



Olive Grove Elementary School

7926 Firestone Way • Antelope, CA 95843 • (916) 727-7400 • Grades K-5

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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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District Governing Board

Diane Howe

Board Clerk

Tracy Pittman

Board Member

Scott Otsuka

Board President

Jeff Randall

Board Member

Bill Schuetz

Board Member

District Administration

Brad Tooker, Ed.D.

Superintendent

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Administrative Services**

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Learning**

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Principal's Message

Olive Grove Elementary is a California Distinguished School serving students and families in Antelope, California. The school opened on April 6, 1999, and is located in the southern portion of the district. The Olive Grove staff is collectively dedicated to the intellectual and emotional growth of every child. Students are accepted as unique individuals. Each child is expected to meet or exceed grade-level proficiency. Students are challenged, and students are provided with levels of support when needed. Our goal is to build relationships with each student that will foster self-worth, promote character, and develop academic confidence.

To remain informed, please take the time to review our website including our monthly newsletter and activity calendar. The Eagle's Express information folder is sent home weekly. Follow us on Twitter at [www.twitter.com/OliveGrove_](https://twitter.com/OliveGrove_)

Our motto is: "Together we share the responsibility to make a difference."

Mission Statement

The Parent Advisory Committee established the school's mission in February of 1999. The community of Olive Grove Elementary School has the shared responsibility to:

- Model integrity, teamwork, citizenship, and self-discipline;
- Foster emotional, social, and academic expectations in students to become life-long learners;
- Promote respect, responsibility, accountability, and individuality

The ultimate mission of Olive Grove Elementary School is to "Do what we've always done better than we have ever done it."

Staff members are committed to making Olive Grove students successful in academics by using Professional Learning Communities to support the mission of the school. Grade level teams provide students with a rigorous, well-coordinated curriculum that supports the District's standards for achievement. Enrichment opportunities are provided during the school day and after school, such as Drama Club, Glee Club, Odyssey of the Mind, Bi-literacy Club, and a very active Student Council. Grade level teams provide daily intervention in reading and math, and the site-based Learning Center gives intensive interventions to students identified as not meeting grade level standards.

Counseling services and other social and emotional supports are also provided upon referral from parents or staff. Through the support of the staff, parents, and the community, the students of Olive Grove strive to become successful citizens modeling the components of our mission statement.

School Profile

Olive Grove Elementary 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. Olive Grove 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. Olive Grove supports cultural proficiency in direct reflection of our diverse multicultural population. This includes language arts curricula focusing on cultural awareness, and supplemented by literature in our classroom and school-wide libraries. Each year, staff, students and parents enthusiastically participate in the annual Antelope World Fair, proudly celebrating our community's robust cultural diversity.

Olive Grove 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 2019/2020, STEAM kits, Google Expeditions, and Chromebooks are used in grade 1-5 classrooms. We are fortunate to have a Chromebook/student ratio of one-to-one in grades 2-5. iPads are used in our kindergarten and transitional kindergarten programs to enhance learning experiences.

During the 2019/2020 school year, 536 students are enrolled at Olive Grove with classes arranged on a single track, modified year-round calendar. Thirty-six percent (36%) of the students speak another language besides English representing over 13 languages from around the world. Olive Grove Elementary is considered a school-wide Title 1 school with forty-eight percent (48%) of students coming from homes considered to be socioeconomically disadvantaged. Olive Grove Elementary is a California Distinguished School and a School of Excellence for the National PTA for its Parent Involvement. In 2019, Olive Grove also received a platinum medal from the California PBIS Coalition for school-wide PBIS implementation.

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	98
Grade 1	92
Grade 2	87
Grade 3	90
Grade 4	88
Grade 5	97
Total Enrollment	552

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0.2
Asian	10.9
Filipino	2
Hispanic or Latino	15.9
Native Hawaiian or Pacific Islander	1.1
White	58
Two or More Races	9.8
Socioeconomically Disadvantaged	45.3
English Learners	28.3
Students with Disabilities	8.7
Foster Youth	0.4
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 Olive Grove Elementary School	17-18	18-19	19-20
With Full Credential	29	29	29
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Dry Creek Joint Elementary School District	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 Olive Grove Elementary 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	Reading Wonders - McGraw Hill (Adopted 2017) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	K-2, California GoMath! - Houghton Mifflin Harcourt @2014 (Adopted 2014) 3-5, Expressions California - Houghton Mifflin Harcourt @2014 (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) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	K-5, K-5, California History-Social Science My World Interactive @ 2019, Pearson Scott Foresman and Prentice Hall (Adopted 2019) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Health	Always Changing & Growing Up, Proctor and Gamble @ 2017 (Adopted 2017)
Visual and Performing Arts	Art Docent Materials K-5 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)

Olive Grove opened in 1999, with construction completed in January 2000. Routine and scheduled maintenance are conducted as needed and per product manufacturers' specifications. The staff on site typically generates work orders using a web based work order system and are addressed in an expedient manner.

Students have access to a complete facility with a library, computer lab, playing field, large playground and apparatus area, a state-of-the-art multipurpose room, and outdoor amphitheater area. The school has an outstanding safety record that can, in part, be contributed to the pride the community has taken in the facility. Parent support and school-wide character education, in addition to the consistent, progressive disciplinary program, have also helped make the school a safe place for students to attend.

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	Fair	Library, several lights out. Work order submitted for replacement.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good Fair	Bldg K1-K2, toilet running. Work order submitted for repair. Bldg E1-E4, boys and girls RR FRP needs to be secured. Work order submitted for repair.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
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	67	59	60	50	50
Math	48	57	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	261	257	98.47	67.32
Male	148	145	97.97	64.83
Female	113	112	99.12	70.54
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	34	34	100.00	79.41
Filipino	--	--	--	--
Hispanic or Latino	41	41	100.00	70.73
Native Hawaiian or Pacific Islander	--	--	--	--
White	143	140	97.90	65.71
Two or More Races	25	24	96.00	58.33
Socioeconomically Disadvantaged	143	141	98.60	63.12
English Learners	101	99	98.02	66.67
Students with Disabilities	25	24	96.00	12.50
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	261	259	99.23	57.14
Male	148	147	99.32	61.90
Female	113	112	99.12	50.89
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	34	34	100.00	70.59
Filipino	--	--	--	--
Hispanic or Latino	41	41	100.00	51.22
Native Hawaiian or Pacific Islander	--	--	--	--
White	143	142	99.30	59.15
Two or More Races	25	24	96.00	41.67
Socioeconomically Disadvantaged	143	143	100.00	50.35
English Learners	101	101	100.00	59.41
Students with Disabilities	25	24	96.00	8.33
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)

Parents are a key component of our school's success. Between 10 to 15 parents volunteer at the school every day. Parental involvement is encouraged through the school's Parent Teacher Student Association (PTSA) and through opportunities for volunteering in the classroom, library, computer lab, and through school-wide programs such as the art and music docent programs. The PTSA has monthly meetings and supports a number of school-wide activities to benefit our students in the classroom with instruction. This includes providing educational materials, funding field trips, supporting technology use in the classroom, and adding resources to the library. As part of the community, the PTSA has supported the Spring Carnival, the Harvest Festival, building the shade structure, and designing the artistic tile "Wall of Memories" reflecting our history and our focus on character education. The Watch DOG program, also sponsored by our PTSA, is a volunteer organization that encourages dads and other positive, role models to be active on a daily basis at the school. As a school-wide Title 1 school for 2019/2020, Olive Grove is providing parent and community building events to help families promote learning in reading and computer programming in their homes. The School Site Council also surveys parents to gather data on parent involvement. The ELAC/Title 1 Parent Committee evaluates school programs and advises staff on how to better serve English Learners at the school. Every year, the ELAC/Title 1 Committee joins other area schools in hosting and organizing the Antelope World Fair to showcase the many cultures supporting Olive Grove Elementary and the surrounding community.

You are encouraged to be involved with activities on the Olive Grove campus. Please volunteer your time either in the classroom or become a member of one of the advisory councils such as the School Site Council and the ELAC/Title 1 Committee.

For additional information, please contact Mr. Andrew Giannini, Principal, at 916-727-7400.

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

The safety of students and staff is a primary concern of Olive Grove Elementary. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school site safety plan is updated annually and is reviewed by the School Site Council. On February 21, 2019, the School Site Council reviewed and adopt Safe School goals for the 2019-2020 school year. Revisions are communicated to both the staff and community at staff meetings, PTSA meetings, SSC meetings, and through monthly newsletters and weekly fliers. The school's disaster preparedness plan includes steps for ensuring students and staff are safe during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lock down drills are held twice a year.

Certificated staff and the administrative staff supervise students before and after school in designated areas for student drop-off and pickup. The visitors' policy requires that all visitors to the campus, including parent volunteers, sign in at the front office using the RAPTOR system that conducts a quick background check matched to the National Registry of Sex Offenders. Once screened, visitors wear RAPTOR stickers indicating that the staff in the office have checked identification and have authorized the visitor to be on campus. Olive Grove is currently in its sixth year of PBIS implementation. The school offers a coordinated, school-wide program to support behavior and emotional strength and provides both Tier 2 and Tier 3 behavior/emotion support for students who qualify. Currently, the school is averaging 1.6 minor or major referrals a day. Goals for school climate include increasing Tier 2 behavior interventions and teaching students self-regulation skills to increase self-control and reduce anxiety.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.1	0.7	1.9
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*	1104.0

* 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)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	.6
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	20	1	3		19	2	3		20	1	4	
1	25		6		18	5	4		20	1	8	
2	21	2	6		20	2	6		20	2	6	
3	30	1	3	2	26	1	4	2	27	1	4	2
4	28	1	4		24	2	6		25	1	6	
5	26	2	7		28		6		25	2	6	
Other**	6	1			4	1						

*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/.

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.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6954.85	1247.46	5707.39	76775.90
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	-27.4	-4.3
School Site/ State	-22.1	-5.2

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.