

Gateway Elementary School

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

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2017-18 School Accountability Report Card Published During the 2018-19 School Year

Sierra Sands Unified School District

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District Governing Board

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

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Superintendent
David Ostash
**Assistant Superintendent, Human
Resources**
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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.

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, 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 LCAP, see the CDE LCFF web page 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	68
Grade 1	63
Grade 2	85
Grade 3	54
Grade 4	60
Grade 5	68
Total Enrollment	398

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.0
American Indian or Alaska Native	1.0
Asian	1.3
Filipino	0.8
Hispanic or Latino	28.4
Native Hawaiian or Pacific Islander	0.3
White	54.5
Socioeconomically Disadvantaged	64.1
English Learners	5.8
Students with Disabilities	6.0
Foster Youth	0.5

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			
Gateway Elementary School	16-17	17-18	18-19
With Full Credential	18	17	17
Without Full Credential	3	3	3
Teaching Outside Subject Area of Competence	0	0	0
Sierra Sands Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	204
Without Full Credential	♦	♦	43
Teaching Outside Subject Area of Competence	♦	♦	19

Teacher Misassignments and Vacant Teacher Positions at this School			
Gateway Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	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 2018-19)

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 2017	
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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	California Science (2008) Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	History-Social Science for California (2006) Adopted in 2006 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 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 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)		
Year and month in which data were collected: 12/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No apparent problems
Interior: Interior Surfaces	Poor	Classroom 3A: Carpet seams coming apart, stains on ceiling tiles. Classroom 4A: Carpet seams coming apart, stains on ceiling tiles. Classroom 5A: Carpet seams coming apart, stains on ceiling tiles. Classroom 6A: Carpet seams coming apart. Classroom 7A: Carpet seams coming apart. Classroom 8A: Carpet seams coming apart. Classroom 9B: Carpet seams coming apart. Classroom 10B: Carpet seams coming apart, stains on ceiling tiles. Classroom 11B: Carpet seams coming apart, Classroom 12B: Carpet seams coming apart, stains on ceiling tiles. Classroom 13B: Carpet seams lifting up. Classroom 14B: Carpet seams are lifting up 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. Sub floor feels a little loose. Classroom 20C: Carpet seams are coming apart. Classroom 21: Carpet seams are coming apart. Portable Classroom 23: Small section of carpet seam is coming apart. Library: Carpet seams lifting in most seams.
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

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 12/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	Classroom 3A, 4A, 5A, 10B, 12B: stains on ceiling tiles. Classroom K1: Water spots on ceiling in workroom between K1 and K2.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No apparent problems
Overall Rating	Fair	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.

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	43.0	45.0	50.0	48.0	48.0	50.0
Math	32.0	39.0	33.0	32.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	26.2	26.2	18.5

* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	188	185	98.40	45.41
Male	107	104	97.20	44.23
Female	81	81	100.00	46.91
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	57	57	100.00	31.58
White	102	99	97.06	55.56
Two or More Races	15	15	100.00	46.67
Socioeconomically Disadvantaged	115	112	97.39	37.50
English Learners	15	15	100.00	26.67
Students with Disabilities	11	11	100.00	45.45
Foster Youth	--	--	--	--

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	188	185	98.4	39.46
Male	107	104	97.2	42.31
Female	81	81	100	35.8
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	57	57	100	33.33
White	102	99	97.06	41.41
Two or More Races	15	15	100	40
Socioeconomically Disadvantaged	115	112	97.39	28.57
English Learners	15	15	100	46.67
Students with Disabilities	11	11	100	36.36
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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 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 2018-19)

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. Our active 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 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

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 11:20 a.m. and ending at 1:00 p.m. Teachers regularly review the school's 3 B's: Be Safe, Be Responsible, and Be Respectful. 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			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.7	1.5	2.9
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	5.9	5.8	6.6
Expulsions Rate	0.3	0.2	0.2
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

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)	1.0
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 (non-teaching)	1.0
Other	7.37
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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	28	25	23				3	3	3			
1	21	28	21	1		1	2	3	2			
2	26	23	24				2	2	3			
3	19	19	22	2	2		2	2	3			
4	33	33	30				1	1	2	1	1	
5	21	24	34	2	1			2		2		2

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

Professional Development provided for Teachers

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 2016-17, 2017-18, and 2018-19 school years. 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, and data analysis of student performance. Additionally, sites provide professional development throughout the year as outlined in the School Plan for Student Achievement. Areas of focus were selected based up on department needs, CAASPP results, Interim Assessment Block (IAB) results, and Dashboard results. Professional development is delivered a variety of ways including but not limited to conference attendance, contracted professional development/SSUSD Instructional Coaching delivered within the contractual work day, individual instructional coaching, and after school workshops.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,301	\$45,681
Mid-Range Teacher Salary	\$64,076	\$70,601
Highest Teacher Salary	\$87,196	\$89,337
Average Principal Salary (ES)	\$100,910	\$110,053
Average Principal Salary (MS)	\$105,610	\$115,224
Average Principal Salary (HS)	\$117,016	\$124,876
Superintendent Salary	\$158,000	\$182,466
Percent of District Budget		
Teacher Salaries	32.0	33.0
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/.

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 the common core state standards. Title I funding also provides a full time project teacher. 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 <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).

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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8022.23	2904.21	5118.02	68144.34
District	◆	◆	5632.22	\$64,523
State	◆	◆	\$7,125	\$71,392
Percent Difference: School Site/District			-9.6	5.5
Percent Difference: School Site/ State			-77.2	-4.7

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.