



Dry Creek Elementary School

2010-11 School Accountability Report Card

**Tracy Robinson,
Principal**

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916-770-8809

**Dry Creek Joint
Elementary School
District**

**Mark Geyer,
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**District Address:
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**www.drycreek.k12.
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Board of Trustees

The Dry Creek Joint Elementary School District is governed by the following Board of Trustee Members: Jeffrey Holland, Diane Howe, Scott Otsuka, Tracy Pittman, and Jeff Randall.

Principal's Message

Dry Creek Elementary serves families in the Dry Creek Community, Antelope, and West Roseville. Dry Creek began as a one room school house in 1876. As the population has grown in the past years, the small feel of the school has remained the same. The strong ties with the community remain the same as they did over 130 years ago.

The Dry Creek staff is truly dedicated to the success of all students. Through a strong partnership with staff parents, students, and the community we all work together to ensure students excel academically and socially. This is evident in our T.E.A.M. (Together, Everyone Achieves More) approach.

The Dry Creek staff and I look forward to the upcoming school year! If you would like additional information regarding the school, please do not hesitate to contact the school office at (916) 770-8809.

Sincerely,

Tracy Robinson
Principal

Mission Statement

Students, parents, and staff will cooperatively develop an instrumental program that emphasizes high academic expectations in all content areas, while affording students an opportunity to enhance their learning experiences through a hands-on natural/agricultural theme.

Dry Creek School Tenets:

The School Site Council, have identified the following tenets to focus our School-based Coordinated Program and budget. We believe that:

- Staff, parents and students maintain high expectations for student achievement and behavior.
- A safe, orderly, positive learning environment is a prerequisite to learning.
- All students can learn and should be afforded an equal opportunity to learn.
- A variety of instructional techniques and strategies benefits all learning styles.
- Parental involvement is critical to the success of the school.
- The arts are an important part of the curriculum.
- Students shall have the opportunity to enhance their learning experiences through cooperative, hands-on experiences in natural/agricultural science themes.
- Together, Everyone Achieves More.

School Profile

Dry Creek Elementary School is one of seven (7) elementary schools in the Dry Creek Joint Elementary School District. Dry Creek School, located near the City of Roseville, opened as a land grant school in 1876. For over one hundred years, the Dry Creek campus served as the Dry Creek Joint Elementary School District's only school. The school houses students from the Dry Creek Community, West Roseville, and Antelope areas. Dry Creek enjoys a community with values that support many programs for students. Dry Creek Elementary School was honored with the California Distinguished Schools Award in 2006.

The ethnic makeup is as follows: African American, American Indian, Asian, Caucasian, Hispanic, Native American, Russian, Ukranian, and others.

Student Enrollment by Ethnic Group	
2010-11	
	Percentage
African American	5.0%
American Indian	-
Asian	11.1%
Filipino	1.8%
Hispanic or Latino	20.0%
Pacific Islander	0.4%
White	55.8%
Two or More	6.0%
None Reported	-

Discipline & Climate for Learning

Our staff focuses on building positive relationships with students as we believe that the most important function of our school is to promote learning. Our goal is to provide a stimulating, nurturing, and educational environment in which students can succeed both academically and socially. The purpose of discipline is to strengthen positive behaviors and teach appropriate behaviors that will enable children to learn from their mistakes, develop to their potential, and acquire coping skills for the real world.

Our school wide rules are 1) Show Respect 2) Make Good Decisions 3) Solve Problems and 4) Be Safe. These rules are discussed and taught in each classroom. Students are recognized for following the school wide rules and receive PAWS tickets from all staff members. Each week one student from each class is recognized because their name was drawn from a class raffle. Students are also recognized for demonstrating character or for being a Positive Panther. The character traits are taught through a school wide Book of the Month and through various lessons in the classrooms. Students in grades 4-5 may also be recognized for Honor Roll, Principal's Honor Roll or Superintendent's Honor Roll. Parents are invited and encouraged to attend the assemblies.

	Suspensions & Expulsions					
	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	17	27	8	597	440	360
Suspension Rate	3.5%	5.5%	1.6%	8.2%	6.1%	5.1%
Expulsions	0	0	1	6	5	6
Expulsion Rate	0.0%	0.0%	0.2%	0.1%	0.1%	0.1%

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past 3 school years.

	Enrollment Trend by Grade Level		
	2008-09	2009-10	2010-11
K	80	84	95
1st	97	83	84
2nd	78	96	80
3rd	68	82	93
4th	77	75	79
5th	79	71	73

Enrollment By Program

During the 2010/11 school year 500 students were enrolled at Dry Creek Elementary, of which 14% were students with disabilities, 28% were English Learners, and 33% were socioeconomically disadvantaged.

Class Size

Average class sizes vary by grade level. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	09	10	11	1-20 Students			21-32 Students			33+ Students		
	09	10	11	09	10	11	09	10	11	09	10	11
By Grade Level												
K	20	20	24	4	2	-	-	2	4	-	-	-
1	19	20	21	5	3	4	-	1	-	-	-	-
2	20	19	20	4	5	4	-	-	-	-	-	-
3	17	21	23	5	1	2	-	3	3	-	-	-
4	31	30	31	-	-	-	3	3	3	-	-	-
5	32	28	30	-	-	-	1	2	2	-	-	-
4-8	32	-	-	-	-	-	1	-	-	-	-	-
By Subject Area												
	37	-	-	-	-	-	-	-	-	1	-	-

Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Dry Creek Elementary began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in CSR for the past three school years.

	CSR Participation		
	2008-09	2009-10	2010-11
K	100%	50%	0%
1	100%	75%	100%
2	100%	100%	100%
3	100%	25%	40%

Instructional Time (includes Minimum days)

For 2010-2011 school year, all schools in the Dry Creek Joint Elementary School District offered 180 days of instruction, comprised of 170 regular days. The additional 10 minimum days were utilized for: Parent Teacher Conferences, Staff Development, and last day of school. All instructional time either met or exceeded the daily instructional minute requirements specified in the California Education Code. The table displays a comparison of the number of instructional minutes offered at the school as compared to the state requirement for each grade level.

	Instructional Minutes By Grade Level	
	Minutes Required	Actual Minutes
K	36,000	36,900
1st	50,400	51,300
2nd	50,400	51,300
3rd	50,400	51,300
4th	54,000	54,700
5th	54,000	54,700

Teacher Assignment

Dry Creek Joint Elementary School District recruits and employs the most qualified credentialed teachers. Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential.

	Teacher Credential Status			
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	26	25	0	0
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	0

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 year. For the 2009/10 school year, the most current data are reported.

	Misassignments/Vacancies		
	09-10	10-11	11-12
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	0	0	0

Highly Qualified Teachers

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" no later than the end of the 2005-2006 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

School Leadership

Tracy Robinson is in her third year as principal of Dry Creek Elementary School. In total, she has spent thirteen years as a site administrator, all in the Dry Creek Joint Elementary School District.

Dry Creek Elementary uses a collaborative approach to site leadership. The Dry Creek School leadership team is composed of one teacher at each grade level and site administration. Meetings are scheduled on a monthly basis and/or as necessary. The responsibilities of this team include shared decision making on important campus decisions from curriculum to facilities, problem solving, and future planning. This team also acts as an advisory to site administration. The School Site Council which is composed of community members, classified, and certificated employees provide direction to administration, oversee the single plan for student achievement, and implement the school improvement budget.

Substitute Teachers

The Dry Creek Joint Elementary School District is fortunate to have an adequate pool of fully credentialed and qualified substitutes in order to maintain continuity of instruction at Dry Creek Elementary School. Generally, the district does not experience any problems finding qualified substitute teachers. When a substitute teacher is not available for an absent teacher, the site administrator assumes the role of substitute. Many substitute teachers transition to long-term substitute and regular full-time jobs in our district.

Staff Development

The district's vision for continuous improvement in student achievement is realized through strong and vital professional learning communities that empower and enable individuals to work within established boundaries in a creative and autonomous way. A Professional Learning Community creates school-wide systems of support for all students to ensure that learning does occur.

In a Response to Instruction and Intervention model we understand that a three tiered structured approach can guide us in our efforts to ensure that all students learn. The first tier of support or intervention comes through a solid instructional core program that provides every student with access to core content, differentiation based on need and quality descriptive feedback through formative assessment that guides and supports student learning.

In an effort to continue building an excellent core program in the Dry Creek Joint Elementary School District this school year, professional development days as well as school site, job-embedded learning will occur related to the following topics:

- A continued practice of developing as a Professional Learning Community
- Focused reading and discussion on the importance of Quality Core Instruction as a critical element of a strong Tier I response to instruction and intervention
- Response to Intervention
- Explicit Direct Instruction Lesson template design and delivery
- An introduction to the common core state standards
- Common summative and formative assessment work
- Develop and deepen knowledge of scheduling assessments and identifying useful reports in Data Wise
- Recognize the importance of 21st Century Learning Skills and design and develop lessons to align

Teacher Evaluation

All non-tenured teachers in the District are evaluated annually in accordance with the procedures and criteria in the negotiated bargaining unit contract. Tenured teachers are evaluated every two years in accordance with the procedures and criteria in the negotiated bargaining unit contract. Teachers have ongoing opportunities to receive instruction in classroom strategies and educational research. Administrators within the District have been trained in supervision practices. Beginning Teachers Support and Assessment (BTSA) support providers work with teachers new to the District, as well as, provide in-service support.

Counseling & Support Staff

It is the goal of Dry Creek Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

	Counseling & Support Services Staff	
	Number of Staff	Full Time Equivalent
District Nurse	1	-
Health Clerk	1	-
Instructional Assistants	3	2
Library Technician	1	.5

Individualized Instruction

When students have been identified as having special needs, Dry Creek Elementary School provides specialized supports and services which are specifically designed to meet the student's individual needs through the Individual Education Program (IEP) process. Specialized supports and services are provided by the District's highly qualified special education staff, which includes special education teachers, speech-language pathologists, occupational therapists and an adapted PE teacher. Academic supports, in conjunction with quality core instruction are provided through the District's learning centers and special day class programs.

At Risk Interventions

Dry Creek Elementary School provides intervention programs for students not meeting grade level standards. A Reading Resource/English Language Development teacher provides additional support for students in reading and language arts. Extended day programs are offered for math and language arts support.

English Language Learners

All district classroom teachers are certified to teach English Learner (EL) students. Support outside the classroom may be provided through a team of EL specialists who serve all ten schools in the district.

GATE

The District GATE program provides opportunities to children who give evidence of high performance capability in the areas of intellectual ability, high achievement or specific academic ability. Program services are offered through cluster groups in grades 4-8 and on an individual basis in grade 3. The program is planned and organized as an integrated differentiated learning experience within the regular school day.

Curriculum differentiation is a broad term referring to practices in the classroom that create appropriately different learning experiences for different students. Some types of differentiation that students and parents may experience include the following:

- Accelerating or compacting already mastered material from the existing curriculum
- Adding new content, strategies and products or project expectations to existing curriculum

The California Association for the Gifted as well as the California State Department of Education has organized differentiation for the gifted into four areas: ACCELERATION/PACING, DEPTH, COMPLEXITY and NOVELTY.

The district completed five years of training for teachers interested in acquiring their GATE Certification. The training covers required areas established by the State of California to include identification, characteristics of GATE students, and differentiated instructional strategies within the four key domains.

Parent Involvement

Parents play a very important role in the school through their active participation in the classrooms and involvement in a variety of school and district committees. Parental involvement is available through our school's Parent Teacher Association which has regular meetings and many opportunities to assist students and staff. Parents also serve on the School Site Council and ELAC Committee which meets regularly throughout the year. Dry Creek School provides numerous opportunities for parents to volunteer in the classroom as well as serve as Art Docents. We welcome parents and acknowledge the extremely important role they play at Dry Creek.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Dry Creek Elementary School office at (916) 770-8809.

For more information regarding the Dry Creek Joint Elementary School District and/or Dry Creek School, please check the District website at www.drycreek.k12.ca.us.

Instructional Materials

Dry Creek Joint Elementary held a public hearing on August 18, 2011 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. In grades 6-8 each student receives a text book 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 in grades six through eight. Textbooks and supplementary 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 and the district office 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.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-5	History/Social Science	Pearson Scott Foresman	2007	Yes	0.0%
K-5	Mathematics	Houghton Mifflin-California Math	2009	Yes	0.0%
K-5	Reading/Language Arts	Reading *California* - Houghton Mifflin	2004	Yes	0.0%
K-3	Science	Delta Education: Foss	2008	Yes	0.0%
4th-5th	Science	Delta Education: Foss	2007	Yes	0.0%

Library Information

The library at Dry Creek School is staffed by a part-time Library Media Technician and provides an extensive variety of reference, special interest, educational, and recreational books and videos. Students in kindergarten through fifth grade are taught basic library skills, research skills, and are exposed to a variety of literature during weekly library visits. Three computer work stations connected to the internet are located in the library. These assist students with research and additional online information. The library also serves as a resource to students, staff, and parents. The library and library staff support the Accelerated Reader program.

Computer Resources

Kindergarten through fifth grade students are taught basic computer use skills, keyboarding skills, Microsoft Office applications, use educational software, and are exposed to various technology hardware. Dry Creek School has a computer lab with 33 student computers that were updated the summer of 2008, as well as teacher and student computers in every classroom. All classes are assigned a weekly computer lab time. There are also opportunities for classes to work on extended projects in the computer lab. The computer lab and instructional assistant also support the Accelerated Reader program.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the cities of Antelope and Roseville, which contain numerous computer workstations.

Curriculum Development

All curriculum development in the Dry Creek Joint Elementary School District is based on the California State Content Standards and Frameworks. Curriculum is regularly updated through the instructional materials pilot and adoption process facilitated by the District Office. Teacher pilot teams ensure that selected curriculum is aligned with grade level standards, district goals, the statewide assessment system and locally developed assessments.

School Facilities

Dry Creek School was initially built in 1876. There have been many additions and remodeling projects since that time. Routine and scheduled maintenance are conducted as needed and per product manufacturers' specifications. Site staff typically generates work orders using a web based work order system and are addressed in an expedient manner.

During 2000-01 all classrooms were wired to allow Internet access. Computer workstations installed in each classroom allow teachers to record and access their students' achievement data and grades, to receive and compose email and to maintain student attendance records. Classroom student computers allow teachers to integrate technology across core subjects. The Dry Creek Learning Center remodeling has been completed. The following is a list of facility improvements completed during the 2002-2003 school year:

- Computer lab completely overhauled - completed in October 2002.
- 20 computers were installed in fourth and fifth grade classrooms, including the science lab - completed December 2002.
- Playground resurfaced and re-stripped - completed in April 2007.
- Replacement of carpeted surfaces in classrooms - completed in July 2003.
- Kitchen facilities were updated in July 2004.

Due to growth in enrollment and changes in attendance boundaries, the Dry Creek campus added eight additional classroom buildings for the 2003-2004 school year.

Certificated staff members are assigned before and after school supervision duties to ensure student safety by supervising students' arrival and dismissal times. Campus Supervisors patrol and supervise the campus at recess times. All visitors to the campus must check into the office and wear a highly visible visitor's badge to indicate that they have checked in. The entire staff works together to make Dry Creek a clean and safe campus.

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

Safe School Plan

Dry Creek School has developed and approved a Safe School plan that includes the following: Child Abuse Reporting; Disaster Procedures; Suspensions/Expulsions Procedures; Procedures to Notify Teachers of Dangerous students; Sexual Harassment; School-wide Dress Code Provisions; Safe Ingress and Egress Procedures; Procedures to Ensure a Safe and Orderly Environment; Conduct and Discipline; Assessment of Current School Crime. This plan is reviewed on a yearly basis with the entire staff and the School Site Council in January. Several safety drills are practiced throughout the school year to ensure students and staff know certain routines in case of emergency. This plan was last reviewed and updated in January 2011.

School Facility Conditions				
Date of Last Inspection: 10/03/2011				
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			Portable 57 - Frayed carpet.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Admin - Bldg A - Wasp in Admin.
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	67	67	65	69	69	70	50	52	54
Mathematics	74	77	77	66	66	67	46	48	50
Science	84	88	80	74	77	79	50	53	56
History/Social Science	*	*	*	59	63	70	41	44	48

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/ Social Science
District	70	67	79	70
School	65	77	80	*
African American/ Black	53	68	*	*
American Indian	*	*	*	*
Asian	77	82	*	*
Filipino	*	*	*	*
Hispanic or Latino	52	68	73	*
Pacific Islander	*	*	*	*
White	69	80	84	*
Males	58	81	89	*
Females	72	73	74	*
Socioeconomically Disadvantaged	58	66	70	*
English Learners	54	71	67	*
Students with Disabilities	49	62	*	*
Migrant Education	*	*	*	*
Two or More Races	*	*	*	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Physical Fitness

In the spring of each year, Dry Creek Elementary is required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

Percentage of Students in Healthy Fitness Zone			
2010-11			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.3%	18.1%	25.0%

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	2008	2009	2010
Statewide	8	9	9
Similar Schools	6	8	8
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	35	2	-13
Hispanic or Latino			
Actual API Change	-	1	-14
White			
Actual API Change	49	-2	-12
Socioeconomically Disadvantaged			
Actual API Change	28	15	-12
English Learners			
Actual API Change	-	-5	5

	Growth API					
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	308	863	5,559	864	4,683,676	778
Black or African American	19	837	240	790	317,856	696
Asian	38	895	427	882	398,869	898
Hispanic or Latino	63	829	811	828	2,406,749	729
White	166	873	3,497	876	1,258,831	845
Two or More Races	15	836	277	861	76,766	836
Socioeconomically Disadvantaged	108	829	1,896	813	2,731,843	726
English Learners	90	837	980	818	1,521,844	707
Students with Disabilities	46	769	671	737	521,815	595

Adequate Yearly Progress

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.
- API as an additional indicator.
- 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's, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	Yes	No	No
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

Federal Intervention Program

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 (API or 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.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2011-2012
Year in PI (2011-12)	-	Year 1
# of Schools Currently in PI	-	2
% of Schools Identified for PI	-	20.00%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state based on 2009-2010 financial statements.

Average Teacher Salaries	
School & District	
School	\$57,692
District	\$62,265
Percentage of Variation	-7.35%
School & State	
All Elementary School Districts	\$69,419
Percentage of Variation	-16.90%

Teacher & Administrative Salaries as a Percentage of Total Budget

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.

Average Salary Information		
Teachers - Principal - Superintendent		
2009-10		
	District	State
Beginning Teachers	\$35,180	\$41,692
Mid-Range Teachers	\$61,397	\$68,251
Highest Teachers	\$82,139	\$86,582
Elementary School Principals	\$97,743	\$108,334
Middle School Principals	\$106,632	\$111,791
High School Principals	-	\$113,648
Superintendent	\$154,407	\$180,492
Salaries as a Percentage of Total Budget		
Teacher Salaries	49.1%	42.7%
Administrative Salaries	6.0%	5.6%

District Expenditures

Dry Creek Joint Elementary spent an average of \$ 7,097 to educate each student, based on 2009-10 FY audited financial statements. The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,419
From Restricted Sources	\$4,828
From Unrestricted Sources	\$590
District	
From Unrestricted Sources	\$1,421
Percentage of Variation between School & District	-58.44%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-89.18%

District Revenue Sources

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
- Title I, Part A (Educationally Disadvantaged Students)
- Title II, Part A (Improving Teacher Quality)
- Title II, Part A (Language Instruction for Limited English Proficient Students)
- Title II, Part D (Enhancing Education through Technology - EETT)
- Title V, Part A (Innovative Education Strategies)
- Title III (Immigrant Education Program)
- Title III (Limited English Proficient Student Program)
- Title IV (Drug Free)
- English Language Acquisition Program (ELAP) Student Assistance
- Lottery: Instructional Materials
- School Safety & Violence Prevention
- Tobacco Use Prevention Education (TUPE)
- Arts & Music Block Grant
- Arts, Music, and Physical Education
- Supplemental School Counseling Program (Middle & High School)
- Economic Impact Aid (EIA): English Learner or Limited English Proficient
- Home to School Transportation
- School & Library Improvement Block Grant

Data Sources

Data within the SARC was provided by Dry Creek Joint Elementary School District, retrieved from the 2010-11 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

