

# Gateway Elementary School

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

Lisa Decker, Principal

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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year

### Sierra Sands Unified School District

113 Felspar  
Ridgecrest CA, 93555  
(760) 499-1600  
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#### District Governing Board

William Farris, President  
Amy Castillo Covert, Member  
Timothy Johnson, Member  
Kurt Rockwell, Member  
Michael Scott, Vice President

#### District Administration

Ernest Bell  
**Superintendent**  
Christina Giraldo  
**Assistant Superintendent, Business Services**  
Shirley Kennedy  
**Assistant Superintendent, Curriculum and Instruction**  
Elaine Littleton  
**Executive Director of SELPA**  
David Ostash  
**Assistant Superintendent of Human Resources**

### 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.

Lisa Decker, 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

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (760) 499-1850.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	54
Gr. 1	65
Gr. 2	85
Gr. 3	75
Gr. 4	76
Gr. 5	64
<b>Total</b>	<b>419</b>

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.8
American Indian or Alaska Native	1.2
Asian	3.8
Filipino	0.2
Hispanic or Latino	24.6
Native Hawaiian/Pacific Islander	0.2
White	61.3
Two or More Races	4.8
Socioeconomically Disadvantaged	54.9
English Learners	5.3
Students with Disabilities	11.5

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Gateway Elementary School	12-13	13-14	14-15
<b>Fully Credentialed</b>	18	14	15
<b>Without Full Credential</b>	0	1	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Sierra Sands Unified School District	12-13	13-14	14-15
<b>Fully Credentialed</b>	◆	◆	202
<b>Without Full Credential</b>	◆	◆	10
<b>Teaching Outside Subject Area of Competence</b>	◆	◆	

Teacher Misassignments and Vacant Teacher Positions at this School			
Gateway Elementary School	12-13	13-14	14-15
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "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.

### Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.00	0.00
Districtwide		
<b>All Schools</b>	90.54	9.46
<b>High-Poverty Schools</b>	91.24	8.76
<b>Low-Poverty Schools</b>	89.58	10.42

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)**

We choose our 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 2014**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>California Treasures (2008)</p> <p>Adopted in 2010</p>
<p><b>Mathematics</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Go Math! Houghton Mifflin Harcourt</p> <p>Adopted in 2014</p>
<p><b>Science</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>California Science (2008)</p> <p>Adopted in 2007</p>
<p><b>History-Social Science</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>History-Social Science for California (2006)</p> <p>Adopted in 2006</p>
<p><b>Health</b></p> <p>The textbooks listed are from most recent adoption:</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>Health and fitness</p> <p>Adopted in 2005</p>
<p><b>Visual and Performing Arts</b></p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>Percent of students lacking their own assigned textbook: 0</p>	<p>California Spotlight on Music</p> <p>Adopted in 2007</p> <p>SRA Art Connections</p> <p>Adopted in 2007</p>

**School Facility Conditions and Planned Improvements (Most Recent Year)**

**Buildings**

Gateway Elementary opened in August 1992 and is in excellent 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 three 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 part-time 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 2:45 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)**  
**Year and month in which data were collected: 11-05-14**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]		No apparent problems
<b>Interior:</b> Interior Surfaces	[X]	[ ]	[ ]		No apparent problems
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]		No apparent problems
<b>Electrical:</b> Electrical	[X]	[ ]	[ ]		No apparent problems
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]		No apparent problems
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]		No apparent problems
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]		No apparent problems
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]		No apparent problems
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 90 and 99 percent on the 15 categories of our evaluation.
	[X]	[ ]	[ ]	[ ]	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	70	69	82	69	68	66	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	60	66	63	54	59	59	54	56	55
Math	69	67	68	52	53	54	49	50	50
HSS				48	54	56	48	49	49

\* STAR Program was last administered in 2012-13. 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.

#### Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	7	7	7
Similar Schools	8	5	8

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

#### 2013-14 Percent of Students Meeting Fitness Standards

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	17.2	34.4	28.1

\* 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.

#### 2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced	
	Science (grades 5, 8, and 10)	
All Students in the LEA	66	
All Student at the School	82	
Male	74	
Female	92	
Black or African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	89	
Native Hawaiian/Pacific Islander		
White	83	
Two or More Races		
Socioeconomically Disadvantaged	80	
English Learners		
Students with Disabilities		
Students Receiving Migrant Education Services		

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

#### API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-11	-5	-2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino		-6	13
Native Hawaiian/Pacific Islander			
White	-10	4	-16
Two or More Races			
Socioeconomically Disadvantaged	-31	-10	-5
English Learners			
Students with Disabilities			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement

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 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. Our active PTO provides educational assemblies and organizes our Gator Day program, an incentive program that encourages good behavior and school attendance. 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 in the fall, Open House in the spring, and parent-teacher conferences in November. Any parent who wants to get more involved in school activities can email the principal at [Idecker@ssusd.org](mailto:Idecker@ssusd.org) or call Lisa Decker at (760) 499-1850.

### State Priority: School Climate

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

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

### School Safety Plan

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 12:45 p.m. Teachers regularly review the rules for safe, 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			
School	11-12	12-13	13-14
Suspensions Rate	1.6	0.8	1.1
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	9.3	8.8	7.7
Expulsions Rate	0.2	0.5	0.2
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

## 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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		42.9

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	0.4
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist	1.0
Other	5.6
Average Number of Students per Staff Member	
Academic Counselor	0

\* 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												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	27.3	31	27	0			3	2	2	0		
Gr. 1	26.3	22	22	1	1	1	2	3	2	0		
Gr. 2	28.3	19	21	0	2	1	3	2	3	0		
Gr. 3	32	20	19	0	2	2	2	2	2	0		
Gr. 4	30.5	32	25	0		1	2	2	1	0		1
Gr. 5	32.5	30	21	0		1	1	2	2	1		

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$34,782	\$38,920
Mid-Range Teacher Salary	\$56,710	\$59,803
Highest Teacher Salary	\$76,832	\$78,096
Average Principal Salary (ES)	\$93,365	\$95,836
Average Principal Salary (MS)	\$95,932	\$99,849
Average Principal Salary (HS)	\$105,597	\$107,599
Superintendent Salary	\$142,368	\$151,912
Percent of District Budget		
Teacher Salaries	34	37
Administrative Salaries	5	6

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6014	1759	4255	60516
District	♦	♦	4566	\$59,464
State	♦	♦	\$4,690	\$63,037
Percent Difference: School Site/District			-6.8	1.5
Percent Difference: School Site/ State			-23.2	-4.2

**Types of Services Funded at Gateway Elementary School**

The PTO allocates money annually to each teacher. Each year Kiwanis sponsors a walkathon, and a portion of the money is given back to each classroom. Title I funding is used to provide additional learning experiences before, during, and after school hours to underperforming students. This additional instruction helps them to achieve mastery of state standards.

**Professional Development provided for Teachers at Gateway Elementary School**

Training is aligned with district goals and the California Common Core Standards. They focus on specific areas of need that are determined by staff input via surveys and advisory committees. During staff development, we share exemplary instructional practices, discuss new curriculum or technology, and learn how to analyze test scores. When a new curriculum is adopted, staff is trained on how to use the material before the new school year begins.