



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 <i>No Personal: Padres/Miembros de la Comunidad/Estudiantes</i>		Present / Absent <i>Presente/ Ausente</i>
Parent	Michelle Calkins	Present
Parent	Teresa Garcia	Present
Parent	Brian Fullerton	Present
Parent	Rachel Nelson	Absent
Parent	Rozella Wagner	Present
<b>Alternates (Alternativos):</b>		

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

## AGENDA

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

## Council Business *Asuntos del Consejo*

N/A	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i> N/A
N/A	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i> N/A
N/A	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i> N/A

## Required Document Review & Approve: Revisión y Aprobación de Documentos Requeridos:

<p>Site Safety Plan (Plan de Seguridad del Centro)  Comprehensive School Safety Plan  1 Attachment</p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> Rebecca Broussard  Person <i>Persona</i>: Michelle Rossi Second <i>Se secundó</i>: Rozella Wagner In favor <i>A favor</i> : 9 Oppose <i>En contra</i>: 0 Abstain <i>En abstención</i>: 0  Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i></p>
<p>N/A</p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> N/A  Person <i>Persona</i>: Second <i>Se secundó</i>: In favor <i>A favor</i> : Oppose <i>En contra</i>: Abstain <i>En abstención</i>: Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>
<p>N/A</p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> N/A  Person <i>Persona</i>: Second <i>Se secundó</i>: In favor <i>A favor</i> : Oppose <i>En contra</i>: Abstain <i>En abstención</i>: Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>
<p>N/A</p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p>I move to approve the <i>Propongo aprobar a la</i> N/A  Person <i>Persona</i>: Second <i>Se secundó</i>: In favor <i>A favor</i> : Oppose <i>En contra</i>: Abstain <i>En abstención</i>: Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>

## Document Review: *Revisión y de Documentos*

<p>Title I Evaluation (Evaluación de Título I)</p> <p>Title 1 Evaluation</p> <p>1  Attachment</p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p><b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i></p> <p>Reviewed Title 1 Evaluation with committee.</p>
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<p>N/A</p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p><b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i></p> <p>N/A</p>
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## School Plan For Student Achievement (SPSA) *Plan Escolar para el Rendimiento Académico de los Estudiantes (SPSA)*

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

<p><b>ELAC Reporting</b>  <i>Informes ELAC</i>          ELAC Meeting: December 10, 2025 2:30-3:30 P.M</p>	<p><b>Chairperson</b>  <i>Presidente</i></p>	<p><b>Summary of Reporting (Resumen de Informes)</b>          ELAC meeting agenda shared with SSC for the 12/10/25 meeting.</p>
<p><b>Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters)</b>  <i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i>          DELAC Meeting: December 4, 2025 5:00-6:30 P.M</p>	<p><b>Chairperson</b>  <i>Presidente</i></p>	<p><b>Summary of Presentation (Resumen de Presentación)</b>          Informed parents about the next DELAC meeting on 12/4/25.</p>
<p><b>Additional Information/New Business/Discussion</b>  <i>Información Adicional/Asuntos Nuevos/Conversación</i>          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</p>	<p><b>Chairperson</b>  <i>Presidente</i></p>	<p><b>Summary of Action Taken</b>  <i>Resumen de Medidas Adoptadas</i>          Reviewed upcoming important dates for the rest of November and December.</p>
<p><b>Adjournment: Aplazamiento:</b></p>	<p><b>Chairperson</b>  <i>Presidente</i></p>	<p><b>Time: Hora:</b> 3:15 PM</p>

**Next meeting date:**

01/28/2026

2:30 PM

*Fecha de próxima reunión:*



Dry Creek Elementary

# School Site Council Agenda/Minutes

*Agenda / Actas del Consejo Escolar*

## Date & Time (*Fecha & Hora*)

10/08/2025 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 (Please note Year 1 or 2 of membership) <i>No Personal: Padres/Miembros de la Comunidad/Estudiantes (Por favor indique Año 1 o 2 de afiliación)</i>		Present / Absent <i>Presente/ Ausente</i>
Parent	Michelle Calkins	No
Parent	Teresa Gonzalez	Yes (Si)
Parent	Brian Fullerton	Yes (Si)
Parent	Rachel Nelson	No
Parent	Rozella Wagner	Yes (Si)
Alternates ( <i>Alternativos</i> ):		
<i>*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)</i>		
<i>*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).</i>		
Staff: Principal or Designee/Teachers/Other Staff (Please note Year 1 or 2 of membership) <i>No Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal (Por favor indique Año 1 o 2 de afiliación)</i>		Present / Absent <i>Presente/ Ausente</i>
Principal/Designee: <i>Directora(a)/ Designado(a):</i> Amanda Forde		Yes (Si)
Teacher: <i>Maestro(a):</i> Rebecca Broussard		Yes (Si)
Teacher: <i>Maestro(a):</i> Nicole Guillaume		Yes (Si)
Teacher: <i>Maestro(a):</i> Michelle Rossi		Yes (Si)
Other Staff: <i>Otro Personal:</i> Nancy Aguirre Garcia		Yes (Si)
Alternates: <i>Alternativos:</i>		
<i>*Teachers must be the majority</i> *Los maestros deben ser mayoría		

## AGENDA

<b>ITEM ARTÍCULO</b>	<b>Facilitator</b> <i>Facilitador(a)</i>	<b>Minutes</b> <i>Minutas</i>
<b>Call to Order / Sign in sheet</b> <i>Orden del Día/ Hoja de Firmas</i>	<b>Chairperson</b> <i>Presidente</i>	This meeting is called to order at: <i>Se abre la sesión a las</i> 2:30 PM
<b>Quorum</b> <i>Quórum (50% +1)</i>		Total Members in Attendance: 8 <i>Total de Miembros Presentes:</i>  Quorum: Yes (Sí) <i>Quórum:</i>
<b>Public Comment (2 minutes per speaker)</b> <i>Comentarios del Público (2 minutos cada participante)</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Comments</b> ( <i>Resumen de Comentarios</i> ) No public comment.
<b>Review Agenda</b> <i>Repasar Agenda</i>	<b>Chairperson</b> <i>Presidente</i>	<b>Summary of Comments</b> ( <i>Resumen de Comentarios</i> ) Agenda reviewed with SSC members.
<b>Review / approve minutes from last meeting</b> <i>Revisar/aprobar el acta de la última reunión</i>  <a href="https://d16k74nzx9emoe.cloudfront.net/f54a5beb-1280-4129-9757-2af9b5f7b631/Dry%20Creek%20SSC%20May%20Meeting%20Minutes%20-5%202024-25.pdf">https://d16k74nzx9emoe.cloudfront.net/f54a5beb-1280-4129-9757-2af9b5f7b631/Dry%20Creek%20SSC%20May%20Meeting%20Minutes%20-5%202024-25.pdf</a>	<b>Chairperson</b> <i>Presidente</i>	I move to approve the <i>Propongo aprobar a la</i> Minutes/Actas  Person <i>Persona</i> : Michelle Rossi Second <i>Se secundó</i> : Rozella Wagner In favor <i>A favor</i> : 8 Oppose <i>En contra</i> : 0 Abstain <i>En abstención</i> : 0  Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i>

## Council Business *Asuntos del Consejo*

Council Business <i>Asuntos del Consejo</i>	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i>
New Members (Nuevos Miembros)		
Introduce New Members		New members were introduced. Parents - Rozella Wagner, Teresa Gonzales and Rachel Nelson. Other Staff Member - Nancy Aguirre Garcia
Member Training (Formación de Miembros)  Review Site Training which was held 9/24/25 by Twin Rivers via Zoom.	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> School Site Council Training was discussed and reviewed.
Elect Officers (Elegir a Funcionarios)  Elect new officers for the 25-26 school year.	Chairperson <i>Presidente</i>	Summary of Action Taken <i>Resumen de Medidas Adoptadas</i> Chair - Michelle Rossi Vice-Chair - Rozella Wagner Secretary - Nancy Aguirre Garcia

## Required Document Review & Approve: Revisión y Aprobación de Documentos Requeridos:

<p>Bylaws (Reglamentos)</p> <p>25-26 Bylaws</p> <p>1  Attachment</p>	<p><b>Chairperson Presidente</b></p>	<p>I move to approve the <i>Propongo aprobar a la</i> Michelle Rossi</p> <p>Person <i>Persona</i>: Nicole Guillaume Second <i>Se secundó</i>: Brian Fullerton In favor <i>A favor</i> : 8 Oppose <i>En contra</i>: 0 Abstain <i>En abstención</i>: 0</p> <p>Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i></p> <p>Motion Passed</p>
<p>School Compact (Compacto Escolar)</p> <p>25-26 School Compact - Document Attached</p> <p>1  Attachment</p>	<p><b>Chairperson Presidente</b></p>	<p>I move to approve the <i>Propongo aprobar a la</i> Michelle Rossi</p> <p>Person <i>Persona</i>: Rebecca Broussard Second <i>Se secundó</i>: Nancy Aguirre Garcia In favor <i>A favor</i> : 8 Oppose <i>En contra</i>: 0 Abstain <i>En abstención</i>: 0</p> <p>Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i></p> <p>Motion Passed</p>
<p>Parent Involvement (Participación de Padres)</p> <p>25-26 Dry Creek Handbook - Document Attached</p> <p>1  Attachment</p>	<p><b>Chairperson Presidente</b></p>	<p>I move to approve the <i>Propongo aprobar a la</i> Michelle Rossi</p> <p>Person <i>Persona</i>: Nicole Guillaume Second <i>Se secundó</i>: Rozella Wagner In favor <i>A favor</i> : 8 Oppose <i>En contra</i>: 0 Abstain <i>En abstención</i>: 0</p> <p>Motion: Pass or Fail: Pass <i>Moción: Aprobada o Rechazada</i></p> <p>Motion Passed</p>
<p>Site Safety Plan (Plan de Seguridad del Centro)</p>	<p><b>Chairperson Presidente</b></p>	<p>I move to approve the <i>Propongo aprobar a la</i> N/A</p> <p>Person <i>Persona</i>: Second <i>Se secundó</i>: In favor <i>A favor</i> : Oppose <i>En contra</i>: Abstain <i>En abstención</i>: Motion: Pass or Fail: <i>Moción: Aprobada o Rechazada</i></p>

## Document Review: *Revisión y de Documentos*

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

**Other Business: Otros Asuntos:**

<p><b>ELAC Reporting</b> <i>Informes ELAC</i></p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p><b>Summary of Reporting (Resumen de Informes)</b> ELAC Meeting Schedule Shared October 22 December 10 February 18 April 15</p>
<p><b>Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters)</b> <i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i></p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p><b>Summary of Presentation (Resumen de Presentación)</b> N/A</p>
<p><b>Additional Information/New Business/Discussion</b> <i>Información Adicional/Asuntos Nuevos/Conversación</i></p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p><b>Summary of Action Taken</b> <i>Resumen de Medidas Adoptadas</i> October 24th Critter Carnival 4:30 - 6:30PM</p>
<p><b>Adjournment: Aplazamiento:</b></p>	<p><b>Chairperson</b> <i>Presidente</i></p>	<p><b>Time: Hora:</b> 3:25 PM</p>

**Next meeting date:**

11/19/2025

2:30 PM

*Fecha de próxima reunión:*



# **Twin Rivers Unified School District**

## **Comprehensive School Safety Plan**

### **SB 187 Compliance Document**

### **(Education Code Section 32280-32289.5 and**

### **49390-49395)**

**2025-2026**

**School:** Dry Creek Elementary School

**CDS Code:** 34765056033484

**School Address:** 1230 G Street Rio Linda, CA 95673

**School Phone:** 916-566-1820

**Principal's Name:** Amanda Forde

**Principal's Email:** Amanda.forde@trusd.net

**Date of Adoption by Board of Trustees:** \_\_\_\_\_

**Attach evac map & aerial view**

**Signatures:**

<b>Signatures:</b>		
Amanda Forde	Principal	
	SSC Chairperson	
	Executive Director	

## Table of Contents

**Part I: Comprehensive School Safety Plan Purpose and Vision (pages 3-4)**

- ✓ *Per California Education Code § 32280 & § 32281(b)*

**Part II: School Safety Committee and Plan Review, Evaluation, Amendment Procedures (pages 4-5)**

- ✓ *Per California Education Code § 32281(b), § 32282(c)-(d), § 32286, § 3228*

**Part III: Site Demographics and Assessment of School Safety (pages 5-6)**

- ✓ *Per California Education Code § 32282(a)(1)*

**Part IV: Key Safety Personnel – Incident Command System (pages 7-15)**

- ✓ *Per California Education Code § 32282.1*

**Part V: Firearm Safety Notification Procedures (page 16)**

- ✓ *Per California Education Code § 49392*

**Part VI: Threat Reporting Procedures (pages 16-17)**

- ✓ *Per California Education Code Ed Code §§ 49390, 49393, 49394*

**Part VII: Emergency Response Protocols from District Master EOP (page 18)**

- ✓ *Per California Education Code § 32282(a)(2)(B)(i), (l)-(K)*

**Part VIII: Strategies and Procedures for School Safety**

- ✓ *Per California Education Code § 32282(a)(2)(A)-(N)*

## **Part I: Senate Bill 187: Comprehensive School Safety Plan Purpose and Vision**

The California Education Code (sections 32280-32289.5 and 49390-49395) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process that includes strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999, and this legislation was perpetuated under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 187 and AB 1747 and shall contain the following elements:

- Assessment of the current status of school crime committed on school campuses and at school-related functions
- Bullying prevention policies
- Key safety personnel
- Firearm safety notification procedures
- Threat reporting procedures
- Identification of the appropriate strategies and procedures to maintain a high level of school safety and the school's procedures for complying with existing laws related to school safety, which shall include the following:
  - A) Child abuse reporting procedures
  - B) Disaster and emergency procedures, including adaptations for pupils with disabilities
  - C) Earthquake emergency procedures
  - D) Use of facilities during emergencies
  - E) Suspension and expulsion policies
  - F) Notification of dangerous pupils
  - G) Discrimination, harassment, hate crime reporting
  - H) Dress code policies
  - I) Safe ingress and egress
  - J) School discipline procedures
  - K) Tactical response to criminal incidents
  - L) Prohibition of high-intensity drills
  - M) Reporting dangerous or unlawful activity
  - N) Sudden cardiac arrest response
  - O) Opioid overdose protocol
  - P) Instructional continuity plan
  - Q) Bullying prevention policy

The Comprehensive School Safety Plan requires that the School Site Council or school safety committee consult with a fire department and other first responder entities. Updates to the Plan must be shared with the law enforcement agency, the fire department, and the other first responder entities. The School Safety Plan will be reviewed and updated annually. An updated file of all safety-related plans and materials shall be readily available for public inspection.

### **Comprehensive School Safety Plan Vision**

The Twin Rivers Unified School District has developed this Comprehensive School Safety Plan (CSSP) to ensure a safe learning environment and site-based emergency preparedness for all students and staff. The CSSP is intended to ensure compliance with State and Federal school safety program regulations. This Plan is part of a comprehensive plan that includes a District Master Emergency Operations Plan prepared in compliance with State disaster planning requirements, City and County Emergency Management Plans, the Standardized Emergency Management System

(SEMS), and the National Incident Management System (NIMS). NIMS is a nationwide standardized approach to incident management and response. Developed by the U.S. Department of Homeland Security and released in March 2004, it establishes a uniform set of processes and procedures that emergency responders at all levels of government will use to conduct response operations.

Standardized Emergency Management System Plan provides staff, parent volunteers, and students with site-specific emergency instructions during an emergency crisis or disaster. Staff designated to carry out specific emergency responsibilities are expected to understand the policies, procedures, and system. Training and exercises are ongoing components of the Plan.

This Plan incorporates the Incident Command System (ICS). The District has established a plan for maintaining a liaison with any multi-agency EOC and the County Emergency Operations Center to help facilitate effective coordination of aid requests, resources, and the general flow of information among all agencies and jurisdictions within the region.

All emergency actions will be taken according to the following priorities:

1. Protection of life
2. Incident stabilization
3. Protection of property
4. Restoration of services

## **Part II: School Safety Committee and Plan Review, Evaluation, and Amendment Procedures**

List names and place an X in the column representing each person's role.

<b>School Safety Planning Committee Members</b> (School Site Council Members or School Safety Committee, comprised of the members listed) Ed. Code 32281	<b>Principal or designee</b>	<b>Teacher Rep. of Cert. Employees</b>	<b>Parent</b>	<b>Classified Employee</b>	<b>Other School Staff</b>	<b>Law Enforcement</b>
<b>Name</b>						
Twin Rivers Police						X
Amanda Forde	X					
Stephanie McGrath		X				
Nancy Aguirre Garcia				X		
Rozella Wagner			X			
Cristina Dobon-Claveau					X	

**Date reviewed/amended:** \_\_\_\_\_

**Date communicated to the public:** \_\_\_\_\_

Comprehensive School Safety Plans are reviewed and updated at least once a year by the School Site Council or a school safety planning committee. The Plan must be presented at a public meeting prior to adoption. The School Site Council or school safety committee shall notify, in writing, the following persons and entities, if available, of the public meeting.

- A) A representative of the local school employee organization
- B) A representative of each parent organization at the school site, including the parent-teacher association and parent-teacher clubs
- C) A representative of each teacher organization at the school site
- D) A representative of the student body government

During the annual review, local data is reviewed, such as the current status of school crime committed on school campuses, California Healthy Kids Survey results, suspension and expulsion data, chronic absenteeism rate, and discipline data, including bullying and harassment incidences. Established goals related to school safety are reviewed and revised annually. Appropriate action steps are outlined, resources and lead person(s) are identified, and an evaluation date is established.

### **Part III: Site Demographics and Assessment of School Safety**

Number of Students	637
Number of Staff	70
Number of Disabled Students	24
Number of Disabled Staff	0
Site Square Acreage / Square Footage	7164
Number of Classrooms	28
Number of Other Rooms	2
Number of Parking Lots	2
Campus Safety Specialist (CSS) On-Site (Y/N)	Y
Health Assistant On-Site (Y/N)	Y

<b>2024 California School Dashboard</b>	<b>% of Students</b>
Suspensions	0.3
Chronic absence rates	33.6
<b>2024-25 School Climate Report Card (Elementary)</b>	<b>% of Students</b>
School Connectedness	79
Academic Motivation	85

Meaningful Participation	45
Facilities Upkeep	67
Parent Involvement in Schooling	75
Social and Emotional Learning Supports	80
Antibullying Climate	75
Feel Safe at School	85
Cyberbullying	29
Rule Clarity	85

At Dry Creek Elementary School, we develop and maintain strategies and programs that provide and maintain a high level of school safety and comply with existing laws related to school safety.

Our school assesses the safety of students, staff, and families annually as part of our process to approve our Comprehensive School Safety Plan. We review and update our Single Plan for Student Achievement for the academic and social/emotional success of our students. We review Suspension/Expulsion data, Attendance rates/SARB data, Office Referrals, and the results from the California Healthy Kids Survey. We maintain a relationship with our local law enforcement agencies, including Twin Rivers Police, and know the procedures to report property damage or other criminal activity. In addition, all our staff comply with District and State requirements for Mandated Reporter Training and follow protocols for Child Abuse Reporting.

Creating a safe school requires putting in place many preventive measures for a student's mental and emotional well-being. Our school works to reduce the risk of violence by teaching students appropriate strategies for dealing with emotions, expressing anger in appropriate ways, and resolving conflicts. Our school uses a comprehensive approach to school violence prevention. Student needs are identified using measures such as teacher and staff observations, parent and community information, patterns of behavior, and counseling requirements and experiences.

Our school has a system of rules and procedures to ensure a safe and orderly environment that is conducive to learning. These rules outline our students' behavioral expectations throughout the school day and all around campus.

Our school has a program to ensure pupils and certificated and classified staff are aware of and trained in plans, procedures, and routines for disasters and emergencies. We rehearse these regularly. We include adaptations for pupils with disabilities. (See Part VII for specific emergency response protocols). Our District regularly consults with law enforcement agencies, Twin Rivers Police, and local fire departments to ensure proper planning and procedures are in place and utilized.

Our District has procedures to allow public agencies, including the Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency.

Our school follows all our District's Board Policies related to safety (see Part VIII: Strategies and Procedures for School Safety).

## Part IV: Key Safety Personnel – Incident Command System

Dry Creek Elementary School

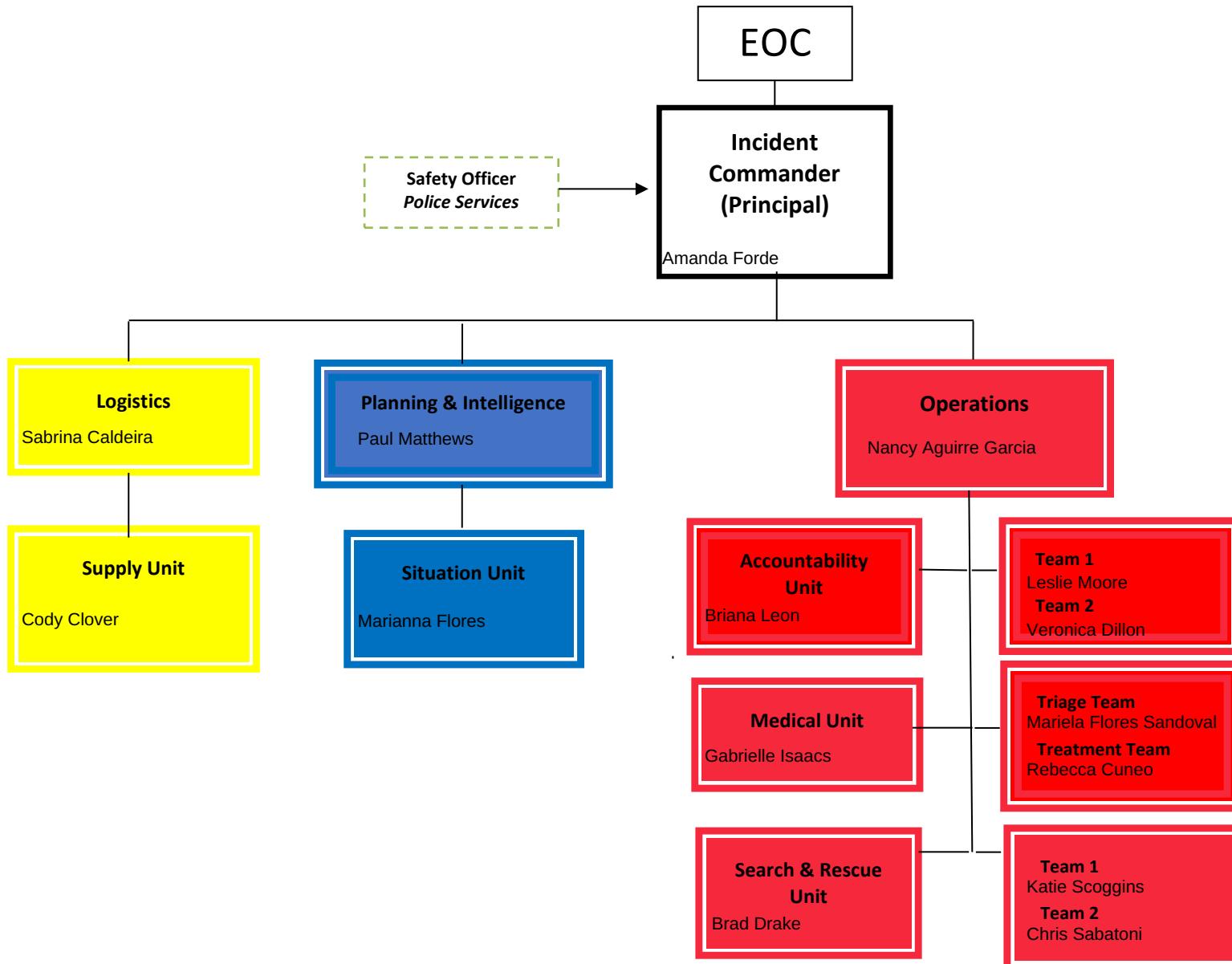
### Incident Command System Year: 2025-2026

Name	Work Phone	Cell Phone
<b>COMMAND STAFF</b>		
<b>Incident Commander (Principal)</b>		
Primary: Amanda Forde	916-566-1820	707-365-1828
Alternate: Cristina Dobon-Claveau	916-566-1820	763-242-3159
<b>GENERAL STAFF</b>		
<b>OPERATIONS SECTION</b>		
Section Leader: Nancy Aguirre Garcia	916-566-1820	916-968-2615
Alternate: Rick Helmer	916-566-1820	916-919-3113
<b>Accountability Unit</b>		
Unit Leader: Briana Leon	916-566-1820	916-716-9380
Team 1: Leslie Moore	916-566-1820	916-834-0844
Team 2:		
<b>Medical Unit</b>		
Unit Leader: Gabrielle Isaacs	916-566-1820	916-505-6245
Triage Team: Mariela Flores Sandoval	916-566-1820	916-200-8609
Treatment Team: Rebecca Cuneo	916-566-1820	916-664-1448
<b>Search &amp; Rescue Unit</b>		
Unit Leader: Brad Drake	916-566-1820	916-205-6883
Team 1: Katie Scoggins	916-566-1820	916-798-8513
Team 2: Chris Sabatoni	916-566-1820	916-996-1068
<b>PLANNING &amp; INTEL SECTION</b>		
Section Leader: Paul Matthews	916-566-1820	559-355-2111
Alternate: Jessica Velasquez	916-566-1820	916-320-7229
<b>Situation Unit</b>		
Unit Leader: Marianna Flores	916-566-1820	916-607-6930
Alternate: Rebecca Broussard	916-566-1820	916-664-0524

<b>LOGISTICS SECTION</b>		
Section Leader:	Sabrina Caldeira	916-566-1820
Alternate:		
<b>Supply Unit</b>		
Unit Leader:	Cody Clover	916-566-1820
Alternate:		916-626-2948

**Incident Command System**

Year: 2025-2026



## RESPONSE DECISION FLOW AND RESPONSE STEPS

DECISION STEPS	EXAMPLE
ALLOW PRE-PLANNED / AUTOMATIC RESPONSE PROTOCOLS TO TAKE PLACE.	EVACUATION, LOCKDOWN, CALL FOR HELP
ESTABLISH AN INCIDENT COMMAND POST	GATHER TEAMS / DETERMINE CAPABILITIES AND CONDUCT A HASTY SITUATION ASSESSMENT.
DEVELOP AN INCIDENT ACTION PLAN	DETERMINE PRIORITIES AND OBJECTIVES AND OUTLINE RESPONSE STRATEGIES AND TACTICS.
INITIATE PLAN	DEPLOY RESPONSE TEAMS, DOCUMENT INCOMING INFORMATION. ADJUST PLAN AS NECESSARY. RE-EVALUATE AT THE BEGINNING OF EACH OPERATIONAL CYCLE.
ENTER INTO UNIFIED COMMAND	BRIEF EACH FIRST RESPONDER ELEMENT (FIRE, PARAMEDICS, POLICE) AS THEY ARRIVE AT THE INCIDENT COMMAND POST. ADJUST RESPONSE PLANS BASED ON FIRST RESPONDER CAPABILITIES AND RE-EVALUATION OF ELEMENT SPECIFIC (FIRE, POLICE, SCHOOLS) PRIORITIES AND OBJECTIVES.

## PRIORITIES – OBJECTIVES – STRATEGIES – TACTICS MATRIX

Guidance Element	Description	Example
<b>Priorities</b>	Defines the intent of the Incident Commander, in general terms, with regard to the most important things that must be accomplished. They are generally expressed in terms of core capacities and capabilities.	<p>What are the most important things to focus on immediately?</p> <p>Gain accountability of all students and staff within 10 minutes of the onset of the incident.</p>
<b>Objectives</b>	<p>Define what must be accomplished to achieve the priorities based on the knowledge of the current situation and the resources available.</p> <p>Objectives can be thought of as the “big picture” response mechanisms that allow the Incident Commander to address the defined priorities.</p>	<p>How do I address the identified priorities?</p> <ul style="list-style-type: none"> <li>1) Conduct classroom-by-classroom accountability surveys at the Evacuation Assembly Area.</li> <li>2) Conduct Search and Rescue Operations</li> </ul>
<b>Strategies</b>	Plan of action to achieve one or more objectives. Strategies describe what actions and resources are required to achieve specific objectives. These should be re-evaluated at the beginning of each operational period.	<p>What are the specific resources I need to deploy in order to accomplish the stated objectives?</p> <ul style="list-style-type: none"> <li>1) Deploy Accountability Team to the Evacuation Assembly Area.</li> <li>2) Deploy Search and Rescue Teams to selected areas.</li> </ul>
<b>Tactics and Tasks</b>	Defines how specific actions will be performed to achieve the planning objective. Tactics specify who, what, when, and where when describing the deployment and direction of resources for implementing strategies to achieve incident objectives. These may be adjusted as necessary.	<p>What are the specific task directives?</p> <ul style="list-style-type: none"> <li>1) Accountability Teams 1 will survey each classroom assembly, acquire a class roster from the teacher and determine the number of missing students by name.</li> <li>2) Team 2 will account for and identify by name all students and staff reporting to the casualty collection point.</li> <li>3) Search and rescue Team 1 will clear and mark buildings 1 through 3, and Team 2 will clear and mark buildings 4 through 6. No entry into buildings 7 and 8 – fire location.</li> </ul>

## INCIDENT COMMAND SYSTEM POSITION DESCRIPTIONS

### COMMAND STAFF

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The Command Staff are incident management personnel that the Incident Commander or Unified Command assigns to directly support the command function. Command Staff positions are established by the Incident Commander or Unified Command as needed to support the management of an incident. Command staff report directly to the Incident Commander or Unified Command and are assigned assistants as necessary to perform their duties.

The ICS Command Staff includes:

**Incident Commander (IC)** (at the site Incident Command Post): The Incident Commander (at the site) has overall incident management responsibility and is responsible for all incident management decisions. When an incident occurs within a single jurisdiction, and there is no overlapping responsibility, the appropriate authority designates a single Incident Commander. When incident management crosses jurisdictional and/or functional agency boundaries, the various jurisdictions and organizations may still agree to designate a single Incident Commander, or they may enter into a Unified Command (See below).

When there is a single Incident Commander, that individual is solely responsible for the following:

- Establishing the incident objectives and priorities that guide incident action planning and operations
- Approving all response plans and strategies based on expert advice
- Approving all external messages
- Determining the operational cycle
- Assessing the situation
- Establishing an Incident Command Post (ICP)
- Establishing or modifying an appropriate organization
- Ensuring planning meetings are scheduled as required
- Coordinating activity for all Command and General Staff
- Coordinating with key people and District officials
- Approving requests for additional resources or for the release of resources
- Keeping District administration informed of incident status
- Approving the use of trainees, volunteers, and auxiliary personnel
- Order the demobilization of the incident when appropriate.

## **UNIFIED COMMAND**

When multiple disciplines are involved in response efforts, they may enter into a Unified Command (UC). Unified Command is used to improve the unity of effort in multijurisdictional or multiagency incident management.

Unified Command enables different jurisdictions and organizations to jointly manage and direct incident activities through a common set of incident objectives, strategies, and a single incident action plan.

Each partner in the Unified Command maintains authority, responsibility, and accountability for its own personnel and other resources.

## **GENERAL STAFF SECTION**

### **OPERATIONS**

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The Operations Section plans, performs, and supports tactical activities to achieve the incident objectives established by the Incident Commander (IC).

#### **OPERATIONS SECTION CHIEF:**

- Manage tactical operations at the site / Incident Command Post level.
- Interact with the next lower level of Section (Branch, Division/Group) to develop the operations portion of the Incident Action Plan
- Request resources needed to implement the Operation's tactics as a part of the Incident Action Plan development
- Assist in the development of the operations portion of the Incident Action Plan
- Supervise the execution of the Incident Action Plan for Operations
- Ensure safe tactical operations
- Request additional resources to support tactical operations
- Approve release of resources from assigned status (not release from the incident)
- Maintain close communication with the Incident Commander
- Direct and oversee the activation, operations, and demobilization of the Operations Section and maintain a Unit Log.

The Operations Section Chief determines the need to activate or deactivate units within the section. If a unit is not activated, responsibility for that unit's duties will remain with the Section Chief.

#### **ACCOUNTABILITY UNIT LEADER**

- Gain accountability of all students, staff, visitors, and contractors at the Incident site
- Report accountability status to the Incident Command Post
- Organize and supervise the movement of personnel to transportation for movement during off-site evacuations
- Track movement of personnel to off-site reunification and conduct on-site parent release operations.

## **MEDICAL UNIT LEADER**

- At the scene of the incident, establish and manage the triage site and Casualty Collection Point
- Oversee the triage and medical treatment of all casualties
- Report casualty status and fatalities to the Incident Command Post
- Track movement of casualties and recommend mitigation strategies to the Incident Commander
- Liaise with medical first responder upon arrival and provide casualty status
- Request additional personnel and supplies as needed
- Liaise with the Coroner's Office on scene

## **SEARCH AND RESCUE UNIT LEADER**

- Oversee all incident site search and rescue teams and operations at the direction of the Incident Commander.
- Develop and implement search and rescue plans
- Track search and rescue team activities
- Document team actions
- Ensure teams have appropriate equipment
- Make equipment and personnel requests to the Incident Commander, as necessary
- Report all information to the Incident Commander
- Assist fire department operations at their request
- Brief arriving fire department personnel as directed
- Assist medical teams with immediate intervention treatment as needed

## **PLANNING & INTELLIGENCE**

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The Planning Section collects, evaluates, processes, and disseminates information for use at the incident.

### **PLANNING & INTELLIGENCE SECTION CHIEF:**

- Collect and process situation information
- Supervise the preparation of the Incident Action Plan
- Establish information requirements and reporting schedules for the Situation Unit
- Establish special information collection activities as necessary, e.g., weather, environmental, toxics, etc.
- Report any significant changes in incident status
- Compile and display incident status information
- Provide input to the Incident Commander and Operations Section Chief in preparing the Incident Action Plan
- Oversee preparation of Incident demobilization plan
- Maintain close communication with the Incident Commander
- Direct and oversee the activation, operations, and demobilization of the Planning & Intelligence Section,

- Maintain a Unit Log

The Planning & Intelligence Section Chief determines the need to activate or deactivate units within the section. If a unit is not activated, responsibility for that unit's duties will remain with the Section Chief.

#### **SITUATION UNIT LEADER**

- Maintain the Incident Command Post status board
- Responsible for documenting, managing, and displaying all incoming and outgoing incident information
- Document assignments and supply needs
- Notify the Incident Commander of pertinent information and status changes
- Establish information requirement
- Fill EOC information requests
- Maintains a master record of the incident

#### **LOGISTICS**

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All incident material support and staffing needs are provided by the Logistics Section.

#### **LOGISTICS SECTION CHIEF:**

- Manage all incident logistics
- Provide logistical input to the Incident Commander in preparing the Incident Action Plan
- Brief other Section and Unit Leaders as needed
- Conduct logistical forecasting
- Identify anticipated and known incident service and support requirements
- Request additional resources as needed
- Review and provide input to all plans and planning subsections, as required
- Supervise requests for additional resources
- Direct and oversee the activation, operations, and demobilization of the Logistics Section
- Maintain a Unit Log.

The Logistics Section Chief determines the need to activate or deactivate units within the section. If a unit is not activated, responsibility for that unit's duties will remain with the Section Chief.

#### **SUPPLY UNIT LEADER**

- Responsible for the immediate identification and local acquisition of equipment or supplies for the Incident Command Post and teams.

## **Part V: Firearm Safety Notification Procedures (California Education Code 49392)**

In compliance with California Education Code Section 48986, the District provides annual written notification to parents and guardians of pupils in kindergarten through grade 12 regarding California laws relating to the safe storage of firearms. This notification is included in the District's Student and Family Handbook and serves to increase awareness and promote school and community safety.

## **Part VI: Threat Reporting Procedures (California Education Code 49393)**

### **1. Purpose**

These procedures are established to ensure the safety of all students, staff, and visitors by providing a clear, coordinated process for reporting, assessing, and responding to threats or incidents of violence, unlawful activity, or potential harm occurring:

- On school grounds
- During school-sponsored events
- On school transportation

These procedures fulfill the requirements of **Education Code sections 49390–49395**, as established by **Senate Bill 906**, effective January 1, 2023, and incorporate the use of **Catapult EMS** to support timely communication and incident management.

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### **2. Definitions**

- **Threat or perceived threat:** Any writing or action by a pupil that creates a reasonable suspicion the pupil is preparing to commit a homicidal act related to the school or a school activity. This includes depictions of firearms, ammunition, shootings, or related violent imagery in association with physical harm or death (e.g., on social media, journals, or class notes).
- **Dangerous or unlawful activity:** Any act or threat that could cause injury or violate local, state, or federal laws (e.g., possession of weapons, physical assault, drug activity, threats of harm).
- **LEA employee:** All certificated and classified staff, contractors, and governing board members who interact with students.

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### **3. Immediate Response and Reporting Protocol**

#### **A. Staff Observations and Mandatory Reporting**

- Any staff member who observes or becomes aware of a threat or perceived threat of a **homicidal act related to school or a school activity** must immediately:
  - **Report to site administration and**
  - **Notify local law enforcement, Twin Rivers Police** (or school resource officer)

- **Submit an Action Alert (Code Red) through Catapult EMS**, which will simultaneously notify key response personnel, including administration and district-level safety officials
- Include all **available evidence** related to the threat (e.g., screenshots, notes, eyewitness statements).
- If multiple employees are aware of the same incident, a report by one satisfies the obligation for all; however, employees are encouraged to document/report individually when in doubt.

#### B. Reporting Other Dangerous or Unlawful Activities

- Staff should report all observed or suspected incidents involving violence, weapons, or unlawful acts to site administration **and through Catapult EMS**.
- Site administrators will use Catapult EMS to:
  - Track incident response in real-time
  - Coordinate with district and law enforcement partners
  - Document steps taken throughout the incident

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#### 4. Administrative Investigation and Threat Assessment

- Upon receiving a report, school administration will:
  1. **Secure the immediate safety** of all individuals involved (e.g., initiate lockdown, call security, isolate the student).
  2. **Initiate a threat assessment** using District-adopted tools (e.g., Behavioral Threat Assessment model).
  3. **Collaborate with law enforcement**, per Ed. Code § 49394, to:
    - Conduct a timely investigation
    - Review the California DOJ firearm registry
    - Conduct a search of the school site if warranted by reasonable suspicion
- **All communication with internal response teams and documentation of investigative steps will be managed via Catapult EMS**, supporting transparency and centralized recordkeeping.

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#### 5. Parent and Student Involvement

- Parents/guardians of involved students will be notified in a manner consistent with district policy and legal requirements.
- In cases involving threats of violence, mental health supports may be offered, including:
  - Counseling referrals
  - SST or IEP team review, if applicable
  - Safety re-entry planning

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#### 6. Documentation and Follow-Up

- All incidents and responses will be documented in both Aeries and Catapult EMS for tracking and legal compliance.
- School administrators will convene a follow-up meeting to:
  - Review the adequacy of the response
  - Ensure all supports and consequences were implemented appropriately
  - Adjust safety protocols if needed

## **Part VII: Emergency Response Protocols**

These Emergency Response Protocols are an excerpt from the larger Master Emergency Operating Plan (EOP) that is developed under the U.S. Department of Education's Emergency Response and Crisis Management Discretionary Program.

These Emergency Response Protocols are consistent with both the Standardized Emergency Management System (SEMS) developed by the State of California and the National Incident Management System (NIMS) developed by the U.S. Department of Homeland Security. The EOP presents specific standardized procedures to be used in preparing for and responding to school emergencies.

It is important to treat this plan as an evolving and living document that will be reviewed in detail annually and updated as required, especially after every incident that requires its use.

The main objectives of these Emergency Response Protocols are to establish policies, procedures, and an organizational structure for response to emergencies for:

- Protecting the life and safety of students and staff
- Protecting Twin Rivers Unified School District property and the environment
- Providing rapid resumption of normal school activities in a timely manner

These emergency protocols are organized into two sections:

1. **Part V.1: Common Response Actions:** Addresses immediate common response actions that may be applied to multiple incident types.
2. **Part V.2: Incident-Specific Response Actions:** Provides pre-incident prevention/mitigation, emergency response, and recovery guidelines for specific incident types.

Each Section of the Incident-Specific Response Actions is divided into 3 subsections:

- A. Pre –Incident Prevention / Mitigation: Those actions, such as plans, training, equipment acquisitions etc., that will prepare schools to deal with emergencies.
- B. Emergency Response Guidelines: Those actions to be taken at the onset, during and at the immediate conclusion of an incident.
- C. Recovery: Those actions that promote continuity of operations and a return to normal operations and post-incident analysis.

**The District's Emergency Response Protocols from the Master Emergency Operation Plan (EOP) are accessible online at this [link](#).**

## Off-Site Evacuation Locations

1 <sup>st</sup> OFF-SITE EVACUATION LOCATION			
<b>Name of Evacuation Facility:</b>	Rio Linda Prep		
<b>Contact Person:</b>	Patty Lee	<b>Phone:</b>	916-765-7872
<b>Address:</b>	1101 G St, Rio Linda, CA 95673		
<b>Special Conditions of Facility Owner:</b>	TRUSD School		
2 <sup>ND</sup> OFF-SITE EVACUATION LOCATION			
<b>Name of Evacuation Facility:</b>	Rio Linda High School		
<b>Contact Person:</b>	Deidre Barlow	<b>Phone:</b>	916-566-2725
<b>Address:</b>	6309 Dry Creek Rd, Rio Linda, CA 95673		
<b>Special Conditions of Facility Owner:</b>	TRUSD School		

## **Part VIII: Strategies and Procedures for School Safety**

# School Plan for Student Achievement: Title I Funded Program Evaluation

## Dry Creek Elementary

### Monitoring and Evaluation Template

Goal #1
<p>Improve academic performance and eliminate achievement gap.</p> <p>By June 2026 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 10% in ELA and Math.</p> <p>By June 2026, 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 10% 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.</p>

Budgeted Amount (From SPSA)	Actions/ Activities (Strategies) (Actions from your SPSA)	Expenditures to Date Updated regularly as funds are spent	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
	1.1 Computer Software Licenses and supplies to support intervention.	0	Our 1st - 4th graders are taking the AR STAR test 4 times a year which is what we are using for progress monitoring. They are taking the quizzes regularly and seeing growth on AR reading levels. Teachers are having data chats with students to share progress.	Continue as written for 1st - 4th grade but there needs to be a new focus with 5th and 6th grade to get them reading more of the books and completing AR quizzes.
	1.2 Fund a full time student support teacher (SST) position to provide intensive ELA and Math intervention. Students are identified by ELA and math assessment data.	82,899	Our student support teacher (SST) teaches 9 small groups a day focusing on grade level ELA and math skills determined by assessment data and teacher reports. Classroom teachers work with the SST to determine the focus for each group. Intervention teacher shares progress with the classroom teachers. Students are making steady progress and are moved according to assessment data. Students who are getting the extra support have more confidence in class and are doing better on daily lessons.	Continue as written. Students who attended the groups so far during trimester 1 have shown growth.



<b>Goal #2</b>

<b>Budgeted Amount</b>	<b>Actions/ Activities (Strategies)</b>	<b>Expenditures to Date</b>	<b>Monitoring What is/is not working and why?</b>	<b>Modification(s) based on monitoring results (Evaluation)</b>
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?

Goal #3
<p>Improve Culture and Climate through Increased Student Engagement</p> <p>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.</p> <p>By June 2026, 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.</p>

Budgeted Amount	Actions/ Activities (Strategies)	Expenditures to Date	Monitoring What is/is not working and why?	Modification(s) based on monitoring results (Evaluation)
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?
	3.1 Student Support Teacher	32,281	Our student support teacher (SST) teaches 9 small groups a day focusing on grade level ELA and math skills determined by assessment data and teacher reports. Classroom teachers work with the SST to determine the focus for each group. Intervention teacher shares progress with the classroom teachers. Students are making steady progress and are moved according to assessment data. Students who are getting the extra support have more confidence in class and are doing better on daily lessons.	Continue as written. Students who attended the groups so far during trimester 1 have shown growth.

Goal #4
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 2026, attendance at Principal Coffee Talks, mini events with parents - spirit weeks, Family Nights at Dry Creek Elementary will increase from 85% (2024-25) to 90% for the 2025-26 school year by provide a welcoming environment for families and inviting them to participate as equal partners in the education of their children.

Budgeted Amount (From SPSA)	Actions/ Activities (Strategies) (Actions from your SPSA)	Expenditures to Date Updated regularly as funds are spent	Monitoring What is/is not working and why? Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Modification(s) based on monitoring results (Evaluation) Continue, modify, or discontinue and why?

<b>Goal #5</b>

<b>Budgeted Amount</b>	<b>Actions/ Activities (Strategies)</b>	<b>Expenditures to Date</b>	<b>Monitoring What is/is not working and why?</b>	<b>Modification(s) based on monitoring results (Evaluation)</b>
(From SPSA)	(Actions from your SPSA)	Updated regularly as funds are spent	Give details of effective and/or ineffective indicators showing that this activity or strategy is/is not working, including: Assessment Data, Attendance and Behavior Data, Implementation data, anecdotal data that can be used to justify the action.	Continue, modify, or discontinue and why?

## **School Plan for Student Achievement: Title I Needs Assessment**

**Directions:** Develop a list of site needs based on current data. Collaborate with ILT, ELAC, Site Council and other groups to determine priority needs. Once your needs are ranked, decide if they fit within a current SPSA goal or if a new goal needs to be created. List the needs your Site Council agrees need to be prioritized for each goal and complete the table. This will determine your actions and budget expenditures for your SPSA.

<b>SPSA Goal</b>	<b>Site Needs (Ranked Greatest-Least)</b>	<b>Data that demonstrates need</b>	<b>Proposed or Current Actions</b>	<b>Metric: How will you measure success?</b>



# 2025-26 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	11/19/25	

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## SPSA Modified Actions and/or Expenditures to Goal 1

<b>Goal Statement</b>	
Improve academic performance and eliminate achievement gap.	
<p>By June 2026 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 10% in ELA and Math.</p> <p>By June 2026, 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 10% 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.</p>	

<b>Action/Services</b>	<b>Approved Expenditures</b>			<b>+/- Proposed Changes</b>			<b>Total Allocation</b>
	<b>Type</b>	<b>Funding Source</b>	<b>Amount</b>	<b>Type</b>	<b>Funding Source</b>	<b>Amount</b>	
1.1 Computer Software Licenses and supplies to support intervention	5000-5999:	Title I Basic	12,947				1,524
1.2 Student Support Teacher	1000-1999: 3000-3999:	Title I Basic	85,777 26,265				111,781
1.1 Computer Software Licenses and supplies to support intervention				5000-5999: Services	Title I Basic	-219	1305

## SPSA Modified Actions and/or Expenditures to Goal 2

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

### SPSA Modified Actions and/or Expenditures to Goal 3

Goal Statement
<p>Improve Culture and Climate through Increased Student Engagement</p> <p>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.</p> <p>By June 2026, 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.</p>

Action/Services	Approved Expenditures			+/- Proposed Changes			Total Allocation
	Type	Funding Source	Amount	Type	Funding Source	Amount	
3.1 Student Support Teacher	1000-1999: 3000-3999:	Title I Basic Title I Basic	35,162 11,205				46367

## 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 2026, attendance at Principal Coffee Talks, mini events with parents - spirit weeks, Family Nights at Dry Creek Elementary will increase from 85% (2024-25) to 90% for the 2025-26 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.	5000-5999:	Title I Parent and	1187				897
4.2 Social Emotional Learning - Virtual and/or In Person Family Nights	5000-5999:	Title I Parent and	3,500.00				3500
4.1 Light refreshments for Principal Coffee Talks/Family Nights and Parent Involvement.				5000-5999: Services	Title I Parent and	-6	891

### SPSA Modified Actions and/or Expenditures to Goal 5

Goal Statement				
Action/Services	Type	Approved Expenditures	+/- Proposed Changes	Total Allocation
		Funding Source	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	171,356.00
Title I Parent and Family Engagement	4,687.00

#### +/- Proposed Changes

Funding Source	Amount
Title I Basic	-219.00
Title I Parent and Family Engagement	-6.00

#### New Total

Funding Source	Amount
	171,137
	4,681

### Expenditures by Goal

#### Approved Expenditures

#### +/- Proposed Changes

Goal Number	Total Expenditures	Goal Number	Total Expenditures
Goal 1	124,989.00	Goal 1	-219.00
Goal 3	46,367.00		
Goal 4	4,687.00	Goal 4	-6.00

**Approval/Attested**

Title	Signature	Date
SSC Chair		11/19/24
Principal		11/19/24