

# Barrett Ranch Elementary School

7720 Ocean Park Drive • Antelope, CA 95843 • (916) 770-8839 • Grades K-5

Desyrae Stevenson, Principal

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Dry Creek Joint Elementary School District

8849 Cook Riolo Road  
Roseville, CA 95747  
(916) 770-8800  
www.drycreekschools.us

#### 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**

Jim Ferguson  
**Assistant Superintendent,  
Administrative Services**

Sara Wegner  
**Assistant Superintendent,  
Educational Services**

Roger Van Putten  
**Chief Business Officer**

Bryan Wilke  
**Director, Technology**

Shaun Schondelmayer  
**Director, Facilities,  
Maintenance/Operations, and  
Transportation**

Sonia Moscatelli  
**Director, Special Education**

Jenn Lewandowski  
**Director, Student Services and  
Community Engagement**

Shea Seffens  
**Director, Instruction & Professional  
Learning**

Rebecca Toto  
**Director, Human Resources**

### Principal's Message

Barrett Ranch Elementary School, proud home of the Broncos, is an award-winning school (2018 Exemplary Reading Program from the International Literacy Association, CA Distinguished School 2012) serving the Antelope/Dry Creek community since 2006.

At Barrett Ranch we strive to do what is best for all kids at all times. It is our constant focus that students at Barrett Ranch learn to be little leaders that grow into big leaders. This can be seen in the way we teach, and in how we address individual student needs- academically, socially, and emotionally. It is our belief that all students have special talents and skills that should be celebrated and a part of our job is to discover those assets in kids. The staff at Barrett Ranch believes that all students can be successful and gives above and beyond daily to empower our students to believe the same about themselves. Staff and students work together to create a culture of kindness, care, and respect here at Barrett Ranch. Our highly qualified and caring staff explicitly model and teach our four school wide expectations: Show Respect, Make Good Decisions, Solve Problems, & Always Choose Kind. Students who exhibit these expectations are acknowledged through Kindness Ambassador awards and Bucky Badges for behavior. When you walk onto our campus, you immediately can feel the excitement that comes with meaningful learning and the nurturing climate that supports the needs of every student.

Parents are an integral part of our school community as partners in the education of children. Volunteers, or "Ranch Hands", serve to assist teachers and students inside and outside of the classroom. Parents also have opportunities to engage in school through participation in the School Site Council, PTA, Art Docent program, Coffee with the Counselor & Principal monthly meetings, ELAC meetings and multiple family events throughout the school year.

There are so many ways to engage kids in learning and we are honored to work as a community towards that endeavor. Barrett Ranch students, parents and staff possess the ability and drive to forge new and innovative programs to develop a balanced and effective education for all students. The staff is committed to providing standards-based Common Core instruction which is differentiated for all students' needs. Extracurricular and enrichment opportunities for school include Drama Club, Homework Club, Math Club, Chess Club, Books Clubs, Summer on the Ranch (library and lunch program), Student Leadership and before and after school math/reading tutoring. Every grade level has a beautifully designed Reading Lounge that is utilized for quiet reading, small group time, and interventions. The Barrett Ranch Reading Lounges are a significant aspect of our Culture of Literacy here at the Ranch. We are proud to strive daily to spark a fire for reading within our students. Our motto is: Broncos Read, Broncos Lead. This motto further drives our passion to instill a love of reading within each and every Bronco student because Readers become Leaders.

Barrett Ranch is a remarkably special learning community. All hands working hard to offer every student the opportunity to be successful. I hope you find this information helpful to you. Please let us know how we can help you, or provide more information, by calling our school office at 916-770-8839.

Sincerely,  
Desyrae Stevenson  
Principal

## Mission Statement

At Barrett Ranch Elementary School we will:

- make decisions knowing that students come first
- instill a life-long love of learning through a creative, engaging and challenging standards-based curriculum
- provide a safe, positive, and child-centered learning environment in which students, staff, and community collaborate to meet the academic, social, and emotional needs of all students
- embrace the diversity of our school community to provide a model of citizenship while building lasting relationships

## School Profile

Barrett Ranch 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. Barrett 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. Barrett 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.

Our school emphasizes a proactive problem-solving atmosphere and has implemented school-wide social emotional supports through curriculum, programs, and Restorative Practices to further cultivate a climate of care. Barrett Ranch is also in its fourth year of PBIS (Positive Behavior Intervention and Supports) implementation in which a school-wide discipline system is based on positive and inclusive behavioral strategies. In addition, Barrett Ranch has adopted the Toolbox program to support children in understanding and managing their own emotional, social, and academic success. All certificated staff is GLAD (Guided Language Acquisition & Design) certified.

Barrett Ranch serves a diverse population of close to 640 students in Transitional Kindergarten through 5th grade.

Below is a snapshot of the Barrett Ranch student population demographics:

Ethnicity: 48% White, 20% Hispanic/Latino, 11% African American, 11% Other Asian, 2% Asian Indian, 2% Other Pacific Islander, and 6% Other.

English Language Learners: 36% of student population

Socio- Economically Disadvantaged: 67% of student population

## 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	115
Grade 1	97
Grade 2	112
Grade 3	122
Grade 4	102
Grade 5	86
Total Enrollment	634

## 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	9.5
American Indian or Alaska Native	0.5
Asian	12.3
Filipino	1.6
Hispanic or Latino	19.9
Native Hawaiian or Pacific Islander	0.8
White	46.8
Two or More Races	8.7
Socioeconomically Disadvantaged	69.6
English Learners	41.2
Students with Disabilities	6.2
Foster Youth	0.6
Homeless	1.4

## 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 Barrett Ranch Elementary School	17-18	18-19	19-20
With Full Credential	32	33	34
Without Full Credential	1	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 Barrett Ranch 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)

Barrett Ranch Elementary was originally constructed in 2006 and is comprised of 24 classrooms, 1 multipurpose room/cafeteria, 1 library, 1 staff lounge, 1 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 are available at the district office for review. Maintenance and Repair District maintenance staff ensures 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. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems.

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

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Fair	Multi-purpose room - 2 main lights out. Work order submitted for repair.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Good</b>	

## 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	49	51	59	60	50	50
Math	46	46	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	304	298	98.03	51.34
Male	158	153	96.84	37.91
Female	146	145	99.32	65.52
Black or African American	26	26	100.00	42.31
American Indian or Alaska Native	--	--	--	--
Asian	43	42	97.67	59.52
Filipino	--	--	--	--
Hispanic or Latino	70	69	98.57	37.68
White	139	136	97.84	55.88
Two or More Races	21	20	95.24	50.00
Socioeconomically Disadvantaged	232	228	98.28	47.37
English Learners	141	139	98.58	51.08
Students with Disabilities	31	30	96.77	10.00
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	304	300	98.68	46.33
Male	158	155	98.10	46.45
Female	146	145	99.32	46.21
Black or African American	26	26	100.00	15.38
American Indian or Alaska Native	--	--	--	--
Asian	43	43	100.00	72.09
Filipino	--	--	--	--
Hispanic or Latino	70	69	98.57	39.13
White	139	137	98.56	45.99
Two or More Races	21	20	95.24	50.00
Socioeconomically Disadvantaged	232	230	99.14	43.48
English Learners	141	141	100.00	46.10
Students with Disabilities	31	30	96.77	6.67
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)

It is the goal of Barrett Ranch School to actively involve parents in the development, implementation, and evaluation of school programs and activities. Parents are informed of opportunities for involvement through the use of a monthly school newsletter, Friday emails, flyers, Back to School Night, Parent/Family Education Nights, and Open House. A parent survey is annually coordinated through the school site council. Results are used to identify strengths and areas needing improvement to implement programs as outlined in the school plan.

A variety of opportunities are available for parents to participate in school planning, program development, and evaluation. Parents at Barrett Ranch participate in policy and governance committees that include; School Site Council, GATE Advisory Committee, Title I Advisory Committee, English Learner Advisory Committee, Health & Wellness Committee, and PTA. Barrett Ranch has a specialized parent volunteer training program called "Ranch Hands." This program encourages parents to learn how to work with small groups of students as well as use the office machines and assist teachers.

Our Back-to-School night features grade level team presentations and a general session with the individual teacher where parents are provided an overview of programs and activities for the year. PTA and Art Docent representatives also attend these nights and provide information and highlight upcoming events. Parents are encouraged to sign up as a volunteer for these activities.

Parents are a tremendous aspect of our learning community here at Barrett Ranch. We encourage all families to be active participants in their child's learning, and around the Barrett Ranch campus.

For additional information, please contact Desyrae Stevenson, Principal, at (916 )770-8839.



**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 the Dry Creek Joint Elementary School District. Barrett Ranch Elementary School is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. All staff were trained in November 2018 on DPREP, Inc. (Disaster Preparation and Critical Incident Response Training). The School Site Safety plan was last reviewed on December 18, 2018 by the School Safety Committee/School Site Council and will be updated January 14, 2020. All revisions were communicated to both the classified and certificated staff. 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 monthly basis throughout the school year. Comprehensive Lockdown drills and Barricade drills are held at least three times a year and as needed. 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. Our campus is a closed campus. Visitors enter the campus through the main office to sign in and receive a visitor's badge through the electronic Raptor system. This web-based system helps screen out registered sex offenders, as well as respond to emergencies.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.4	1.0	1.2
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*	1268.0

\* 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	.8
Resource Specialist (non-teaching)	.4
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		5		24		5		23		5	
1	21	2	8		23		10		24		8	
2	24		8		26		7	1	22		10	
3	29		4	2	31	1	4	3	31		6	2
4	26	1	4		31		6		27	1	6	
5	25	1	7		25		6		24	1	7	
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/](http://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	6181.33	721.09	5460.24	72495.50
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	-31.8	-10.0
School Site/ State	-26.5	-11.0

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.