Twin Rivers Unified School District
Dry Creek Elementary School
CDS Code: 34-76505-6033484

1230 G Street, Rio Linda, CA 95673
(916) 566-1820

2014-15 School Accountability Report Card
Published in 2015-16 School Year

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. 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 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 a 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 webpage at http://www.cde.ca.gov/ta/ac/sa/.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

School Mission Statement

Our endeavor is for each member of our school community to respect our Critter Code. By understanding our code each of us feels capable, contributing and connected. We ask each of our students to be personally responsible for their learning in hopes of them becoming self-motivated life-long learners.

District & School Profile (School Year 2015-16)

Twin Rivers Unified School District is California's newest unified school district, combining the former North Sacramento, Del Paso Heights, Rio Linda Union, and Grant Joint Union High School Districts. Started in the 2008-09 school year, Twin Rivers Unified School District is located in Sacramento County and has 30 elementary schools, 5 middle schools, and four high schools. Our district also offers families the option of two alternative schools, a special education center, an independent learning center, two adult education centers, one community day school, one opportunity school, preschools and three dependent charter schools.

Enrollment By Ethnicity Or Student Group (School Year 2014-15)

This chart illustrates the enrollment trend by ethnicity or student group.

School Enrollment & Attendance (School Year 2014-15)

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at the school. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school monitors student attendance very closely, makes phone calls to parents on a daily basis, and will send letters home if absences become a problem.

Enrollment by Student Group	
2014-15	
	Percentage
Black or African American	3.3%
American Indian or Alaska Native	1.2%
Asian	8.1%
Filipino	0.2%
Hispanic or Latino	37.2%
Native Hawaiian or Pacific Islander	0.2%
White	43.7%
Two or More Races	6.0%
English Learners	26.5%
Socioeconomically Disadvantaged	83.1%
Students with Disabilities	8.8%
Foster Youth	0.2%

Students are referred to the School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2012-13	2013-14	2014-15
K	76	112	106
1st	90	74	82
2nd	80	93	66
3rd	75	83	92
4th	72	76	78

Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Highly Qualified Teachers (School Year 2015-16)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: http://www.cde.ca.gov/nclb/sr/tq/.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	78.5%	21.5%
High-Poverty Schools in District	78.5%	21.5%
Low-Poverty Schools in District	N/A	N/A

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

Teacher Credential Status				
	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	0	19	19	1270
Without Full Credentials	0	0	0	21
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	43

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	1	1	0

Instructional Materials (School Year 2015-16)

Twin Rivers Unified held a public hearing on October 6, 2015, and determined that each school within the district had 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. Textbooks and supplementary materials are adopted according to a cycle developed by the California 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 the district office prior to adoption. The table displays information collected in June 2015, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-4	English/ Language Arts	MacMillan/ McGraw-Hill CA Treasures	2010	Yes	0.0%
Pre K & K	English/ Language Arts	MacMillan/ McGraw-Hill CA Treasures	2012	Yes	0.0%
K-4	History/Social Studies	Pearson Scott Foresman	2006	Yes	0.0%
K-4	Mathematics	Houghton Mifflin	2015	Yes	0.0%
Pre K & K	Mathematics	Pearson Scott Foresman	2012	Yes	0.0%
K-4	Science	Pearson Scott Foresman	2007	Yes	0.0%

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/34765056033484Textbooks_1.pdf

School Facilities & Safety (School Year 2015-16)

The current facilities were built in 1962. The campus is currently comprised of 19 classrooms, a library/media center art gallery, multipurpose room, one staff lounge, a cafeteria, and two playgrounds.

The table shows the results of the most recent school facilities inspection. 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.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. One full-time and one part-time custodian ensures that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. At the time of publication, 100% of the restrooms are in complete working order.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state 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, air conditioning, electrical systems, paving, and floor systems. For the 2015-16 school year, the district has budgeted $1,775,000.00 for the deferred maintenance program. This represents 0.60% of the district's general fund budget.

School Facility Conditions				
Date of Last Inspection: 08/26/2015				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/ HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical		X		Classroom 1 (Kindergarten) - there is one light out; Girls restroom by classroom 15 - there is one light out; Multipurpose room - there is one light out; Unisex restroom by classroom 5 - there is a cracked outlet cover under the sink.
Restrooms/Fountains		X		Girls restroom by classroom 15 - the sink has cracks on the plastic; Girls restroom by classroom 21 - the sink has stains and scratches on it. Grounds - the drinking fountains by classrooms 17 and 12 both have low water pressure.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program); and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).Students receive an overall score for each subject, ranging from 2,000 to 3,000.

Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/ Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

California Assessment of Student Performance and Progress

Percent of Students Meeting or Exceeding the State Standards

Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	24	26	44
Mathematics (Grades 3-8 and 11)	27	21	33

California Assessment of Student Performance and Progress - Grade 3

Student Groups	Total Enrollment	English-Language Arts Number Tested	English-Language Arts Percent Tested	ELA One	ELA Two	ELA Three	ELA Four	Mathematics Number Tested	Mathematics Percent Tested	Math One	Math Two	Math Three	Math Four
All Students	90	85	94.4	49	26	14	11	85	94.4	27	35	25	13
Male	90	49	54.4	55	27	12	6	49	54.4	35	31	20	14
Female	90	36	40	42	25	17	17	36	40	17	42	31	11
Black or African American	90	2	2.2	--	--	--	--	2	2.2	--	--	--	--
American Indian or Alaska Native	90	1	1.1	--	--	--	--	1	1.1	--	--	--	--
Asian	90	6	6.7	--	--	--	--	6	6.7	--	--	--	--
Filipino	90	1	1.1	--	--	--	--	1	1.1	--	--	--	--
Hispanic or Latino	90	30	33.3	53	23	13	10	30	33.3	23	40	23	13
Native Hawaiian or Pacific Islander	--	--	--	--	--	--	--	--	--	--	--	--	--
White	90	39	43.3	38	28	18	15	39	43.3	33	23	28	15
Two or More Races	90	5	5.6	--	--	--	--	5	5.6	--	--	--	--
Socioeconomically Disadvantaged	90	71	78.9	51	24	15	10	71	78.9	27	37	21	15
English Learners	90	24	26.7	58	21	21	0	24	26.7	21	58	17	4
Students with Disabilities	90	9	10	--	--	--	--	9	10	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

				California Assessment of Student Performance and Progress - Grade 4									
			English-Language Arts					Mathematics					
			Percent Achievement Level						**Percent Achievement Level**				
Student Groups	Total Enrollment	Number Tested	Percent Tested	One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	81	81	100	47	30	16	7	81	100	37	47	16	0
Male	81	45	55.6	38	38	16	9	45	55.6	31	49	20	0
Female	81	36	44.4	58	19	17	6	36	44.4	44	44	11	0
Black or African American	81	1	1.2	--	--	--	--	1	1.2	--	--	--	--
American Indian or Alaska Native	81	2	2.5	--	--	--	--	2	2.5	--	--	--	--
Asian	81	9	11.1	--	--	--	--	9	11.1	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	81	30	37	53	20	13	13	30	37	43	37	20	0
Native Hawaiian or Pacific Islander	81	1	1.2	--	--	--	--	1	1.2	--	--	--	--
White	81	32	39.5	63	22	9	6	32	39.5	41	44	16	0
Two or More Races	81	6	7.4	--	--	--	--	6	7.4	--	--	--	--
Socioeconomically Disadvantaged	81	69	85.2	52	29	14	4	69	85.2	42	45	13	0
English Learners	81	25	30.9	60	32	8	0	25	30.9	36	52	12	0
Students with Disabilities	81	11	13.6	91	0	9	0	11	13.6	73	27	0	0
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

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.

Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Parent & Community Involvement (School Year 2015-16)

There are many opportunities at our school for parental involvement through participation on parent support organizations, School Site Council, and district level advisory committees (DAC, DELAC). Parents at the school participate in various meetings at the school level to address academic achievement and informal chats with the Principal. Parents are active participants in conferences with their children to assess learning. Please contact the school principal at (916) 566-1820 for specific information regarding such activities.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Dry Creek Elementary at 566-1820.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

Discipline & Climate for Learning

The Dry Creek Elementary School Community is committed to developing and maintaining a positive and safe learning environment with a challenging and meaningful curriculum. Positive discipline, through teachers and parents working cooperatively, can help children learn responsibility for their own decisions and behaviors.

Through a challenging and meaningful education a student will develop a positive sense of self, learn responsibility, and develop the knowledge and skills to prepare them for the future. The purpose of this program is to insure a safe and orderly place for children to work and play. The Dry Creek Elementary School Discipline Plan has four basic school rules for students to follow which are given below. Each of these basic rules are explained in the discipline plan, along with both positive and negative consequences. The rules are:

• I will respect myself, others and property;
• I will be punctual and prepared;
• I will be responsible for my behavior;
• I will be safe.

The suspensions and expulsions for the past three years are illustrated in the chart. Suspensions are reported as total number of incidents, not students suspended, as some students may have been suspended on multiple occasions. Suspensions and expulsions rates reflect incidents divided by total enrollment.

Suspensions & Expulsions						
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	4.0%	3.9%	2.1%	0.0%	0.0%	0.0%
District	9.3%	8.8%	7.7%	0.0%	0.1%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

Safe School Plan (School Year 2015-16)

School safety is a primary concern of Dry Creek Elementary, The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Each classroom and office area has an Emergency Preparedness Guide. The school at large has regular fire drill, lockdowns, and duck and cover procedure rehearsals. In recent years we have increased playground supervision, which has reduced the student to supervisory ratio on the yard. The Safety Plan was updated and reviewed with staff in August.

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.

Adequate Yearly Progress (School Year 2014-15)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

• Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
• Percent proficient on the state's standards-based assessments in ELA and mathematics.
• Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school, district, and state performance are displayed in the chart.

Adequate Yearly Progress (AYP)						
	School		District		State	
Made AYP Overall	Yes		Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	Yes		Yes		Yes	
Met Graduation Rate	N/A		Yes		Yes	

Federal Intervention Program (School Year 2015-16)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2010-11	2010-11
Year in PI (2015-16)	Year 4	Year 3
# of Title I Schools Currently In PI	-	51
% of Title I Schools Currently In PI	-	100%

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

School Leadership

Leadership at Dry Creek Elementary is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. Leadership duties were assumed by Principal Sal Garcia. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the school plan to ensure instructional programs are consistent with students' needs and the school plan complies with district goals.

Counseling & Support Staff (School Year 2014-15)

In addition to academics, the staff at Dry Creek Elementary School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. The table lists the support service personnel available at Dry Creek Elementary School. Note: 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

Dry Creek Elementary School teachers are sensitive to the unique needs of English Language Learner (ELL) students. ELL students are identified early and placed in classrooms where they receive in-class assistance from a Bilingual Paraprofessional.

Some students have exceptional academic needs that can be met through the Resource Specialist Program (RSP). RSP students receive additional instruction in identified academic areas based on Individual Education Plans (IEPs). The school employs an RSP teacher who provides instruction within the general education classroom and through pull-out groups.

A Gifted and Talented Education (GATE) program is available for those students who qualify, where students receive challenging supplemental instruction.

Class Size Distribution												
				Classrooms Containing:								
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	13	14	15	13	14	15	13	14	15	13	14	15
By Grade Level												
K	25	28	21	-	-	2	3	4	3	-	-	-
1	30	24	27	-	-	-	3	3	3	-	-	-
2	27	31	21	-	-	-	3	3	3	-	-	-
3	28	25	23	-	-	-	2	3	4	-	-	-
4	29	27	26	-	-	-	3	3	3	-	-	-
Other	6	8	8	1	1	1	-	-	-	-	-	-

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Bilingual Paraeducators	1	0.50
Counselor	1	0.50
Health Assistant	1	0.30
Library Technician	1	0.375
Nurse	1	0.20
Psychologist	1	0.50
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	0.75
SDC Teacher	1	1.0
Speech and Language Specialist	1	0.50

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and both formal and non-formal, non-evaluative observations are designed to promote high quality instruction as well as comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by an administrator, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are adapted from the California Standards for the Teaching Profession and address the following domains: Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments, Understanding and Organizing Subject Matter, Planning Instruction and Designing Learning Experiences, Assessing Student Learning, and Developing as a Professional Educator.

Teachers and other certificated staff build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2014-2015 school year, Twin Rivers Unified School District offered 5 non-student professional development days for teachers. Professional Learning Communities (PLCs) were organized, met regularly, and collaborated during dedicated periods at each school site during late-start days. Professional development sessions were focused on Transitioning/Implementation of the Common Core Standards for all grade levels, 21st Century Learning Skills, and Implementation of PLCs. For the 2014-2015 year, the district supported approximately 100 beginning teachers through the district's BTSA program and coached a cohort of NBCT (National Board Certification of Teachers) candidates.

Curriculum Development

All curriculum development at Dry Creek Elementary School revolves around the California Common Core Standards. The writing and implementation of the Twin Rivers Unified School District's curriculum is an ongoing process. The district's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

Student Recognition

Dry Creek Elementary School's comprehensive student recognition program contributes to the positive environment of the school and includes classroom and schoolwide awards. There is a schoolwide focus on achievement and citizenship. Students are recognized by the following:

• Principal's List
• Honor Roll
• Academic Achievement
• Character Trait Assemblies

Extracurricular Activities

Dry Creek Elementary School recognizes that extracurricular activities enrich the educational and social development and experiences of students. Extracurricular activities offered at Dry Creek Elementary School include the following:

• After School Athletics
• Active and Supportive Parent Booster Club
• Academic Interventions for all Students
• School Sponsored Family Nights
• Arts Integration

Teacher & Administrative Salaries (Fiscal Year 2013-14)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site, www.cde.ca.gov.

School Site Teacher Salaries (Fiscal Year 2013-14)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	$72,447
District	$71,162
Percentage of Variation	1.8%
School & State	
All Unified School Districts	$72,971
Percentage of Variation	-0.7%

Average Salary Information Teachers - Principal - Superintendent 2013-14		
	District	State
Beginning Teachers	$40,800	$43,165
Mid-Range Teachers	$55,607	$68,574
Highest Teachers	$84,942	$89,146
Elementary School Principals	$100,560	$111,129
Middle School Principals	$105,080	$116,569
High School Principals	$114,809	$127,448
Superintendent	$205,358	$234,382
Salaries as a Percentage of Total Budget		
Teacher Salaries	32.0%	38.0%
Administrative Salaries	5.0%	5.0%

Expenditures & Services Funded (Fiscal Year 2013-14)

Based on 2013-14 FY audited financial statements, the table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state.

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

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	$5,805
From Supplemental/Restricted Sources	$1,112
From Basic/Unrestricted Sources	$4,693
District	
From Basic/Unrestricted Sources	$5,201
Percentage of Variation between School & District	-9.8%
State	
From Basic/Unrestricted Sources	$5,348
Percentage of Variation between School & State	-12.2%

District Revenue Sources (Fiscal Year 14-15)

In addition to general state funding, Twin Rivers Unified School District receives state and federal funding for the following categorical funds and other support programs:

• Targeted Instruction Improvement Block Grant**
• School and Library Improvement Block Grant**
• Gifted and Talented Education
• Carl Perkins
• Quality Education Investment Act
• After School Education & Safety
• State Lottery
• Title II
• Title I
• Title III
• Pupil Retention Block Grant

• PE Block Grant**
• EIA-LEP
• EIA-SCE
• Healthy Start
• Medi-Cal
• Head Start
• English Language Acquisition Program
• CA Partnership Academies
• Charter School Fund
• Special Education