Coyote Ridge Elementary School

1751 Morningstar Drive • Roseville, CA 95747 • (916) 774-8282 • 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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Board Member

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Board Member

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Board Member

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Principal's Message

Coyote Ridge Elementary provides a creative, innovative and engaging learning environment that focuses both on academics, as well as nurturing the social-emotional well-being of all our students. We have been proudly serving our school community in West Roseville since August 2002. Coyote Ridge was recognized in 2006 as a California Distinguished School and continues to celebrate high levels of student achievement, positive learning experiences, as well as strong parent and community involvement. We are proud of our students and encourage them to be the best they can be through our Positive Behavior Intervention and Supports (PBIS) structure. We explicitly teach, model, and practice our four school-wide expectations known as Cody's Code. These expectations are: Show Respect, Make Good Decisions, Solve Problems, and Be Safe. Students who exhibit these expectations are acknowledged through daily PAWS for Praise tickets, as well as during our weekly lunchtime celebration.

Our student achievement continues to thrive. Staff attributes the gains to our development as a Professional Learning Community during early-release Mondays, as well as targeted intervention for students needing extra support, and use of effective instructional strategies consistently across grade levels and content areas. With goals to increase the number of students meeting standards each year, we are proud that a large majority of students are meeting standards, as measured by both district and state summative assessments.

Our highly qualified and dedicated staff creates a warm, inviting and child-centered learning environment. We begin the first day of each school year with a tradition of students bringing a flower to their new teacher. Using each unique flower, the teacher creates a bouquet which represents the diversity and beauty of all students in the class. When you walk onto our campus, you feel the welcoming excitement and anticipation of an engaging, respectful and enriching school environment. Our teachers work as a professional learning community to ensure all students are successful academically, as well as meeting their social-emotional needs.

We maximize resources with the support of our parents and surrounding community so that we can create enriching opportunities for all students. Our Site Council guides our school improvement efforts, while PTA, local businesses, and service clubs support our state-of-the-art digital classrooms, technology lab, library, Docent Programs (e.g. art, music, PE), and science programs. In addition to parent and community support, our school offers enrichment clubs which help students develop leadership skills and gain a sense of pride and belonging to our school. Some of these opportunities include Leaders of the Pack, Cross Country, Conversation Club, Drama, Band, Student Council, and Readers and Writer's Club.

Coyote Ridge offers students an exceptional academic education. New this school year is our STEAM Enrichment Academy, serving all students in grades 1-5. Students have the opportunity to select an enrichment class which focuses on: Science, Technology, Engineering, Art, or Math, and attend the class on Friday afternoons. We pride ourselves on providing experiences that focus on the development of the whole child. Our teachers and staff work together to ensure all students have the opportunity to succeed.

Mission Statement

Coyote Ridge is a school with a positive, caring environment that promotes successful life-long learning, where everyone is valued. Through our commitment to excellence, we hold high academic expectations for all students, while optimizing resources to provide enrichment opportunities. With a belief in strong community partnerships, we are dedicated to building assets in students while strengthening the bridge between school, home, and community.

School Profile

Coyote Ridge 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. Coyote Ridge 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. Coyote Ridge 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.

Located in West Roseville, California, Coyote Ridge is adjacent to Bill Santucci City Park and proudly opened it's doors on August 5, 2002. The innovative, energy efficient and program-centered design of the facility has been a model for newly developed school sites in our district.

Coyote Ridge celebrated the start of our 18th school year with close to 750 students in Transitional Kindergarten (TK) through 5th grade. In addition to two TK classes, we are proud to house the district's GATE Academy for 5th grade. TK through third grade classes have an average size of 24 students, while fourth and fifth grade classes have an average size of 30 students. Below is a snapshot of our largest student populations:

- Ethnicities: 53% White, 22% Hispanic/Latino, 10% Asian, 2% African-American, 2% Filipino, and 2% Other Pacific Islander.
- English Learners: 14.5%; 16 different languages; Spanish is the largest subgroup (next to English)
- Socio-economically Disadvantaged: 33%
- Special Education Services: 7%

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 Group

Group	Percent of Total Enrollment
Black or African American	1.8
American Indian or Alaska Native	0.7
Asian	7.1
Filipino	3.3
Hispanic or Latino	22
Native Hawaiian or Pacific Islander	1.3
White	52.8
Two or More Races	11
Socioeconomically Disadvantaged	31.6
English Learners	14.5
Students with Disabilities	8.5
Foster Youth	0.8
Homeless	1.2

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	149
Grade 1	107
Grade 2	125
Grade 3	119
Grade 4	131
Grade 5	134
Total Enrollment	765

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 Coyote Ridge Elementary School	17-18	18-19	19-20
With Full Credential	41	39	40
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 Coyote Ridge 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)
	Percent of students lacking their own assigned textbook: 0%
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)

Coyote Ridge Elementary was originally constructed in 2002 and is comprised of 42 classrooms, one multipurpose room/cafeteria, one library, one staff lounge, one computer lab, and 2 playgrounds. Cleaning Process: The principal works daily with the custodial staff 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. A work order process is used to ensure efficient service and highest priority are given to emergency repairs. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation. Deferred Maintenance Budget: The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar–for–dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components.

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	Poor	Ballasts not working in several classrooms. Work order submitted for replacement.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
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	62	67	59	60	50	50
Math	53	58	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	382	377	98.69	66.84
Male	185	182	98.38	63.74
Female	197	195	98.98	69.74
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	26	25	96.15	72.00
Filipino	--	--	--	--
Hispanic or Latino	79	78	98.73	58.97
Native Hawaiian or Pacific Islander	--	--	--	--
White	199	197	98.99	68.02
Two or More Races	53	53	100.00	75.47
Socioeconomically Disadvantaged	142	138	97.18	52.90
English Learners	81	80	98.77	60.00
Students with Disabilities	40	40	100.00	30.00
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	382	378	98.95	58.20
Male	185	183	98.92	60.66
Female	197	195	98.98	55.90
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	26	26	100.00	69.23
Filipino	--	--	--	--
Hispanic or Latino	79	78	98.73	50.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	199	197	98.99	61.42
Two or More Races	53	53	100.00	58.49
Socioeconomically Disadvantaged	142	139	97.89	42.45
English Learners	81	81	100.00	50.62
Students with Disabilities	40	40	100.00	30.00
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)
Coyote Ridge Elementary School encourages parents to be actively involved, both in their child's classroom and in the school. Regular classroom volunteers attend an orientation at the beginning of the year to better assist teachers and staff. The PTA encourages parent volunteers to become involved through a variety of activities, including the Art, Music, and PE Docent Programs, Book Fairs, Book Exchanges, and several other activities throughout the year. Senior citizens from our local Sun City Roseville community work with students in the areas of reading and math, and support our school library. Grandparents or special family members are invited to have lunch and attend a Book Fair with their grandchild during our annual Grandparent's Day event in the Fall.

Classroom teachers, site administration, and the PTA all actively seek out parents to volunteer. Parents are encouraged to volunteer through notices that go home from the PTA and from classroom teachers in the beginning of the school year. The monthly newsletter is used to recruit parent volunteers, and teachers also utilize classroom newsletters and back to school presentations to make parent volunteers feel welcome and valued. Volunteers are recognized at the end of the year at our Volunteer Dessert Tea.

Parent volunteers may serve on the School Site Council. As members of the School Site Council, parents work with staff in reviewing and evaluating program effectiveness. Parents also have the opportunity to be an active participant on the District English Learner Advisory Committee.

Parents are kept informed of student performance through regular parent teacher contact, which includes parent teacher conferences, progress reports and report cards via PowerSchool, Student Success Team meetings, Individual Education Plan (IEP) meetings, and intervention plan conferences. Parents of English Learners also receive language acquisition progress through English Language Development profiles. Classroom newsletters include information on content and Common Core Standards currently being taught. Parents receive information about grade level standards at Back to School Night, and can access additional information via our school and district websites. Keeping parents informed of student performance is a high priority of our staff.

For additional information, please contact Ms. Julie Herrmann, Principal, at (916) 774-8282.

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 top priority at Coyote Ridge Elementary. All staff had the opportunity to attend specialized training in November 2018 through DPREP, Inc. (a Disaster Preparation and Critical Incident Response training) to address site-specific safety procedures. Coyote Ridge is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. A School Site Vulnerability Assessment was conducted on September 8, 2016, to collect data about safety awareness, and recommendations were made as to how to improve the safety of our school campus. The School Site Safety plan was last reviewed and updated on February 12, 2019, by the School Safety Committee/School Site Council. Any revisions were then communicated to both certificated and classified staff. The school's disaster preparedness plan includes steps for ensuring the safety of students and staff during a disaster. Fire and disaster drills are conducted on a monthly basis throughout the school year. Comprehensive Lockdown and Barricade drills are held three times per year. Supervision plays an important role in campus safety. Students are supervised before and after school by certificated staff, and classified staff members supervise students during lunch. There is a designated area for student drop off and pick up. Visitors are required to check-in at the school office using the RAPTOR Visitor Management System before entering the school campus, and check out when departing. This web-based system is designed for K-12 schools and screens out registered sex offenders. This system also allows our staff to notify law enforcement in the event of an emergency.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.7	0.2
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*	2550.0

* 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)	.3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
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	23		7		24		7		25		6	
1	22		10		23		10		21		10	
2	22	2	8		26		8	1	28		8	1
3	30		6	3	28	1	5	3	30		6	2
4	26	2	8		27		10		26	2	8	
5	30		12		29		10		27		10	
Other**	11	1			20	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/.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	6586.67	477.87	6108.80	82958.69
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	-20.7	3.5
School Site/ State	-15.4	2.5

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.