



Gateway Elementary School

501 South Gateway Blvd. • Ridgecrest, CA 93555 • (760) 499-1850 • Grades K-5

Margaret H. Bergens, Principal

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2019-20 School Accountability Report Card Published During the 2020-21 School Year

Sierra Sands Unified School District

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Superintendent

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Assistant Superintendent, Curriculum and Instruction

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Assistant Superintendent, Human Resources

Paul Delbick

Executive Director of SELPA

Donnie Morrison

Chief Technology Officer

School Description

Principal's Message

At Gateway Elementary School, we value learning as a lifelong, active process, where thinking and action are encouraged in order to create individuals who are academically literate. Our school climate serves as a magnet to draw students, parents, and staff together to work as partners to create the best environment for learning. We encourage each other to achieve our maximum potential, and we recognize that each member of the team has unique gifts and that all participants are valued for their contribution.

Exemplary educational practices based on the California Common Core Standards are very important to all of us. Ongoing teacher collaboration in professional learning communities among and across grade levels helps to ensure success for all students. At Gateway, we focus on accelerating academic achievement, developing positive behavior, and encouraging parent participation.

Margaret H. Bergens, Principal

School Vision and Mission

LEARNING, THINKING, DOING...BUILDING A GATEWAY TO THE FUTURE

AT GATEWAY SCHOOL WE PURSUE THIS VISION THROUGH THE FOLLOWING MISSION AREAS:

WE VALUE LEARNING: Learning is a lifelong, active process where thinking and action are encouraged and creates individuals who are academically literate...both culturally and scientifically.

WE SHARE A CONTAGIOUS EXCITEMENT ABOUT LEARNING: The climate serves as a magnet to draw students, parents and staff together as a team that works as partners to create the best climate for learning.

WE ARE A UNIFIED TEAM OF STUDENTS, PARENTS AND STAFF WHO ENCOURAGE ONE ANOTHER TO ACHIEVE OUR MAXIMUM POTENTIAL: We recognize each member of the team has unique gifts and all participants are valued for their contribution.

WE SUPPORT AN ENVIRONMENT IN WHICH ALL TEAM MEMBERS ARE SAFE: We are safe to play, work, discuss and take risks in thinking and sharing.

WE ARE PART OF MANY COMMUNITIES: We are an active, responsible participant of the school community, city, state, country and world communities and do our part in making each a better place.

TO CARRY OUT THIS MISSION, AT GATEWAY SCHOOL WE BELIEVE IN...

THE JOY OF LEARNING: We believe working and learning together is exciting, challenging and fun.

LIFE-LONG LEARNING: We are committed to continual improvement of ourselves. We teach students to value the pursuit of knowledge and to become life-long learners.

MUTUAL RESPECT: We respect each other, our students, parents and the community. We teach students to respect each other.

TEAMWORK: We work as a team. We teach students the importance and value of cooperation and collaboration. We encourage parents and the community to work in partnership with us.

EXCELLENCE AND INTEGRITY: We are professionals, dedicated to teaching and committed to innovation. We conduct ourselves in an honest, principled manner. We teach students the value of doing their best work and being their best “self”.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	68
Grade 1	55
Grade 2	68
Grade 3	63
Grade 4	76
Grade 5	57
Total Enrollment	387

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	1.3
Asian	0.8
Filipino	1.8
Hispanic or Latino	27.9
Native Hawaiian or Pacific Islander	0.5
White	55
Two or More Races	8.5
Socioeconomically Disadvantaged	56.1
English Learners	4.7
Students with Disabilities	6.5
Foster Youth	0.8
Homeless	1.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Gateway Elementary	18-19	19-20	20-21
With Full Credential	17	14	14
Without Full Credential	3	6	4
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Sierra Sands Unified	18-19	19-20	20-21
With Full Credential	♦	♦	213
Without Full Credential	♦	♦	34
Teaching Outside Subject Area of Competence	♦	♦	15

Teacher Misassignments and Vacant Teacher Positions at Gateway Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

The district chooses textbooks from lists that have been approved by the State Board of Education for Grades K-8. Sierra Sands Unified School District holds an annual public hearing prior to the eighth week of school to determine textbook and instructional materials sufficiency.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance (2017) Adopted in 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Go Math! Houghton Mifflin (2015) Adopted in 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	FOSS Next Generation Elementary (2019) Adopted in 2020 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	California Studies Weekly (2018) Adopted in 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Health and Fitness Adopted in 2005 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	California Spotlight on Music Adopted in 2007 SRA Art Connections Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Buildings

Gateway Elementary opened in August 1992 and is in good condition. Our campus is comfortable and has adequate-sized classrooms. We have a grass field for baseball and soccer; areas for tetherball and basketball; and playground equipment in a sand area. We have grade level rotation lunch breaks to alleviate crowding. There are two daytime custodians who keep our facilities clean. All classrooms and rest rooms are cleaned daily. District maintenance maintains landscaping once a week.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

Library

Our library is the hub of our school. One wall of the library opens to expand into a multipurpose room. Our primary books are on rolling bookcases to maximize the usability of the room. We have over 10,000 volumes and continually weed through and update our collection. We add approximately 200 new books every year with funds from the Book Fair profits and the PTO. Our circulation is fully automated and students have access to two computers for Accelerated Reader testing, research, and looking for books.

Our library is staffed with a library specialist, who provides standards-based instructional activities and weekly book checkout for all classes. The library is open to all students during the school day and remains open until 2:30 p.m. to allow parents and individual students the opportunity to check out books, do research, or take Accelerated Reader quizzes.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 12/8/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No apparent problems
Interior: Interior Surfaces	Fair	Classroom 3A: Stains on ceiling tiles. Classroom 5A: Stains on ceiling tiles. Classroom 8A: Hole in cabinet door. Classroom 10B: Stains on ceiling tiles. Classroom 12B: Stains on ceiling tiles. Classroom 13B: Stains on ceiling tiles, big hole in one tile. Classroom 14B: Stains on ceiling tiles. Multi-Purpose Room: Top of stage ceiling coming away.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No apparent problems
Electrical: Electrical	Good	No apparent problems
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	No apparent problems
Safety: Fire Safety, Hazardous Materials	Good	No apparent problems
Structural: Structural Damage, Roofs	Fair	Classroom 3A, 5A, 10B, 12B, 14B: stains on ceiling tiles. Classroom 13B: Stains on ceiling tiles, big hole in one tile.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Grounds (Front Campus) Parking lot has lots of cracks. Grounds (Back Campus) Playground has lots of cracks.
Overall Rating	Fair	Our school meets some of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored an average of 89.29% on the 8 categories of our evaluation.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	52	N/A	51	N/A	50	N/A
Math	51	N/A	36	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	37	N/A	36	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

We have many ways for parents to participate in the life of our school, and we depend on parents to keep our programs running smoothly. Our school's annual plan and some budget approvals are made by our School Site Council (SSC), which aims to help improve student achievement and to support school activities. Our English Language Advisory Committee (ELAC) is an advocacy group for families of students learning English. The ELAC group is presently on hold due to low EL numbers. Our PTO provides educational assemblies, volunteer programs, and assist in our Junior Olympics. New members are always needed. Room parents organize parent volunteers to help with special projects in the classroom and chaperone on field trips. We ask all parents to attend Back-to-School Night and our Annual Title 1 meeting in the fall, Open House in the spring, and parent-teacher conferences in November and March. Any parent who wants to get more involved in school activities can email the principal at mbergens@ssusd.org or call Margaret H. Bergens at (760) 499-1850.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)

Staff members monitor the school grounds 15 minutes before and after school as well as at morning and afternoon recesses. Paid recess monitors watch the children during all lunch periods beginning at 11:15 a.m. and ending at 1:00 p.m. Teachers regularly review the school's 3 B's: Be Respectful, Be Responsible, and Be Safe. These expectations are explicitly taught to ensure responsible behavior in school and on the playground. Visitors must sign in at the office and wear a visitor's badge during their stay.

A comprehensive safety plan is in place. We coach students in safe practices throughout the year to ensure the security of all and practice disaster drills at regular intervals. We inspect our playgrounds and equipment regularly to ensure a safe environment. We update Gateway's Safety Plan and policies yearly to accommodate new staff members and address new concerns. The safety plan assures each student and staff member a safe physical environment and a respectful, accepting, and emotionally nurturing environment. The plan outlines procedures to effectively respond to disasters or dangerous situations. It also provides each student with resiliency skills.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	2.9	2.8	6.6	7.1	3.5	3.5
Expulsions	0.0	0.0	0.2	0.2	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	0.0	
Expulsions	0.0	0.1	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	387

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	23		3		22	1	2		23		3	
1	21	1	2		22		3		28		2	
2	24		3		21	1	2		23		3	
3	22		3		27		3		21	1	2	
4	30		2		30		2		25		3	
5	34			2	32		1	1	29		2	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	5

Sierra Sands Unified School District provided a minimum average of 3 days (or eighteen hours based on 6 hours/day) of professional development throughout the 2018-19 and 2019-20 school years and 5 days (or thirty hours based on 6 hours/day) in the 2020-21 school year. The primary/major areas of focus for professional development include but are not limited to: full implementation of adopted programs, alignment to Common Core State Standards, identification and implementation of best instructional practices, technology proficiency, data analysis of student performance, and student engagement. Additionally, sites provide professional development throughout the year as outlined in the School Plan for Student Achievement. Areas of focus were selected based upon department needs, CAASPP results, Interim Assessment Block (IAB) results, and Dashboard results. Professional development is delivered in a variety of ways including but not limited to conference attendance, contracted professional development/SSUSD Instructional Coaching delivered within the contractual workday, individual instructional coaching, and after school workshops.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,945	\$47,145
Mid-Range Teacher Salary	\$70,019	\$74,952
Highest Teacher Salary	\$98,284	\$96,092
Average Principal Salary (ES)	\$108,083	\$116,716
Average Principal Salary (MS)	\$120,179	\$120,813
Average Principal Salary (HS)	\$131,577	\$131,905
Superintendent Salary	\$176,000	\$192,565

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32.0	31.0
Administrative Salaries	5.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	8136.89	1923.15	6213.74	66462.62
District	N/A	N/A	5982.82	\$68,495
State	N/A	N/A	\$7,750	\$75,706

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	3.8	-3.0
School Site/ State	-22.0	-13.0

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

Types of Services Funded

The PTO allocates money annually to each teacher. Each year Kiwanis sponsors a walk-a-thon, and a portion of the money is given back to each classroom. Title I funding is used to provide additional support through the Collaboration and Intervention Model and additional learning experiences before, during, and after school hours to under-performing students. This additional instruction helps them to achieve mastery of the common core state standards. Title I funding also provides a full time project teacher and a Kindergarten paraprofessional for three hours daily to support students and staff. Based on assessment data, staff members provide intervention to students who are not mastering standards and enrichment to those have already demonstrated mastery.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.