Creekview Ranch School

8779 Cook Riolo Road • Roseville, CA 95747 • (916) 770-8845 • Grades K-8
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Dry Creek Joint Elementary School District
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Board Member

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Principal's Message

The Creekview Ranch TK-8 School has been named a Taking Center Stage-National Schools to Watch. The staff has high expectations academically and behaviorally for all students. Staff members at Creekview Ranch come together to promote positive self-esteem, self-motivation, acceptance of differences, and a sense of responsibility in their students. Visitors to Creekview Ranch will see our pledge in action by observing the positive interaction between adults and students, a focus on academics, students' well-being socially and emotionally, student engagement, family engagement, and programs encouraging student achievement and involvement in our educational community. Creekview Ranch School is also a PBIS school where all staff and students strive to always follow "The Raptor Way" (Show Respect, Make Good Decisions, and Solve Problems).

Creekview Ranch Vision

The Creekview Ranch School staff, students, and parents collaboratively pledge to create:

An engaged school community

Mentoring, support (academic, social, emotional), and enrichment for all students

A safe and encouraging learning environment

Mission Statement

Our Fundamental Purpose

Creekview Ranch School pledges to make the following happen, whatever it takes:
- All students will learn and be academically successful.
- All students will be supported academically, socially and emotionally.
- Raptors will soar high and be college-ready!

School Profile

Creekview Ranch School is one of nine (9) schools in the Dry Creek Joint Elementary School District where imagination, creativity, and innovation are hard at work laying the intellectual foundation for all students. Creekview Ranch focuses on educating the whole child and challenges students with thought provoking, hands-on curriculum, equipping them with social-emotional support and tools to achieve not only academic, but life-long success as well. Maintaining consistency throughout the district, curriculum is based upon Common Core Standards and is supported by ongoing staff development, both at the district and site levels. Creekview Ranch is rich with opportunities in science, technology, engineering and the arts. The use of technology to supplement instruction and student learning is one of our top priorities. Classrooms are equipped with 21st-century technology and staffed with professionals who know how to motivate and inspire students.

In August of 2014, Creekview Ranch K-8 opened on the beautiful, state of the art, award-winning Creekview Ranch campus with the relocation of the Dry Creek Elementary School campus. The school, now in our sixth year as a K-8 school and this year added TK to the campus, serves over 735 students in grades transitional kindergarten through eight from all three communities of the district: Antelope, Dry Creek, and Roseville.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	58
Grade 1	76
Grade 2	83
Grade 3	77
Grade 4	84
Grade 5	62
Grade 6	95
Grade 7	93
Grade 8	105
Total Enrollment	733

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.3
Asian	11.6
Filipino	0.7
Hispanic or Latino	23.1
Native Hawaiian or Pacific Islander	0.5
White	49.1
Two or More Races	11.9
Socioeconomically Disadvantaged	42
English Learners	20.7
Students with Disabilities	11.3
Foster Youth	0.3
Homeless	1.1

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 for Creekview Ranch	17-18	18-19	19-20
With Full Credential	40	41	43
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Dry Creek Joint	17-18	18-19	19-20
With Full Credential	♦	♦	354
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Creekview Ranch School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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 2019-20)

Dry Creek Joint Elementary School District held a Public Hearing on September 19, 2019, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. In grades 6-8 each student receives a textbook available to keep at home and has a class set of textbooks to use at school. Online access to textbooks is also an available option for mathematics, English Language Arts/English Language Development (ELA/ELD), and History Social-Science in grades kindergarten through eight. Instructional materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at each school site, the district office, and in some cases online prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used in the school.

Textbooks and Instructional Materials
Year and month in which data were collected: September 19, 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-5, Reading Wonders - McGraw Hill (Adopted 2017) 6-8 Study Sync - McGraw Hill (Adopted 2017) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Mathematics	TK-2, Houghton Mifflin Harcourt, California GoMath! @ 2014 (Adopted 2014) 3-5, Houghton Mifflin Harcourt, Expressions California @ 2014 (Adopted 2014) 6-8. Pearson, California Digits @ 2014 (Adopted 2014) 6-8, Carnegie Learning Integrated Mathematics I @ 2014 (8 Advanced/High School Course) (Adopted 2014) 6-8, Glencoe/McGraw-Hill, California Triumphs @ 2007 (Intervention Resource) (Adopted 2014) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Science	K-3, Full Option Science System (FOSS) - Delta Education @ 2006 (Adopted 2008) 4-5, Full Option Science System (FOSS) - Delta Education @ 2006 (Adopted 2007) 6-8 Prentice Hall California Science Explorer: Focus on Earth, Life and Physical Science- Pearson Prentice Hall @ 2005 (Adopted 2007) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
History-Social Science	K-5, California History-Social Science My World Interactive @ 2019, Pearson Scott Foresman and Prentice Hall (Adopted 2019) 6-8,National Geographic World History - National Geographic (Adopted 2018) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Foreign Language	N/A **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Health	K-5, Always Changing & Growing Up, Proctor and Gamble @ 2017 (Adopted 2017) 6-8 Teen Health - Glencoe/McGraw-Hill @ 2004 (Adopted 2006), Positive Prevention Plus @ 2017 (Adopted 2017) **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Visual and Performing Arts	Art Docent Materials K-5 Arts Attack Program 6-8 **The textbooks listed are from most recent adoption:** No **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)

Creekview Ranch School was originally constructed in 2008 as a middle school. In 2014, Creekview Ranch opened as a K-8 school and is comprised of 38 classrooms, 1 gym, 1 multipurpose room/cafeteria, 1 library, 1 staff lounge, and 2 computer labs. Cleaning Process: The principal works daily with the custodial staff of 6 (4 full-time and 2 part-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.   Maintenance and Repair District maintenance staff ensure that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner.

All facilities are regularly inspected by an administrator and the lead custodian to ensure all facilities are well maintained, clean and safe for our students. Although student growth is on the rise, we have maintained proper facilities to accommodate our academic needs school-wide. All school grounds are monitored by campus supervisors during, before and after school hours, as well as by teachers and administration before and after school, to ensure student safety. All campus supervisors are trained and assigned specific locations to monitor. Our school strictly enforces our school visitor pass and employee identification badge requirements.

The district takes great efforts to ensure that all schools are clean, safe, and functional. District maintenance ensures that the repairs necessary to keep the school sites in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: September 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Denio 2-4 Bldg, Girls RR, 1 toilet out of order. Work order submitted for repair. Drinking fountain outside of locker room missing parts. Work order submitted for repair.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	RM 1 southwest corner ceiling leak. Work order submitted for repair.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	60	62	59	60	50	50
Math	46	53	47	52	38	39

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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which 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.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5			

Note: Percentages are not calculated and double dashes (--) appear in the table 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. The 2018-19 PFT data has not been published by CDE. The SARCs are being posted without the data to meet the 2/1/20 publishing deadline. Updated SARCs will be posted as soon as the data is published.

School Year 2018-19 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	502	491	97.81	61.71
Male	254	248	97.64	58.06
Female	248	243	97.98	65.43
Black or African American	12	12	100.00	91.67
American Indian or Alaska Native	--	--	--	--
Asian	58	58	100.00	68.97
Filipino	--	--	--	--
Hispanic or Latino	114	114	100.00	50.88
Native Hawaiian or Pacific Islander	--	--	--	--
White	254	244	96.06	63.11
Two or More Races	58	57	98.28	64.91
Socioeconomically Disadvantaged	231	226	97.84	49.12
English Learners	145	144	99.31	46.53
Students with Disabilities	62	60	96.77	21.67
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	502	491	97.81	52.75
Male	254	248	97.64	58.87
Female	248	243	97.98	46.50
Black or African American	12	12	100.00	75.00
American Indian or Alaska Native	--	--	--	--
Asian	58	58	100.00	67.24
Filipino	--	--	--	--
Hispanic or Latino	114	114	100.00	45.61
Native Hawaiian or Pacific Islander	--	--	--	--
White	254	244	96.06	51.23
Two or More Races	58	57	98.28	50.88
Socioeconomically Disadvantaged	231	226	97.84	42.04
English Learners	145	144	99.31	38.89
Students with Disabilities	62	60	96.77	18.33
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2019-20)
At Creekview Ranch TK-8 School, we believe that parents play an important role in their child's education and to the success of our school. Our goal is to create opportunities for our parent community to be a part of the programs at Creekview Ranch TK-8 School in an effort to increase parent involvement.

Parents and community members have the opportunity to become involved in a variety of activities at Creekview Ranch. Some of these opportunities include the Parent-Teacher Association, School Site Council, ELL Parent Advisory Committee, Watch D.O.G.S., Art Docent, classroom volunteers, field trip chaperones, the Book Fair, athletic events, parent education nights, and a variety of other programs and events.

Communicating with parents regarding the progress of their child is a top priority at Creekview Ranch. Parents are regularly informed of student progress through parent-teacher conferences, progress reports every sixth week of a new trimester, and report cards, Student Success Team meetings, IEP meetings, the tiers of our Responses to Intervention, Intervention Plan conferences, Parent/School Communication Folders (TK-5), and student planners (4-8). Parents also have the ability to view their child's current grades and attendance using an Internet-based parent portal to the student information system. All teachers/grade levels send home weekly emails to parents with an overview of the week's curricular focus and school events/reminders. In addition, an email is sent home every Monday with school announcements for the week, every Thursday another email is sent home with reminders of important information, and the last Friday of the month a school newsletter is sent home.

Each year we make an effort to educate parents about volunteer opportunities and improve their understanding of District and school-wide programs and activities. Some of the parent education and training topics include School Site Council Roles, Procedures & Responsibilities, assessment results, Math Night, Reading Night,Technology Night, Community Service Night, Standards-Based Report Card, District Standards and Assessments, intervention programs, school budget, GATE and ELL programs and activities, and Love and Logic for Parents. Parents are kept informed through weekly e-blast messages/reminders, the monthly newsletter, the Creekview Ranch School Handbook/Planner, Back-to-School Nights, Open House, teacher and program newsletters, parent-teacher conferences, the school website, Twitter, Facebook, teacher website/page, School Site Council and PTA meetings.

For additional information, please contact Mr. Alberti, Principal, at 916-770-8845.

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
Safety of students and staff is a primary concern of Creekview Ranch K-8 School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed on February 21, 2019. All revisions were communicated to both the classified and certificated staff. The annual review is scheduled for February 2020 including a consultation with the local police department contact for a review of the school's safety plan. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held at a minimum of two times a year.

Throughout the year, a number of initiatives, assemblies, and ongoing programs educate students about bullying and ensuring a positive campus environment. School goals are written to monitor and assess the school's positive environment. Staff, counselors, and administrators provide student services that enable students to have a connection to a caring adult on campus. Students are supervised before and after school by certificated staff/administration. During the school day, a well trained and informed team of campus supervisors monitor students during lunch and recesses. There is a designated area for student drop off and pick up. Visitors are to report to the administration office, sign in, and receive a visitor label using the Raptor Visitor System before proceeding onto campus. In addition, all visitors who volunteer in classrooms complete a Volunteer Application that is review by site administration.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.1	3.3	0.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.4	2.9	1.9
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	733.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.2
Resource Specialist (non-teaching)	
Other	

* 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 Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	19	4			24		3		19	3		
1	24		6		25		6		25		6	
2	22	1	6		24		6		21	2	6	
3	23	1	5		19	6			26		6	
4	28		4		32		4		28		6	
5	31		4	2	29		6		31		4	
6	26	4	13	2	28	5	9	7	29	2	13	3
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

PROFESSIONAL DEVELOPMENT DAYS

Three-Year Data: 2016-17 (3 days), 2017-18 (3 days), 2018-19 (3 days)

For the past three years, the district has provided high quality, content and needs aligned professional learning to increase teacher effectiveness and student achievement. The district's vision for continuous improvement in student achievement drives our work.

The focus of the professional development district-wide is to increase the effectiveness of our core program, thus meeting the needs of all of our learners. The following have been a focus of our professional learning the last three years:
- California State Standards and Frameworks
- ELA/ELD, Mathematics, Next Generation Science Standards (NGSS), History/Social Science Framework, Physical Education
- English Language Development (ELD)
- Guided Language Acquisition Design (GLAD)
- Rigorous instructional practices and strategies
- Instructional Materials training
- Integrating technology in teaching and learning
- Critical literacy across content areas
- Content specific essential standards and assessment
- Special Education services
- Response to Intervention (RTI)

Professional learning has been provided through three designated work days, professional learning institute sessions, staff meetings, and job-embedded learning activities. The options provided through the designated days, cadre model, conference-style, instructional rounds, in-classroom modeling/demos, and after-school sessions has provided professional learning in a very flexible and accessible manner. In addition, five instructional coaches support our school sites on a daily basis with implementation of curriculum, modeling/coaching for teams/individuals, lesson development support, ELD support, and technology integration. Teacher responses on the surveys given following professional development have been positive.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$41,498	$45,741
Mid-Range Teacher Salary	$72,421	$81,840
Highest Teacher Salary	$96,887	$102,065
Average Principal Salary (ES)	$119,893	$129,221
Average Principal Salary (MS)	$130,559	$132,874
Average Principal Salary (HS)	$0	$128,660
Superintendent Salary	$224,251	$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	44%	36%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	8028.34	1463.73	6564.61	80101.11
District	N/A	N/A	7522.73	$81,141.00
State	N/A	N/A	$7,506.64	$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-13.6	0.0
School Site/ State	-8.2	-1.0

Note: Cells with N/A values 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.

Types of Services Funded
In addition to general state funding, the Dry Creek Joint Elementary School District receives state and federal funding for the following categorical funds and other support programs:

Medi-Cal Administrative Activities
Medi-Cal Billing
Title I
Title 2, Part A Teacher Quality
Title 3, Immigrant
Title 3, Limited English
Lottery: Instructional Materials
Special Education
Special Education: Preschool
Special Education Mental Health
Gifted & Talented
Education Protection
Mandated Cost Reimbursement
Special Ed Mental Health

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.