Rivers Unified School District is California's newest unified school district, combining the former North Sacramento, Del Paso Heights, Rio Linda Union, and Grant Joint Union High School Districts. Starting in the 2008-09 school year, Twin Rivers Unified School District is located in Sacramento County and has 34 elementary schools, six junior high schools, five high schools, six charter schools, and seven alternative education schools.

Sacramento Academic and Vocational Academy enrolls students in grades seven through twelve. Student demographics are illustrated in the chart. Sacramento Academic and Vocational Academy is an independent study program with two campuses in Sacramento and Elk Grove.

Student Enrollment by Ethnic Group

2008-09	Percentage
African American	15.2%
American Indian	1.0%
Asian	10.1%
Caucasian	23.3%
Filipino	1.0%
Hispanic or Latino	33.0%
Pacific Islander	0.7%
Multiple or No Response	15.6%

Mission Statement

It is the mission of the Sacramento Academic and Vocational Academy (SAVA) to provide high quality curriculum, instructional support, career exploration, and vocational courses for students in our community. SAVA creates a small school personalized setting, serving a full range of students, explicitly designed to foster the transition of students to the world of work. We accomplish this by:

• Emphasizing standards-based curriculum
• Providing parents and guardians with instructional guidance and support
• Identifying student instructional needs and providing personalized educational plans
• Assessing student learning style, modality and achievement
• Providing access to career opportunities including internships and job shadowing

It is our belief that all students can learn and achieve if we first ensure that basic needs and support systems are in place and then work to explore multiple pathways to meet the multiple challenges for our student population.

Discipline & Climate for Learning

Students at Sacramento Academic and Vocational Academy are guided by specific rules and expectations that promote respect, cooperation, courtesy and acceptance of others. The goal of Sacramento Academic and Vocational Academy's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of school rules and discipline policies through the Parent/Student handbook which is sent home at the begining of the school year.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted. *Since the district opened in the 2008-09 school year there is no district data reported for two of the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.*

Suspensions & Expulsions

	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	0	0	0	0	0	10898
Suspension Rate	0.0%	0.0%	0.0%	0.0%	0.0%	35.2%
Expulsions	0	0	0	0	0	64
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%

Student Recognition & Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include:

• Leadership Council
• Service Learning
• Mentor Counseling
• Art Club
• Law Enforcement Science

Sacramento Academic and Vocational Academy recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are selected to speak at graduation based on their GPA.

School Attendance & Enrollment

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular attendance is a priority at Sacramento Academic & Vocational Academy. Student attendance is carefully monitored to identify those students exhibiting excessive absences, and student study teams are convened to address absences with parents and students.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent.

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level

	2006-07	2007-08	2008-09
7th		7	9
8th		19	21
9th		70	209
10th		105	169
11th		99	157
12th		126	126

Dropout & Graduation Rates

Sacramento Academic and Vocational Academy believes that effective instruction consists of the continuous building of new concepts upon existing ones and requires regular attendance and participation. In hopes of preventing and reducing dropouts, the following programs are made available to students: student services through our counseling department, next skills institute, and career courses that help keep kids engaged in school.

Graduation & Dropout Rates

	05-06	06-07	07-08
Dropout Rate	-	-	112.20%
Graduation Rate	-	-	62.80%

Class Size

SAVA maintained a schoolwide average pupil-to-teacher ratio of 25:1 for the 2008-09 school year. Since the school uses an independent study program there is no class size data to report.

Curriculum Development

Curriculum development at Sacramento Academic and Vocational Academy revolves around the California State Content Standards and Frameworks. The writing and implementation of the school's curriculum is an ongoing process. Administrators, teachers, and a curriculum coach work collaboratively to align curriculum to ensure that all students either meet or exceed state proficiency levels.

Instructional Materials

The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
7th-12th	English/ Language Arts	Pass	2007	Yes	0.0%
7th-12th	History/Social Science	AGS	2007	Yes	0.0%
7th-12th	Mathematics	AGS	2007	Yes	0.0%
7th-12th	Science	Glencoe	2007	Yes	0.0%
7th-12th	Visual and Performing Arts	Glencoe	2007	Yes	0.0%

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city and county of Sacramento, which contain numerous computer workstations. Visit www.saclibrary.org for more information and directions to the nearest branch.

Counseling & Support Staff

It is the goal of Sacramento Academic and Vocational Academy to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor to pupil ratio is 1:350. The table lists the support service personnel available at Sacramento Academic and Vocational Academy.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
At-Risk Mentor	2	As Needed
Counselor	2	2.0
English as a Second Language (ESL) Teacher	1	As Needed

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and Science, for the most recent three-year period, is shown. *Since the district opened in the 2008-09 school year there is no district data reported for two of the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.* For results on course specific tests, please see http://star.cde.ca.gov.

California Standards Test (CST)

Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	*	10	13	*	29	38	*	46	50
Mathematics	*	4	3	*	18	35	*	43	46
Science	*	3	7	*	30	34	*	46	50
History/Social Science	*	4	5	*	19	25	*	36	41

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)
Subgroups

Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	11	*	8	6
American Indian	10	*	*	*
Asian	3	7	*	*
Filipino	33	*	*	*
Hispanic or Latino	11	4	3	2
Pacific Islander	*	*	*	*
Caucasian	21	4	15	8
Males	11	3	6	7
Females	16	3	8	3
Socioeconomically Disadvantaged	12	3	7	6
English Learners	10	4	4	3
Students with Disabilities	*	*	*	*
Migrant Education	*	*	*	*

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

• 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).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)

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

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. *Since the district opened in the 2008-09 school year there is no district data reported for two of the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.*

Federal Intervention Programs		
	School	**District**
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2009-10)	-	-
# of Schools Currently in PI	-	25
% of Schools Identified for PI	-	40.98%

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results			
06-07	07-08	08-09	2009 API Growth Score
All Students			
Actual Growth		35	503

Physical Fitness

In the spring of each year, Sacramento Academic and Vocational Academy is required by the state to administer a physical fitness test to all students in seventh and ninth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the healthy fitness zone (HFZ). During the 2008-09 school year:

Aerobic Capacity

7th graders 12 tested 41.7% in HFZ
9th graders 223 13.5% in HFZ

Body Composition

7th graders 12 tested 58.3% in HFZ
9th graders 223 69.1% in HFZ

Abdominal Strength

7th graders 12 tested 41.7% in HFZ
9th graders 223 55.2% in HFZ

Trunk Extensor Strength

7th graders 12 tested 91.7% in HFZ
9th graders 223 86.5% in HFZ

Upper Body Strength

7th graders 12 tested 41.7% in HFZ
9th graders 223 57.0% in HFZ

Flexibility

7th graders 12 83.3% in HFZ
9th graders 223 83.9% in HFZ

California High School Exit Exam (CAHSEE)

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. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years.

CAHSEE By Subject								
	2006-07			2007-08			2008-09		
	School	District	State	School	District	State	School	District	State
English	-	-	-	18.0	34.7	52.9	18.5	38.3	52.0
Mathematics	-	-	-	13.3	39.8	51.3	9.5	41.3	53.3

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

CAHSEE By Student Group						
	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	83.3	10.8	5.9	91.2	8.8	-
Males	77.3	15.9	6.8	85.7	14.3	-
Females	87.9	6.9	5.2	95.0	5.0	-
African American	83.3	8.3	8.3	100.0	-	-
Hispanic or Latino	90.0	10.0	-	95.7	4.3	-
Caucasian	70.6	17.6	11.8	77.8	22.2	-
English Learners	100.0	-	-	-	-	-

Completion of High School Graduation Requirements

Beginning with the graduating class of 2006, 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 2008-09 school year in the 12th grade, the 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: "*" means that the student group is not numerically significant.

Completion of High School Graduation Requirements			
	School	District	State
All Students	51.0%	66.6%	*

* Data was not available at the time of publication.

UC/CSU Course Completion

Students at SAVA: Sacramento Academic and Vocational Academy are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a "C".

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	-
% of Graduates Who Completed All Courses Required for UC/CSU Admission	-

* Duplicated Count (one student can be enrolled in several courses).

College Entrance Info

California high school students have two options for attending public universities in the State: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements."

A: Two years of history/social science
B: Four years of English
C: Three years of college preparatory mathematics (Four recommended for UC)
D: Two years of laboratory science (Three recommended for UC)
E: Two years of a single language other than English (Three recommended for UC)
F: One year of visual/performing arts
G: One year of a college preparatory elective in one of the above subjects

All courses must be completed with a grade of "C" or better. The minimum GPA required for admission to a UC is 3.15, and 2.0 for the CSU system. For more information about admissions to UC schools, please visit www.ucop.edu/pathways. To prepare for entrance to a CSU school, visit www.csumentor.edu.

Career Technical Education Participation

SAVA's 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 SAVA have directed efforts toward establishing school-to-work structures within each curricular area for all students, including those with special needs.

SAVA offers the following CTE courses:

- Career 1
- Careers 2
- Work Experience
- Administration of Justice

Instructors fill out semester evaluations and coordinate the evaluations with the counselor. The evaluations are based on volunteer hours, attendance and weekly meetings.

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participate in CTE?	40
What percent of the school's pupils complete a CTE program and earn a high school diploma?	5.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at http://nces.ed.gov/nationsreportcard/.

The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by students with disabilities and/or English language learners for grades four and eight.

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

NOTE: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school.

Teacher Assignment

For the 2008-09 school year, Sacramento Academic and Vocational Academy had 29 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status

	School			District
	06-07	07-08	08-09	08-09
Fully Credentialed	0	19	29	1489
Without Full Credentials	0	0	0	36
Working Outside Subject	0	0	0	0

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Misassignments/Vacancies

	07-08	08-09	09-10
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	**0**	**0**	**0**
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	0.0%	0.0%
District	97.4%	2.6%
High-Poverty Schools in District	98.4%	1.6%
Low-Poverty Schools in District	0.0%	0.0%

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and GCC policies. All teachers are formally evaluated annually and are informally observed on a regular basis.

Each teacher is evaluated by their administrator, a peer, and self. Criteria for the evaluation is based upon the California Standards for the Teaching Profession. Using a rubric for evaluation, teachers have the opportunity to earn performance pay based upon observable quality teaching performance.

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The school offers five staff development days annually and holds weekly team meetings.

School Facilities & Safety

Sacramento Academic and Vocational Academy consists of two seperate sites with three computer labs in each and an open area for students.

School safety is a primary concern of Sacramento Academic and Vocational Academy. The school is in compliance with laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Each classroom and office area has an Emergency Preparedness Guide. The school at large has regular fire drill, lockdown, and duck and cover procedure rehearsals. The safety plan was updated and reviewed with staff in August 2008.

School Facility Conditions

Overall Summary of School Facility Conditions: Poor

Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)				Not Evaluated
Interior				Not Evaluated
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)				Not Evaluated
Electrical				Not Evaluated
Restrooms/Fountains				Not Evaluated
Safety (Fire Safety, Hazardous Materials)				Not Evaluated
Structural (Structural Damage, Roofs)				Not Evaluated
External (Grounds, Windows, Doors, Gates, Fences)				Not Evaluated

School Leadership

Leadership at Sacramento Academic and Vocational Academy is a responsibility shared between GCC administration, the principal, instructional staff, students, and parents. The GCC's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. Principal Paul Haas was hired in July of 2009 to provide both instructional and operational leadership. Mr. Haas has 24 years of experience in education.

Superintendent, Cindy Petersen Ed.D., has over 22 years experience as an educational leader, an administrator and classroom teacher. School site support includes: BTSA Support Providers, an Independent Study Compliance Coordinator and Program and Operation Coordinators. The staff also participates in weekly staff development and coordinated team meetings.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals. Leadership teams include: School Site Council, Leadership Team, and Core Content Area Specialists.

Parent Involvement

Parents are welcome to join the School Site Council. The school also benefits from several community partnerships, including

- Chicks in Crisis
- NFTE
- Youth Planning Council
- Sutter Women's and Children Services
- EDD
- Moments two Success
- RB 21
- Another Chance Another Choice
- WIA
- Sierra Health

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities or become a volunteer, may contact the Sacramento Academic and Vocational Academy at 916-387-8063.

School Site Teacher Salaries

Since the district opened in the 2008-09 school year there is no district data reported for two of the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.

Teacher & Administrative Salaries

Since the district opened in the 2008-09 school year there is no district data reported for two of the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.

Expenditures & Services Funded

Based on 2007-08 FY audited financial statements, the table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state. *Since the district opened in the 2008-09 school year there is no district data reported for two of the last three years. Being a new district it would not be appropriate to assign the performance of any of the old districts to the new district.*

In addition to general state funding, Twin Rivers Unified School District receives state and federal funding for the following categorical funds and other support programs:

- Targeted Instruction Improvement Block Grant**
- PE Block Grant**
- School and Library Improvement Block Grant**
- EIA-LEP
- Gifted and Talented Education
- EIA-SCE
- Comprehensive Student Support
- Healthy Start
- Quality Education Investment Act
- Medi-Cal
- After School Education & Safety
- Head Start
- School Counselor Program
- State Lottery
- English Language Acquisition Program
- Title IV
- Parent Involvement
- Title I
- Charter School Fund
- Title III
- Reading First
- State Compensatory Education
- Pupil Retention Block Grant

**Effective 08/09

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	-
From Restricted Sources	-
From Unrestricted Sources	-
District	
From Unrestricted Sources	-
Percentage of Variation between School & District	-
State	
From Unrestricted Sources	$5,512
Percentage of Variation between School & State	-

Data Sources

Data within the SARC was provided by Gateway Community Charters retrieved from the 2008-09 SARC template, and/or located on Dataquest (http://data1.cde.ca.gov/dataquest). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.