Dry Creek Elementary

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

11/18/2026 2:30 PM

Location *(Ubicación)*

Dry Creek Elementary Staff Room

Zoom Link *(Enlace de Zoom)*

Meeting ID: 670 754 7849
Passcode: Brown

2026 - 2027, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students *No Personal: Padres/Miembros de la Comunidad/Estudiantes*			**Present / Absent** *Presente/ Ausente*
Parent	Sherri Bernt	Year 1	
Parent	Teresa Gonzalez	Year 2	
Parent	Michelle Kent	Year 1	
Parent	Ashley Olson	Year 1	
Parent	Rozella Wagner	Year 2	
Alternates *(Alternativos)*:			

***Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)**

***Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).**

Staff: Principal or Designee/Teachers/Other Staff *Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal*			**Present / Absent** *Presente/ Ausente*
Principal/Designee: *Directora(a)/ Designado(a):*	Amanda Brown/Julia Siegle		
Teacher: *Maestro(a):*	Brenda Hin	Year 1	
Teacher: *Maestro(a):*	Michelle Rossi	Year 2	
Teacher: *Maestro(a):*	Lauren Shirk	Year 1	
Other Staff*:Otro Personal:*	Briana Leon	Year 1	
Alternates: *Alternativos:*			
***Teachers must be the majority** **Los maestros deben ser mayoría*			

AGENDA

ITEM *ARTÍCULO*	**Facilitator** *Facilitador(a)*	**Minutes** *Minutas*
Call to Order / Sign in sheet *Orden del Día/ Hoja de Firmas* **Quorum** *Quórum* **(50% +1)**	**Chairperson** ***Presidente***	This meeting is called to order at: *Se abre la sesión a las* Total Members in Attendance: *Total de Miembros Presentes:* Quorum: *Quórum:*
Public Comment (2 minutes per speaker) *Comentarios del Público (2 minutos cada participante)*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)*
Review Agenda *Repasar Agenda*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)*
Review / approve minutes from last meeting *Revisar/aprobar el acta de la última reunión* Meeting Minutes - 10.07.26 1 📎 Previous Minutes	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Council Business *Asuntos del Consejo*		
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*		
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Document Review: *Revisión y de Documentos*		
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*
School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*		
SPSA Addendum SPSA Addendum 1 Attach Document	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Other Business: *Otros Asuntos:*		
ELAC Reporting *Informes ELAC* ELAC Meeting Schedule 26-27 October 13 January 26 February 16 April 13	**Chairperson** ***Presidente***	**Summary of Reporting (***Resumen de Informes)*
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) *Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)* DELAC Meeting Schedule 26-27 October 8 December 10 February 4 April 8 May 6	**Chairperson** ***Presidente***	**Summary of Presentation (***Resumen de Presentación)*
Additional Information/New Business/Discussion *Información Adicional/Asuntos Nuevos/Conversación* Parent Conferences 11/19-11/20 Thanksgiving Break 11/23-11/27 Critter Caroling 12/17 5:00-7:00PM Christmas Break 12/21-1/1/27 MLK Day - No School - 1/18/27	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas*
Adjournment: *Aplazamiento:*	**Chairperson** ***Presidente***	**Time**: *Hora:*

Next meeting date: 01/27/2027 2:30 PM
Fecha de próxima reunión:

Dry Creek Elementary

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

10/07/2026 2:30 PM

Location *(Ubicación)*

Dry Creek Elementary - Staff Room

Zoom Link *(Enlace de Zoom)*

Meeting ID: 670 754 7849
Passcode: Brown

2026 - 2027, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students *No Personal: Padres/Miembros de la Comunidad/Estudiantes*			**Present / Absent** *Presente/ Ausente*
Parent	Sherri Bernt	Year 1	Present
Parent	Teresa Gonzalez	Year 2	Present
Parent	Michelle Kent	Year 1	Absent
Parent	Ashley Olson	Year 1	Present
Parent	Rozella Wagner	Year 2	Present
Alternates *(Alternativos)*:			

***Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)**

***Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).**

Staff: Principal or Designee/Teachers/Other Staff *Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal*			**Present / Absent** *Presente/ Ausente*
Principal/Designee: *Directora(a)/ Designado(a):*	Amanda Brown/Julia Siegle		Present
Teacher: *Maestro(a):*	Brenda Hin	Year 1	Present
Teacher: *Maestro(a):*	Michelle Rossi	Year 2	Present
Teacher: *Maestro(a):*	Lauren Shirk	Year 1	Present
Other Staff*:Otro Personal:*	Briana Leon	Year 1	Present
Alternates: *Alternativos:*			

***Teachers must be the majority** **Los maestros deben ser mayoría*

AGENDA

ITEM *ARTÍCULO*	**Facilitator** *Facilitador(a)*	**Minutes** *Minutas*
Call to Order / Sign in sheet *Orden del Día/ Hoja de Firmas* **Quorum** *Quórum* **(50% +1)**	**Chairperson** ***Presidente***	This meeting is called to order at: *Se abre la sesión a las* 2:30 PM Total Members in Attendance: 11 *Total de Miembros Presentes:* Quorum: Yes (Si) *Quórum:*
Public Comment (2 minutes per speaker) *Comentarios del Público (2 minutos cada participante)*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* N/A
Review Agenda *Repasar Agenda*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* Agenda reviewed with all members present.
Review / approve minutes from last meeting *Revisar/aprobar el acta de la última reunión* 5.20.26 Meeting Minutes 1 Previous Minutes	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Minutes/Actas Person *Persona:* Rozella Wagner Second *Se secundó*: Michelle Rossi In favor *A favor* : 11 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*

Council Business *Asuntos del Consejo*		
New Members (Nuevos Miembros) Introduce New Members	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* New members were introduced.
Member Training (Formación de Miembros Review Site Training which was held 9/23/26 by Twin Rivers via Zoom.	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* All members attended training on 9/23/26 except Briana Leon. Briana completed the training on 9/24/26 with site admin.
Elect Officers (Elegir a Funcionarios) Elect new officers for the 26-27 school year.	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Chair - Rozella Wagner Vice Chair - Michelle Rossi Secretary - Briana Leon

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*		
Bylaws (Reglamentos) 26-27 Bylaws - Document Attached Review & Approve 1 Attachment	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Brenda Hin Person *Persona:* Ashley Olsen Second *Se secundó*: Briana Leon In favor *A favor* : 11 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada* Approved
School Compact (Compacto Escolar 26-27 Dry Creek School Compact - Document Attached Review & Approve 1 Attachment	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Michelle Rossi Person *Persona:* Ashley Olsen Second *Se secundó*: Lauren Shirk In favor *A favor* : 11 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada* Approved
Parent Involvement (Participación de Padres) 26-27 Dry Creek Handbook - Document Attached Review & Approve 1 Attachment	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Sherri Bernt Person *Persona:* Rozella Wagner Second *Se secundó*: Ashley Olsen In favor *A favor* : 11 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada* Approved
Site Safety Plan (Plan de Seguridad del Centro) 26-27 Dry Creek Comprehensive Site Safety Plan - Document Attached Review & Approve 1 Attachment	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Briana Leon Person *Persona:* Brenda Hin Second *Se secundó*: Sherri Bernt In favor *A favor* : 11 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada* Approved

Document Review: *Revisión y de Documentos*

Other Terms of Office	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Our terms of office were discussed and solidified.
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A

School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*

N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Other Business: *Otros Asuntos:*		
ELAC Reporting *Informes ELAC* ELAC Meeting Schedule October 13 January 26 February 16 April 13	**Chairperson** ***Presidente***	**Summary of Reporting (***Resumen de Informes)* ELAC meeting schedule was discussed with all members present.
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) *Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)* N/A	**Chairperson** ***Presidente***	**Summary of Presentation (***Resumen de Presentación)* DELAC was discussed and Mrs. Siegle will attend the October meeting.
Additional Information/New Business/Discussion *Información Adicional/Asuntos Nuevos/Conversación* October 23rd Critter Carnival 4:30 - 6:30PM	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Critter Carnival was discussed and we decided to move and Morning Sing to 10/30 so students can wear costumes and we can have a costume parade.
Adjournment: *Aplazamiento:*	**Chairperson** ***Presidente***	**Time**: *Hora:* 3:30 PM

Next meeting date: 11/18/2026 2:30 PM
Fecha de próxima reunión:

Dry Creek Elementary

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

05/20/2026 2:30 PM

Location *(Ubicación)*

Dry Creek Elementary - Staff Room

Zoom Link *(Enlace de Zoom)*

Meeting ID: 670 754 7849
Passcode: Forde

2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students *No Personal: Padres/Miembros de la Comunidad/Estudiantes*		**Present / Absent** *Presente/ Ausente*
Parent	Michelle Calkins	Present
Parent	Teresa Gonzalez	Present
Parent	Brian Fullerton	Present
Parent	Rachel Nelson	Absent
Parent	Rozella Wagner	Present
Alternates *(Alternativos)*:		

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Staff: Principal or Designee/Teachers/Other Staff *Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal*	**Present / Absent** *Presente/ Ausente*
Principal/Designee: *Directora(a)/ Designado(a):* Amanda Forde	Present
Teacher: *Maestro(a):* Rebecca Broussard	Present
Teacher: *Maestro(a):* Nicole Guillaume	Present
Teacher: *Maestro(a):* Michelle Rossi	Present
Other Staff*:Otro Personal:* Nancy Aguirre Garcia	Present
Alternates: *Alternativos:*	
***Teachers must be the majority** **Los maestros deben ser mayoría*	

AGENDA

ITEM *ARTÍCULO*	**Facilitator** *Facilitador(a)*	**Minutes** *Minutas*
Call to Order / Sign in sheet *Orden del Día/ Hoja de Firmas* **Quorum** *Quórum* **(50% +1)**	**Chairperson** ***Presidente***	This meeting is called to order at: *Se abre la sesión a las* 2:30 PM Total Members in Attendance: 9 *Total de Miembros Presentes:* Quorum: Yes (Si) *Quórum:*
Public Comment (2 minutes per speaker) *Comentarios del Público (2 minutos cada participante)*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* N/A
Review Agenda *Repasar Agenda*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* Agenda Reviewed
Review / approve minutes from last meeting *Revisar/aprobar el acta de la última reunión* SSC Meeting Minutes 1.28.26 1 Previous Minutes	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Minutes/Actas Person *Persona:* Michelle Rossi Second *Se secundó*: Nicole Guilaume In favor *A favor* : 9 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*

Council Business *Asuntos del Consejo*		
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*		
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Document Review: *Revisión y de Documentos*

Other Review Draft Board Policy - Cell Phones and Personal Electronic Devices (Grades TK-12) 1 Attachment	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Review Draft Board Policy - Cell Phones and Personal Electronic Devices (Grades TK-12) No suggestions for change All members liked & approved the new board policy
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A

School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*

Approve 26-27 SPSA Review and Approve Dry Creek SPSA 26-27 1 Attach Document	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* SPSA 26-27 Person *Persona:* Rozella Wagner Second *Se secundó*: Michelle Calkins In favor *A favor* : 9 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada* Approved SPSA 26-27

Other Business: *Otros Asuntos:*		
ELAC Reporting *Informes ELAC*	**Chairperson** ***Presidente***	**Summary of Reporting (***Resumen de Informes)* Teresa Ruvalcaba Lozano - ELAC member attended meeting & reviewed and approved 26-27 SPSA as well as the cellphone board policy.
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) *Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)*	**Chairperson** ***Presidente***	**Summary of Presentation (***Resumen de Presentación)* N/A
Additional Information/New Business/Discussion *Información Adicional/Asuntos Nuevos/Conversación* Cell Phone Policy Discussion 3rd-6th Grade BBQ - May 22nd Family Picnic Day - May 27th 6th Grade Pool Party - May 28th Morning Sing - May 29th Kindergarten Performance - May 28th RLHS Parade of Gowns - May 29th Dry Creek Water Day - June 2nd RLHS Graduation - June 2nd Dry Creek Promotion - June 4th TK Celebration - June 5th	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Reviewed upcoming : Cell Phone Policy Discussion 3rd-6th Grade BBQ - May 22nd Family Picnic Day - May 27th 6th Grade Pool Party - May 28th Morning Sing - May 29th Kindergarten Performance - May 28th RLHS Parade of Gowns - May 29th Dry Creek Water Day - June 2nd RLHS Graduation - June 2nd Dry Creek Promotion - June 4th TK Celebration - June 5th
Adjournment: *Aplazamiento:*	**Chairperson** ***Presidente***	**Time**: *Hora:* 3:30 PM

Next meeting date: 09/09/2026 2:30 PM
Fecha de próxima reunión:

Dry Creek Elementary

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

01/28/2026 2:30 PM

Location *(Ubicación)*

Dry Creek Elementary Office

Zoom Link *(Enlace de Zoom)*

https://twinriversusd-org.zoom.us/j/6707547849?pwd=zpl2B6xCYXG9G5HjOLqEbibynwFpwQ.1&omn=84092710107 Meeting ID: 670 754 7849 Passcode: Forde

2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students (Please note Year 1 or 2 of membership) *No Personal: Padres/Miembros de la Comunidad/Estudiantes (Por favor indique Año 1 o 2 de afiliación)*		**Present / Absent** *Presente/ Ausente*
Parent	Michelle Calkins	Present
Parent	Teresa Garcia	Present
Parent	Brian Fullerton	Present
Parent	Rachel Nelson	Present
Parent	Rozella Wagner	Present
Alternates *(Alternativos)*:		

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Staff: Principal or Designee/Teachers/Other Staff (Please note Year 1 or 2 of membership) *Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal (Por favor indique Año 1 o 2 de afiliación)*	**Present / Absent** *Presente/ Ausente*
Principal/Designee: *Directora(a)/ Designado(a):* Amanda Forde	Present
Teacher: *Maestro(a):* Rebecca Broussard	Present
Teacher: *Maestro(a):* Nicole Guillaume	Present
Teacher: *Maestro(a):* Michelle Rossi	Present
Other Staff:*Otro Personal:* Nancy Aguirre Garcia	Present
Alternates: *Alternativos:*	
***Teachers must be the majority** **Los maestros deben ser mayoría*	

AGENDA

ITEM *ARTÍCULO*	**Facilitator** *Facilitador(a)*	**Minutes** *Minutas*
Call to Order / Sign in sheet *Orden del Día/ Hoja de Firmas* **Quorum** *Quórum* **(50% +1)**	**Chairperson** ***Presidente***	This meeting is called to order at: *Se abre la sesión a las* 2:30 PM Total Members in Attendance: 10 *Total de Miembros Presentes:* Quorum: Yes (Si) *Quórum:*
Public Comment (2 minutes per speaker) *Comentarios del Público (2 minutos cada participante)*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* N/A
Review Agenda *Repasar Agenda*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* Agenda Reviewed
Review / approve minutes from last meeting *Revisar/aprobar el acta de la última reunión* Meeting Minutes - 11/19/25 1 Previous Minutes	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Minutes/Actas Person *Persona:* Michelle Calkins Second *Se secundó*: Rebecca Broussard In favor *A favor* : 10 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*

Council Business *Asuntos del Consejo*		
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*		
Other Needs Assessment for the 2026-2027 School Year - Data will be provided for our SST position and the need to continue the position during the 2026-2027 school year.	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* FT SST POSITION FOR26/27 SCH. YEAR Person *Persona:* Nicole Guillaume Second *Se secundó*: Rozella Wagner In favor *A favor* : 10 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Document Review: *Revisión y de Documentos*		
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*		
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Other Business: *Otros Asuntos:*		
ELAC Reporting *Informes ELAC* ELAC Meeting: February 18, 2026 2:30-3:30 P.M	**Chairperson** ***Presidente***	**Summary of Reporting (***Resumen de Informes)* ELAC Meeting: February 18, 2026 2:30-3:30 P.M
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) *Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)* DELAC Meeting: February 5, 2026 5:00-6:30 P.M	**Chairperson** ***Presidente***	**Summary of Presentation (***Resumen de Presentación)* DELAC Meeting: February 5, 2026 5:00-6:30 P.M
Additional Information/New Business/Discussion *Información Adicional/Asuntos Nuevos/Conversación* 100th Day of School - February 2nd Valentine's Day Dance - February 11th STEM Family Night - February 19th Trimester 2 Awards Assemblies TK&K - March 24th @ 8:30AM 4th - 6th - March 25th @ 8:30AM 1st - 3rd - March 26th @ 8:30AM Spring Break: March 30 - April 6, 2026	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* 100th Day of School - February 2nd Valentine's Day Dance - February 11th STEM Family Night - February 19th Trimester 2 Awards Assemblies TK&K - March 24th @ 8:30AM 4th - 6th - March 25th @ 8:30AM 1st - 3rd - March 26th @ 8:30AM Spring Break: March 30 - April 6, 2026
Adjournment: *Aplazamiento:*	**Chairperson** ***Presidente***	**Time**: *Hora:* 3:15 PM

Next meeting date: 03/18/2026 2:30 PM
Fecha de próxima reunión:

Dry Creek Elementary

School Site Council Agenda/Minutes

Agenda / Actas del Consejo Escolar

Date & Time *(Fecha & Hora)*

11/19/2025 2:30 PM

Location *(Ubicación)*

Dry Creek Elementary Library

Zoom Link *(Enlace de Zoom)*

https://twinriversusd-org.zoom.us/j/6707547849?pwd=zpl2B6xCYXG9G5HjOLqEbibynwFpwQ.1&omn=84092710107 Meeting ID: 670 754 7849 Passcode: Forde

2025 - 2026, Elected SSC Members *Miembros Electos de SSC*

Non-staff: Parents/Community Member/Students (Please note Year 1 or 2 of membership) *No Personal: Padres/Miembros de la Comunidad/Estudiantes (Por favor indique Año 1 o 2 de afiliación)*		**Present / Absent** *Presente/ Ausente*
Parent	Michelle Calkins	Present
Parent	Teresa Garcia	Present
Parent	Brian Fullerton	Present
Parent	Rachel Nelson	Absent
Parent	Rozella Wagner	Present
Alternates *(Alternativos)*:		

***Parents/Community Members that are employees of the school may not serve as a parent member of the site council. (Student reps are for secondary sites only)**

***Los Padres/Miembros de la Comunidad que son empleados de la escuela no pueden servir como padres miembros del consejo escolar. (Los representantes de alumnos son sólo para escuelas secundarias).**

Staff: Principal or Designee/Teachers/Other Staff (Please note Year 1 or 2 of membership) *Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal (Por favor indique Año 1 o 2 de afiliación)*	**Present / Absent** *Presente/ Ausente*
Principal/Designee: *Directora(a)/ Designado(a):* Amanda Forde	Present
Teacher: *Maestro(a):* Rebecca Broussard	Present
Teacher: *Maestro(a):* Nicole Guillaume	Present
Teacher: *Maestro(a):* Michelle Rossi	Present
Other Staff:*Otro Personal:* Nancy Aguirre Garcia	Present
Alternates: *Alternativos:*	
***Teachers must be the majority** **Los maestros deben ser mayoría*	

AGENDA

ITEM *ARTÍCULO*	**Facilitator** *Facilitador(a)*	**Minutes** *Minutas*
Call to Order / Sign in sheet *Orden del Día/ Hoja de Firmas* **Quorum** *Quórum* **(50% +1)**	**Chairperson** ***Presidente***	This meeting is called to order at: *Se abre la sesión a las* 2:30 PM Total Members in Attendance: 09 *Total de Miembros Presentes:* Quorum: Yes (Si) *Quórum:*
Public Comment (2 minutes per speaker) *Comentarios del Público (2 minutos cada participante)*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* No public comment.
Review Agenda *Repasar Agenda*	**Chairperson** ***Presidente***	**Summary of Comments (***Resumen de Comentarios)* Agenda shared with committee.
Review / approve minutes from last meeting *Revisar/aprobar el acta de la última reunión* Meeting Minutes - 10/08/25 1 Previous Minutes	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Minutes/Actas Person *Persona:* Michelle Calkins Second *Se secundó*: Nancy Aguirre Garcia In favor *A favor* : 9 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*

Council Business *Asuntos del Consejo*		
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A

Required Document Review & Approve: *Revisión y Aprobación de Documentos Requeridos:*		
Site Safety Plan (Plan de Seguridad del Centro) Comprehensive School Safety Plan 1 Attachment	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Rebecca Broussard Person *Persona:* Michelle Rossi Second *Se secundó*: Rozella Wagner In favor *A favor* : 9 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*
N/A	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* N/A Person *Persona:* Second *Se secundó*: In favor *A favor* : Oppose *En contra*: Abstain *En abstención*: Motion: Pass or Fail: *Moción: Aprobada o Rechazada*

Document Review: *Revisión y de Documentos*

Title I Evaluation (Evaluación de Título I) Title 1 Evaluation 1 Attachment	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Reviewed Title 1 Evaluation with committee.
N/A	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* N/A

School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*

SPSA Addendum SPSA Addendum 1 Attach Document	**Chairperson** ***Presidente***	I move to approve the *Propongo aprobar a la* Teresa Garcia Person *Persona:* Nicole Guillaume Second *Se secundó*: Brian Fullerton In favor *A favor* : 09 Oppose *En contra*: 0 Abstain *En abstención*: 0 Motion: Pass or Fail: Pass *Moción: Aprobada o Rechazada*

Other Business: *Otros Asuntos:*		
ELAC Reporting *Informes ELAC* ELAC Meeting: December 10, 2025 2:30-3:30 P.M	**Chairperson** ***Presidente***	**Summary of Reporting (***Resumen de Informes)* ELAC meeting agenda shared with SSC for the 12/10/25 meeting.
Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters) *Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)* DELAC Meeting: December 4, 2025 5:00-6:30 P.M	**Chairperson** ***Presidente***	**Summary of Presentation (***Resumen de Presentación)* Informed parents about the next DELAC meeting on 12/4/25.
Additional Information/New Business/Discussion *Información Adicional/Asuntos Nuevos/Conversación* Parent Conferences: November 20-21, 2025 Thanksgiving Break: November 24-28, 2025 Critter Caroling: December 19th 5:00-7:00 PM Minimum Day: December 20th - Dismissal 12:57 Winter Break: December 22 - January 2, 2026	**Chairperson** ***Presidente***	**Summary of Action Taken** *Resumen de Medidas Adoptadas* Reviewed upcoming important dates for the rest of November and December.
Adjournment: *Aplazamiento:*	**Chairperson** ***Presidente***	**Time**: *Hora:* 3:15 PM

Next meeting date: 01/28/2026 2:30 PM
Fecha de próxima reunión:

Student Support Teacher 2025-26

Below I will try to describe my duties as the SST at Dry Creek:

At the start of the year, I **assess the reading level** of every 1st grader (approximately 75) and every 2nd grader (approximately 67) using the SIPPS Placement Test. For the combo class and 3rd – 6th graders, I assessed students reading at or below grade level or showed a phonics weakness on their iReady Diagnostic. I was able to **create reading intervention groups (WIN)** for all grade levels based on our reading assessments.

Throughout the year, I **assess all new students** and make sure they are appropriately placed in a reading group. If there are reading concerns, I research past interventions and help start a Student Support Plan (SSP).

Throughout the year, I also support **make up assessments** such as Benchmark test, iReady test, AR/STAR tests, and when available math or other assessments students with 504 plans or other supports may need. Sometimes, students without IEPs need to take assessments in an alternative environment so we can really assess what they know. I also support teachers with data entry so we can monitor and respond to student progress in a timely manner.

In March, I give the **ELPAC** to students with 504s, IEPs, or may be have other special needs. This allows them to get the accommodations/modifications we know they need. In May, I support with the **SBAC** state testing.

Along with the MTSS teacher, I have met with each teacher during **Articulation Meetings** or staff meetings/prep time to support with the new **SSP format and COST referrals**. I ensure that the TGLE is up to date with SSP, SST, 504, and other classifications. Currently our school has over **100 active SSPs** (approximately 110 active sometime this year). I enter interventions and results for each of the students I meet with and send reminders to teachers to remind them to enter theirs as well.

In order to meet the needs of our students, our **COST team** tracks students who have are struggling in some way. We hold SST meetings with the COST team members and family members to address and meet these needs. As of now, we have had **28 SST Meetings**.

My daily schedule consists of reading intervention groups every 30 minutes. Currently I meet directly with 73 students in 9 small groups. This breaks down to..

13- 1st graders

15 – 2nd graders

11 – 3rd graders (2xs a day)

13 – 4th graders

17 – 5th graders

4- 6th graders

However, I support progress monitoring (**SIPPS Mastery Tests**) and reading intervention **materials** for 1-4th grades. For example for 1st and 2nd grades, I **support the Independent Groups** (students reading At or Above Grade Level). I supply daily AR books at their specific reading level and give weekly rewards and feedback to them. At the end of each trimester I supply certificates/rewards to the students who met their AR goals. In 3rd and 4th I often supply supplemental materials along with AR books. This means there is a constant need for new books, especially nonfiction books. So, I am expanding the school's **AR library** by leveling/labeling the small Journeys readers.

This breaks down to supplying **daily AR books & weekly feedback** to:

1st grade: 13 students (soon to be 26)

2nd grade: 25 students (soon to be 32)

3rd grade: 35 students (no feedback, just books)

4th grade: 36 students (24 are given nonfiction books 1-2 times a week only)

(5th grade instruction is mostly supported my Lisa Scantlebury MTSS. 6th grade has a leveled class system which allows for ongoing intervention.)

Luckily, I work with amazing teachers and staff who are willing to work hard to support all of our students. The teachers are always flexible in working with multiple groups, taking on new SIPPS levels, and moving students around as they progress. Without this, our students would definitely show progress, but it would be very, very slow. With all of us committed to doing what it takes for our students to reach their full potential and grade level standards, we see accelerated growth in our most vulnerable children. This is evidenced by:

Evidence of success: At mid-year we have…

4th Grade: 2 full classrooms (51 students) of 4th graders reading at or above grade level and working to master ELA grade level standards, and only 12 in the Challenge level SIPPS. (These 12 will soon be reading at grade level.) That means, next year, 5th grade could potentially only have 11 non-RSP students reading/decoding below grade level. *(At the end of the 2023-24 year, 4th grade only had 34 students that tested out of SIPPS. We have 51 at mid-year.)*

3rd Grade: 2 full classrooms (39 students) at or above grade level and working to master ELA grade level standards, 15 are in SIPPS Challenge learning to read multi-syllabic words. *(At the end of the 2023-24 year, 3rd grade only had 25 students that tested out of SIPPS. We have 39 at mid-year 😊)*

2rd Grade: Currently have 25 independent readers, soon to be 32. *(At the end of the 2023-24 year, 2nd grade only had 29 independent readers, we will have 32 at the middle of the year. 😊)*

1st Grade: At the end of the 2023-24 year, only had 23 independent readers. They will soon be at 26 at mid-year.

No one can describe all they do during their work days. I hope I've described enough to show the value of having a Student Support Teacher.

BOARD POLICY (BP 5131.8)

Student Use of Cell Phones and Personal Electronic Devices (Grades TK–12)

Policy Statement

The Governing Board recognizes that personal electronic devices can support communication and safety, but may also disrupt learning, student engagement, mental health, and overall school climate when misused or excessively used during the school day.

In accordance with California law, the Board directs that student use of smartphones and personal electronic devices shall be limited during the school day in order to promote academic focus, student engagement, safety, and a distraction-free learning environment.

The Board establishes a “bell-to-bell” expectation that personal electronic devices remain off and away during the instructional day for students in grades TK–8, with more limited use permitted at the high school level as defined in administrative regulation.

For elementary students (TK–6), the Board strongly discourages bringing personal electronic devices to school. Personal electronic devices are brought to school at the student’s own risk.

The Superintendent or designee shall develop administrative regulations to ensure consistent implementation, including expectations for use, prohibited conduct, staff authority, consequences for misuse, and procedures for handling devices.

Applicability

This policy applies while students are:

- On school grounds
- During school hours
- At school-sponsored activities
- Under the supervision and control of district staff

Authority of School Staff

School staff may regulate student possession and use of personal electronic devices and may require a student to relinquish a device when used in violation of district policy or school rules.

Exceptions

Students shall not be prohibited from using a device when:

- Required for an emergency
- Authorized by staff for instructional purposes
- Required for a documented medical condition
- Required by an Individualized Education Program (IEP) or Section 504 Plan

Liability

Personal electronic devices are brought to school at the student's own risk. The district and school sites assume no responsibility for loss, theft, or damage except in cases of gross negligence.

ADMINISTRATIVE REGULATION (AR 5131.8)

Student Use of Cell Phones and Personal Electronic Devices (Grades TK–12)

1. Definitions

Personal electronic devices include, but are not limited to:

- Smartphones and cell phones
- Smartwatches with communication capability
- Earbuds and headphones
- Tablets or similar personal devices
- Recording devices (e.g., Meta glasses)

2. Standard: "Off and Away"

"Off and away" means:

- Device is powered off, on silent, or in "Do Not Disturb" mode
- Device is not visible or accessible to the student
- Device is stored in a backpack or designated location as directed by staff

3. Applicability

This regulation applies:

- On campus, including before school, passing periods, recess, and lunch
- During school-sponsored activities
- Under the supervision and control of district staff

4. Elementary and K–8 Expectations

Grades TK–6 (Elementary)

- Students may bring devices to school for safety purposes; however, the district strongly discourages bringing personal electronic devices to school.
- Devices must remain off and away for the entire school day (“bell-to-bell” or “gate-to-gate”), including:
    - Before school
    - Instructional time
    - Recess
    - Lunch
- No student use is permitted during the school day unless:
    - Explicitly authorized by staff for instructional purposes
    - Required by an IEP, Section 504 Plan, or documented medical need
- Earbuds, headphones, and smartwatches must also remain off and stored.

Grades 7–8 (Middle School)

- Devices must remain off and away for the entire school day (“bell-to-bell” or “gate-to-gate”), including:
    - Passing periods
    - Lunch
- Use is permitted only:
    - With staff authorization for instructional purposes
    - With administrative approval when appropriate
- Earbuds, headphones, and smartwatches must remain off and stored unless authorized.

5. Secondary Expectations (Grades 9–12)

- Devices must be off and away during instructional time.
- Use may be permitted:
    - Before school
    - Passing periods
    - During lunch
- Teachers may authorize use for instructional purposes when:
    - Clearly aligned to instructional objectives
    - Structured and time-bound
    - Actively monitored and supervised

6. Classroom Expectations

- Students shall place devices in designated storage systems or keep them off and away as directed by staff.
- Devices may only be used when:
    - Authorized by the teacher
    - Used for instructional purposes

7. Permitted Use / Exceptions

Students may use personal electronic devices only when:

- Explicitly authorized by school staff for instructional purposes
- Required for a documented IEP, Section 504 Plan, or medical need
- Approved by administration for an emergency or extenuating circumstance

The school office remains the primary point of contact for urgent communication between families and students.

8. Prohibited Conduct

Students shall not:

- Use devices in violation of “off and away” expectations
- Record, photograph, or audio capture individuals without consent
- Use wearable recording devices without authorization
- Use devices for academic dishonesty
- Engage in bullying, harassment, or inappropriate communication
- Use devices in restrooms, locker rooms, or private areas
- Access inappropriate content
- Disrupt the learning environment

9. Staff Authority and Response to Misuse

Staff may:

- Direct devices to be put away
- Redirect students to comply with expectations
- Require devices to be relinquished
- Confiscate devices for the remainder of the class period or school day
- Refer repeated misuse to administration

Schools may implement progressive responses to repeated misuse, including:

1. Device held by staff until end of class or end of day

2. Device transferred to the office until dismissal
3. Parent/guardian notification and required retrieval
4. Parent/student/device-use agreements
5. Documentation in Aeries or other district systems

All responses shall be:

- Consistent with district discipline policies
- Developmentally appropriate
- Focused on correcting behavior and maintaining a safe learning environment

10. Handling, Storage, and Care of Devices

When a device is taken from a student:

- Staff shall exercise reasonable care in handling the device
- The device may be held by staff or transferred to a secure and locked location
- Access shall be limited to authorized personnel
- Site administrators may establish procedures for:
    - Storage
    - Documentation
    - Logging devices in and out
    - Return of devices

Placing a confiscated device on top of or inside an unlocked desk or cabinet is not considered a properly secured location.

The district is not responsible for loss, theft, or damage except in cases of gross negligence.

11. Search of Devices

Personal electronic devices shall not be searched except in accordance with law and district policy.

12. Privacy and Safety

Students shall not use devices to violate the privacy, safety, or rights of others.

Students shall not:

- Record or photograph others without permission
- Use devices in restrooms, locker rooms, or other private areas
- Use devices in a manner that disrupts school operations or compromises safety

13. Emergency Procedures

- Students must follow all staff directions during emergencies.
- Personal devices may not be used unless directed by staff.
- Students may contact families through the office or with staff permission.
- Families should contact the school office for urgent communication.

14. Access and Equity

Schools shall ensure:

- Students have access to necessary instructional technology
- Alternatives are provided when personal devices are not available

15. Site Implementation

Schools may implement site-specific systems aligned with this regulation, including:

- Gate-to-gate restrictions
- Classroom phone storage systems
- Designated phone-free zones
- Office-based procedures
- Structured collection procedures
- Device-use agreements

16. Communication and Review

- This policy and regulation shall be communicated annually to students and families.
- The policy shall be included in student and parent handbooks.
- Schools may reinforce expectations throughout the school year.
- The district shall review and update this policy and regulation at least every five years in accordance with state law.

School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Dry Creek Elementary	34765056033484		

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Dry Creek Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Dry Creek Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The following summary is a highlight of the school plan for improving student achievement. For in-depth information regarding plan goals, actions, and budget, please review this plan in its entirety.

The 2025-2026 school year was our 9th year of implementing California Journeys for English Language Arts and SWUN for mathematics. District assessments are given each trimester to monitor student mastery of Common Core State Standards (CCSS), as well as the Smarter Balanced Assessment Consortium (SBAC). Achievement growth on these assessments help to identify specific areas of improvements.

Our school wide goals focus on five areas: Reading, Math, Physical Education, School Climate, and Parent Involvement. We feel these areas need to be a constant area of focus in order to provide a high quality education to all students that attend Dry Creek. Our reading goal is to increase the number of students reading on grade level by 4%. We will monitor this goal by using the i-Ready diagnostic and district reading assessments.

Educational Partner Involvement

How, when, and with whom did Dry Creek Elementary consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Administrator meet with the Leadership Team - 01/12/26, ELAC - 12/10/25 and SSC - 01/28/26 and staff throughout the year to discuss the needs of Dry Creek learning community.

SSC Meeting Dates 2025-2026
9-24-25
10-08-25
11-19-25
1-28-26
3-18-26
5-20-26

The feedback we received indicated the greatest concerns to be intervention, behavioral support, during and after school, and the continued use of computer software programs.

Through the needs assessment process with stakeholders, we decided there is a need for a full time intervention teacher to provide support to students during the school day at Dry Creek. The site has a significant student population in need of academic intervention.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Suspension Rate - Orange

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Students with Disabilities: Math-Orange and ELA-Yellow

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Dry Creek Elementary. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.16%	0.31%	0.32%	1	2	2
African American	3.84%	2.48%	2.74%	24	16	17
Asian	10.08%	11.01%	11.29%	63	71	70
Filipino	0.16%	0.16%	0.32%	1	1	2
Hispanic/Latino	47.52%	50.39%	51.13%	297	325	317
Pacific Islander	0.32%	0.31%	0.32%	2	2	2
White	27.52%	26.51%	24.03%	172	171	149
Multiple/No Response	6.08%	5.27%	6.77%	38	34	42
			Total Enrollment	625	645	620

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		39	40
Kindergarten	78	66	66
Grade 1	82	81	75
Grade 2	81	89	77
Grade3	86	88	88
Grade 4	90	88	93
Grade 5	92	96	87
Grade 6	92	98	94
Total Enrollment	625	645	620

Conclusions based on this data:

1. Enrollment decreased in the 25-26 school year (29 students compared to 24-25)

2. Over 50% of our enrollment is Hispanic and 27% is white. This has been consistent over the past three years.

3. Even though we decreased in enrollment during the 25-26 school year by 29 students, we continue to be consistent with district-wide or state-wide trends.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	170	163	150	25.6%	27.2%	24.2%
Fluent English Proficient (FEP)	37	38	32	6.6%	5.9%	5.2%
Reclassified Fluent English Proficient (RFEP)	25	26		4.50%	4.00%	

Conclusions based on this data:

1. The EL numbers decreased during the 25-26 school year by 30 students from the 24-25 each year.
2. The number of Fluent English Proficient (FEP) students at Dry Creek during the 25-26 school year has also decreased by 6 students compared to the 24-25 school year. .
3. A different testing system (ELPAC) may result in the amount of FEP and RFEP students Dry Creek is showing.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	84	85	85	82	84	82	82	84	82	97.6	98.8	96.5
Grade 4	83	87	81	81	87	80	81	87	80	97.6	100	98.8
Grade 5	75	95	88	72	92	87	72	92	87	96.0	96.8	98.9
Grade 6	84	86	93	82	86	93	82	86	93	97.6	100	100
All Grades	326	353	347	317	349	342	317	349	342	97.2	98.9	98.6

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2405.	2415.	2441.	17.07	20.24	26.83	25.61	23.81	26.83	19.51	27.38	29.27	37.80	28.57	17.07
Grade 4	2420.	2456.	2437.	7.41	25.29	16.25	20.99	21.84	18.75	20.99	19.54	27.50	50.62	33.33	37.50
Grade 5	2482.	2456.	2495.	13.89	7.61	14.94	23.61	25.00	33.33	25.00	18.48	25.29	37.50	48.91	26.44
Grade 6	2511.	2519.	2501.	17.07	16.28	7.53	24.39	32.56	32.26	25.61	25.58	35.48	32.93	25.58	24.73
All Grades	N/A	N/A	N/A	13.88	17.19	16.08	23.66	25.79	28.07	22.71	22.64	29.53	39.75	34.38	26.32

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.20	14.29	23.17	58.54	67.86	58.54	29.27	17.86	18.29
Grade 4	9.88	21.84	12.50	64.20	57.47	62.50	25.93	20.69	25.00
Grade 5	18.06	7.61	19.54	56.94	64.13	54.02	25.00	28.26	26.44
Grade 6	21.95	17.44	10.75	59.76	55.81	54.84	18.29	26.74	34.41
All Grades	15.46	15.19	16.37	59.94	61.32	57.31	24.61	23.50	26.32

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.63	7.14	18.29	53.66	60.71	69.51	31.71	32.14	12.20
Grade 4	3.70	10.34	6.25	59.26	60.92	65.00	37.04	28.74	28.75
Grade 5	8.33	4.35	11.49	54.17	52.17	64.37	37.50	43.48	24.14
Grade 6	7.32	12.79	10.75	47.56	60.47	64.52	45.12	26.74	24.73
All Grades	8.52	8.60	11.70	53.63	58.45	65.79	37.85	32.95	22.51

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.98	9.52	10.98	75.61	75.00	74.39	13.41	15.48	14.63
Grade 4	7.41	6.90	5.00	62.96	75.86	70.00	29.63	17.24	25.00
Grade 5	12.50	13.04	10.34	77.78	69.57	70.11	9.72	17.39	19.54
Grade 6	13.41	11.63	4.30	70.73	74.42	77.42	15.85	13.95	18.28
All Grades	11.04	10.32	7.60	71.61	73.64	73.10	17.35	16.05	19.30

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	8.54	23.81	23.17	68.29	57.14	64.63	23.17	19.05	12.20
Grade 4	3.70	12.64	11.25	76.54	70.11	61.25	19.75	17.24	27.50
Grade 5	19.44	9.78	17.24	62.50	69.57	63.22	18.06	20.65	19.54
Grade 6	15.85	13.95	10.75	70.73	70.93	70.97	13.41	15.12	18.28
All Grades	11.67	14.90	15.50	69.72	67.05	65.20	18.61	18.05	19.30

Conclusions based on this data:

1. An increase in the number of students who met standards overall in ELA from 23-24 (25.79%) to 24-25 (28.07%)

2. In categories reading, writing, and research/inquiry we see an increased percentage in students above standard. The biggest increase is in writing as we see 77.49% of our students are above or at or near standard compared to 67.05% previously.

3. 44.15% of Dry Creek students are standards exceeded or standards met. This is significantly up from the 23-24 school year which we were at 42.98%.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	84	85	85	82	85	85	82	85	85	97.6	100	100
Grade 4	84	87	81	84	87	81	84	87	81	100.0	100	100
Grade 5	75	95	88	74	93	88	74	93	88	98.7	97.9	100
Grade 6	84	86	93	83	86	92	83	86	92	98.8	100	98.9
All Grades	327	353	347	323	351	346	323	351	346	98.8	99.4	99.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2440.	2453.	2459.	25.61	32.94	32.94	35.37	24.71	25.88	15.85	23.53	23.53	23.17	18.82	17.65
Grade 4	2449.	2461.	2461.	11.90	13.79	17.28	27.38	25.29	18.52	28.57	36.78	38.27	32.14	24.14	25.93
Grade 5	2489.	2447.	2480.	16.22	7.53	13.64	20.27	13.98	22.73	29.73	21.51	29.55	33.78	56.99	34.09
Grade 6	2486.	2505.	2506.	13.25	19.77	14.13	10.84	11.63	21.74	30.12	30.23	28.26	45.78	38.37	35.87
Grade 11															
All Grades	N/A	N/A	N/A	16.72	18.23	19.36	23.53	18.80	22.25	26.01	27.92	29.77	33.75	35.04	28.61

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	29.27	35.29	32.94	43.90	41.18	47.06	26.83	23.53	20.00
Grade 4	14.29	21.84	20.99	52.38	52.87	49.38	33.33	25.29	29.63
Grade 5	22.97	9.68	15.91	43.24	40.86	51.14	33.78	49.46	32.95
Grade 6	12.05	18.60	16.30	39.76	45.35	48.91	48.19	36.05	34.78
Grade 11									
All Grades	19.50	21.08	21.39	44.89	45.01	49.13	35.60	33.90	29.48

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	37.80	35.29	35.29	37.80	45.88	48.24	24.39	18.82	16.47
Grade 4	15.48	6.90	12.35	46.43	56.32	49.38	38.10	36.78	38.27
Grade 5	12.16	6.45	12.50	56.76	51.61	54.55	31.08	41.94	32.95
Grade 6	8.43	12.79	5.43	55.42	50.00	61.96	36.14	37.21	32.61
All Grades	18.58	15.10	16.18	48.92	51.00	53.76	32.51	33.90	30.06

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	30.49	25.88	31.76	59.76	54.12	52.94	9.76	20.00	15.29
Grade 4	11.90	12.64	16.05	63.10	65.52	64.20	25.00	21.84	19.75
Grade 5	9.46	5.38	6.82	70.27	52.69	60.23	20.27	41.94	32.95
Grade 6	9.64	16.28	13.04	61.45	53.49	65.22	28.92	30.23	21.74
All Grades	15.48	14.81	16.76	63.47	56.41	60.69	21.05	28.77	22.54

Conclusions based on this data:

1. 41.61% of Dry Creek students are exceeding or met standards in math in the 24-25 school year. This is an increase from the 23-24 school year of 37.03%.
2. Increases in percentage of above standard students in all areas (concepts and procedures, problem solving & modeling/data analysis and communicating reasoning.
3. In looking at our data we increased in students meeting standards and at or near standards in all categories.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1362.0	1369.8	1397.8	1375.0	1386.0	1404.1	1331.2	1331.9	1382.8	23	26	24
1	1412.0	1407.6	1420.5	1406.5	1425.4	1423.4	1416.8	1389.3	1417.1	15	22	18
2	1444.1	1436.3	1446.8	1452.7	1448.7	1460.0	1434.8	1423.5	1433.1	23	18	22
3	1460.3	1481.4	1462.6	1469.9	1479.7	1449.8	1450.2	1482.5	1474.8	18	26	16
4	1473.1	1504.4	1506.6	1475.5	1514.2	1506.9	1470.2	1494.0	1505.9	31	22	27
5	1512.2	1495.8	1525.2	1526.8	1496.3	1529.1	1497.4	1494.8	1520.9	17	34	18
6	1519.1	1503.2	1532.9	1503.9	1494.7	1528.0	1533.9	1511.4	1537.3	17	17	27
All Grades										144	165	152

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	3.85	8.33	13.04	26.92	33.33	30.43	19.23	33.33	56.52	50.00	25.00	23	26	24
1	20.00	0.00	11.11	6.67	18.18	22.22	26.67	50.00	22.22	46.67	31.82	44.44	15	22	18
2	4.35	0.00	0.00	26.09	38.89	36.36	34.78	27.78	31.82	34.78	33.33	31.82	23	18	22
3	0.00	0.00	0.00	27.78	50.00	37.50	33.33	38.46	31.25	38.89	11.54	31.25	18	26	16
4	3.23	13.64	25.93	25.81	36.36	48.15	41.94	40.91	14.81	29.03	9.09	11.11	31	22	27
5	23.53	14.71	27.78	41.18	32.35	38.89	23.53	35.29	22.22	11.76	17.65	11.11	17	34	18
6	23.53	17.65	14.81	41.18	35.29	59.26	17.65	23.53	14.81	17.65	23.53	11.11	17	17	27
All Grades	9.03	7.27	13.16	25.69	33.94	40.79	31.25	33.94	23.68	34.03	24.85	22.37	144	165	152

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	15.38	4.17	21.74	11.54	41.67	26.09	38.46	12.50	52.17	34.62	41.67	23	26	24
1	26.67	9.09	11.11	26.67	31.82	44.44	0.00	27.27	11.11	46.67	31.82	33.33	15	22	18
2	13.04	22.22	22.73	34.78	27.78	27.27	34.78	33.33	31.82	17.39	16.67	18.18	23	18	22
3	22.22	23.08	12.50	38.89	53.85	31.25	22.22	11.54	18.75	16.67	11.54	37.50	18	26	16
4	19.35	40.91	51.85	35.48	45.45	25.93	35.48	4.55	11.11	9.68	9.09	11.11	31	22	27
5	52.94	26.47	55.56	29.41	50.00	22.22	5.88	8.82	11.11	11.76	14.71	11.11	17	34	18
6	23.53	41.18	44.44	52.94	23.53	40.74	11.76	11.76	3.70	11.76	23.53	11.11	17	17	27
All Grades	20.83	24.85	30.26	34.03	36.36	33.55	22.22	18.79	13.82	22.92	20.00	22.37	144	165	152

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		3.85	12.50		11.54	16.67		42.31	50.00		42.31	20.83		26	24
1		0.00	11.11		9.09	0.00		45.45	38.89		45.45	50.00		22	18
2		0.00	0.00		16.67	31.82		33.33	22.73		50.00	45.45		18	22
3		0.00	0.00		15.38	25.00		57.69	31.25		26.92	43.75		26	16
4		0.00	7.41		22.73	44.44		31.82	33.33		45.45	14.81		22	27
5		0.00	0.00		14.71	27.78		50.00	55.56		35.29	16.67		34	18
6	11.76	0.00	11.11	29.41	23.53	18.52	41.18	47.06	48.15	17.65	29.41	22.22	17	17	27
All Grades	3.47	0.61	6.58	15.28	15.76	24.34	33.33	44.85	40.13	47.92	38.79	28.95	144	165	152

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	8.70	7.69	0.00	39.13	50.00	79.17	52.17	42.31	20.83	23	26	24
1	53.33	22.73	27.78	20.00	50.00	38.89	26.67	27.27	33.33	15	22	18
2	26.09	27.78	27.27	56.52	55.56	54.55	17.39	16.67	18.18	23	18	22
3	11.11	23.08	18.75	66.67	65.38	56.25	22.22	11.54	25.00	18	26	16
4	19.35	45.45	40.74	64.52	40.91	48.15	16.13	13.64	11.11	31	22	27
5	47.06	20.59	27.78	35.29	61.76	61.11	17.65	17.65	11.11	17	34	18
6	11.76	23.53	37.04	70.59	52.94	48.15	17.65	23.53	14.81	17	17	27
All Grades	23.61	23.64	26.32	52.08	54.55	55.26	24.31	21.82	18.42	144	165	152

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	15.38	4.17	43.48	46.15	58.33	56.52	38.46	37.50	23	26	24
1	20.00	4.55	0.00	33.33	72.73	72.22	46.67	22.73	27.78	15	22	18
2	8.70	27.78	4.55	69.57	55.56	86.36	21.74	16.67	9.09	23	18	22
3	33.33	34.62	18.75	38.89	46.15	50.00	27.78	19.23	31.25	18	26	16
4	25.81	68.18	44.44	51.61	18.18	40.74	22.58	13.64	14.81	31	22	27
5	76.47	52.94	61.11	11.76	32.35	22.22	11.76	14.71	16.67	17	34	18
6	52.94	47.06	70.37	35.29	29.41	18.52	11.76	23.53	11.11	17	17	27
All Grades	28.47	36.36	30.92	43.06	42.42	48.68	28.47	21.21	20.39	144	165	152

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	0.00	4.17	47.83	57.69	83.33	52.17	42.31	12.50	23	26	24
1	20.00	4.55	11.11	0.00	36.36	16.67	80.00	59.09	72.22	15	22	18
2	8.70	0.00	0.00	39.13	50.00	54.55	52.17	50.00	45.45	23	18	22
3	0.00	3.85	0.00	33.33	46.15	31.25	66.67	50.00	68.75	18	26	16
4	0.00	0.00	3.70	32.26	54.55	74.07	67.74	45.45	22.22	31	22	27
5	5.88	5.88	5.56	64.71	50.00	72.22	29.41	44.12	22.22	17	34	18
6	11.76	0.00	14.81	47.06	58.82	37.04	41.18	41.18	48.15	17	17	27
All Grades	5.56	2.42	5.92	38.19	50.30	54.61	56.25	47.27	39.47	144	165	152

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	18.18	26.92	45.83	27.27	23.08	29.17	54.55	50.00	25.00	22	26	24
1	20.00	0.00	11.11	20.00	45.45	61.11	60.00	54.55	27.78	15	22	18
2	0.00	5.56	4.55	54.55	61.11	63.64	45.45	33.33	31.82	22	18	22
3	0.00	0.00	12.50	61.11	92.31	68.75	38.89	7.69	18.75	18	26	16
4	3.23	4.55	11.11	54.84	72.73	70.37	41.94	22.73	18.52	31	22	27
5	0.00	0.00	11.11	76.47	76.47	77.78	23.53	23.53	11.11	17	34	18
6	29.41	5.88	11.11	52.94	76.47	88.89	17.65	17.65	0.00	17	17	27
All Grades	9.15	6.06	15.79	50.00	64.24	65.79	40.85	29.70	18.42	142	165	152

Conclusions based on this data:

1. Data shows that Dry Creek has less Level 4 students and more Level 3 students. Some students are no longer testing because they have been classified as RFEP.

2. Domain data is not consistent from year to year. It does seem as we have a smaller percentage of well developed students in each domain but a larger percentage of somewhat/moderately developed students except for the speaking domain for 3rd and 4th grade. This seems to be because the beginning developed students from last year seem to be increasing to the somewhat/moderately level. Beginning level students have decreased.

3. All domains are seeing an increase in somewhat/moderately developed and a decrease in beginning level students.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
645	**85.9%**	**25.3%**	**0.5%**
Total Number of Students enrolled in Dry Creek Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	163	25.3%
Foster Youth	3	0.5%
Homeless	31	4.8%
Socioeconomically Disadvantaged	554	85.9%
Students with Disabilities	92	14.3%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	16	2.5%
American Indian	2	0.3%
Asian	71	11%
Filipino	1	0.2%
Hispanic	325	50.4%
Two or More Races	34	5.3%
Pacific Islander	2	0.3%
White	171	26.5%

Conclusions based on this data:

1. 85.9% of Dry Creek students are Socioeconomically Disadvantaged and 25.3% are English Language Learners.

2. 50.4 % of Dry Creek is Hispanic and 26.5% white. These two races/ethnicity take up 3/4 of the population at Dry Creek.

3. 14.3% of Dry Creek School are students with disabilities. This is a large number of students but this is because we have special day classes for students with disabilities. Students are coming from all over the district to be in these classes.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Green		
English Learner Progress Orange		

Conclusions based on this data:

1. ELA is yellow and Math is green and Dry Creek has shown an increase in math.
2. Chronic Absenteeism is yellow as we have shown a decrease of 3.4% of students who miss 10% or more of the school year.

3. Suspension rate is orange and we had a slight decrease in the amount of our students suspended during the 25-26 school year by 0.42%.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	4	1	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow	 Yellow	 No Performance Color
15.7 points below standard	36.2 points below standard	Fewer than 11 students - No Data for Privacy
Increased 6.3 points	Increased 7.7 points	5 Students
346 Students	107 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Orange	 Yellow
Fewer than 11 students - No Data for Privacy	38.2 points below standard	15.4 points below standard
3 Students	Declined 4.4 points	Increased 8.1 points
	58 Students	316 Students

Students with Disabilities	African American	American Indian
 Yellow	 No Performance Color	 No Performance Color
67.5 points below standard	67 points below standard	Fewer than 11 students - No Data for Privacy
Increased 6.2 points	Declined 21.1 points	2 Students
66 Students	11 Students	

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Yellow
36.2 points below standard	0 Students	12.5 points below standard
Declined 24.7 points		Increased 14.8 points
38 Students		169 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
23.4 points below standard	Fewer than 11 students - No Data for Privacy	3 points below standard
Declined 17.7 points	1 Student	Increased 7.6 points
18 Students		94 Students

Conclusions based on this data:

1. All student groups increased by 6.3 points but we had a decrease in Homeless by -4.4%.
2. Dry Creek's two largest race/ethnic groups are Hispanic and White, Hispanic is in yellow and White is in Green. Hispanic students are below standard by 14.8 points and white students increased by 7.6 points.
3. English only and Reclassified English Learners had increases and our Current English Learners increased by 7.7%.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	4	1	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 Yellow	 No Performance Color
24.7 points below standard	52.5 points below standard	Fewer than 11 students - No Data for Privacy
Increased 6.2 points	Increased 4.8 points	5 Students
349 Students	111 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Orange	 Yellow
Fewer than 11 students - No Data for Privacy	38.6 points below standard	26.1 points below standard
4 Students	Declined 6.8 points	Increased 4.3 points
	61 Students	319 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
84.4 points below standard	45 points below standard	Fewer than 11 students - No Data for Privacy
Declined 10.9 points	Increased 44.4 points	2 Students
67 Students	11 Students	

Asian	Filipino	Hispanic
 Yellow	 No Performance Color	 Yellow
23.6 points below standard	0 Students	31.1 points below standard
Maintained -1.7 points		Increased 3.1 points
38 Students		173 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 Green
37.9 points below standard	Fewer than 11 students - No Data for Privacy	6.9 points below standard
Declined 6 points	1 Student	Increased 7.2 points
18 Students		93 Students

Conclusions based on this data:

1. Math was a focus at Dry Creek School. Dry Creek increased by 6.2 points in math.
2. The largest decrease was shown by our students with disabilities.
3. The largest increase at Dry Creek school was with our African American students increasing by 44.4 points. The biggest focus in math at Dry Creek was quality first instruction for all students.

School and Student Performance Data

Academic Performance
Science

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	0

This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
48.3 science points	36.4 science points	0 Students
Increased 5.7 points	Maintained -1.5 points	
92 Students	22 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	46.3 science points	47.9 science points
1 Student	16 Students	Increased 5.2 points
		83 Students

Students with Disabilities	African American	American Indian
 No Performance Color	 No Performance Color	 No Performance Color
34.3 science points	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 7.5 points	4 Students	1 Student
18 Students		

Asian	Filipino	Hispanic
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	0 Students	47.4 science points
10 Students		Increased 7 points
		40 Students

Two or More Races	Pacific Islander	White
 No Performance Color	 No Performance Color	 No Performance Color
Fewer than 11 students - No Data for Privacy	0 Students	54 science points
3 Students		Increased 5.1 points
		31 Students

Conclusions based on this data:

1. Dry Creek increased by 5.7 points in science.
2. The largest decrease was shown by our students with disabilities.
3. The largest increase at Dry Creek school was with our Hispanic students increasing by 7 points. The biggest focus in science at Dry Creek was quality first instruction for all students.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
	
Orange	No Performance Color
54 making progress.	making progress.
Number Students: 124 Students	Number Students: 3 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
8.3%	36.7%	0.8%	54.2%

Conclusions based on this data:

1. 54.2% of EL students increased at least one ELPI level.
2. A disappointing result from the ELPAC is that 8.3% of students decreased one ELPI level.
3. 36.7% of EL students maintained their level .

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	6	1	1	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
		
Yellow	Orange	No Performance Color
30.1% Chronically Absent	26.7% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 3.5	Declined 1.5	6 Students
667 Students	176 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
		
No Performance Color	Orange	Yellow
Fewer than 11 students - No Data for Privacy	34.8% Chronically Absent	31.6% Chronically Absent
6 Students	Declined 11.7	Declined 3.7
	112 Students	583 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
36.5% Chronically Absent	43.8% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 4	Declined 36.3	2 Students
115 Students	16 Students	

Asian	Filipino	Hispanic
 Green	 No Performance Color	 Orange
8.3% Chronically Absent	Fewer than 11 students - No Data for Privacy	34.5% Chronically Absent
Declined 3.6	1 Student	Declined 0.8
72 Students		342 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Orange
35.6% Chronically Absent	Fewer than 11 students - No Data for Privacy	27.2% Chronically Absent
Declined 10.7	2 Students	Declined 0.8
59 Students		173 Students

Conclusions based on this data:

1. All subgroups declined in chronic absenteeism.
2. The biggest decrease in chronic absenteeism was the African American subgroup by 36.3%.
3. Socioeconomically Disadvantaged students are the biggest concern as they are in the yellow range with 583 students - 31.6% chronically absent.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	5	1	1	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	 No Performance Color
4.4% suspended at least one day	1.1% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 0.5%	Increased 0.6%	6 Students
681 Students	177 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 Red	 Orange
Fewer than 11 students - No Data for Privacy	7.8% suspended at least one day	4.9% suspended at least one day
7 Students	Increased 5%	Increased 1.1%
	116 Students	596 Students

Students with Disabilities	African American	American Indian
 Green	 No Performance Color	 No Performance Color
2.6% suspended at least one day	37.5% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 4.1%	Increased 26%	2 Students
115 Students	16 Students	

Asian	Filipino	Hispanic
 Orange	 No Performance Color	 Orange
1.4% suspended at least one day	Fewer than 11 students - No Data for Privacy	3.7% suspended at least one day
Increased 1.4%	1 Student	Increased 1.3%
74 Students		347 Students

Two or More Races	Pacific Islander	White
 Orange	 No Performance Color	 Yellow
6.6% suspended at least one day	Fewer than 11 students - No Data for Privacy	3.4% suspended at least one day
Declined 1.3%	2 Students	Declined 1.8%
61 Students		178 Students

Conclusions based on this data:

1. Suspension rates are overall in the orange at Dry Creek school with our subgroups all over the place. 1 red, 1 yellow, 1 green, and 5 orange.
2. The African American subgroup has the highest rate of suspension with 37.5% of students suspended at least one day.
3. English Learners and Asian subgroups are the two lowest percentage at Dry Creek but and they both declined by over .5%.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase Academic Achievement & Decrease Disproportionalities
Improve academic performance and eliminate achievement gap.

By June 2027 Dry Creek teachers will deliver lessons that are determined as HQFI as defined by the instructional leadership team 100% of the time. Dry Creek will increase the number of students meeting the achievement standards, as set by the district benchmark assessments, by 4% in ELA and Math.

By June 2027, 75% of Kindergarten students and 65% of students in grades 1-2 will improve at least one grade level band on i-Ready and students in grades 3-6 will increase CAASPP performance by 4% in Language Arts and Mathematics. Additionally 75% of English Language Learners will achieve a minimum of one level growth on the annual EL assessment annually.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - Increase Academic Achievement & Decrease Disproportionalities

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to California School Dashboard results from the 2024 school year – Academic Indicators – ELA –Yellow – 15.7 points below standard, Math – Yellow - 24.7 points below standard. Suspension – Orange, Chronic Absenteeism– Yellow

This demonstrates the need for ongoing vigilance in ensuring high quality instruction focusing on rigorous lesson design and delivery take place daily. In addition, the regular review and use of data during twice a month PLC meetings will be used to support academic achievement.

The CA School Dashboard also shows our EL student performance reflects 54% of our English Learners are making progress towards English Language Proficiency. We declined by 4.7% and were in the yellow performance color for ELA and green performance color for Math for this subgroup.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reading Benchmarks	ELA Benchmark 1st - 84% 2nd - 48% 3rd - 55% 4th - 59% 5th - 68% 6th - 60%	ELA Benchmark 1st - 88% 2nd - 52% 3rd - 59% 4th - 63% 5th - 72% 6th - 64%
SWUN Math Benchmarks	Math Benchmark K – 85% 1st - 78% 2nd - 68% 3rd - 68% 4th - 59% 5th - 46% 6th - 37%	Math Benchmark K – 89% 1st - 82% 2nd - 72% 3rd - 72% 4th - 63% 5th - 50% 6th - 41%
CAASPP ELA Assessment	44.2% on level	49% on level
25/26 EL students will show a 4% increase or more in ELA and Math district benchmarks each trimester.	25/26 Tri 2 ELA 61% 25/26 Tri 2 Math 68%	26/27 Tri 1 ELA 65% 26/27 Tri 1 Math 72%
i-Ready	Fall 2026 Tier 1 39% Tier 2 41% Tier 3 20%	Fall 2027 Tier 1 48% Tier 2 36% Tier 3 16%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1.1 Computer Software Licenses and supplies to support intervention	All Students.	12,947 Title I Basic 5000-5999: Operating Expenditures 1.1 Title 1 Basic
1.2	1.2 Student Support Teacher	All Students.	85,777 Title I Basic 1000-1999: Certificated Personnel Salaries 1.2 Title 1 Basic 26,265 Title I Basic 3000-3999: Employee Benefits 1.2 Title 1 Basic

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Student Support Teacher provided small group instruction to students with the support of Accelerated Reader, students showed significant growth in ELA/Math based off of pre/post assessment data.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Student Support Teacher was able to provide the intended services above to meet the needs of all students she worked with.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue with this goal next year and focus on 5% growth in both ELA/Math.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - Ensure all Students Graduate College & Career Ready

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Improve Culture and Climate through Increased Student Engagement
Improve Culture and Climate through Increased Student Engagement

A positive school climate will enhance achievement by providing a foundation of support through good school attendance, cutting down the amount of chronically absent students, student engagement strategies and social emotional learning.

By June 2027, Dry Creek's chronic absenteeism rates will be less than 10 percent. In addition, Dry Creek's attendance rates and subgroup attendance rates will increase by 0.5% and maintain a minimum of 98% thereafter.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3 – Improve Culture and Climate through Increased Student Engagement

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to California School Dashboard results from the 24-25 school year – California School Dashboard – Academic Indicators –Chronic Absenteeism – Yellow– 30.1% chronically absent –Declined 3.5%
As a result, the site has a significant student population in need of continued social-emotional support.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Data / Subgroup	30.1% according to 2025 CA State Dashboard	Less than 10% overall for all subgroups.
Suspension Data	4.4% according to 2025 CA State Dashboard	Less than 4.0% which would be a decrease of .5%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	3.1 Student Support Teacher	All Students.	35,162 Title I Basic 1000-1999: Certificated Personnel Salaries 11,205 Title I Basic

			3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

COST Team identified and meet 2x a month, SEL weekly lessons and interventions in place for students.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

COST referral forms for students, staff and families and attendance incentive punch cards.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Increase Parent Engagement
Families will be engaged with school and students through family involvement strategies in the areas of communication, progress monitoring, learning partnerships, family events, volunteerism and school decision making. By June 2027, attendance at Principal Coffee Talks, mini events with parents - spirit weeks, Family Nights at Dry Creek Elementary will increase from 85% (2025-26) to 90% for the 2026-27 school year by provide a welcoming environment for families and inviting them to participate as equal partners in the education of their children.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4 - Increase Parent Engagement

By June 2027, attendance at Principal Coffee Talks, mini events with parents - spirit weeks, Family Nights at Dry Creek Elementary will increase from 85% (2025-26) to 90% for the 2026-27 school year by providing a welcoming environment for families and inviting them to participate as equal partners in the education of their children.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Parent involvement is vital for student success within the school. During the 25-26 school year 85% of the parents attended parent conferences after the 1st trimester but only 80% of the parents attended Back to School Night. During the 25-26 school year parent involvement increased to 85% of parents attending conferences and Back to School Night and Open House.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation at parent conferences and Back to School Night will increase.	85% attendance at parent conferences during the 25-26 school year. 90% attendance at Back to School Night during the 25-26 school year. Data based on Parent Sign-In Sheets	90% attendance at Parent Conferences and 95% attendance at Back to School Night.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.2	4.1 Light refreshments for Principal Coffee Talks/Family Nights and Parent Involvement.	All Students.	1187

			Title I Parent and Family Engagement 5000-5999: Operating Expenditures 4.1 Title 1 Parent Involvement
4.3	4.2 Social Emotional Learning - Virtual and/or In Person Family Nights	All Students.	3,500.00 Title I Parent and Family Engagement 5000-5999: Operating Expenditures 4.2 Title 1 Parent Involvement

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Students/families participated in monthly SEL Family Nights, principal coffee talks and family nights on campus and in our community throughout the year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We will continue with monthly SEL Family Nights, principal coffee talks and family nights on campus and in our community to increase parent/family involvement.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Changes being made to this goal will be conducting a parent survey requesting needs/wants of our stakeholders for school events in the 25-26 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 5 - Provide Facilities that are Clean, Safe, and Conducive to Learning

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$170,374
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$176,043.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Basic	$171,356.00
Title I Parent and Family Engagement	$4,687.00

Subtotal of additional federal funds included for this school: $176,043.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $176,043.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Title I Basic	171,356.00
Title I Parent and Family Engagement	4,687.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	120,939.00
3000-3999: Employee Benefits	37,470.00
5000-5999: Operating Expenditures	17,634.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I Basic	120,939.00
3000-3999: Employee Benefits	Title I Basic	37,470.00
5000-5999: Operating Expenditures	Title I Basic	12,947.00
5000-5999: Operating Expenditures	Title I Parent and Family Engagement	4,687.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	124,989.00
Goal 3	46,367.00
Goal 4	4,687.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Amanda Forde	Principal
Rebecca Broussard	Classroom Teacher
Nicole Guillaume	Classroom Teacher
Michelle Rossi	Classroom Teacher
Nancy Aguirre Garcia	Other School Staff
Michelle Calkins	Parent or Community Member
Teresa Gonzalez	Parent or Community Member
Brian Fullerton	Parent or Community Member
Rachel Nelson	Parent or Community Member
Rozella Wagner	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

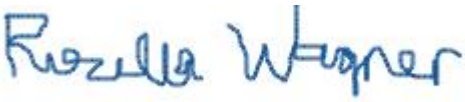
Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5-19-26.

Attested:

	Principal, Amanda Forde on 05/19/26
	SSC Chairperson, Rozella Wagner on 05/19/26

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023



DRY CREEK SCHOOL SITE COUNCIL BYLAWS

ARTICLE I

Duties of the School Site Council:

The School Site Council of Dry Creek School, hereinafter referred to as the council, shall carry out the following duties:

- Obtain recommendations for, and review of, the proposed Single Plan for Student Achievement (SPSA) from all school advisory committees.

- Participate in regular training on SSC roles and responsibilities.

- Develop and approve the SPSA and related categorical expenditures in accordance with all state and federal law and district regulations.

- Recommend the SPSA and categorical expenditures to the TRUSD Board of Education for approval.

- Provide ongoing review of the implementation of the SPSA with the principal, teachers, and other school staff members.

- Make modifications to the SPSA whenever the need arises.

- Submit the modified SPSA for district approval whenever a material change (as defined in district governing board policy) is made in planned activities for related categorical expenditures.

- Regularly evaluate academic data to determine the progress made toward school goals to raise the academic achievement of all students.

- Carry out all other duties assigned to the council by the TRUSD Board of Education and by state law.

ARTICLE II

Members:

Section A: Composition*

The council shall be composed of at least 10 members, selected by their peers, as follows:

- ✓ Principal/Designee
- ✓ Classroom teachers
- ✓ "Other" school staff members (non classroom teaching staff)
- ✓ Parents or community members
- ✓ Students (secondary)

* Elementary schools must have a minimum of ten (10) members.

* Secondary schools must have a minimum of ten (10) members.

The school principal/designee is a required member of the council. The principal/designee shall attend all SSC meetings. Council members chosen to represent parents may be employees of the school district so long as they are not employed at this school.

Section B: Term of Office

Council members shall be elected for 2 year terms. Half, or the nearest approximation thereof, of each representative group shall be elected during odd years, and the remaining number of elected members during even years. At the first regular meeting of the council, each member's current term of office shall be recorded in the minutes of the meeting.

Section C: Voting Rights

Each member of the council is entitled to one voted and may cast that vote on any matter submitted to a vote of the council. **Absentee (proxy) and any electronic ballots shall not be permitted.**

Section D: Termination of Membership

The council may, by an affirmative vote of two-thirds of all its members, suspend or expel a member. Any elected member may terminate his or her membership by submitting a written letter of resignation to the council chairperson.

Section E: Transfer of Membership

Membership on the council may not be assigned or transferred.

Section F: Vacancy

Any vacancy on the council occurring during the term of duty elected member shall be filled by:

- An alternate designated during the annual election.
- Nominated by current SSC and approved by majority of SSC memberships.

The term will be for the remaining time left in the vacated seat.

ARTICLE III

Elections of Council Members

- The school principal/designee is a standing member of the council.
- Classroom teacher elections will be held in August:

  - The certificated membership will be elected into rotational positions of two years.
  - Nominations and elections are conducted by the certificated (classroom teacher) staff.
- If the form is digital a member of that voting party will be a collaborator on the digital form and will assist in the verification of nominations and election results.
  - A ballot will be used that includes a write in option.
- "Other" staff elections will be held in August. The "other" position is filled by a non-classroom teacher. He/she may be a classified or certificated staff member.
  - The "other" staff membership will be elected into rotational positions of two years.
  - Nominations and elections will be conducted by the non classroom teaching certificated and classified staff.
- If the form is digital a member of that voting party will be a collaborator on the digital form and will assist in the verification of nominations and election results.
  - A ballot will be used that includes a write in option.
- Parent/Community Member representative elections will be conducted in August/September.
  - Nominations and elections will be conducted by the school office staff.
  - Announcement of the nominations will be included in the September issues of the school newsletter, website and digitally.
  - Nominations will be accepted through the second week of the school year.
  - A ballot will be used that includes a write in option.

All election ballots and results recorded will be maintained at the school site for three (3) years.

ARTICLE IV

Officers

Section A: Officers
The officers of the council shall be a chairperson, vice-chairperson, secretary, and other officers the council deems desirable.

The chairperson shall:

- Collaborate with the principal in developing agendas.
- Preside at meetings of the council.
- Sign all letters, reports, and other communications of the council.
- Have other such duties as are prescribed by the council.

The vice-chairperson shall:

- Assist the chairperson/secretary in assigned duties.
- Substitute for the chairperson/secretary in his/her absence.

The secretary shall:

- Keep minutes and sign ins of meetings of the council.
- Transmit true and correct copies of the minutes of such meetings to members of the council.
- Provide all notices in accordance with these bylaws.
- Keep a register of the names, email addresses and telephone numbers of each member of the council, the chairperson of school advisory committees, and others with whom the council has regular dealings, as furnished by those persons.
- Perform other such duties as assigned by the chairperson or the council.

Section B: Election and Terms of Office
The officers shall be elected annually, at the first or second meeting of the council, and shall serve for one year, or until each successor has been elected.

Section C: Reasons for Removal of Officers
Any officer may be removed from office by a two-thirds vote all the members. (Your SSC should determine grounds for removing officers. i.e. Do you remove after someone has missed three consecutive meetings with no reason given?)

Section D: Vacancy
A vacancy is any office shall be filled at the earliest opportunity by a special election of the council for the remaining portion of the term of office or by placement of a properly elected alternative during the Fall election.

ARTICLE V

Committees

Section A: Sub-committees
The council may establish and abolish sub-committees of their own membership to perform duties as prescribed by the council. At least one member representing teachers and one member representing parents shall make up the sub-committee. No sub-committee may exercise the authority of the council.

Section B: Terms of Office
The council shall determine the terms of office for members of a committee.

Section C: Rules
Each committee may adopt rules for its own government not inconsistent with these bylaws or rules adopted by the council, or policies of the district governing board.

Section D: Quorum
A majority (51% or greater) of the members of the committee shall constitute a quorum. The act of a majority of the members present shall be the act of the committee, provided a quorum is present. Members may attend via technology.

ARTICLE VI

Meetings of the Council

Section A: Meetings
The council shall meet according to the schedule to fulfill SSC requirements. Special meetings of the council may be called by the principal and then by the chairperson or by a majority vote of the council.

Section B: Place of Meetings
The council shall hold its regular meetings at a facility provided by the school, unless such facility that is accessible to the public, including handicapped persons, is unavailable. Alternative meeting places may be determined by the chairperson or by majority vote of the council.

Section C: Notice of Meetings
1. Written public notice (agenda) of all meetings shall be posted at an appropriate place accessible to the public at least 72 hours in advance of the meeting.
2. Changes in the established date, time, or location shall be given special notice.
3. All meetings shall be publicized in the following venues: webpage, office window, digitally and school newsletter.
4. All required notices shall be delivered to council and committee members no less than 72 hours of the meeting via email.

Section D: Quorum
The act of the majority of the members present shall be the act of the council, provided a quorum is in attendance, and no decision may otherwise be attributed to the council. A majority of the members of the council (51% or greater) shall constitute a quorum. No actions may be taken unless a quorum has been established. A 15 minute window of wait time will be allotted to establish a quorum.

Section E: Conduct of Meetings
Meetings of the council shall be conducted in accordance with the rules of order established by California Education Code Section 35147 and with Robert's Rules of Order or adaption thereof approved by the council.

Section F: Meetings Open to the Public
All meetings of the council, and of committees established by the council, shall be open to the public. Notice of such meetings shall be provided in accordance with Section C of this article.

ARTICLE VII

Amendments
An amendment of these Bylaws may be made at any regular meeting of the council by a vote of two-thirds (2/3) of the members present. Written notice of the proposed amendment must be submitted to council members at least 72 hours prior to the meeting at which the amendment is to be considered for adoption.

** Ed Code Law

Twin Rivers Unified School District / Dry Creek Elementary School

School Compact 2026-2027

Dear Dry Creek Families,

The success of our school lies within creating a strong communication link between parents, students, and teachers. Your child's success and excellent education is our goal. It takes a united team of parents, teachers, and community to help students attain the best education possible. When the school, parents, and children work together as a team our efforts are most powerful.

As a Dry Creek student, I will make every effort to:

- **come to class every day, on time and ready to learn**
- **complete all of my class work and homework**
- **follow all school and classroom rules**
- **show respect toward my teachers, school staff members, and other students**
- **be a positive role model for others**
- **always do my best**

Student's Signature_____ Date:_____

As a Dry Creek parent, I will make every effort to:

- **send my child to school on time, well-rested and ready to learn every day**
- **attend Parent Teacher Conferences and other school events**
- **encourage my child to read every day**
- **insist that my child complete and return all homework**
- **show respect and support for my child, the school staff members, and the school**
- **maintain ongoing communication with teachers**
- **teach my child to respect authority and the rights of others**

Parent's/Guardian's Signature_____ Date:_____

As a Dry Creek Teacher, I will make every effort to:

- **provide each student with a successful learning program**
- **communicate your child's progress in a timely manner**
- **provide a positive, safe, and caring environment in which all children are treated with equity, and with respect**

Teacher's Signature_____ Date:_____



2026-2027
Dry Creek Elementary Caregiver/Student Handbook

Dry Creek Elementary School
Caregiver Handbook

Welcome to Dry Creek Elementary!

Dear Parents & Caregivers,

To provide the best education for your children, we believe it's essential to work closely with you. Your support is a very important part of our team and ensures your children's success in school. We encourage you to take an active role in your children's education.

Please take a moment to read this pamphlet as it includes a tremendous amount of information concerning our school's programs and policies. If you have any questions, please contact your child's teacher or the school office. You are always welcome at Dry Creek Elementary.

Sincerely,

Dry Creek Administration

General School Information

School Hours:

- **Monday, Tuesday, Thursday, Friday:** 7:45 AM - 2:27 PM
- **Wednesday:** 7:45 AM - 12:27 PM
- Breakfast is served at 7:25 AM.
- For student safety, students are not allowed on campus until 7:25 AM if eating breakfast. Students not eating breakfast should report to Walk & Talk.

Contact Information:

Address: 1230 G Street, Rio Linda 95673

Office Phone: (916) 566-1820 **Fax:** (916) 566-1821

Principal: Mrs. Brown **Vice Principal:** Mrs. Siegle

Website: https://drycreek.trusd.net **Facebook Page:** Dry Creek Elementary

Attendance Line: (916) 566-1820 #2 **Attendance Email**: briana.leon@trusd.net

Important Parent Information

Arrival/Dismissal Procedures:

Students should not be on campus prior to 7:25 AM unless in a supervised program such as Expanded Learning or any scheduled co-curricular meeting. Please be mindful of students and staff in the drop-off areas. Keep traffic flowing. Do not park or exit your vehicle when in the drop off/pick up zone. Children should ALWAYS exit vehicles on the passenger side/closest to the sidewalk. Adhere to all traffic laws at all times.

To enhance school safety, we have implemented a Goodbye at the Gate procedure at

. Parents and Caregivers say goodbyes to students at the school gates each morning.

Office Procedures

- For early dismissals, parents or caregivers must report directly to the office to check out their child.
- Only persons listed on the student's Emergency Contacts are authorized to sign out students.
- All authorized persons must be 18 years of age or older.
- Office staff will ask the parent/caregiver to present a photo ID to ensure student safety.
- The school phone is for business purposes only.
- Please make arrangements with your child prior to school instead of leaving messages through the office.
- The phone is available to students only with written permission from the teacher.
- Students are not allowed to use the phone to ask permission to go to a friend's house or stay for after-school programs; these arrangements should be made beforehand.

Attendance

- Regular attendance is essential for successful school performance.
- Except for illness and emergencies, students are expected to be at school each day.
- If your child has been absent, please send a note or call the attendance line stating the reason for the absence or call our attendance line.
- All absences must be cleared within five days after the occurrence. Uncleared absences are considered unexcused and truant.
- It is extremely important that students are at school on time.
- Being tardy prevents your child from receiving critical instruction and interrupts the learning process of other children. For this reason, repeated tardiness (truancy) will result in a letter being sent home to the parents.

Emergency Information

- Emergency information is kept on file in the office database.
- If your telephone number or address changes, please update your information immediately in Aeries or contact the office.
- It is vital that we have immediate access to parents or a designated adult in case of an emergency with your child.

Communication Home

- Dry Creek Elementary uses the Aeries ParentSquare System. You will receive calls for attendance, parent outreach, and notification of events through this system.
- All parents and guardians should sign up for ParentSquare to receive weekly updates on school events or to communicate with classroom teachers.
- Dry Creek Elementary will also use Minga this school year to support school-to-home communication, share important information, and keep families informed about school activities and events.
- Get the Aeries Mobile Portal App! https://parent.twinriversusd.org/LoginParent.aspx
- Open communication between educators and parents is vital for a student's success. Should you have any questions or concerns, please reach out to your student's teacher utilizing email, or the protocols shared by the teacher with families.
- Our staff will do our best to respond within a 24 hour period. Thank you in advance for keeping all communication professional.

Early Dismissals

- Early dismissals will not be permitted during recess periods. Due to the difficulty of locating students on the playground, families requesting an early dismissal during recess will need to wait until recess has ended and students have returned to their classrooms.
- Early dismissals will not be permitted during the final 10 minutes of the school day. During this time, staff are preparing students for dismissal, and it is difficult to safely locate and escort individual students to the front office.
- Parents and guardians are encouraged to plan early dismissals accordingly and allow sufficient time for students to be located and brought to the front office.

Parents & Caregivers are our Partners

Parents and family are children's first and most important teachers. To ensure your child's learning and success in school, please:

1. Ensure that your child comes to school every day on time and ready to learn.

2. Assist your child with nightly homework.
3. Make sure your child gets plenty of sleep.
4. Read with your child each night.
5. Maintain ongoing communication with teachers.
6. Limit and supervise television watching, gaming, and use of electronic devices.
7. Teach your child to respect authority and the rights of others.

Parent & Caregiver Participation

- There are many meaningful ways for parents to get involved at Dry Creek! You can join the School Site Council (SSC), volunteer in a classroom, or serve as a field trip chaperone.
- Parents interested in volunteering in a classroom should first speak directly with the classroom teacher to learn about specific needs. In most cases, an hour or two of time can make a big difference.
- All volunteers/chaperones must be fingerprinted and cleared by the district through an online application. Please complete Volunteer/Chaperone application via the TRUSD website.
- Always report to the office prior to entering any classrooms to receive your visitor's pass.

Visiting Our School

- We welcome and encourage you to visit Dry Creek School.
- If you would like to visit, we appreciate you calling the school ahead of time.
- Please check in at the office before visiting the classroom, and we will give you a visitor's badge.

School Expectations

Dry Creek School maintains a safe and orderly environment. All students are expected to follow PAWS:

1. Proud
2. Aware
3. Wise
4. Safe

Consequences

Consequences could include but are not limited to:

1. Warning
2. Phone call home

3. Loss of recess
4. Time out
5. Suspension

Positive Recognition

Positive recognition could include but is not limited to:

1. Critter Cash and Critter Cart
2. Brag Tags
3. Student leaders
4. Teacher reward systems
5. Monthly character trait recognition
6. Trimester Awards

Student Recognition

- Students receive special recognition in their classrooms, as well as trimester awards assemblies.
- Monthly Attend-A-Dances for students with perfect attendance, including no tardies to school or early releases, the previous month.
- These awards are intended to promote and recognize a variety of achievements including academic, behavior, character, attendance, and improvement.
- Parents and Caregivers will receive an invitation from your child's teacher for these events.

School Policies

Bus Safety

- It is important that the bus driver be free from disruptive noise and inappropriate behavior to ensure the safe transfer of students.
- This includes remaining in the seat, hands and head in the bus at all times, and talking quietly.
- Infractions of rules may result in loss of bus riding privileges.

Birthday Celebrations

- We look forward to celebrating birthdays throughout the year and ask that you reach out to your child's teacher if you would like to drop off a special treat.
- Please note we will not accept homemade baked goods, pizza, soda/drinks, donuts, balloons, etc.

Homework

- The purpose of homework is to extend and reinforce what has been taught in class.
- Students who regularly do homework or work on projects are more successful in school.
- As a result, we assign homework or projects to all of our students.
- All work is explained to students before they take it home.
- The average student should be able to complete homework assignments in the following amount of time per night:
    - **Kindergarten:** 1 packet weekly
    - **1st grade:** 15 minutes
    - **2nd & 3rd grades:** 20-30 minutes
    - **4th-6th grades:** 30-45 minutes

Dress Code Policy

- Dress for school should be safe and conducive to learning.
- If dress is unsafe or disruptive to the educational process, students will be asked to change their clothes.
- **Prohibited attire includes:**
    1. Halter tops, bare midriffs, backless or spaghetti straps and body suits.
    2. Shorts and skirts need to be 4-5 inches above the knee or students must wear biker shorts underneath.
    3. Low-cut shirts.
    4. Unsafe shoes for P.E. (e.g., flip flops, high heels, slides or crocs without back straps).
    5. Clothing with inappropriate messages or pictures.
    6. Baggy pants worn below the waistline.
    7. Rips on jean shorts or pants above fingertip length.
- All jewelry should be safe and school-appropriate.
- Artificial nails should be a length that does not impede on learning, recess or P.E.
- No make-up.

Items and Food from Home

Please help us create a focused and safe learning environment by ensuring that toys, sports equipment and blankets stay at home. We understand that these items are important to your children, but they can be a distraction in the classroom and sometimes lead to conflict between students. We also ask that you discourage your child from attaching plushy keychains or toys to their backpacks. We want to protect your child's belongings, and unfortunately, these items are often lost, stolen, or damaged when backpacks are left in cubbies or hung outside classrooms.

To ensure a positive and healthy learning environment for all students, we kindly ask for your cooperation in packing **nutritious snacks** for your child. Snacks are an important part of a child's daily nutrition, and we want to encourage healthy eating habits. Water hydration packets are allowed, but only in the cafeteria.

The following items are **not permitted** at school:

- Full-size chips
- Candy
- Sunflower seeds
- Gum
- Sodas and energy drinks
- Other junk food

Electronics Policy

- Electronics, cell phones, and smartwatches (with the capability to text or access the internet) are not allowed to be used during the school day.
- These devices will be collected by the classroom teacher at the beginning of the day.
- All phones must be turned into the classroom teacher when students arrive and are not allowed to be kept in pockets or backpacks.
- Students are not allowed to use cell phones at school during school hours.

Chromebooks

Chromebooks are checked out to each student, along with their grade level textbooks. Chromebooks should be charged nightly and not used near food or drink. If a device is broken or damaged, families will be charged for the replacement of the device. Please verify that your student is handling their Chromebook with care and charging it, so it is ready for school each day. The history and website usage is tracked by the Twin Rivers Unified School District. We advise verifying what sites your child is visiting or what items they may be searching on the district owned device.

Parents & Caregivers Visiting Campus

Parents are welcome and encouraged to visit the school but must follow proper procedures to ensure child safety. Visits should be scheduled 24 hours or more in advance with the teacher so that suggestions for appropriate time will make the visit as productive as possible. Teachers will not conference with parents during class time. In the interest of safety, all visitors must check in at the office and provide a driver’s license upon arrival at school prior to visiting a classroom. All visitors are required to wear a visitor or volunteer badge. Those who wish to be a volunteer on our campus, will need

to complete the volunteer paperwork and all necessary screenings. Please visit Twin River Volunteers/Chaperone page for additional information and our online application. All visitors without a badge will be directed to the office. This procedure will assist the staff in offering a safe, secure environment for our students.

After School Procedures

At dismissal, all students must remain in their designated dismissal area with their teacher, grade-level group, or assigned school staff at the front of the school until they are picked up by an authorized adult. This expectation also applies to siblings who are waiting for pickup, unless they are walking home or going to the bus.

- Students enrolled in the after-school program will report to their designated after-school program area.
- Students riding the bus will report directly to the designated bus pickup area.
- Students are not permitted to leave their designated dismissal area to purchase treats or other items from vending carts or vendors around the school.
- Once students are physically with their parent/guardian or other authorized adult, they may accompany the adult to purchase items from vendors.
- For the safety and supervision of all students, students must remain in their assigned dismissal areas until they are released to an authorized adult or directed to their designated transportation or after-school program.



2026-2027 Dry Creek Events Calendar

July	30	Kinder Assessments
August	3	Kinder Assessments
	17	Teacher Meet & Greet 3-4PM
	18	First Day of School
	27	Back to School Night 5-6:30PM

	28	Morning Sing-Wear Critter Gear
September ***Respect***	7-18	Z Best Fundraiser
	17	Junior Achievement Day K-6
	21	BINGO Night - 5:30-9:30PM
	25	Morning Sing-Crazy Hair Day
October ***Responsibility***	2	Attend-A-Dance TK-3rd 1:20-1:40 4-6th 1:45-2:05
	3	Saturday School
	7	Walk-a-Thon
	10	Saturday School
	16	3rd Grade - A Touch of Understanding
	17	Saturday School
	19	3rd Grade Field Trip to MOSAC
	19-23	Book Fair
	23	Critter Carnival 4:30-6:30PM
	24	Saturday School
	26-28	6th Graders at Camp
	27-31	Red Ribbon Week ● Monday: Hat Day ● Tuesday: Wear red ● Wednesday: Sports Day ● Thursday: Pajama Day ● Friday: Wear Critter Gear
	30	Morning Sing
November ***Cooperation***	6	Attend-A-Dance TK-3rd 1:20-1:40 4-6th 1:45-2:05
	7	Saturday School
	10 or 12	5th Grade Field Trip - Aerospace Museum
	13	Math Night 6-7PM

	14	Saturday School
	19 & 20	Parent Teacher Conferences
December ***Gratitude***	1	Trimester 1 Awards: TK & K 8:30AM
	3	Trimester 1 Awards: 4th-6th 8:30AM
	4	Trimester 1 Awards: 1st-3rd 8:30AM
	5	Saturday School
	11	Attend-A-Dance TK-3rd 1:20-1:40 4-6th 1:45-2:05
	12	Saturday School
	11, 15,17	6th Grade Field Trip - Nutcracker
	17	Critter Caroling 5-7PM ● TK 5:00PM ● Kinder 5:15PM ● 1st/2nd 5:45PM ● 3rd/4th 6:15PM ● 5th/6th 6:45PM
	18	Morning Sing-Pajama Day
January ***Problem Solving***	23	Saturday School
	29	Morning Sing-Hat Day
	29	Attend-A-Dance TK-3rd 1:20-1:40 4-6th 1:45-2:05
	30	Saturday School
February ***Kindness***	10	Critter Valentines Dance 12:45-2:45PM
	19	3rd Grade Field Trip Crocker Art Museum
	20	Saturday School
	26	Morning Sing
	26	Attend-A-Dance TK-3rd 1:20-1:40 4-6th 1:45-2:05
	27	Saturday School

March ***Trustworthiness***	2	4th Grade Field Trip Link-up Phillharmonic
	2	Read Across America-Family Event 5-6PM
	6	Saturday School
	8-12	ELPAC 3-6 Listening and Reading
	10	Festival of the Arts
	13	Saturday School
	15	Trimester 2 Awards: TK & K 8:30AM
	16	Trimester 2 Awards: 1st-3rd 8:30AM
	18	Trimester 2 Awards: 4th-6th 8:30AM
	19	Attend-A-Dance TK-3rd 1:20-1:40 4-6th 1:45-2:05
	19	Morning Sing
	3/31 -	5th Grade - 2.4 Culminating Dance @ Dry Creek
April ***Perseverance***	1 - 2	5th Grade - 2.4 Culminating Dance @ Dry Creek
	10	Saturday School
	13	4th grade Field Trip Marshall Gold Discovery State Park
	17	Saturday School
	22	Open House 5:00 - 6:00PM
	23	Morning Sing
	24	Saturday School
	30	Attend-A-Dance TK-3rd 1:20-1:40 4-6th 1:45-2:05
May ***Positive Attitude***	1	Saturday School
	3-7	CAASPP ELA Testing
	8	Saturday School
	10-14	CAASPP Math Testing
	15	Saturday School

	17-21	CAASPP Science-5th Grade, and makeups
	21	CAASPP BBQ 3rd-6th
	25	RLHS Graduation
	26	Family Picnic Day
	27	6th Grade Pool Party
	28	Morning Sing
	28	Kindergarten Performance
June	1	Water Day
	3	6th Grade Promotion
	4	TK Celebration
	5	Last Day of School

School Year: **2026-27**

2026-27 School Plan for Student Achievement Addendum #1

School Name	County-District-School (CDS) Code	Site Council Meeting Date:	Local Board Approval Date
Dry Creek Elementary	34765056033484	11/18/26	

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SPSA Modified Actions and/or Expenditures to Goal 1

Goal Statement
Improve academic performance and eliminate achievement gap. By June 2027 Dry Creek teachers will deliver lessons that are determined as HQFI as defined by the instructional leadership team 100% of the time. Dry Creek will increase the number of students meeting the achievement standards, as set by the district benchmark assessments, by 4% in ELA and Math. By June 2027, 75% of Kindergarten students and 65% of students in grades 1-2 will improve at least one grade level band on i-Ready and students in grades 3-6 will increase CAASPP performance by 4% in Language Arts and Mathematics. Additionally 75% of English Language Learners will achieve a minimum of one level growth on the annual EL assessment annually.

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
1.1 Computer Software Licenses and supplies to support intervention	5000-5999:	Title I Basic	580.00	5000-5999: Services	Title I Basic	16028	16608
1.2 Student Support Teacher	1000-1999:	Title I Basic	88,966.00	1000-1999:	Title I Basic	-3962	85004
	3000-3999:	Title I Basic	29,925.00	3000-3999:	Title I Basic	-1114	

SPSA Modified Actions and/or Expenditures to Goal 2

Goal Statement

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	

SPSA Modified Actions and/or Expenditures to Goal 3

Goal Statement
Improve Culture and Climate through Increased Student Engagement A positive school climate will enhance achievement by providing a foundation of support through good school attendance, cutting down the amount of chronically absent students, student engagement strategies and social emotional learning. By June 2027, Dry Creek's chronic absenteeism rates will be reduced by 5 percent. In addition, Dry Creek's attendance rates and subgroup attendance rates will increase by 0.5% and maintain a minimum of 98% thereafter.

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
3.1 Student Support Teacher	1000-1999:	Title I Basic	35,162				
	3000-3999:	Title I Basic	11,205				

SPSA Modified Actions and/or Expenditures to Goal 4

Goal Statement
Families will be engaged with school and students through family involvement strategies in the areas of communication, progress monitoring, learning partnerships, family events, volunteerism and school decision making. By June 2027, attendance at Principal Coffee Talks, mini events with parents - spirit weeks, Family Nights at Dry Creek Elementary will increase from 85% (2025-26) to 90% for the 2026-27 school year by provide a welcoming environment for families and inviting them to participate as equal partners in the education of their children.

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
4.1 Light refreshments for Principal Coffee Talks/Family Nights and Parent Involvement.	4000-4999:	Title I Parent and	1,036.00	4000-4999: Books	Title I Parent and	-203.00	833.00
4.2 Social Emotional Learning - Virtual and/or In Person Family Nights	5000-5999:	Title I Parent and	3,500.00				

SPSA Modified Actions and/or Expenditures to Goal 5

Goal Statement

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Expenditures by Funding Source

Approved Expenditures

Funding Source	Amount
Title I Basic	165,838.00
Title I Parent and Family Engagement	4,536.00

+/- Proposed Changes

Funding Source	Amount
Title I Basic	10,952.00
Title I Parent and Family Engagement	-203.00

New Total

Funding Source	Amount
	176,790
	4,333

Expenditures by Goal

Approved Expenditures

+/- Proposed Changes

Goal Number	Total Expenditures	Goal Number	Total Expenditures
Goal 1	119,471.00	Goal 1	10,952.00
Goal 3	46,367.00		
Goal 4	4,536.00	Goal 4	-203.00