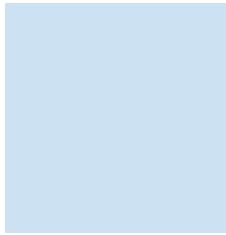# SARC
School Accountability Report Card 2018-19
Published in 2019-20

Gehringer Elementary School

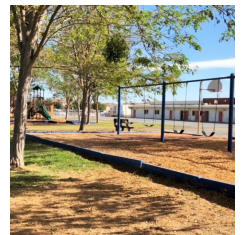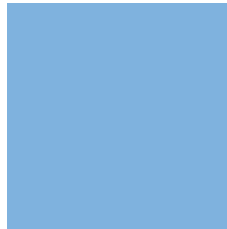*Follow the Cubby Code: Be Safe, Be Respectful, Be Responsible*

Grades TK-5
CDS Code 07-61762-6096234

Tawny Leonard
Principal
tleonard@ouesd.k12.ca.us

100 Simoni Ranch Road
Oakley, CA 94561
(925) 625-7070

geh-ouesd-ca.schoolloop.com
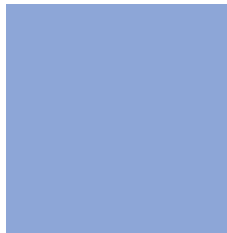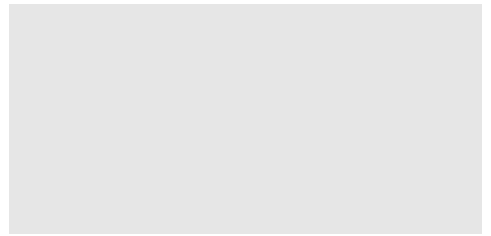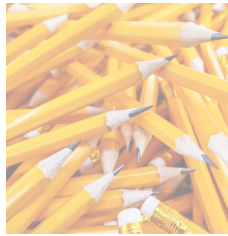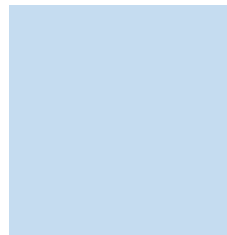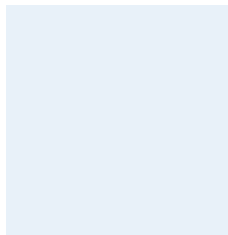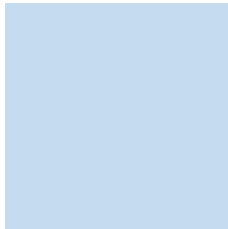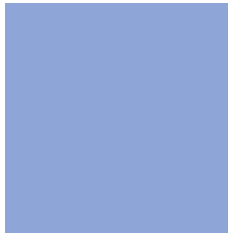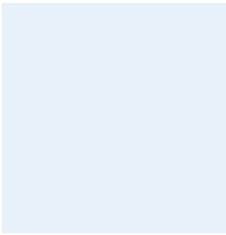
Para español, visita www.ouesd.k12.ca.us.

Oakley Union Elementary School District

91 Mercedes Lane ▪ Oakley, CA 94561 ▪ www.ouesd.k12.ca.us
Greg Hetrick, Superintendent ▪ ghetrick@ouesd.k12.ca.us ▪ (925) 625-0700

Principal's Message

Gehringer Elementary School is a Professional Learning Community committed to working collaboratively in an ongoing process of collective inquiry and action research so all students can reach their full individual potential. The staff is committed to the learning of each individual student.

The school houses more than 750 students (Cubbies) from grades TK-5 and a preschool program with more than 40 students. Approximately 14 percent of our student population is English learners. We have approximately 49 percent of our students participating in the free and reduced-price meal program.

Gehringer School houses a before- and after-school Extended Day Learning Center. A Bridge program in our district also housed at Gehringer is for students who require special-education services in the area of emotional support. This class consists of one classroom teacher and one or more paraprofessionals. Gehringer also has a music program supported by a district band and a music teacher, as well as a technology computer skills teacher for grades 3-5.

Gehringer staff embraces the philosophy of universal student achievement. The staff values diversity and is committed to providing a learning environment that suits varying learning styles and needs of all students. The goal is to instill the work habits associated with the growth mindset that hard work and determination are essential factors for success. Expectations are set high for all students for both social and academic success. At Gehringer, we value and challenge each student and provide opportunities for success.

Instruction is based on the new Common Core State Standards, Next Generation Science Standards (NGSS) and English language development (ELD) standards, which are being implemented across the United States. These standards will support students in becoming college and career ready. They emphasize reading, writing and speaking grounded in evidence from text, both literary and informational. In addition, math standards emphasize conceptual understanding, procedural skill and fluency, and application with equal intensity. We are excited to these changes to education that will help prepare our students for the future.

Our staff is committed to creating an educational process involving teachers, parents, students, community, and support staff. Grade-level Collaborative Learning Time (CLT) is on Wednesday early release days. We dedicate Wednesday CLT time to analyzing student data, developing student learning goals and action plans, lesson planning, staff development and developing interventions with the sole purpose of meeting the needs of all students. CLT collaboration time is also a time when teachers and administration meet to monitor students who have a Response to Intervention (RTI) Action Plan. Also, district coaches meet with teachers during CLT time to enhance math, language arts and technology instruction.

Research-based teaching strategies have been adopted schoolwide and are a focus of administration walkthrough observations. Strategies are presented and discussed during staff meetings and CLT time. These strategies are then added to walkthrough form and feedback is provided to staff as strategies are implemented in the classrooms (examples of schoolwide strategies are use of complete sentences, random selection, essential questions, think-pair-share, GLAD, UDL, and Mind Up).

As a Professional Learning Community school, we strive to meet the educational, emotional and social needs of all learners. We believe that the collaboration between our students' families and school staff is key in our students' academic and social achievement. We encourage parent involvement and communication between our families, teachers and administration. We have an active Parent Teacher Association (PTA), Safety Committee, English Learner Advisory Committee, School Site Council and Second Cup of Coffee Meetings with the principal, providing families with various opportunities to partner with our school. In addition, the PTA hosts successful, well-attended schoolwide family events throughout the school year.

Thanks to the ongoing monetary support from our active PTA, we have been able to update and maintain technology in our school. For example, we have numerous Chromebook carts that house Chromebooks for checkout. In addition, all grade 3-5 teachers share a cart and class set of Chromebooks per two teachers. All students have access to a fully equipped computer lab and laptop lab for additional technology instruction. iPads purchased by the PTA are also available for teacher checkout. TK and Kinder students have access to Kindle Fire Tablets.

The Cubby Pride Gehringer School Community is proud to be a place where students always come first!

Parental Involvement

We value the partnership and collaboration between parents and school. Parents and community members are highly encouraged to volunteer in our classrooms, attend field trips and help support schoolwide activities.

Parents are also welcomed to participate in school committees such as our English Language Advisory Committee (ELAC), School Site Council (SSC) and our Safety Committee. Mrs. Leonard also hosts Second Cup of Coffee Meetings for parents to attend and share their input.

We have an active Parent Teacher Association (PTA) working diligently to support our school. Our PTA continues to raise funds to support technology, sponsor schoolwide life-skills assemblies, plan and host family events, and provide monetary support to our teachers. Parents are encouraged to join PTA.

We have a great group of parent volunteers and look forward to more parents joining us. If you are interested in becoming involved, please contact Principal Tawny Leonard at (925) 625-7070.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

District Mission Statement

The mission of the Oakley Union Elementary School District is to provide a quality education to all students while working in collaboration with our educational community.

District Vision Statement

The Oakley Union Elementary School District is a diverse learning community committed to educating and empowering today's learners and tomorrow's leaders in a safe and inclusive environment.
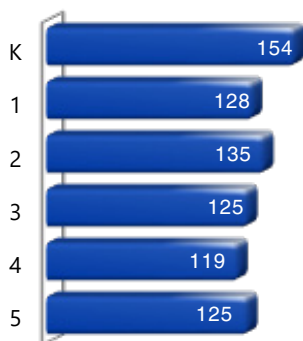

Governing Board

Kim Beede, President

Lisa Brizendine, Clerk

Erica Ippolito, Member

Larry Polk, Member

Richie Masadas, Member

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

2018-19 Enrollment by Grade

Grade	Enrollment
K	154
1	128
2	135
3	125
4	119
5	125

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates

Gehringer ES

	16-17	17-18	18-19
Suspension rates	1.6%	0.7%	0.1%
Expulsion rates	0.1%	0.0%	0.0%

Oakley Union ESD

	16-17	17-18	18-19
Suspension rates	2.7%	2.8%	3.9%
Expulsion rates	0.1%	0.1%	0.1%

California

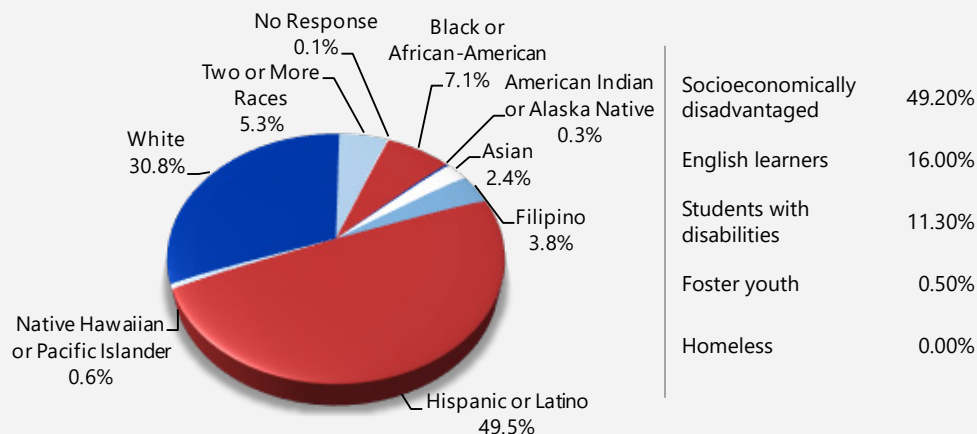|	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

Enrollment by Student Group

The total enrollment at the school was 786 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics — 2018-19 School Year

No Response 0.1%
Black or African-American 7.1%
American Indian or Alaska Native 0.3%
Two or More Races 5.3%
Asian 2.4%
White 30.8%
Filipino 3.8%
Native Hawaiian or Pacific Islander 0.6%
Hispanic or Latino 49.5%

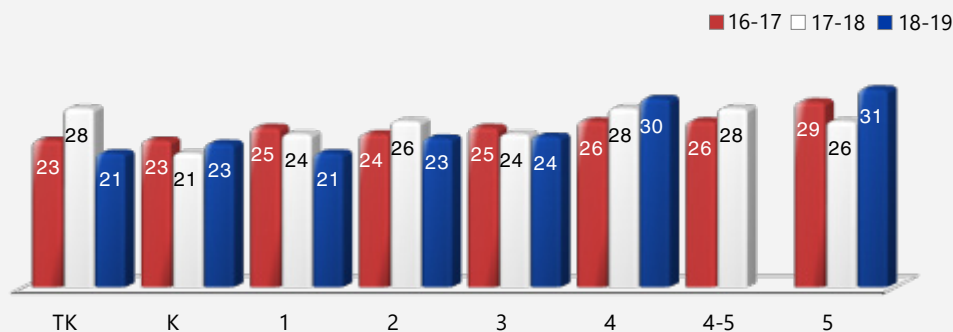|	
Socioeconomically disadvantaged	49.20%
English learners	16.00%
Students with disabilities	11.30%
Foster youth	0.50%
Homeless	0.00%

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size — Three-Year Data

Legend: 16-17, 17-18, 18-19

Grade	16-17	17-18	18-19
TK	23	28	21
K	23	21	23
1	25	24	21
2	24	26	23
3	25	24	24
4	26	28	30
4-5	26	28	
5	29	26	31

Number of Classrooms by Size — Three-Year Data

Grade	2016-17 Number of Students			2017-18 Number of Students			2018-19 Number of Students		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK		1			1			1	
K		6			6			6	
1		5			6		2	4	
2		5			5			6	
3		5			5			5	
4		4			4			4	
4-5		1			1				
5		4			4			4	

CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Gehringer ES		Oakley Union ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Gehringer ES		Oakley Union ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	45%	45%	39%	39%	50%	51%
Mathematics	39%	38%	27%	27%	38%	40%

California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

California Physical Fitness Test	2018-19 School Year
Percentage of Students Meeting Fitness Standards	Gehringer ES
	Grade 5
Four of six standards	22.6%
Five of six standards	23.6%
Six of six standards	14.2%

✧ Not applicable.

CAASPP Results by Student Group: English Language Arts (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	368	364	98.91%	1.09%	45.33%
Male	184	182	98.91%	1.09%	39.01%
Female	184	182	98.91%	1.09%	51.65%
Black or African-American	34	33	97.06%	2.94%	48.48%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	18	18	100.00%	0.00%	61.11%
Hispanic or Latino	194	191	98.45%	1.55%	38.74%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	100	100	100.00%	0.00%	52.00%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	203	201	99.01%	0.99%	36.32%
English learners	74	74	100.00%	0.00%	37.84%
Students with disabilities	57	56	98.25%	1.75%	23.21%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

Follow The Cubby Code
Be Safe
Be Respectful
Be Responsible

CAASPP Results by Student Group: Mathematics (grades 3-5)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	368	363	98.64%	1.36%	37.74%
Male	184	182	98.91%	1.09%	39.01%
Female	184	181	98.37%	1.63%	36.46%
Black or African-American	34	33	97.06%	2.94%	42.42%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	18	18	100.00%	0.00%	55.56%
Hispanic or Latino	194	190	97.94%	2.06%	35.26%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	100	100	100.00%	0.00%	36.00%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	203	200	98.52%	1.48%	27.50%
English learners	74	73	98.65%	1.35%	31.51%
Students with disabilities	57	55	96.49%	3.51%	20.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.
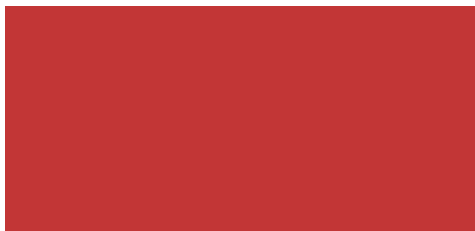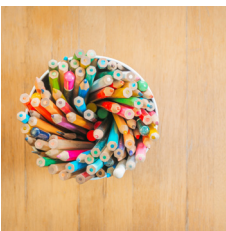
Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2019-20 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	✧
Foreign language	✧
Health	✧
✧ Not applicable.	

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2019-20 School Year	
Criteria	**Yes/No**
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Textbooks and Instructional Materials

The district has a process for adopting curriculum from the most recent state-approved list consistent with the Curriculum Frameworks and Instructional Materials cycles. Site curriculum leaders develop criteria for the selection of published curriculum. They then review the published, standards-aligned materials that were adopted by the State Board of Education. From this field, several programs that meet the developed criteria are selected for the pilot. Teachers pilot the selected programs, and after the piloting, teachers meet to identify the textbook series that will be adopted.

The district has adopted standards-based textbooks and instructional materials for all of the core subjects for students in grades K-8. The district has affirmed that every student has access to their own textbooks and instructional materials to use in class and to take home. English learners receive English Language Development through the National Geographic Reach for Reading curriculum in kindergarten through fifth grade. The 6-8 grade English learners use the Collections curriculum published by Houghton Mifflin Harcourt.

Each student in grades K-8 have access to current, state-adopted, standards-based textbooks and other instructional materials. Our district purchases a textbook in each of the curriculum areas for every student.

All teachers receive training on the use of the textbooks and instructional materials and are expected to use the materials with their students. At the end of each year, schools inventory their textbooks and plan for additional textbooks for new students or replacement textbooks for those materials lost or damaged. In addition, at the beginning of the year, schools indicate textbook needs as additional students enroll. Additional textbooks are ordered by our district throughout the year to meet the needs of our students.

Textbooks and Instructional Materials List	2019-20 School Year	
Subject	**Textbook**	**Adopted**
English language arts	*Reach for Reading; National Geographic Learning (K-5)*	2017
English learners	*Reach for Reading; National Geographic Learning (K-5)*	2016
Mathematics	*Common Core Mathematics; Wiley-Houghton Mifflin (K-5)*	2015
Science	*California Science; Macmillan/McGraw-Hill (K-5)*	2008
History/social science	*History-Social Science for California; Scott Foresman (K-5)*	2007

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks	2019-20 School Year
Data collection date	9/18/2019

School Safety

Gehringer Elementary School is a safe school campus. We have a school safety plan that includes specific information about evacuation routes, fire drills, earthquake drills and shelter-in-place drills. The plan also includes information about disciplinary processes and recent numbers of suspensions per school year. The committee meets throughout the school year to review, update and discuss safety plan procedures. The committee presents information discussed/updates from Safety Committee meetings to staff on a monthly basis during monthly staff meetings.

We hold regularly scheduled emergency drills. During scheduled drills, we have a process in place in order to account for all students. Each teacher holds up a green card if all students are present. The presence of a red card requires an administrator to locate a specific student that is missing during the drill.

In case of an emergency, we have emergency buckets in each classroom with supplies that were provided by the school, the PTA and parents.

Staff closely monitors student safety before, during and after school. Visitors check in at the office and wear a visitor's badge at all times. In order to sign students out, identification is required of people not recognized by school staff.

The site is well maintained. Safety concerns are reported to the office and are taken care of by site custodians or the district maintenance department.

The school safety plan was last reviewed, updated and discussed with the school faculty in July 2019.

School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status	2019-20 School Year
Items Inspected	**Repair Status**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Exemplary
Date of the most recent school site inspection	7/1/2019
Date of the most recent completion of the inspection form	7/1/2019

Professional Development

This year, the focus of our staff development days are creating a positive school climate and culture, using data to drive teaching and learning and to increase our technology integration/blended learning opportunities for students. We continue to help teachers strengthen their understanding of social emotional learning, positive behavior supports, response to intervention, trauma informed practices, inclusive practices and designing lessons which remove barriers to learning and provide equity and access for all students.

Additionally, professional learning has continued to focus on helping teachers understand the English language arts (ELA)/English language development (ELD) Roadmap along with refining designated and integrated ELD practices to support English language learners. These professional development opportunities support instruction in English language arts and math for all students, with additional support for students with disabilities, behavioral challenges and struggling readers. Finally, our district has provided training for the new History/Social Studies adopted curriculum for middle school staff.

All teachers are given professional development opportunities through our scheduled staff development days, minimum days, and frequent on-site and off-site workshops and conferences. Furthermore, our district has early release Wednesdays at all of our schools in order to provide additional collaborative learning and planning time district-wide for teachers.

 All staff development days support professional learning opportunities in best practices and student engagement strategies for teaching all content areas, assessments/data analysis of students, and Response to Intervention in the areas of academics, attendance and behavior.

Based on teacher and administrative input and data from state and local assessments, our district focuses on the areas of social-emotional learning, Response to Intervention, math strategies, writing and integrating/blending learning opportunities with technology. Embedded within these topics is a focus on strategies across the curriculum to keep student engagement high and the concept of designing lessons that reach all students in the classroom.

Our district employs several teachers on special assignment (TOSA). We have one TOSA/Coach for each of the following areas: special education, literacy and math to help support teachers with meaningful lesson design and student engagement in their classrooms.

Professional Development Days		Three-Year Data	
	2017-18	**2018-19**	**2019-20**
Number of school days dedicated to staff development and continuous improvement	3	3	3

School Facilities

Gehringer Elementary School was built in 1956. The facility has 46 classrooms, a main office, library, computer lab and 2 acres of athletic fields. Although our school site is 62 years old, it is continuously upgraded and improved. For example, during the 2007-08 school year, under Measure H, our cafeteria, library and computer lab were completely remodeled and, in some cases, enlarged. This remodel is complete, and we are thoroughly enjoying our facilities. The parking lot has been completely renovated as of the fall of 2004, allowing a significant number of parking spots for parents, more disabled-person parking spaces and easier access for automobiles. In 2015, all interior lighting was changed to more durable energy-efficient fluorescent T8 lamps, and most of the exterior and parking lot lighting was changed to LED lamps.

Facilities are functional and cleaned on a daily basis. Gehringer has three full-time custodians: one who works from 5:45 a.m. to 2:15 p.m., and two who work from 2 p.m. to 10 p.m. The custodians, staff, administration and students take responsibility for maintaining a clean and safe school environment. District maintenance department and site administration work together to keep Gehringer School looking great!

Gehringer students involved in the Arianna Ambassadors program have designed and painted several murals on concrete walkway areas as a school beautification project. Every year, Gehringer hosts a School Beautification Day where staff and parents come to work on specific school maintenance projects. In 2018 a kindness mural was added to the 1st and 2nd grade wing.

Student safety is a priority at Gehringer School. Gates and fencing were installed in the fall of 2013 to provide a safe entrance to the school. Visitors to our campus are required to check in at the office and wear a visitor's number badge. Our staff has been instructed to approach any adult on campus not wearing a visitor's badge and direct them to the office.

School Facilities

Continued from page 9

Gehringer moved to a closed campus policy in 2019. In the morning, only students may enter through the designated gates. Parents are not allowed to sign in for the sole purpose of waiting for the morning bell. School personnel supervise morning arrival times, recesses, lunchtimes and dismissal times. Students are under the supervision of staff at all times. In 2015, two more security cameras were installed, bringing the total numbers of cameras to four. In 2017, the front entrance of the school was moved so that the main gate can remain locked all day and all visitors must enter through the front office door. In 2018, all new VoIP phone and PA systems were installed. New speakers were added to exterior areas of the school. The VoIP is enabled with an emergency notification system to help improve communication during emergencies.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	**FTE**
Counselor (academic, social/behavioral or career development)	0.600
Library media teacher (librarian)	0.000
Library media services staff (paraprofessional)	1.000
Psychologist	0.700
Social worker	0.000
Nurse	0.333
Speech/language/hearing specialist	1.000
Resource specialist (nonteaching)	0.000

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information		Three-Year Data		
	Oakley Union ESD	**Gehringer ES**		
Teachers	**19-20**	**17-18**	**18-19**	**19-20**
With a full credential	219	36	34	32
Without a full credential	7	0	0	0
Teaching outside subject area of competence (with full credential)	2	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Gehringer ES		
Teachers	**17-18**	**18-19**	**19-20**
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Types of Services Funded

The following is a list of federal- and state-funded programs provided to students at OUESD:

- Every Student Succeeds Act, Title I
- Title II (Supporting Effective Instruction)
- Title III (for Limited English Proficient Students)
- Grade Span Average (GSA)
- Special Education
- National School Lunch Program
- Child Development
- California State Lottery
- Medi-Cal Billing Option
- Supplemental
- IDEA
- Local Control Funding Formula

Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

✧ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2017-18 Fiscal Year
	Oakley Union ESD	Similar Sized District
Beginning teacher salary	$46,447	$49,378
Midrange teacher salary	$74,426	$77,190
Highest teacher salary	$94,635	$96,607
Average elementary school principal salary	$122,818	$122,074
Average middle school principal salary	$136,846	$126,560
Superintendent salary	$189,624	$189,346
Teacher salaries: percentage of budget	37%	36%
Administrative salaries: percentage of budget	6%	6%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Gehringer ES	$5,428	$53,423
Oakley Union ESD	$7,862	$52,416
California	$7,507	$77,619
School and district: percentage difference	-31.0%	+1.9%
School and California: percentage difference	-27.7%	-31.2%

School Mission Statement

Our mission is to support each child's educational journey in a kind and caring environment, where students are empowered to discover their strengths and achieve their full potential.

School Vision Statement

Gehringer Elementary School is a safe and supportive learning community dedicated to developing lifelong learners and responsible citizens in a global society.

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	$6,387
Expenditures per pupil from restricted sources	$959
Expenditures per pupil from unrestricted sources	$5,428
Annual average teacher salary	$53,423

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Gehringer Elementary School