

# Gateway Elementary School

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

Lisa Decker, Principal

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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year

### Sierra Sands Unified School District

113 Felspar  
Ridgecrest CA, 93555  
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#### District Governing Board

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

#### District Administration

Ernest M. Bell, Jr.  
**Superintendent**  
David Ostash  
**Assistant Superintendent, Human  
Resources**  
Christina Giraldo  
**Assistant Superintendent, Business  
Services**  
Michelle Savko  
**Assistant Superintendent,  
Curriculum and Instruction**  
Elaine Littleton  
**Executive Director of SELPA**

### 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

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	83
Grade 1	66
Grade 2	68
Grade 3	58
Grade 4	69
Grade 5	79
<b>Total Enrollment</b>	<b>423</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.7
American Indian or Alaska Native	1.4
Asian	3.8
Filipino	0.9
Hispanic or Latino	25.1
Native Hawaiian or Pacific Islander	0.5
White	57.7
Two or More Races	5
Socioeconomically Disadvantaged	52.2
English Learners	7.1
Students with Disabilities	10.2
Foster Youth	0.5

### 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	14-15	15-16	16-17
<b>With Full Credential</b>	15	19	18
<b>Without Full Credential</b>	0	1	3
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Sierra Sands Unified School District	14-15	15-16	16-17
<b>With Full Credential</b>	♦	♦	
<b>Without Full Credential</b>	♦	♦	
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Gateway Elementary School	14-15	15-16	16-17
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	1	1

\* “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

2015-16 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>	94.4	5.6
Districtwide		
<b>All Schools</b>	88.9	11.1
<b>High-Poverty Schools</b>	92.8	7.2
<b>Low-Poverty Schools</b>	83.2	16.8

\* 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 2016-17)**

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: April 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	California Treasures (2008) Adopted in 2010  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	Go Math! Houghton Mifflin-2015 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	California Science (2008) Adopted in 2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	History-Social Science for California (2006) Adopted in 2006  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Health</b>	Health and fitness Adopted in 2005  <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Visual and Performing Arts</b>	California Spotlight on Music Adopted in 2007  SRA Art Connections Adopted in 2007  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

## 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: 10/11/2016				
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	Portable Classroom 23: Small section of carpet seam is coming apart. Classroom 10B: Carpet seams coming apart and stains on ceiling tiles Classroom 11B: Carpet seams coming apart. Classroom 12B: Carpet seams coming apart and stains on ceiling tiles Classroom 13B: Carpet seams lifting up. Classroom 14B: Carpet seams are lifting in a few places Classroom 15C: Carpet seams are coming apart especially by the teacher's desk. Classroom 16C: Carpet seams are coming apart. Classroom 17C: Carpet seams are coming apart. Classroom 18C: The carpet is not in good condition and the seams are coming apart. Classroom 19C: Carpet seams are coming apart. Classroom 20C: Carpet seams are coming apart. Classroom 21: Carpet seams are coming apart. Classroom 3A: Carpet seams coming apart and stains on ceiling tiles Classroom 4A: Carpet seams coming apart and stains on ceiling tiles Classroom 5A: Carpet seams coming apart and stains on ceiling tiles Classroom 6A: Carpet seams coming apart.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 10/11/2016**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
					Classroom 7A: Carpet seams coming apart. Classroom 8A: Carpet seams coming apart. Classroom 9B: Carpet seams coming apart. Library: Carpet seams lifting in most seams. Office: Carpet seams lifting in areas. VCT expanding seams.
<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				Classroom 10B: Carpet seams coming apart and stains on ceiling tiles Classroom 12B: Carpet seams coming apart and stains on ceiling tiles Classroom 3A: Carpet seams coming apart and stains on ceiling tiles Classroom 4A: Carpet seams coming apart and stains on ceiling tiles Classroom 5A: Carpet seams coming apart and stains on ceiling tiles Classroom K1: Ceiling: waterspots in workroom between K1 and K2.
<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 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	45	41	50	50	44	48
Math	35	31	34	34	34	36

\* 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.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	81	70	58	65	63	61	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	14.9	37.8	21.6

\* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	76	74	97.4	58.1
Male	40	38	95.0	57.9
Female	36	36	100.0	58.3
Hispanic or Latino	13	12	92.3	66.7
White	52	51	98.1	54.9
Socioeconomically Disadvantaged	34	33	97.1	63.6
Students with Disabilities	14	13	92.9	53.9

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	58	57	98.3	24.6
	4	69	69	100.0	47.8
	5	76	74	97.4	46.0
Male	3	30	30	100.0	23.3
	4	40	40	100.0	45.0
	5	40	38	95.0	39.5
Female	3	28	27	96.4	25.9
	4	29	29	100.0	51.7
	5	36	36	100.0	52.8
Hispanic or Latino	3	19	19	100.0	21.1
	4	15	15	100.0	53.3
	5	13	12	92.3	50.0
White	3	32	32	100.0	25.0
	4	42	42	100.0	45.2
	5	52	51	98.1	43.1
Socioeconomically Disadvantaged	3	29	29	100.0	17.2
	4	37	37	100.0	43.2
	5	34	33	97.1	48.5
Students with Disabilities	5	14	13	92.9	

ELA 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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	58	58	100.0	22.4
	4	69	69	100.0	34.8
	5	76	74	97.4	33.8
Male	3	30	30	100.0	20.0
	4	40	40	100.0	42.5
	5	40	38	95.0	34.2
Female	3	28	28	100.0	25.0
	4	29	29	100.0	24.1
	5	36	36	100.0	33.3

**School Year 2015-16 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	3	19	19	100.0	26.3
	4	15	15	100.0	40.0
	5	13	12	92.3	33.3
White	3	32	32	100.0	18.8
	4	42	42	100.0	30.9
	5	52	51	98.1	31.4
Socioeconomically Disadvantaged	3	29	29	100.0	20.7
	4	37	37	100.0	27.0
	5	34	33	97.1	33.3
Students with Disabilities	5	14	13	92.9	

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### 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 (School Year 2016-17)

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 ldecker@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 1:20 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	2013-14	2014-15	2015-16
Suspensions Rate	0.0	1.6	0.7
Expulsions Rate	1.1	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	7.7	6.7	5.9
Expulsions Rate	0.2	0.2	0.3
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

#### 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.

2016-17 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

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)	0.75
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist	1.0
Other	19.54
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 (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	27	31	31				2	2	2			
1	32	28	28				2	2	2			
2	31	27	27				2	2	2			
3	25	27	27	1			3	2	2			
4	33	26	26		1	1	1	2	2	1		
5	31	18	18		3	3	2	1	1		1	1
Other	13			1								

#### Professional Development provided for Teachers

Sierra Sands Unified School District provides staff with a minimum of eighteen hours of mandated professional development throughout each school year. Professional development focuses on full implementation of adopted programs, alignment to Common Core State Standards, identification and implementation of instructional best practices, technology proficiency, and data analysis of student performance. Additionally, sites provide professional development throughout the year as outlined in the Single Plan for Student Achievement.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,718	\$42,063
Mid-Range Teacher Salary	\$59,866	\$64,823
Highest Teacher Salary	\$80,940	\$84,821
Average Principal Salary (ES)	\$93,471	\$101,849
Average Principal Salary (MS)	\$99,479	\$107,678
Average Principal Salary (HS)	\$109,594	\$115,589
Superintendent Salary	\$136,000	\$169,152
Percent of District Budget		
Teacher Salaries	32%	35%
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/).

### 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 learning experiences before, during, and after school hours to under-performing students. This additional instruction helps them to achieve mastery of state standards. Title I funding also provides a part time project teacher two and a half days per week and a part time computer paraprofessional. Based on assessment data staff members provide intervention to students who are not mastering standards.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district 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).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7207.77	2668.86	4538.91	60435.68
District	♦	♦	5248.53	\$61,647
State	♦	♦	\$5,677	\$67,348
Percent Difference: School Site/District			-13.5	1.7
Percent Difference: School Site/ State			-15.1	-7.4

\* Cells with ♦ do not require data.