

# Gateway Elementary School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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.

## DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](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).

## California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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.

## 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.

## 2021-22 School Contact Information

<b>School Name</b>	Gateway Elementary School
<b>Street</b>	501 South Gateway Blvd.
<b>City, State, Zip</b>	Ridgecrest, CA 93555
<b>Phone Number</b>	(760) 499-1850
<b>Principal</b>	Margaret H. Bergens
<b>Email Address</b>	mbergens@ssusd.org
<b>School Website</b>	gateway.ssusd.org
<b>County-District-School (CDS) Code</b>	15-73742-6110712

## 2021-22 District Contact Information

<b>District Name</b>	Sierra Sands Unified School District
<b>Phone Number</b>	(760) 499-1600
<b>Superintendent</b>	Dr. Dave Ostash
<b>Email Address</b>	superintendent@ssusd.org
<b>District Website Address</b>	ssusd.org

## 2021-22 School Overview

### 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

## 2021-22 School Overview

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 this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	63
Grade 1	49
Grade 2	58
Grade 3	59
Grade 4	64
Grade 5	77
Total Enrollment	370

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1.1
Asian	0.3
Black or African American	6.2
Filipino	1.6
Hispanic or Latino	30.3
Two or More Races	8.1
White	52.4
English Learners	4.1
Foster Youth	0.8
Homeless	1.9
Socioeconomically Disadvantaged	64.3
Students with Disabilities	10.5

## 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	13.0	76.5	158.4	68.1	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	1.0	5.9	10.5	4.5	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.0	17.6	21.0	9.0	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.0	0.0	20.6	8.9	12115.8	4.4
<b>Unknown</b>	0.0	0.0	22.0	9.5	18854.3	6.9
<b>Total Teaching Positions</b>	17.0	100.0	232.7	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	2.0
<b>Misassignments</b>	1.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	3.0

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	0.0
<b>Total Out-of-Field Teachers</b>	0.0

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.8

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

**Year and month in which the data were collected**

August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance (2017) Adopted in 2017	Yes	0
<b>Mathematics</b>	Go Math! Houghton Mifflin (2015) Adopted in 2015	Yes	0
<b>Science</b>	FOSS Next Generation Elementary (2019) Adopted in 2020	Yes	0
<b>History-Social Science</b>	California Studies Weekly (2018) Adopted in 2019	Yes	0
<b>Health</b>	Health and Fitness Adopted in 2005	Yes	0
<b>Visual and Performing Arts</b>	California Spotlight on Music Adopted in 2007	Yes	0
	SRA Art Connections Adopted in 2007		

## School Facility Conditions and Planned Improvements

### 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.

**Year and month of the most recent FIT report**

12/1/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems
<b>Interior:</b> Interior Surfaces			X	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. Classroom 14B: Stains on ceiling tiles. office: Holes and tear in tackable wall by front door. Multi-Purpose Room: Top of stage ceiling coming away.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			No apparent problems
<b>Electrical</b>	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

## School Facility Conditions and Planned Improvements

<b>Structural:</b> Structural Damage, Roofs		X	Classroom 3A, 5A, 10B, 12B, 13B, 14B: stains on ceiling tiles.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X Grounds (Front Campus) Parking lot has lots of cracks, sidewalks have "blow outs" near southeast gate. Grounds (Back Campus) Playground has lots of cracks.

## Overall Facility Rate

Exemplary	Good	Fair	Poor
		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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	166	162	97.59	2.41	31.48
<b>Female</b>	85	82	96.47	3.53	32.93
<b>Male</b>	81	80	98.77	1.23	30
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	13	12	92.31	7.69	33.33
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	54	52	96.3	3.7	21.15
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	11	11	100	0	45.45
<b>White</b>	82	81	98.78	1.22	30.86
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	107	104	97.2	2.8	26.92
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	16	15	93.75	6.25	20

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	166	162	97.59	2.41	27.95
<b>Female</b>	85	82	96.47	3.53	25.61
<b>Male</b>	81	80	98.77	1.23	30.38
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	13	12	92.31	7.69	25.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	54	52	96.30	3.70	11.76
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	11	11	100.00	0.00	18.18
<b>White</b>	82	81	98.78	1.22	34.57
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	107	104	97.20	2.80	23.30
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	16	15	93.75	6.25	13.33

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	24.53	N/A	23.93	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	55	53	96.36	3.64	24.53
<b>Female</b>	24	23	95.83	4.17	13.04
<b>Male</b>	31	30	96.77	3.23	33.33
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	21	20	95.24	4.76	5.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	25	25	100.00	0.00	36.00
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	36	34	94.44	5.56	14.71
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 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 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 parent group provides educational assemblies, volunteer programs, and assist in our Junior Olympics. Due to our district's COVID safety protocols, the number of parent volunteers has been limited. New members are always welcome. Room parents organize parent volunteers to help with special projects for the classroom. We ask all parents to attend Back-to-School Night and our Annual Title 1 parent 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](mailto:mbergens@ssusd.org) or call Margaret H. Bergens at (760) 499-1850.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	431	394	76	19.3
Female	210	192	40	20.8
Male	221	202	36	17.8
American Indian or Alaska Native	4	4	0	0.0
Asian	2	2	0	0.0
Black or African American	27	26	10	38.5
Filipino	6	6	1	16.7
Hispanic or Latino	130	119	23	19.3
Native Hawaiian or Pacific Islander	3	1	1	100.0
Two or More Races	37	30	3	10.0
White	222	206	38	18.4
English Learners	20	20	2	10.0
Foster Youth	7	6	4	66.7
Homeless	12	12	10	83.3
Socioeconomically Disadvantaged	273	259	69	26.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	52	48	12	25.0

### C. Engagement

#### 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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	2.81	0.23	7.08	0.17	3.47	0.20
<b>Expulsions</b>	0.00	0.23	0.20	0.02	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.69	5.69	2.45
<b>Expulsions</b>	0.00	0.13	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.23	0.23
<b>Female</b>	0.00	0.00
<b>Male</b>	0.45	0.45
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	3.70	3.70
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	8.33	8.33
<b>Socioeconomically Disadvantaged</b>	0.37	0.37
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00



## 2021-22 School Safety Plan

Staff members monitor the school grounds 15 minutes before and after school as well as at the morning and afternoon recesses. Paid recess monitors watch the children during all lunch periods beginning at 11:00 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.

### D. Other SARC Information

### Information Required in the SARC

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

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	2	
1	22		3	
2	21	1	2	
3	27		3	
4	30		2	
5	32		1	1
6				

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	28		2	
2	23		3	
3	21	1	2	
4	25		3	
5	29		2	
6				

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21		3	
1	24		2	
2	19	3		
3	20	2	1	
4	32		1	
5	38			2
6				

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	370

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	1
<b>Psychologist</b>	0
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	1

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	8004.93	2242.36	5762.57	56705.02
<b>District</b>	N/A	N/A	6068.19	\$69,041
<b>Percent Difference - School Site and District</b>	N/A	N/A	-5.2	-19.6
<b>State</b>			\$8,444	\$77,042
<b>Percent Difference - School Site and State</b>	N/A	N/A	-37.7	-30.4

## 2020-21 Types of Services Funded

Each year McDonald's' sponsors a McTeacher Night, and a portion of the money is distributed to each classroom's budget. 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 Collaboration and Intervention teacher, a full-time computer lab paraprofessional, 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 who have already demonstrated mastery.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$43,804	\$48,119
<b>Mid-Range Teacher Salary</b>	\$71,419	\$74,665
<b>Highest Teacher Salary</b>	\$100,190	\$98,160
<b>Average Principal Salary (Elementary)</b>	\$112,109	\$118,542
<b>Average Principal Salary (Middle)</b>	\$108,689	\$125,068
<b>Average Principal Salary (High)</b>	\$128,061	\$133,516
<b>Superintendent Salary</b>	\$167,000	\$194,199
<b>Percent of Budget for Teacher Salaries</b>	31%	31%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## Professional Development

Sierra Sands Unified School District provided a minimum average of 3 days (or eighteen hours based on 6 hours/day) of professional development in the 2019-20 school year, 5 days (or thirty hours based on 6 hours/day) in the 2020-21 school year, and 3 days (or 18 hours based on 6 hours/day) in the 2021-22 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	5	3

# Sierra Sands Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Sierra Sands Unified School District
<b>Phone Number</b>	(760) 499-1600
<b>Superintendent</b>	Dr. Dave Ostash
<b>Email Address</b>	superintendent@ssusd.org
<b>District Website Address</b>	ssusd.org

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	2699	2429	90.00	10.00	38.79
<b>Female</b>	1315	1194	90.80	9.20	42.24
<b>Male</b>	1383	1234	89.23	10.77	35.50
<b>American Indian or Alaska Native</b>	25	23	92.00	8.00	45.45
<b>Asian</b>	64	60	93.75	6.25	73.33
<b>Black or African American</b>	145	114	78.62	21.38	25.00
<b>Filipino</b>	46	42	91.30	8.70	69.05
<b>Hispanic or Latino</b>	816	727	89.09	10.91	29.01
<b>Native Hawaiian or Pacific Islander</b>	18	18	100.00	0.00	38.89
<b>Two or More Races</b>	113	106	93.81	6.19	40.95
<b>White</b>	1472	1339	90.96	9.04	42.47
<b>English Learners</b>	159	141	88.68	11.32	12.23
<b>Foster Youth</b>	22	12	54.55	45.45	16.67
<b>Homeless</b>	120	88	73.33	26.67	20.45
<b>Military</b>	86	77	89.53	10.47	58.44
<b>Socioeconomically Disadvantaged</b>	1668	1499	89.87	10.13	31.25
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	413	333	80.63	19.37	14.16

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	2699	2418	89.59	10.41	24.54
<b>Female</b>	1315	1186	90.19	9.81	23.06
<b>Male</b>	1383	1231	89.01	10.99	26.00
<b>American Indian or Alaska Native</b>	25	22	88.00	12.00	31.82
<b>Asian</b>	64	60	93.75	6.25	61.67
<b>Black or African American</b>	145	117	80.69	19.31	11.97
<b>Filipino</b>	46	44	95.65	4.35	46.51
<b>Hispanic or Latino</b>	816	723	88.60	11.40	14.74
<b>Native Hawaiian or Pacific Islander</b>	18	18	100.00	0.00	11.11
<b>Two or More Races</b>	113	106	93.81	6.19	28.30
<b>White</b>	1472	1328	90.22		28.33
<b>English Learners</b>	159	142	89.31	10.69	6.43
<b>Foster Youth</b>	22	12	54.55	45.45	0.00
<b>Homeless</b>	120	80	66.67	33.33	17.50
<b>Military</b>	86	77	89.53	10.47	36.36
<b>Socioeconomically Disadvantaged</b>	1668	1486	89.09	10.91	17.95
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	413	339	82.08	17.92	9.14