



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<br><i>No Personal: Padres/Miembros de la Comunidad/Estudiantes</i>                                                                                                                                                                                                                                                                    |                 |        | Present / Absent<br><i>Presente/ Ausente</i> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|--------|----------------------------------------------|
| 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):                                                                                                                                                                                                                                                                                                                                                         |                 |        |                                              |
| <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)</b><br><b>*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).</b> |                 |        |                                              |
| Staff: Principal or Designee/Teachers/Other Staff<br><i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal</i>                                                                                                                                                                                                                                                          |                 |        | Present / Absent<br><i>Presente/ Ausente</i> |
| Principal/Designee: <i>Directora(a)/ Designado(a):</i> Amanda Brown/Julia Siegle                                                                                                                                                                                                                                                                                                   |                 |        |                                              |
| Teacher: <i>Maestro(a):</i> Brenda Hin                                                                                                                                                                                                                                                                                                                                             |                 | Year 1 |                                              |
| Teacher: <i>Maestro(a):</i> Michelle Rossi                                                                                                                                                                                                                                                                                                                                         |                 | Year 2 |                                              |
| Teacher: <i>Maestro(a):</i> Lauren Shirk                                                                                                                                                                                                                                                                                                                                           |                 | Year 1 |                                              |
| Other Staff: <i>Otro Personal:</i> Briana Leon                                                                                                                                                                                                                                                                                                                                     |                 | Year 1 |                                              |
| Alternates: <i>Alternativos:</i>                                                                                                                                                                                                                                                                                                                                                   |                 |        |                                              |
| <b>*Teachers must be the majority</b> <b>*Los maestros deben ser mayoría</b>                                                                                                                                                                                                                                                                                                       |                 |        |                                              |

| AGENDA                                                                                                                                                                                                                                                    |                                         |                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ITEM <i>ARTÍCULO</i>                                                                                                                                                                                                                                      | Facilitator<br><i>Facilitador(a)</i>    | Minutes<br><i>Minutas</i>                                                                                                                                                                                                                                               |
| <b>Call to Order / Sign in sheet</b> <i>Orden del Día/ Hoja de Firmas</i><br><br><b>Quorum</b> <i>Quórum (50% +1)</i>                                                                                                                                     | <b>Chairperson</b><br><i>Presidente</i> | This meeting is called to order at:<br><i>Se abre la sesión a las</i><br><br>Total Members in Attendance:<br><i>Total de Miembros Presentes:</i><br><br>Quorum:<br><i>Quórum:</i>                                                                                       |
| <b>Public Comment (2 minutes per speaker)</b><br><i>Comentarios del Público (2 minutos cada participante)</i>                                                                                                                                             | <b>Chairperson</b><br><i>Presidente</i> | <b>Summary of Comments</b> <i>(Resumen de Comentarios)</i>                                                                                                                                                                                                              |
| <b>Review Agenda</b> <i>Repasar Agenda</i>                                                                                                                                                                                                                | <b>Chairperson</b><br><i>Presidente</i> | <b>Summary of Comments</b> <i>(Resumen de Comentarios)</i>                                                                                                                                                                                                              |
| <b>Review / approve minutes from last meeting</b><br><i>Revisar/aprobar el acta de la última reunión</i><br><br>5.20.26 Meeting Minutes<br><br><br>1  Previous Minutes | <b>Chairperson</b><br><i>Presidente</i> | I move to approve the <i>Propongo aprobar a la</i><br><br>Person <i>Persona:</i><br>Second <i>Se secundó:</i><br>In favor <i>A favor :</i><br>Oppose <i>En contra:</i><br>Abstain <i>En abstención:</i><br>Motion: Pass or Fail:<br><i>Moción: Aprobada o Rechazada</i> |

## Council Business *Asuntos del Consejo*

|                                                                                                                            |                                                 |                                                                               |
|----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-------------------------------------------------------------------------------|
| <p>New Members (Nuevos Miembros)</p> <p>Introduce New Members</p>                                                          | <p><b>Chairperson</b><br/><i>Presidente</i></p> | <p><b>Summary of Action Taken</b><br/><i>Resumen de Medidas Adoptadas</i></p> |
| <p>Member Training (Formación de Miembros)</p> <p>Review Site Training which was held 9/23/26 by Twin Rivers via Zoom.</p> | <p><b>Chairperson</b><br/><i>Presidente</i></p> | <p><b>Summary of Action Taken</b><br/><i>Resumen de Medidas Adoptadas</i></p> |
| <p>Elect Officers (Elegir a Funcionarios)</p> <p>Elect new officers for the 26-27 school year.</p>                         | <p><b>Chairperson</b><br/><i>Presidente</i></p> | <p><b>Summary of Action Taken</b><br/><i>Resumen de Medidas Adoptadas</i></p> |

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

|                                                                                                                                                                                                                                                                   |                                                 |                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Bylaws (Reglamentos)</p> <p>26-27 Bylaws - Document Attached<br/>Review &amp; Approve</p> <p>1  Attachment</p>                                                                | <p><b>Chairperson</b><br/><i>Presidente</i></p> | <p>I move to approve the <i>Propongo aprobar a la</i></p> <p>Person <i>Persona:</i><br/>Second <i>Se secundó:</i><br/>In favor <i>A favor :</i><br/>Oppose <i>En contra:</i><br/>Abstain <i>En abstención:</i><br/>Motion: Pass or Fail:<br/><i>Moción: Aprobada o Rechazada</i></p> |
| <p>School Compact (Compacto Escolar)</p> <p>26-27 Dry Creek School Compact - Document Attached<br/>Review &amp; Approve</p> <p>1  Attachment</p>                                | <p><b>Chairperson</b><br/><i>Presidente</i></p> | <p>I move to approve the <i>Propongo aprobar a la</i></p> <p>Person <i>Persona:</i><br/>Second <i>Se secundó:</i><br/>In favor <i>A favor :</i><br/>Oppose <i>En contra:</i><br/>Abstain <i>En abstención:</i><br/>Motion: Pass or Fail:<br/><i>Moción: Aprobada o Rechazada</i></p> |
| <p>Parent Involvement (Participación de Padres)</p> <p>26-27 Dry Creek Handbook - Document Attached<br/>Review &amp; Approve</p> <p>1  Attachment</p>                          | <p><b>Chairperson</b><br/><i>Presidente</i></p> | <p>I move to approve the <i>Propongo aprobar a la</i></p> <p>Person <i>Persona:</i><br/>Second <i>Se secundó:</i><br/>In favor <i>A favor :</i><br/>Oppose <i>En contra:</i><br/>Abstain <i>En abstención:</i><br/>Motion: Pass or Fail:<br/><i>Moción: Aprobada o Rechazada</i></p> |
| <p>Site Safety Plan (Plan de Seguridad del Centro)</p> <p>26-27 Dry Creek Comprehensive Site Safety Plan - Document Attached<br/>Review &amp; Approve</p> <p>1  Attachment</p> | <p><b>Chairperson</b><br/><i>Presidente</i></p> | <p>I move to approve the <i>Propongo aprobar a la</i></p> <p>Person <i>Persona:</i><br/>Second <i>Se secundó:</i><br/>In favor <i>A favor :</i><br/>Oppose <i>En contra:</i><br/>Abstain <i>En abstención:</i><br/>Motion: Pass or Fail:<br/><i>Moción: Aprobada o Rechazada</i></p> |

**Document Review:** *Revisión y de Documentos*

|                              |                                         |                                                                       |
|------------------------------|-----------------------------------------|-----------------------------------------------------------------------|
| Other<br><br>Terms of Office | <b>Chairperson</b><br><i>Presidente</i> | <b>Summary of Action Taken</b><br><i>Resumen de Medidas Adoptadas</i> |
| N/A                          | <b>Chairperson</b><br><i>Presidente</i> | <b>Summary of Action Taken</b><br><i>Resumen de Medidas Adoptadas</i> |

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

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

| <b>Other Business:</b> <i>Otros Asuntos:</i>                                                                                                                                                  |                                         |                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------------------------------------------------|
| <b>ELAC Reporting</b><br><i>Informes ELAC</i><br>ELAC Meeting Schedule<br>October 13<br>January 26<br>February 16<br>April 13                                                                 | <b>Chairperson</b><br><i>Presidente</i> | <b>Summary of Reporting</b> ( <i>Resumen de Informes</i> )            |
| <b>Committee Reports or Guest Presenters (PTA, DELAC, Other outside presenters)</b><br><i>Informes de Comités o Presentadores Invitados (PTA, DELAC, otros presentadores externos)</i><br>N/A | <b>Chairperson</b><br><i>Presidente</i> | <b>Summary of Presentation</b> ( <i>Resumen de Presentación</i> )     |
| <b>Additional Information/New Business/Discussion</b><br><i>Información Adicional/Asuntos Nuevos/Conversación</i><br>October 23rd Critter Carnival 4:30 - 6:30PM                              | <b>Chairperson</b><br><i>Presidente</i> | <b>Summary of Action Taken</b><br><i>Resumen de Medidas Adoptadas</i> |
| <b>Adjournment:</b> <i>Aplazamiento:</i>                                                                                                                                                      | <b>Chairperson</b><br><i>Presidente</i> | <b>Time:</b> <i>Hora:</i>                                             |

|                                                               |            |         |
|---------------------------------------------------------------|------------|---------|
| <b>Next meeting date:</b><br><i>Fecha de próxima reunión:</i> | 11/18/2026 | 2:30 PM |
|---------------------------------------------------------------|------------|---------|



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*

| <b>Non-staff: Parents/Community Member/Students</b><br><i>No Personal: Padres/Miembros de la Comunidad/Estudiantes</i>                                                                                                                                                                                                                                                             |                  | <b>Present / Absent</b><br><i>Presente/ Ausente</i> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------------------------------------------------|
| Parent                                                                                                                                                                                                                                                                                                                                                                             | Michelle Calkins | Present                                             |
| Parent                                                                                                                                                                                                                                                                                                                                                                             | Teresa Gonzalez  | Present                                             |
| Parent                                                                                                                                                                                                                                                                                                                                                                             | Brian Fullerton  | Present                                             |
| Parent                                                                                                                                                                                                                                                                                                                                                                             | Rachel Nelson    | Absent                                              |
| Parent                                                                                                                                                                                                                                                                                                                                                                             | Rozella Wagner   | Present                                             |
| <b>Alternates (Alternativos):</b>                                                                                                                                                                                                                                                                                                                                                  |                  |                                                     |
| <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)</b><br><b>*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).</b> |                  |                                                     |
| <b>Staff: Principal or Designee/Teachers/Other Staff</b><br><i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal</i>                                                                                                                                                                                                                                                   |                  | <b>Present / Absent</b><br><i>Presente/ Ausente</i> |
| <b>Principal/Designee: Directora(a)/ Designado(a):</b> Amanda Forde                                                                                                                                                                                                                                                                                                                |                  | Present                                             |
| <b>Teacher: Maestro(a):</b> Rebecca Broussard                                                                                                                                                                                                                                                                                                                                      |                  | Present                                             |
| <b>Teacher: Maestro(a):</b> Nicole Guillaume                                                                                                                                                                                                                                                                                                                                       |                  | Present                                             |
| <b>Teacher: Maestro(a):</b> Michelle Rossi                                                                                                                                                                                                                                                                                                                                         |                  | Present                                             |
| <b>Other Staff: Otro Personal:</b> Nancy Aguirre Garcia                                                                                                                                                                                                                                                                                                                            |                  | Present                                             |
| <b>Alternates: Alternativos:</b>                                                                                                                                                                                                                                                                                                                                                   |                  |                                                     |
| <b>*Teachers must be the majority</b> *Los maestros deben ser mayoría                                                                                                                                                                                                                                                                                                              |                  |                                                     |

# AGENDA

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

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

## Document Review: *Revisión y de Documentos*

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

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

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

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

|                                                               |            |         |
|---------------------------------------------------------------|------------|---------|
| <b>Next meeting date:</b><br><i>Fecha de próxima reunión:</i> | 09/09/2026 | 2:30 PM |
|---------------------------------------------------------------|------------|---------|



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) <i>No Personal: Padres/Miembros de la Comunidad/Estudiantes (Por favor indique Año 1 o 2 de afiliación)</i>                                                                                                                                                                                              |                  | Present / Absent<br><i>Presente/ Ausente</i> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|----------------------------------------------|
| Parent                                                                                                                                                                                                                                                                                                                                                                                        | Michelle Calkins | Present                                      |
| Parent                                                                                                                                                                                                                                                                                                                                                                                        | Teresa Garcia    | Present                                      |
| Parent                                                                                                                                                                                                                                                                                                                                                                                        | Brian Fullerton  | Present                                      |
| Parent                                                                                                                                                                                                                                                                                                                                                                                        | Rachel Nelson    | Present                                      |
| Parent                                                                                                                                                                                                                                                                                                                                                                                        | Rozella Wagner   | Present                                      |
| Alternates (Alternativos):                                                                                                                                                                                                                                                                                                                                                                    |                  |                                              |
| <p><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></p> <p><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></p> |                  |                                              |
| Staff: Principal or Designee/Teachers/Other Staff (Please note Year 1 or 2 of membership) <i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal (Por favor indique Año 1 o 2 de afiliación)</i>                                                                                                                                                                                    |                  | Present / Absent<br><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                                      |
| Alternates: <i>Alternativos:</i>                                                                                                                                                                                                                                                                                                                                                              |                  |                                              |
| <i>*Teachers must be the majority</i> <i>*Los maestros deben ser mayoría</i>                                                                                                                                                                                                                                                                                                                  |                  |                                              |

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

**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<br><br>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. | <b>Chairperson</b><br><i>Presidente</i> | I move to approve the <i>Propongo aprobar a la</i><br>FT SST POSITION FOR26/27 SCH.<br>YEAR<br>Person <i>Persona:</i> Nicole Guillaume<br>Second <i>Se secundó:</i> Rozella Wagner<br>In favor <i>A favor :</i> 10<br>Oppose <i>En contra:</i> 0<br>Abstain <i>En abstención:</i> 0<br>Motion: Pass or Fail: Pass<br><i>Moción: Aprobada o Rechazada</i> |
| N/A                                                                                                                                                                              | <b>Chairperson</b><br><i>Presidente</i> | I move to approve the <i>Propongo aprobar a la</i><br>N/A<br>Person <i>Persona:</i><br>Second <i>Se secundó:</i><br>In favor <i>A favor :</i><br>Oppose <i>En contra:</i><br>Abstain <i>En abstención:</i><br>Motion: Pass or Fail:<br><i>Moción: Aprobada o Rechazada</i>                                                                               |
| N/A                                                                                                                                                                              | <b>Chairperson</b><br><i>Presidente</i> | I move to approve the <i>Propongo aprobar a la</i><br>N/A<br>Person <i>Persona:</i><br>Second <i>Se secundó:</i><br>In favor <i>A favor :</i><br>Oppose <i>En contra:</i><br>Abstain <i>En abstención:</i><br>Motion: Pass or Fail:<br><i>Moción: Aprobada o Rechazada</i>                                                                               |
| N/A                                                                                                                                                                              | <b>Chairperson</b><br><i>Presidente</i> | I move to approve the <i>Propongo aprobar a la</i><br>N/A<br>Person <i>Persona:</i><br>Second <i>Se secundó:</i><br>In favor <i>A favor :</i><br>Oppose <i>En contra:</i><br>Abstain <i>En abstención:</i><br>Motion: Pass or Fail:<br><i>Moción: Aprobada o Rechazada</i>                                                                               |

**Document Review:** *Revisión y de Documentos*

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

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

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

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

|                                                               |            |         |
|---------------------------------------------------------------|------------|---------|
| <b>Next meeting date:</b><br><i>Fecha de próxima reunión:</i> | 03/18/2026 | 2:30 PM |
|---------------------------------------------------------------|------------|---------|



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](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*

| <b>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></b>                                                                                                                                                                                          |                  | <b>Present / Absent<br/><i>Presente/ Ausente</i></b> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------------------------------------------------|
| Parent                                                                                                                                                                                                                                                                                                                                                                                           | Michelle Calkins | Present                                              |
| Parent                                                                                                                                                                                                                                                                                                                                                                                           | Teresa Garcia    | Present                                              |
| Parent                                                                                                                                                                                                                                                                                                                                                                                           | Brian Fullerton  | Present                                              |
| Parent                                                                                                                                                                                                                                                                                                                                                                                           | Rachel Nelson    | Absent                                               |
| Parent                                                                                                                                                                                                                                                                                                                                                                                           | Rozella Wagner   | Present                                              |
| <b>Alternates (Alternativos):</b>                                                                                                                                                                                                                                                                                                                                                                |                  |                                                      |
| <b><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></b><br><b><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></b> |                  |                                                      |
| <b>Staff: Principal or Designee/Teachers/Other Staff (Please note Year 1 or 2 of membership) <i>Personal: Director(a) o Designado(a)/ Maestros/ Otro Personal (Por favor indique Año 1 o 2 de afiliación)</i></b>                                                                                                                                                                                |                  | <b>Present / Absent<br/><i>Presente/ Ausente</i></b> |
| <b>Principal/Designee: <i>Directora(a)/ Designado(a):</i> Amanda Forde</b>                                                                                                                                                                                                                                                                                                                       |                  | Present                                              |
| <b>Teacher: <i>Maestro(a):</i> Rebecca Broussard</b>                                                                                                                                                                                                                                                                                                                                             |                  | Present                                              |
| <b>Teacher: <i>Maestro(a):</i> Nicole Guillaume</b>                                                                                                                                                                                                                                                                                                                                              |                  | Present                                              |
| <b>Teacher: <i>Maestro(a):</i> Michelle Rossi</b>                                                                                                                                                                                                                                                                                                                                                |                  | Present                                              |
| <b>Other Staff: <i>Otro Personal:</i> Nancy Aguirre Garcia</b>                                                                                                                                                                                                                                                                                                                                   |                  | Present                                              |
| <b>Alternates: <i>Alternativos:</i></b>                                                                                                                                                                                                                                                                                                                                                          |                  |                                                      |
| <b><i>*Teachers must be the majority</i></b> <i>*Los maestros deben ser mayoría</i>                                                                                                                                                                                                                                                                                                              |                  |                                                      |

# AGENDA

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

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

## 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><br/><i>Presidente</i></p> | <p><b>Summary of Action Taken</b><br/><i>Resumen de Medidas Adoptadas</i></p> <p>Reviewed Title 1 Evaluation with committee.</p> |
| <p>N/A</p>                                                                                                                                                                         | <p><b>Chairperson</b><br/><i>Presidente</i></p> | <p><b>Summary of Action Taken</b><br/><i>Resumen de Medidas Adoptadas</i></p> <p>N/A</p>                                         |

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

|                                                                                                                                                                                                                                                              |                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div data-bbox="146 1438 360 1465">SPSA Addendum</div> <div data-bbox="123 1497 339 1524">SPSA Addendum</div> <div data-bbox="146 1858 417 1892">1  Attach Document</div> | <div data-bbox="776 1417 954 1486"> <b>Chairperson</b><br/> <i>Presidente</i> </div> | <div data-bbox="976 1417 1498 1486"> I move to approve the <i>Propongo aprobar a la</i><br/> Teresa Garcia </div> <div data-bbox="976 1507 1377 1541"> Person <i>Persona:</i> Nicole Guillaume </div> <div data-bbox="976 1545 1383 1579"> Second <i>Se secundó:</i> Brian Fullerton </div> <div data-bbox="976 1583 1211 1617"> In favor <i>A favor</i> : 09 </div> <div data-bbox="976 1621 1211 1654"> Oppose <i>En contra:</i> 0 </div> <div data-bbox="976 1659 1261 1692"> Abstain <i>En abstención:</i> 0 </div> <div data-bbox="976 1696 1312 1730"> Motion: Pass or Fail: Pass </div> <div data-bbox="976 1734 1320 1768"> <i>Moción: Aprobada o Rechazada</i> </div> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

|                                                               |            |         |
|---------------------------------------------------------------|------------|---------|
| <b>Next meeting date:</b><br><i>Fecha de próxima reunión:</i> | 01/28/2026 | 2:30 PM |
|---------------------------------------------------------------|------------|---------|

## 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 1<sup>st</sup> grader (approximately 75) and every 2<sup>nd</sup> grader (approximately 67) using the SIPPS Placement Test. For the combo class and 3<sup>rd</sup> – 6<sup>th</sup> 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- 1<sup>st</sup> graders

15 – 2<sup>nd</sup> graders

11 – 3<sup>rd</sup> graders (2xs a day)

13 – 4<sup>th</sup> graders

17 – 5<sup>th</sup> graders

4- 6<sup>th</sup> graders

However, I support progress monitoring (**SIPPS Mastery Tests**) and reading intervention **materials** for 1-4<sup>th</sup> grades. For example for 1<sup>st</sup> and 2<sup>nd</sup> 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 3<sup>rd</sup> and 4<sup>th</sup> 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:

1<sup>st</sup> grade: 13 students (soon to be 26)

2<sup>nd</sup> grade: 25 students (soon to be 32)

3<sup>rd</sup> grade: 35 students (no feedback, just books)

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

(5<sup>th</sup> grade instruction is mostly supported by my Lisa Scantlebury MTSS. 6<sup>th</sup> 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...

4<sup>th</sup> Grade: 2 full classrooms (51 students) of 4<sup>th</sup> 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, 5<sup>th</sup> 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.)*

3<sup>rd</sup> 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, 3<sup>rd</sup> grade only had 25 students that tested out of SIPPS. We have 39 at mid-year 😊)*

2<sup>nd</sup> 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. 😊)*

1<sup>st</sup> 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.

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# **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 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 |

| <b>Reading</b><br><b>Demonstrating understanding of literary and non-fictional texts</b> |                  |       |       |                       |       |       |                  |       |       |
|------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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 |

| <b>Writing</b><br><b>Producing clear and purposeful writing</b> |                  |       |       |                       |       |       |                  |       |       |
|-----------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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 |

| <b>Listening</b><br><b>Demonstrating effective communication skills</b> |                  |       |       |                       |       |       |                  |       |       |
|-------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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 |

| <b>Research/Inquiry</b><br><b>Investigating, analyzing, and presenting information</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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 |

| <b>Concepts &amp; Procedures</b><br><b>Applying mathematical concepts and procedures</b> |                  |       |       |                       |       |       |                  |       |       |
|------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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 |

| <b>Problem Solving &amp; Modeling/Data Analysis</b><br><b>Using appropriate tools and strategies to solve real world and mathematical problems</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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 |

| <b>Communicating Reasoning</b><br><b>Demonstrating ability to support mathematical conclusions</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

| ELPAC Summative Assessment Data<br>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 |
| <b>K</b>                                                                                     | 1362.0  | 1369.8 | 1397.8 | 1375.0        | 1386.0 | 1404.1 | 1331.2           | 1331.9 | 1382.8 | 23                        | 26    | 24    |
| <b>1</b>                                                                                     | 1412.0  | 1407.6 | 1420.5 | 1406.5        | 1425.4 | 1423.4 | 1416.8           | 1389.3 | 1417.1 | 15                        | 22    | 18    |
| <b>2</b>                                                                                     | 1444.1  | 1436.3 | 1446.8 | 1452.7        | 1448.7 | 1460.0 | 1434.8           | 1423.5 | 1433.1 | 23                        | 18    | 22    |
| <b>3</b>                                                                                     | 1460.3  | 1481.4 | 1462.6 | 1469.9        | 1479.7 | 1449.8 | 1450.2           | 1482.5 | 1474.8 | 18                        | 26    | 16    |
| <b>4</b>                                                                                     | 1473.1  | 1504.4 | 1506.6 | 1475.5        | 1514.2 | 1506.9 | 1470.2           | 1494.0 | 1505.9 | 31                        | 22    | 27    |
| <b>5</b>                                                                                     | 1512.2  | 1495.8 | 1525.2 | 1526.8        | 1496.3 | 1529.1 | 1497.4           | 1494.8 | 1520.9 | 17                        | 34    | 18    |
| <b>6</b>                                                                                     | 1519.1  | 1503.2 | 1532.9 | 1503.9        | 1494.7 | 1528.0 | 1533.9           | 1511.4 | 1537.3 | 17                        | 17    | 27    |
| <b>All Grades</b>                                                                            |         |        |        |               |        |        |                  |        |        | 144                       | 165   | 152   |

| Overall Language<br>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 |
| <b>K</b>                                                                              | 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    |
| <b>1</b>                                                                              | 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    |
| <b>2</b>                                                                              | 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    |
| <b>3</b>                                                                              | 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    |
| <b>4</b>                                                                              | 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    |
| <b>5</b>                                                                              | 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    |
| <b>6</b>                                                                              | 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    |
| <b>All Grades</b>                                                                     | 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   |

| <b>Oral Language</b><br><b>Percentage of Students at Each Performance Level for All Students</b> |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|--------------------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| 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   |

| <b>Written Language</b><br><b>Percentage of Students at Each Performance Level for All Students</b> |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|-----------------------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| 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   |

| <b>Listening Domain</b><br><b>Percentage of Students by Domain Performance Level for All Students</b> |                |       |       |                     |       |       |           |       |       |                          |       |       |
|-------------------------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| 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<br>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<br>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<br>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:

- 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

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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.”



### 2025 Fall Dashboard Overall Performance for All Students

| Academic Performance                                                                                                                          | Academic Engagement                                                                                                                     | Conditions & Climate                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <div>English Language Arts</div> <div><br/>Yellow</div>     | <div>Chronic Absenteeism</div> <div><br/>Yellow</div> | <div>Suspension Rate</div> <div><br/>Orange</div> |
| <div>Mathematics</div> <div><br/>Green</div>               |                                                                                                                                         |                                                                                                                                       |
| <div>English Learner Progress</div> <div><br/>Orange</div> |                                                                                                                                         |                                                                                                                                       |

#### 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.”



This section provides number of student groups in each level.



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                                                                                                                                                   |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>Yellow</div> <div>15.7 points below standard</div> <div>Increased 6.3 points</div> <div>346 Students</div> | <div>English Learners</div> <div></div> <div>Yellow</div> <div>36.2 points below standard</div> <div>Increased 7.7 points</div> <div>107 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>5 Students</div>        |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>3 Students</div>   | <div>Homeless</div> <div></div> <div>Orange</div> <div>38.2 points below standard</div> <div>Declined 4.4 points</div> <div>58 Students</div>           | <div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>15.4 points below standard</div> <div>Increased 8.1 points</div> <div>316 Students</div> |

|                                                                                                                                                                                                            |                                                                                                                                                                                                         |                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Yellow<br>67.5 points below standard<br>Increased 6.2 points<br>66 Students      | <b>African American</b><br><br>No Performance Color<br>67 points below standard<br>Declined 21.1 points<br>11 Students | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students |
| <b>Asian</b><br><br>Orange<br>36.2 points below standard<br>Declined 24.7 points<br>38 Students                           | <b>Filipino</b><br><br>No Performance Color<br>0 Students                                                              | <b>Hispanic</b><br><br>Yellow<br>12.5 points below standard<br>Increased 14.8 points<br>169 Students             |
| <b>Two or More Races</b><br><br>No Performance Color<br>23.4 points below standard<br>Declined 17.7 points<br>18 Students | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student       | <b>White</b><br><br>Green<br>3 points below standard<br>Increased 7.6 points<br>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

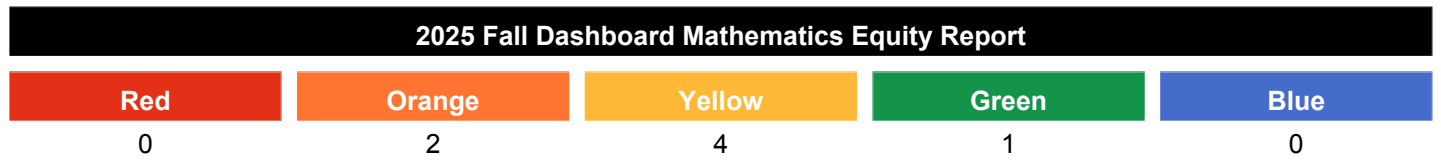
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”



This section provides number of student groups in each level.



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                                                                                                                                                            |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>Green</div> <div>24.7 points below standard</div> <div>Increased 6.2 points</div> <div>349 Students</div> | <div>English Learners</div> <div></div> <div>Yellow</div> <div>52.5 points below standard</div> <div>Increased 4.8 points</div> <div>111 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>5 Students</div>        |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>4 Students</div>  | <div>Homeless</div> <div></div> <div>Orange</div> <div>38.6 points below standard</div> <div>Declined 6.8 points</div> <div>61 Students</div>           | <div>Socioeconomically Disadvantaged</div> <div></div> <div>Yellow</div> <div>26.1 points below standard</div> <div>Increased 4.3 points</div> <div>319 Students</div> |

|                                                                                                                                                                                                         |                                                                                                                                                                                                          |                                                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Orange<br>84.4 points below standard<br>Declined 10.9 points<br>67 Students   | <b>African American</b><br><br>No Performance Color<br>45 points below standard<br>Increased 44.4 points<br>11 Students | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students |
| <b>Asian</b><br><br>Yellow<br>23.6 points below standard<br>Maintained -1.7 points<br>38 Students                      | <b>Filipino</b><br><br>No Performance Color<br>0 Students                                                               | <b>Hispanic</b><br><br>Yellow<br>31.1 points below standard<br>Increased 3.1 points<br>173 Students              |
| <b>Two or More Races</b><br><br>No Performance Color<br>37.9 points below standard<br>Declined 6 points<br>18 Students | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student        | <b>White</b><br><br>Green<br>6.9 points below standard<br>Increased 7.2 points<br>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

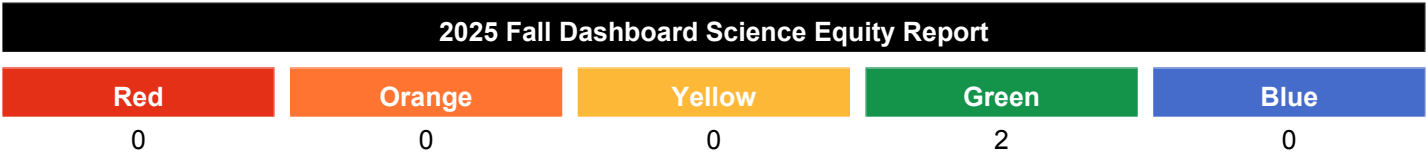
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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.”



This section provides number of student groups in each level.



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                                                                                                                                                              |                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>All Students</div> <div></div> <div>Green</div> <div>48.3 science points</div> <div>Increased 5.7 points</div> <div>92 Students</div>       | <div>English Learners</div> <div></div> <div>No Performance Color</div> <div>36.4 science points</div> <div>Maintained -1.5 points</div> <div>22 Students</div> | <div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>                                                       |
| <div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>1 Student</div> | <div>Homeless</div> <div></div> <div>No Performance Color</div> <div>46.3 science points</div> <div>16 Students</div>                                           | <div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>47.9 science points</div> <div>Increased 5.2 points</div> <div>83 Students</div> |

|                                                                                                                                                                                                             |                                                                                                                                                                                                    |                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>No Performance Color<br>34.3 science points<br>Declined 7.5 points<br>18 Students | <b>African American</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>4 Students | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student |
| <b>Asian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>10 Students                    | <b>Filipino</b><br><br>No Performance Color<br>0 Students                                                         | <b>Hispanic</b><br><br>Green<br>47.4 science points<br>Increased 7 points<br>40 Students                        |
| <b>Two or More Races</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>3 Students         | <b>Pacific Islander</b><br><br>No Performance Color<br>0 Students                                                 | <b>White</b><br><br>No Performance Color<br>54 science points<br>Increased 5.1 points<br>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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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                                                                          |
| <br>Orange | <br>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:**

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

# School and Student Performance Data

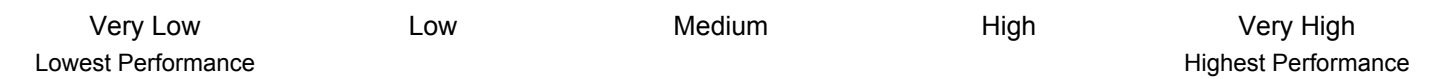
## Academic Performance College/Career Report

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.



This section provides number of student groups in each level.



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

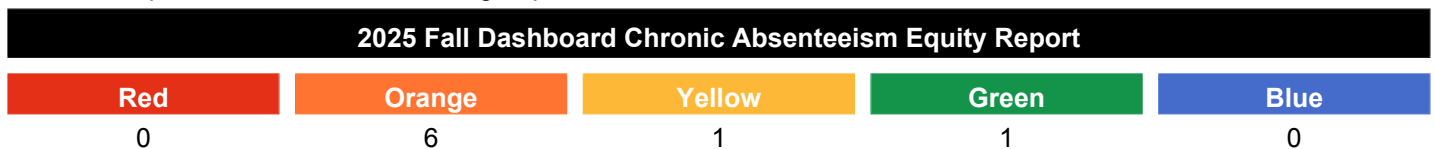
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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                            |                                                                                                   |                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Yellow<br>30.1% Chronically Absent<br>Declined 3.5<br>667 Students                 | <b>English Learners</b><br><br>Orange<br>26.7% Chronically Absent<br>Declined 1.5<br>176 Students | <b>Long-Term English Learners</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>6 Students |
| <b>Foster Youth</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>6 Students | <b>Homeless</b><br><br>Orange<br>34.8% Chronically Absent<br>Declined 11.7<br>112 Students        | <b>Socioeconomically Disadvantaged</b><br><br>Yellow<br>31.6% Chronically Absent<br>Declined 3.7<br>583 Students            |

|                                                                                                                                                                                            |                                                                                                                                                                                                    |                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Orange<br>36.5% Chronically Absent<br>Declined 4<br>115 Students | <b>African American</b><br><br>No Performance Color<br>43.8% Chronically Absent<br>Declined 36.3<br>16 Students   | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students |
| <b>Asian</b><br><br>Green<br>8.3% Chronically Absent<br>Declined 3.6<br>72 Students                       | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student          | <b>Hispanic</b><br><br>Orange<br>34.5% Chronically Absent<br>Declined 0.8<br>342 Students                        |
| <b>Two or More Races</b><br><br>Orange<br>35.6% Chronically Absent<br>Declined 10.7<br>59 Students        | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students | <b>White</b><br><br>Orange<br>27.2% Chronically Absent<br>Declined 0.8<br>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.

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                      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

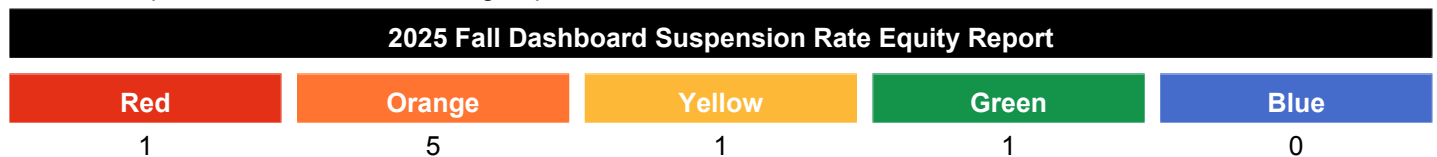
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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."



This section provides number of student groups in each level.



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                                                                                                                               |                                                                                                                                                                                               |                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Orange<br>4.4% suspended at least one day<br>Increased 0.5%<br>681 Students        | <b>English Learners</b><br><br>Orange<br>1.1% suspended at least one day<br>Increased 0.6%<br>177 Students | <b>Long-Term English Learners</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>6 Students |
| <b>Foster Youth</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>7 Students | <b>Homeless</b><br><br>Red<br>7.8% suspended at least one day<br>Increased 5%<br>116 Students              | <b>Socioeconomically Disadvantaged</b><br><br>Orange<br>4.9% suspended at least one day<br>Increased 1.1%<br>596 Students   |

|                                                                                                                                                                                                     |                                                                                                                                                                                                          |                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Students with Disabilities</b><br><br>Green<br>2.6% suspended at least one day<br>Declined 4.1%<br>115 Students | <b>African American</b><br><br>No Performance Color<br>37.5% suspended at least one day<br>Increased 26%<br>16 Students | <b>American Indian</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students |
| <b>Asian</b><br><br>Orange<br>1.4% suspended at least one day<br>Increased 1.4%<br>74 Students                     | <b>Filipino</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>1 Student                | <b>Hispanic</b><br><br>Orange<br>3.7% suspended at least one day<br>Increased 1.3%<br>347 Students               |
| <b>Two or More Races</b><br><br>Orange<br>6.6% suspended at least one day<br>Declined 1.3%<br>61 Students          | <b>Pacific Islander</b><br><br>No Performance Color<br>Fewer than 11 students - No Data for Privacy<br>2 Students       | <b>White</b><br><br>Yellow<br>3.4% suspended at least one day<br>Declined 1.8%<br>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<br>1st - 84%<br>2nd - 48%<br>3rd - 55%<br>4th - 59%<br>5th - 68%<br>6th - 60%             | ELA Benchmark<br>1st - 88%<br>2nd - 52%<br>3rd - 59%<br>4th - 63%<br>5th - 72%<br>6th - 64%             |
| SWUN Math Benchmarks                                                                                  | Math Benchmark<br>K – 85%<br>1st - 78%<br>2nd - 68%<br>3rd - 68%<br>4th - 59%<br>5th - 46%<br>6th - 37% | Math Benchmark<br>K – 89%<br>1st - 82%<br>2nd - 72%<br>3rd - 72%<br>4th - 63%<br>5th - 50%<br>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%<br>25/26 Tri 2 Math 68%                                                             | 26/27 Tri 1 ELA 65%<br>26/27 Tri 1 Math 72%                                                             |
| i-Ready                                                                                               | Fall 2026<br>Tier 1 39%<br>Tier 2 41%<br>Tier 3 20%                                                     | Fall 2027<br>Tier 1 48%<br>Tier 2 36%<br>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<br>Title I Basic<br>5000-5999: Operating Expenditures<br>1.1 Title 1 Basic                                                                                          |
| 1.2                 | 1.2 Student Support Teacher                                         | All Students.         | 85,777<br>Title I Basic<br>1000-1999: Certificated Personnel Salaries<br>1.2 Title 1 Basic<br>26,265<br>Title I Basic<br>3000-3999: Employee Benefits<br>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/<br>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<br>Title I Basic<br>1000-1999: Certificated<br>Personnel Salaries<br><br>11,205<br>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.<br>90% attendance at Back to School Night during the 25-26 school year.<br><br>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<br>5000-5999: Operating Expenditures<br>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<br>Title I Parent and Family Engagement<br>5000-5999: Operating Expenditures<br>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/<br>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](mailto: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](mailto: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 as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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](mailto: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 (*Sections: 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 (*Sections: 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 (*Sections: 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 in 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

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### 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](mailto: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.

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### **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**

|               |    |                               |
|---------------|----|-------------------------------|
| <b>July</b>   | 30 | Kinder Assessments            |
| <b>August</b> | 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                                                                                                                                                                               |
| <b>September<br/>Respect</b>      | 7-18     | Z Best Fundraiser                                                                                                                                                                                            |
|                                   | 17       | Junior Achievement Day K-6                                                                                                                                                                                   |
|                                   | 21       | BINGO Night - 5:30-9:30PM                                                                                                                                                                                    |
|                                   | 25       | Morning Sing-Crazy Hair Day                                                                                                                                                                                  |
| <b>October<br/>Responsibility</b> | 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 <ul style="list-style-type: none"> <li>Monday: Hat Day</li> <li>Tuesday: Wear red</li> <li>Wednesday: Sports Day</li> <li>Thursday: Pajama Day</li> <li>Friday: Wear Critter Gear</li> </ul> |
|                                   | 30       | Morning Sing                                                                                                                                                                                                 |
| <b>November<br/>Cooperation</b>   | 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                                                                                                                                                                  |
| <b>December<br/>Gratitude</b>      | 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,<br>15,17 | 6th Grade Field Trip - Nutcracker                                                                                                                                                           |
|                                    | 17           | Critter Caroling 5-7PM <ul style="list-style-type: none"> <li>• TK 5:00PM</li> <li>• Kinder 5:15PM</li> <li>• 1st/2nd 5:45PM</li> <li>• 3rd/4th 6:15PM</li> <li>• 5th/6th 6:45PM</li> </ul> |
|                                    | 18           | Morning Sing-Pajama Day                                                                                                                                                                     |
| <b>January<br/>Problem Solving</b> | 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                                                                                                                                                                             |
| <b>February<br/>Kindness</b>       | 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                                                                                                                                                                             |

|                                        |        |                                                         |
|----------------------------------------|--------|---------------------------------------------------------|
| <b>March</b><br><i>Trustworthiness</i> | 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           |
| <b>April</b><br><i>Perseverance</i>    | 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         |
| <b>May</b><br><i>Positive Attitude</i> | 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              |
| <b>June</b> | 1     | Water Day                             |
|             | 3     | 6th Grade Promotion                   |
|             | 4     | TK Celebration                        |
|             | 5     | Last Day of School                    |



## Twin Rivers Unified School District Comprehensive School Safety Plan

California Education Code Sections 32280-32289.6 and 49390-49395  
**2026-2027**

|                                                                         |                                      |
|-------------------------------------------------------------------------|--------------------------------------|
| <b>School:</b>                                                          | Dry Creek Elementary                 |
| <b>CDS Code:</b>                                                        | 34 76505 6033484                     |
| <b>School Address:</b>                                                  | 1230 G St., Rio Linda, CA 95673-4414 |
| <b>School Phone:</b>                                                    | 916-566-1820                         |
| <b>Principal Name:</b>                                                  | Amanda Brown                         |
| <b>Principal Email:</b>                                                 | amanda.brown@trusd.net               |
| <b>Date adopted by School Site Council / Safety Planning Committee:</b> |                                      |
| <b>Date presented at public meeting:</b>                                |                                      |
| <b>Date submitted to District:</b>                                      |                                      |
| <b>Date approved by Board of Trustees:</b>                              |                                      |

1 Attach Evacuation Map

### Signatures

| Role                                                                     | Printed name | Signature | Date |
|--------------------------------------------------------------------------|--------------|-----------|------|
| Principal / Designee                                                     |              |           |      |
| School Site Council<br>Chairperson or Safety<br>Planning Committee Chair |              |           |      |
| Executive Director /<br>District Designee                                |              |           |      |

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# **Part I: Purpose, Vision, Legal Authority, and Confidentiality**

## **A. Purpose and vision**

Twin Rivers Unified School District maintains this Comprehensive School Safety Plan template to support safe, secure, inclusive, and well-prepared school environments for students, staff, families, visitors, and community partners. Each school uses the template to document site-specific data, consultation, prevention strategies, preparedness procedures, and annual implementation activities.

The plan supports a systematic planning process aimed at prevention, response, recovery, education, and continuous improvement for potential incidents involving medical emergencies, sudden cardiac arrest, crime, violence, bullying, harassment, discrimination, natural hazards, and other school safety risks.

## **B. Legal authority and required components**

- California Education Code Sections 32280-32289.6, including annual review/adoption, staff training, committee development, safety assessment, safety strategies, disaster procedures, tactical response procedures, high-intensity drill prohibitions, sudden cardiac arrest response, immigration enforcement notification, opioid overdose protocol, instructional continuity, and public inspection of non-sensitive safety-related materials.
- California Education Code Sections 49390-49395, including firearm safe-storage notification, definitions for threats or perceived threats, mandatory threat reporting to law enforcement, support for law enforcement investigation and assessment, and related liability protections.
- Applicable state and federal requirements relating to disability access, nondiscrimination, child abuse or neglect reporting, student privacy, employee safety, and emergency management.

## **C. Relationship to District Emergency Operations Plan and other plans**

This CSSP is part of a larger District safety system that includes the District Master Emergency Operations Plan (EOP), site emergency procedures, Catapult EMS, student information systems, the District Workplace Violence Prevention Plan (WVPP), facilities use procedures, student discipline policies, and related Board Policies and Administrative Regulations.

- This public template states the required process and non-sensitive safety elements.
- Detailed tactical response procedures, maps, keys, gate information, surveillance details, reunification routes, and student-specific accommodations are maintained in a confidential site safety annex or secure District system and shared only with authorized personnel and first responders as appropriate.
- Individual student health, disability, behavior, threat assessment, and discipline records must be handled under applicable privacy laws and District procedures.

## **D. Annual staff training commitment**

All school staff must receive annual training or review on the completed CSSP, including site procedures, emergency roles, reporting duties, student supervision expectations, threat reporting, mandated reporting, high-intensity drill prohibitions, and where to access non-sensitive and confidential procedures appropriate to their duties.

## Part II: School Safety Committee, Consultation, Review, Adoption, and Training

### A. Required school safety planning committee or School Site Council involvement

The School Site Council (SSC) writes and develops the CSSP or delegates the work to a School Safety Planning Committee. When delegated, the committee must include at least the principal or designee, one teacher who represents the recognized certificated employee organization, one parent whose child attends the school, one classified employee who represents the recognized classified employee organization, and other members as desired.

| Required role                                                                   | Name              |
|---------------------------------------------------------------------------------|-------------------|
| Principal or designee                                                           | Amanda Brown      |
| Teacher representative                                                          | Brenda Hin-Skriel |
| Parent/guardian representative                                                  | Michelle Kent     |
| Classified employee representative                                              | Briana Leon       |
| Student representative, <i>if applicable</i>                                    |                   |
| Mental health/counseling representative, <i>if available</i>                    | Stephanie McGrath |
| Nurse/health assistant/medical response representative, <i>if available</i>     | Rosemary Sutton   |
| Campus safety specialist or school security representative, <i>if available</i> |                   |
| Other school or community member                                                |                   |

### B. Required consultation and sharing with first responder partners

The SSC or School Safety Planning Committee must consult with a representative from law enforcement, a fire department, and other first responder entities in the writing and development of the CSSP. The completed CSSP and any updates must be shared with those agencies. Consultation may occur through meetings, site walk-throughs, written review, tabletop discussions, email review, or District-level coordination documented below.

| Agency / partner            | Representative name         | Plan/update shared?                                                 |
|-----------------------------|-----------------------------|---------------------------------------------------------------------|
| Twin Rivers Police Services | Twin Rivers Police Services | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| District Risk Management    |                             | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

### C. Annual review, public meeting, adoption, and District approval

- The CSSP must be reviewed, updated, and adopted by March 1 each year.
- Before adopting the plan, the SSC or safety planning committee must hold a public meeting at the schoolsite and allow members of the public to express opinions about the plan.
- Written notice of the public meeting must be provided to required stakeholder groups when available, including school employee organization representative, parent organizations, teacher organizations, student body government, and all persons who requested notice.

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

Complete this section using the most recent available data at the time the school safety committee reviews the plan. The committee should review both quantitative and qualitative information, identify safety priorities, and document how the information was shared with the SSC or planning committee.

|                                                                                      |                                                                                            |
|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| <b>Enrollment / number of students:</b>                                              | 602                                                                                        |
| <b>Number of staff:</b>                                                              | 70                                                                                         |
| <b>Number of pupils with disabilities requiring emergency procedure adaptations:</b> | 26                                                                                         |
| <b>Number of staff requiring emergency procedure adaptations:</b>                    | 0                                                                                          |
| <b>Site square acreage / square footage:</b>                                         | 7,164                                                                                      |
| <b>Number of classrooms:</b>                                                         | 28                                                                                         |
| <b>Number of other rooms / offices / shared spaces:</b>                              | 2                                                                                          |
| <b>Number of parking lots / driveways:</b>                                           | 2                                                                                          |
| <b>Campus Safety Specialist on-site? If yes, schedule:</b>                           | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Schedule: <u>N/A</u>   |
| <b>Health Assistant / Nurse on-site? If yes, schedule:</b>                           | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Schedule: <u>T/W/F</u> |

### A. Data reviewed

| <b>2025 California School Dashboard</b>   | <b>% of Students</b> |
|-------------------------------------------|----------------------|
| Suspensions                               | 4.4                  |
| Chronic absence rates                     | 30.1                 |
| <b>2024-25 School Climate Report Card</b> | <b>% of Students</b> |
| School Connectedness                      | 60                   |
| Academic Motivation                       | 92                   |
| Meaningful Participation                  | 36                   |
| Facilities Upkeep                         | 72                   |
| Parent Involvement in Schooling           | 79                   |
| Social and Emotional Learning Supports    | 68                   |
| Antibullying Climate                      | 61                   |
| Feel Safe at School                       | 67                   |
| Cyberbullying                             | 27                   |
| Rule Clarity                              | 79                   |

### B. Narrative safety assessment

At this 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 annually assesses the safety of students, staff, families, visitors, and community partners as part of the CSSP review process. We review discipline, attendance, safety, climate, survey, and incident data, and we use the results to strengthen prevention, intervention, emergency preparedness, supervision, and response practices.

Our school maintains relationships with Twin Rivers Police, local law enforcement, fire, emergency medical, and other first responder partners. Staff follow District and state requirements for mandated reporting, threat reporting, disaster procedures, student supervision, visitor management, discrimination/harassment reporting, bullying prevention, and emergency response.

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

This school uses the Incident Command System (ICS), consistent with SEMS and NIMS principles, to organize emergency response. The principal or designee normally serves as Incident Commander until relieved or integrated into Unified Command with first responders.

| ICS position / function                               | Primary name            | Alternate name     | Work phone   | Cell phone   |
|-------------------------------------------------------|-------------------------|--------------------|--------------|--------------|
| Incident Commander (Principal)                        | Amanda Brown            | Julia Siegle       | 916-566-1820 | 707-365-1828 |
| Operations Section Leader                             | Nancy Aguirre Garcia    | Rick Helmer        | 916-566-1820 | 916-968-2615 |
| Accountability Unit Leader                            | Briana Leon             | Leslie Moore       | 916-566-1820 | 916-716-9380 |
| Medical Unit Leader                                   | Mariela Flores Sandoval | Rosemary Sutton    | 916-566-1820 | 916-200-8609 |
| Search and Rescue Unit Leader                         | Russell Cote            | Katie Scoggins     | 916-566-1820 | 530-933-5376 |
| Planning and Intelligence Section Leader              | Paul Matthews           | Jessical Valesquez | 916-566-1820 | 559-355-2111 |
| Situation Status Unit Leader                          | Marianna Flores         | Alyssia Baker      | 916-566-1820 | 916-607-6930 |
| Logistics Section Leader                              | Sabrina Caldeira        | Laura Reynaga      | 916-566-1820 | 209-603-5089 |
| Supply Unit Leader                                    | Cody Clover             | Heather Hijjawi    | 916-566-1820 | 916-626-2948 |
| Reunification / Student Release Lead                  | Stephanie McGrath       | Leslie Moore       | 916-566-1820 | 916-769-4012 |
| Access and Functional Needs / Disability Support Lead | Julie Buchner           | Constanza Alvarez  | 916-566-1820 | 916-947-6907 |

### A. Response decision flow

| Decision step                                                 | Example actions                                                                                                              |
|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| Allow immediate pre-planned response protocols to take place. | Evacuation, lockdown, secure school, shelter, drop/cover/hold, medical response, or call for help as trained.                |
| Establish an Incident Command Post.                           | Gather command team, determine capabilities, begin documentation, and conduct a rapid situation assessment.                  |
| Develop an Incident Action Plan.                              | Determine priorities, objectives, response strategies, tactics, staffing, and resource needs.                                |
| Initiate, document, and adjust the plan.                      | Deploy response teams, account for students/staff, document incoming information, and reevaluate each operational period.    |
| Enter Unified Command when first responders arrive.           | Brief law, fire, EMS, and other responders. Adjust response plans to align with first responder priorities and capabilities. |

### B. General ICS role descriptions

- Incident Commander (Principal or Designee): Activates the site Incident Command System, establishes the Command Post, sets incident objectives and priorities, orders protective actions, delegates roles, coordinates with District leadership and first responders, approves site-level messages through District channels, and authorizes demobilization.
- Operations Section Leader: Manages tactical response operations to meet the Incident Commander objectives, supervises response units, and coordinates accountability, medical response, search and rescue support, evacuation, shelter, reunification, and student release activities.
- Accountability Unit Leader: Accounts for students, staff, volunteers, and visitors; reconciles attendance and sign-in records; tracks missing, injured, evacuated, or relocated persons; and reports status to Operations and Planning.
- Medical Unit Leader: Oversees first aid and medical response until EMS assumes care, coordinates health assistants or trained responders, directs AED, first aid, naloxone, medication, and health-related resource needs, and maintains medical response documentation.

- Search and Rescue Unit Leader: Coordinates trained and authorized light search and rescue only when safe to do so, uses the buddy system, reports hazards and victim locations, and stops operations when conditions are unsafe or first responders assume the function.
- Planning and Intelligence Section Leader: Collects, evaluates, and documents incident information; develops and updates the Incident Action Plan; maintains status boards, maps, timelines, and records; anticipates staffing/resource needs; and supports demobilization.
- Situation Status Unit Leader: Gathers verified updates from response teams, maintains a situation status board and incident timeline, tracks locations of students, staff, resources, hazards, and response actions, and shares verified information with Command.
- Logistics Section Leader: Obtains and distributes staff support, supplies, facilities, communications equipment, transportation, food/water, sanitation, technology, and other resources requested by Command or Operations.
- Supply Unit Leader: Manages emergency supplies, radios, batteries, runners, copies, forms, first aid supplies, sanitation supplies, and checkout/return of equipment and materials.
- Reunification / Student Release Lead: Coordinates family reunification, student release documentation, authorized-pickup verification, family staging, accessible supports, and secure handling of student records.
- Access and Functional Needs / Disability Support Lead: Coordinates supports for students, staff, and visitors with disabilities, health conditions, language access needs, or other access and functional needs while keeping individual information confidential.

## Part V: Firearm Safety Notification Procedures

In compliance with EC Section 49392 and the annual notification requirements under EC Section 48980, 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. The notification is included in the District Student and Family Handbook and/or annual parent/guardian notification packet.

- The school confirms the annual notification has been distributed through the District communication process.
- The school may provide additional firearm safe-storage reminders when appropriate, using District-approved language.
- Staff who receive information indicating a threat or perceived threat must follow the threat reporting procedures in Part VI.

## Part VI: Threat Reporting, Dangerous or Unlawful Activity, and WVPP Coordination

### A. Purpose

These procedures provide a clear, coordinated process for reporting, assessing, documenting, and responding to threats, perceived threats, dangerous activity, violent activity, unlawful activity, and workplace violence concerns occurring on school grounds, during school-sponsored events, or on school transportation.

### B. Definitions and scope

- Threat or perceived threat: A writing or action by a pupil that creates reasonable suspicion that the pupil is preparing to commit a homicidal act related to school or a school activity. This may include depictions or references to firearms, ammunition, shootings, targets, physical harm, destruction, or death in social media, journals, class notes, or other media associated with the pupil. It may also include a warning by a parent, pupil, or other individual.
- Dangerous, violent, or unlawful activity: Conduct or threatened conduct that could cause injury, violate law, or endanger the school community, including weapons, assault, credible threats, drug activity, serious bullying or harassment, vandalism, or other unlawful acts.
- School official for SB 906 purposes: A certificated or classified employee, board member, or other official whose duties bring them in regular contact with pupils in grades 6-12 as part of a middle school or high school. TRUSD directs all staff to report immediately when in doubt.

### C. Immediate reporting protocol

- 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 law enforcement, including Twin Rivers Police or the appropriate school resource officer, as applicable.

- Submit the appropriate Catapult EMS alert or incident documentation according to District procedures so key response personnel and District safety officials are notified promptly.
- Include and preserve all available evidence, such as screenshots, notes, direct statements, witness names, time/date information, and relevant context.
- If multiple employees know of the same incident, a single report may satisfy the reporting obligation when all agree that it has been made. Any staff member who knows the designated reporter failed to report must make the report immediately.
- Reports of other dangerous, violent, or unlawful activity must be made to site administration and documented through Catapult EMS or the applicable District reporting system.

## **D. Administrative response and threat assessment**

- Secure immediate safety by initiating appropriate emergency protocols, contacting law enforcement, isolating involved persons when appropriate, and protecting potential victims or witnesses.
- Initiate the District-adopted behavioral threat assessment process or multidisciplinary threat assessment process, as applicable.
- Support law enforcement in the investigation and threat assessment under EC Section 49394, including providing available evidence and coordinating access consistent with law and District procedures.
- Law enforcement investigation and threat assessment include a review of the California Department of Justice firearm registry and a schoolsite search only if justified by reasonable suspicion that the search would produce evidence related to the threat or perceived threat.
- Document actions in Catapult EMS, Aeries, and/or other approved District systems, maintaining confidentiality and student privacy.

## **E. Parent/student involvement, supports, and follow-up**

- Notify parents/guardians of involved students consistent with District policy, student privacy, safety, and legal requirements.
- Provide or offer counseling referrals, safety planning, SST/IEP/504 review, re-entry planning, and other supports when appropriate.
- Conduct a follow-up review to evaluate the response, confirm supports and consequences, identify changes to supervision or safety procedures, and record lessons learned.

## **F. SB 553 Workplace Violence Prevention Plan coordination**

The TRUSD Workplace Violence Prevention Plan (WVPP) is incorporated by reference as the District employee safety plan for preventing and responding to workplace violence. The WVPP is available to employees, authorized employee representatives, and Cal/OSHA representatives, and is maintained at each District location near the Injury and Illness Prevention Program (IIPP). Because the WVPP is an employee safety plan and may include operational details, the public CSSP references the WVPP rather than attaching the full plan.

- Workplace violence includes a threat or act of violence occurring in a place of employment, including threats or use of physical force, incidents involving firearms or other dangerous weapons, and Type 1 through Type 4 workplace violence. The CSSP threat and dangerous activity procedures must be coordinated with the WVPP when students, parents/guardians, visitors, employees, former employees, or persons with a relationship to an employee are involved.
- Employees report threats or acts of workplace violence through WeTip Anonymous Reporting when available. If online reporting is not possible, employees report to Twin Rivers Unified School District Police Dispatch at (916) 566-2777. If there is immediate danger, staff call 9-1-1 first and then notify District Police Dispatch.
- For actual or potential workplace violence emergencies, the site or District may use Catapult EMS to initiate a Caution Alert or Action Alert, including the presence, location, nature of the emergency, and any evacuation or sheltering instructions.
- The District Safety Committee supports employee involvement through quarterly meetings, workplace violence issue review, incident type review, hazard identification, and corrective action. Site and District teams use the Monthly Property Checklist and site-based safety review processes to identify and evaluate hazards.
- WVPP post-incident response includes scene review when safe, interviews, review of security footage if applicable, law enforcement report review, cause analysis, corrective action, and use of the violent incident log. Violent incident logs must not include personal identifying information.
- All employees, including managers and supervisors, receive WVPP training when the plan is first established, annually, and when a new or previously unrecognized workplace violence hazard is identified or the plan changes. Training includes reporting without fear of reprisal, job-specific hazards, corrective measures, how to seek assistance, and access to required records.

- CSSP, SB 906, and WVPP responsible parties coordinate to support a unified response to criminal incidents, threats, dangerous or unlawful activity, and workplace violence concerns. Student discipline, threat assessment, employee safety, law enforcement coordination, and confidentiality requirements must all be considered during the response.

## Part VII: Emergency Response Protocols, Disaster Procedures, Refuge Shelter, Medical Response, and Reunification

### A. District Master EOP and common response actions

Emergency response protocols are an excerpt from, and must be consistent with, the District Master Emergency Operations Plan. Site staff should know how to access current common response actions and incident-specific response actions in the District-approved system.

- Common response actions may include evacuation, lockdown, secure school, shelter-in-place, drop/cover/hold, medical response, accounting for students and staff, communications, reunification, and release procedures.
- Incident-specific procedures may address fire, earthquake, bomb threat, hazardous materials, flood, power failure, intruder/active assailant, weapons/assault/hostage, explosion, gas/fumes, severe weather, transportation incident, or other hazards.
- Tactical response details must remain in a confidential annex or secure District system and should not be placed in the public copy of the CSSP.

| District EOP reference / link             | Location or access method  |
|-------------------------------------------|----------------------------|
| District Master EOP                       | Risk Management Department |
| Catapult EMS access and role verification | Risk Management Department |

### B. Disaster procedures and adaptations for pupils with disabilities

Disaster procedures must include adaptations for pupils with disabilities and must be reviewed annually. Concerns regarding an individual pupil ability to access disaster safety procedures may be brought to the principal by a school employee, parent, guardian, educational rights holder, or pupil. If the principal determines the concern has merit, the principal will direct appropriate modifications to the CSSP or related confidential procedures, while protecting student privacy.

| Area reviewed                                                 | Site-specific adaptation or confidential reference | Responsible person  | Date reviewed |
|---------------------------------------------------------------|----------------------------------------------------|---------------------|---------------|
| Evacuation assistance and accessible routes                   | Paved walkways for mobility devices                | Special Ed Teachers | 09/29/2026    |
| Lockdown / secure school adaptations                          | Visuals, communication devices                     | Special Ed Teachers | 09/29/2026    |
| Shelter, refuge, and reunification adaptations                | Accessible locations and mobility equipment        | Special Ed Teachers | 09/29/2026    |
| Medical equipment, medication, and health plan considerations | Access to required medications                     | Health Assistant    | 09/29/2029    |
| Communication access, translation, or sensory needs           | Communication devices, noise canceling headphones  | Special Ed Teachers | 09/29/2026    |
| Transportation or off-site evacuation needs                   | Accessible buses for students who use wheelchairs  | Transportation      | 09/29/2026    |

### C. Earthquake emergency procedure system

- The school maintains a building disaster plan ready for implementation at any time for the safety and care of students and staff.
- Drop procedure practice is held at least once each school quarter in elementary schools and at least once each semester in secondary schools.
- Protective measures before, during, and after an earthquake are communicated to staff and students through training, drills, and emergency procedures.
- Students and both certificated and classified staff are trained and aware of earthquake emergency procedures.

| Drill / training                                      | Required frequency                                          |
|-------------------------------------------------------|-------------------------------------------------------------|
| Drop, cover, and hold earthquake drill                | Quarterly elementary / each semester secondary              |
| Evacuation/accountability drill                       | Per District/site schedule                                  |
| Fire drill                                            | Per law and District/site schedule                          |
| Lockdown / secure school / multioption response drill | Per District/site schedule and trauma-informed requirements |

### D. Public agency use of school facilities for mass care and welfare shelters

The District maintains procedures to allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting public health and welfare. Site

administrators coordinate with District Facilities, Risk Management, and emergency management partners before, during, and after such use whenever practicable.

| Potential shelter facility / area | Public agency contact | District contact        |
|-----------------------------------|-----------------------|-------------------------|
| Foothill Ranch Middle School      | American Red Cross    | Chief Business Official |
| Norwood Jr. High School           | American Red Cross    | Chief Business Official |
| Rio Tierra Jr. High School        | American Red Cross    | Chief Business Official |
| Rio Linda High School             | American Red Cross    | Chief Business Official |
| Grant Union High School           | American Red Cross    | Chief Business Official |
| Highlands High School             | American Red Cross    | Chief Business Official |
| Foothill High School              | American Red Cross    | Chief Business Official |

## E. Refuge shelter procedure

Beginning with the 2026-2027 fiscal year, the CSSP must include a procedure to identify appropriate refuge shelter for all pupils and staff to be used in the event of an evacuation order by local authorities and to notify the operational area having jurisdiction within the school boundaries.

| Refuge shelter planning item                       | Site response                                                                                                                                                |
|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Operational area having jurisdiction               | Sacramento County Operational Area                                                                                                                           |
| School fire hazard severity zone status verified   | <input checked="" type="checkbox"/> Not in high/very high zone <input type="checkbox"/> High/very high zone<br><input type="checkbox"/> Pending verification |
| Identified refuge shelter for all pupils and staff | Name/location:                                                                                                                                               |

## F. Off-site evacuation and reunification locations

| Location type                       | Facility name/address         | Contact person/phone       |
|-------------------------------------|-------------------------------|----------------------------|
| First off-site evacuation location  | Rio Linda Preparatory Academy | Patricia Lee 916-765-7872  |
| Second off-site evacuation location | Rio Linda High School         | Deidre Barlow 916-228-1707 |

## G. Sudden cardiac arrest or similar life-threatening medical emergency response

When an individual experiences sudden collapse, unresponsiveness, abnormal breathing, seizure-like activity, or other signs of sudden cardiac arrest or similar life-threatening medical emergency on school grounds, staff will initiate the following response within the limits of training and availability.

- Call 9-1-1 immediately and provide the school address, exact incident location, and EMS entry instructions.
- Request help from nearby staff and notify the office, administrator, nurse/health assistant, and medical response team.
- Begin CPR immediately if trained and appropriate, using continuous chest compressions until AED or EMS arrives.
- Retrieve and apply the AED if available, turn it on, follow prompts, and deliver shocks if indicated by the device.
- Assign staff to clear the scene, control the crowd, bring emergency supplies, and direct EMS to the patient.
- Document the incident via the appropriate District accident reporting mechanism.

| AED / emergency supply location                | Exact location |
|------------------------------------------------|----------------|
| AED 1                                          | Nurse's Office |
| AED 2, if applicable                           |                |
| First aid / bleeding control kit               | Health Office  |
| Emergency medication or health office supplies | Health Office  |

## H. Opioid overdose protocol for schools serving grades 7-12

If this school serves pupils in any of grades 7-12, the school must maintain a protocol for a pupil who is suffering or is reasonably believed to be suffering from an opioid overdose. The school will follow District procedures, BP/AR 5141.21 or current equivalent, and applicable medication administration, emergency medical response, and documentation requirements.

- Recognize possible overdose signs, including unresponsiveness, slow or absent breathing, blue or gray lips/skin, pinpoint pupils, choking/gurgling sounds, or inability to wake.

- Call 9-1-1 and notify site administration and health office staff immediately.
- Administer naloxone if available and if the responder is trained/authorized under District procedures, then continue monitoring and rescue breathing/CPR as trained until EMS arrives.
- Notify parents/guardians and complete incident documentation consistent with District procedures and student privacy laws.

| Opioid protocol item                              | Site-specific information                                                                   |
|---------------------------------------------------|---------------------------------------------------------------------------------------------|
| School serves grades 7-12?                        | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No                         |
| Naloxone available?                               | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Location: Health Office |
| Staff trained/authorized under District procedure | Names/roles or training record location:<br>Health Office                                   |

## Part VIII: Strategies and Procedures for School Safety

This section identifies the school strategies, District policies, and site procedures that provide and maintain a high level of school safety and support compliance with existing laws related to school safety.

| Requirement / topic                                                 | District reference to verify annually                                                                                                                                                                                                                         | Site-specific completion                                                                                                                                           |
|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A. Child abuse or neglect reporting and child protection            | BP 5141.4 Child Abuse Prevention and Reporting, last revised 02/24/2026; AR 5141.4 Child Abuse Prevention and Reporting, last revised/reviewed 02/06/2026; DOJ form BCIA 8572; CPS reporting contact; annual mandated reporter and abuse prevention training. |                                                                                                                                                                    |
| B. Disaster procedures, emergency plans, and disability adaptations | District Master EOP; CA Emergency Management for Schools guide; site emergency procedures; confidential annex.                                                                                                                                                | Complete drills, disability access review, refuge shelter, and off-site locations.                                                                                 |
| C. Suspension and expulsion policies                                | BP/AR 5144.1 Suspension and Expulsion/Due Process; Parent Rights and Responsibilities; Student Conduct Code.                                                                                                                                                  |                                                                                                                                                                    |
| D. Notification of dangerous pupils                                 | BP/AR 4158 Employee Security; EC 49079; EC 48201 transfer notification process; confidential student records protocols.                                                                                                                                       | Identify responsible administrator and documentation method.                                                                                                       |
| E. Discrimination, harassment, and hate crime reporting             | BP/AR 5145.3 Nondiscrimination/Harassment; BP/AR 5145.7 Sexual Harassment; UCP/complaint procedures.                                                                                                                                                          | Post required notices and identify complaint contacts.                                                                                                             |
| F. Dress code and gang-related apparel                              | BP/AR 5132 Dress and Grooming; site Parent/Student Handbook.                                                                                                                                                                                                  | Attach or summarize site dress code if used.                                                                                                                       |
| G. Safe ingress and egress                                          | BP/AR 1250 Visitors/Outsiders; site arrival/dismissal, traffic, parking lot, safe routes, bicycle, pedestrian, and visitor procedures.                                                                                                                        | Attach site maps/procedures in public or confidential annex as appropriate.                                                                                        |
| H. Safe and orderly environment                                     | LCAP/SPSA goals; site discipline plan; positive climate, PBIS/restorative practices, recognition programs, and supervision plan.                                                                                                                              |                                                                                                                                                                    |
| I. Discipline rules and procedures                                  | BP/AR 5144 Discipline; Student Conduct Code; EC 35291 and 35291.5.                                                                                                                                                                                            |                                                                                                                                                                    |
| J. Tactical response to criminal incidents                          | District Master EOP, confidential tactical annex, law enforcement consultation, and bargaining unit consultation when applicable.                                                                                                                             | Do not place tactical details in public plan.                                                                                                                      |
| K. Prohibition of high-intensity drills                             | EC 32282(a)(2)(K); District drill practices; CDE best practices for armed assailant drills.                                                                                                                                                                   |                                                                                                                                                                    |
| L. Dangerous, violent, or unlawful activity reporting               | District threat assessment procedures; Catapult EMS; SB 906; TRUSD WVPP revised 02/20/2026; WeTip Anonymous Reporting; Twin Rivers Police Dispatch/law enforcement reporting.                                                                                 | Train staff, verify Catapult EMS access.                                                                                                                           |
| M. Sudden cardiac arrest / life-threatening medical emergency       | AB 2887; CPR/AED procedures; AED location and maintenance records.                                                                                                                                                                                            | Complete AED table and training records.                                                                                                                           |
| N. Immigration enforcement notification and response                | Regulation 1445 Response to Immigration Enforcement, adopted/reviewed 02/06/2026; SB 98; BP/AR 0450 Comprehensive Safety Plan; BP/AR 5125/5125.1; BP 1250 Visitors/Outsiders.                                                                                 | Complete site and District contacts, staff notification process, parent/guardian notification process, documentation method, and family-care continuity reference. |
| O. Opioid overdose protocol, grades 7-12                            | BP/AR 5141.21 Administering Medication and Monitoring Health Conditions; naloxone protocol if applicable.                                                                                                                                                     | Complete availability/training table.                                                                                                                              |
| P. Bullying and cyberbullying prevention                            | BP/AR 5131.2 Bullying; CDE online bullying prevention resources; site programs.                                                                                                                                                                               | Describe prevention, reporting, and response programs.                                                                                                             |

## A. Child abuse or neglect reporting and child protection procedures

BP 5141.4 Child Abuse Prevention and Reporting, last revised February 24, 2026, and AR 5141.4 Child Abuse Prevention and Reporting, last revised February 6, 2026, are incorporated by reference. These procedures satisfy the CSSP requirement for child abuse reporting procedures and the SB 848-aligned requirement to include procedures specifically designed to address supervision and protection of children from child abuse, neglect, or sex offenses.

- Child abuse or neglect includes physical injury or death inflicted by other than accidental means, sexual abuse including sexual assault or sexual exploitation, neglect, willful harming or endangering of a child, and unlawful corporal punishment or injury. Staff use the District policy and regulation definitions when determining whether reporting duties may apply.
- Mandated reporters include, but are not limited to, teachers, instructional aides, classified employees, certificated pupil personnel employees, administrative officers or supervisors of child attendance, athletic coaches and administrators, district police or security officers, nurses and health care providers, and child abuse prevention program personnel. The duty to report is individual and cannot be delegated. No supervisor or administrator may impede or inhibit a mandated report.
- Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter must make an initial telephone report to an appropriate agency. TRUSD identifies Child Protective Services, 3701 Branch Center Road, Sacramento, CA 95827, (916) 875-0189. Within 36 hours, the mandated reporter must send, fax, or electronically transmit a written follow-up report using the California DOJ form BCIA 8572. An internal report to a supervisor, principal, school counselor, co-worker, or other person is not a substitute for the mandated report.
- Employees are encouraged, but not required, to notify the principal after making the initial telephone report. The principal must provide assistance needed to carry out reporting procedures and may assist with forms if requested, but the mandated reporter remains responsible for the legally required report.
- Within the first six weeks of each school year, or within the first six weeks of employment for employees hired during the school year, the District provides mandated reporter training using the California Department of Social Services online module. The District also provides annual training on prevention of abuse, including sexual abuse, of children on District property, by District staff, or in District-sponsored programs, and retains proof of completion.
- Child abuse prevention may include age-appropriate and culturally sensitive curriculum that explains students rights to live free of abuse, teaches skills to identify unsafe situations and obtain help, informs students of support resources, and may include sexual abuse and sexual assault awareness and prevention. Student ID cards for grades 7-12 include the National Domestic Violence Hotline number, and the District may display reporting posters and incorporate community resources.
- SB 848 site supervision and protection procedures include annual review of supervision maps and schedules; visitor, volunteer, contractor, and service provider screening and sign-in controls; observable and interruptible settings for one-on-one student interactions when practicable; supervision of restrooms, locker rooms, playgrounds, cafeterias, athletics, field trips, before/after school programs, and transitions; and prompt correction of supervision gaps.
- When a social services or other government agency interview is conducted on campus for suspected child abuse or neglect, the student must be given the choice of being interviewed in private or in the presence of an adult school employee or volunteer aide selected by the student. A selected support person may decline, must not participate in the interview, must not discuss the facts or circumstances with the child, and is subject to confidentiality requirements.
- When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian and instead shall provide the peace officer with the parent/guardian address and telephone number.
- Upon request, parents/guardians must be provided procedures for reporting suspected child abuse occurring on District property to appropriate agencies. Procedures must be provided in the parent/guardian primary language, with an interpreter when communicating orally if needed. An employee who receives a complaint about suspected child abuse or neglect on District property must notify the parent/guardian of reporting procedures and must also make a mandated report when legally required.

## D. Notification of dangerous pupils

This school follows District procedures to notify teachers of dangerous pupils consistent with EC Section 49079 and related student transfer notification requirements. Notification must be timely, need-to-know, and confidential. Information may be based on suspension/expulsion records or law enforcement information received in the ordinary course of business. Teachers and staff receiving information must not redisclose it except as authorized by law and District procedure.

| Notification step                                                                                  | Site responsible person |
|----------------------------------------------------------------------------------------------------|-------------------------|
| Review qualifying records before placement or as soon as practicable after information is received | Principal/designee      |
| Notify teachers and other staff with a legitimate educational                                      | Principal/designee      |

| Notification step                                                    | Site responsible person              |
|----------------------------------------------------------------------|--------------------------------------|
| interest                                                             |                                      |
| Maintain confidentiality and store documentation securely            | Principal/designee                   |
| Coordinate with receiving school when a pupil transfers, as required | Principal/designee / District office |

## E. Discrimination, harassment, and hate crime reporting

Per Board Policy/Administrative Regulation 5145.7 and 5145.3, this school prohibits discrimination, harassment, intimidation, bullying, and hate-motivated behavior and follows District complaint and investigation procedures. Required notices, complaint contacts, and reporting pathways must be posted and communicated to students, staff, and families.

| Notice or procedure                                       | Posted / communicated location |
|-----------------------------------------------------------|--------------------------------|
| Nondiscrimination / harassment policy                     | Staff Room                     |
| Sexual harassment policy                                  | Staff Room                     |
| Bullying and cyberbullying reporting procedure            | Staff Room                     |
| Hate crime or hate-motivated behavior reporting procedure | Staff Room                     |
| UCP / complaint contacts                                  | Staff Room                     |

## F. Safe ingress and egress

This school maintains procedures for safe arrival, dismissal, campus entry, visitor check-in, parking lot circulation, pedestrian and bicycle safety, bus/loading zones, and emergency access. Detailed maps, traffic patterns, and gate information may be maintained in the confidential annex if disclosure would compromise safety.

| Safe ingress/egress element       | Site procedure or reference         | Responsible person    |
|-----------------------------------|-------------------------------------|-----------------------|
| Arrival supervision               | Amanda Brown and Julia Siegle       | Principal or designee |
| Dismissal supervision             | Amanda Brown and Julia Siegle       | Principal or designee |
| Visitor sign-in and campus access | Hall Pass Visitor Management System | Office Staff          |
| Parking lot / vehicle circulation | Amanda Brown and Russell Cote       | Principal or designee |
| Bus/loading zone procedures       | Julia Siegle and Briana Leon        | Principal or designee |

## J. Tactical response to criminal incidents and armed assailant preparedness

The District and school maintain procedures for conducting tactical responses to criminal incidents, including incidents involving individuals with guns on school campuses and at school-related functions. These procedures are developed based on the specific needs and context of the school and community in consultation with law enforcement. Tactical response details that could compromise safety must remain confidential and are not included in the public CSSP copy.

- The public CSSP states the existence of tactical response procedures and consultation processes.
- The confidential annex includes detailed procedures, maps, secure communications, reunification details, access controls, and other sensitive information.
- Training and drills must be age-appropriate, trauma-informed, and consistent with the high-intensity drill prohibitions below.

## K. Prohibition of high-intensity drills and trauma-informed drill design

If the CSSP includes drills to prepare for active shooters or other armed assailants, the school shall not conduct a high-intensity drill. The school shall not use real weapons, gunfire blanks, or explosions during a drill. Drills must be trauma-informed and designed using age-appropriate and developmentally appropriate content and terminology.

- Prohibited simulations include theatrical blood or wound materials, individuals acting as assailants, individuals acting as victims, or simulations that instruct pupils to actively resist an assailant by throwing objects, attacking, or swarming the assailant.
- Parents/guardians, teachers, administrators, and school personnel subject to the drill must receive advance notice of the drill and expected length.
- Parents/guardians must be provided the ability to opt their child out.
- Students and educators must receive an announcement immediately before the drill starts and immediately after it concludes.
- Parents/guardians must receive notice after the drill concludes.
- Contact information for community-based and school-based mental health or violence prevention resources must be provided to those negatively impacted, where available.

## N. Immigration enforcement response and notification procedures

Administrative Regulation 1445 Response to Immigration Enforcement, adopted and last reviewed February 6, 2026, is incorporated by reference. The CSSP includes this public summary so site staff know the response sequence, while legal review, student records, and confidential documentation remain under District procedures.

- Requests for information or documents: District staff deny requests from immigration enforcement for information about a student, student family or household, or District employee to the extent practicable unless an exception applies, such as directory information handled under BP/AR 5125.1, a state or federal legal requirement, a valid judicial subpoena, judicial warrant, court order, or written consent where permitted. Staff make a copy of the request and notify the Superintendent or designee. Parent/guardian, eligible student, or employee notice is provided unless prohibited by valid legal authority or child abuse, neglect, or dependency investigation exceptions.
- Requests for access to a student, transportation, a nonpublic area of District property, or a nonpublic area of a District-sponsored activity: Staff advise the officer or employee that District staff must first receive direction from the Superintendent, principal, or designee; request and document identification, badge number if applicable, supervisor phone number, and authorizing documentation; copy and retain documentation; consult District legal counsel or the Superintendent/designee; and follow that direction.
- Access to a student is denied unless the officer or employee provides a valid judicial warrant or court order, or parent/guardian consent is received, or the student consent is received if the student is at least 18 years old, unless a valid judicial warrant or court order authorizes access without consent. Parent/guardian notice is immediate unless legally prohibited or an exception applies.
- Access to a school bus, other District-provided transportation, nonpublic District property or facility, or nonpublic District-sponsored activity area is denied unless a valid judicial warrant or court order is provided, permission is legally required or required to administer a state or federally supported educational program, or a sworn law enforcement officer declares exigent circumstances and demands immediate access. If access is granted to nonpublic areas, the officer or employee registers under BP 1250 Visitors/Outsiders unless the sworn officer states exigent circumstances.
- The Superintendent or designee emails the Bureau of Children Justice at [BCJ@doj.ca.gov](mailto:BCJ@doj.ca.gov) regarding any attempt by a law enforcement officer to access a student or school site for immigration enforcement purposes.
- Immigration enforcement activity actually or imminently present on District property: Staff notify staff working at the property and, if the property is a school, parents/guardians of students at the school in accordance with BP/AR 0450. Staff also report the presence to District police and other appropriate administrators.
- Staff must not obstruct, interfere with, or impede any immigration enforcement officer or employee. If entry occurs without consent, staff document actions only to the extent documentation does not impede the officer or employee and must obey directions from such officers or employees.
- After officers or employees leave, each District staff member who observed or interacted with them promptly provides District legal counsel or the designated District official copies of collected documents, identities of staff who communicated with them, description of requests and activities, type of authorizing documentation, District staff response, and written notes of other actions or interactions.
- Detention or deportation of a student parent/guardian: The District encourages families to update emergency contacts and informs parents/guardians that emergency card information is used for specific emergency situations. If a parent/guardian is detained or deported, the student is released to emergency contacts or a person presenting a caregiver authorization affidavit. Child Protective Services is contacted only if District personnel cannot arrange timely care through emergency contacts or a caregiver authorization affidavit. The District may refer students or families to appropriate assistance resources.

| Step                                               | Site/District action                                                                                                                                                                                                        | Responsible person                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| Receive request for information/documents          | Deny to the extent practicable unless directory information, legal requirement, valid judicial subpoena/warrant/court order, or written consent exception applies. Make copy of request and notify Superintendent/designee. | Principal/designee; records custodian; Superintendent/designee       |
| Notify affected person when required               | Provide parent/guardian, eligible student, or employee notice and description of request/documentation unless prohibited by valid judicial authority or child abuse/neglect/dependency exceptions.                          | Superintendent/designee; principal/designee; HR for employee records |
| Receive request for access                         | Before responding, advise officer that District direction is required; request and document ID, badge number, supervisor phone, and authorizing documentation; copy and retain documents.                                   | Principal/designee; site office lead                                 |
| Consult and follow direction                       | Contact District legal counsel or Superintendent/designee and follow direction before granting access when practicable.                                                                                                     | Principal/designee; District Legal/Risk                              |
| Deny or allow student access                       | Deny access to a student unless valid judicial warrant/court order or required consent applies. Notify parent/guardian immediately unless legally prohibited or an exception applies.                                       | Principal/designee; Superintendent/designee                          |
| Deny or allow nonpublic-area/transportation access | Deny access unless valid judicial warrant/court order, legal/program administration requirement, or sworn officer exigent                                                                                                   | Principal/designee; site office lead                                 |

| Step                                                | Site/District action                                                                                                                                                                      | Responsible person                                                   |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
|                                                     | circumstances applies. Require visitor registration unless exigent-circumstances exception applies.                                                                                       |                                                                      |
| Notify DOJ Bureau of Children Justice               | Email BCJ@doj.ca.gov for any attempt by law enforcement to access a student or school site for immigration enforcement purposes.                                                          | Superintendent/designee                                              |
| Activity actually or imminently present on property | Notify staff working at the property and parents/guardians if the property is a school; report presence to District police and appropriate administrators.                                | Principal/designee; District Communications; District Police         |
| Do not obstruct; document safely                    | Do not obstruct or impede officers or employees. If entry occurs without consent, document only when it does not impede and obey officer/employee directions.                             | All staff under direction of administrator                           |
| Post-activity documentation                         | After officers leave, staff who observed/interacted provide legal counsel or designated official copies, identities, descriptions, documentation type, staff response, and written notes. | Observing/interacting staff; principal/designee; District Legal/Risk |
| Family-care continuity                              | If parent/guardian is detained/deported, release student to emergency contacts or caregiver authorization affidavit holder; contact CPS only if timely care cannot be arranged.           | Principal/designee; Superintendent/designee                          |
| Immigration enforcement notification contact        | Name/title                                                                                                                                                                                | Phone/email                                                          |
| Site primary contact                                | Principal or designee                                                                                                                                                                     |                                                                      |
| Site alternate contact                              | Manager Facilities Construction & Planning                                                                                                                                                | Facilities.Services@trusd.net                                        |
| Superintendent/designee                             | Superintendent                                                                                                                                                                            | (916) 566-1600 ext. 31208                                            |
| District Risk contact                               | Risk Management Department                                                                                                                                                                | Risk.Management@trusd.net                                            |
| District Communications contact                     | Communications Department                                                                                                                                                                 | Communications@trusd.net                                             |
| Twin Rivers Police Dispatch                         | Dispatch                                                                                                                                                                                  | (916) 566-2777                                                       |
| District records/HR contact for records requests    | Human Resources Department                                                                                                                                                                | HRCompliance@trusd.net                                               |

## Part IX: Instructional Continuity Plan



## Instructional Continuity Plan (2026)

|                                                         |                                               |                                                               |
|---------------------------------------------------------|-----------------------------------------------|---------------------------------------------------------------|
| <b>LEA Name:</b><br>Twin Rivers Unified School District | <b>Superintendent:</b><br>Dr. Steven Martinez | <b>LEA Address:</b><br>5115 Dudley Blvd<br>McLellan, CA 95652 |
|---------------------------------------------------------|-----------------------------------------------|---------------------------------------------------------------|

**Senate Bill 153, Chapter 38, Statutes of 2024 (hereinafter SB 153) adds a provision to California *Education Code (EC)* Section 32282 requiring local educational agencies (LEAs) to adopt a plan to ensure all students can access instruction during a natural disaster or emergency. The Instructional Continuity Plan (ICP) must be included in an LEA's [Comprehensive School Safety Plan \(CSSP\)](#) by July 1, 2025**

**Leadership and Planning:** The district ICP Leadership and Planning team is responsible for developing and implementing the ICP, the duties that each will be responsible for executing and the decision making process established in the LEA to ensure minimal disruptions to the plan implementation.

Marci Bernard: Associate Superintendent of School Leadership  
Ryan DiGiulio Chief Business Official  
Wesley Marshall: Associate Superintendent of Human Resources  
Megan Simmons: Executive Director, Secondary Schools, Counseling and CTE  
Cynthia Andrews: Executive Director, K8 & Charter, MTSS & English Learner Services  
Marlisa Rodriguez: Executive Director, Elementary School & Early Childhood Education  
Travis Burke: Executive Director, Special Projects & Equity

Johanna Rubia: Executive Director, SELPA  
KJ Rhoads: Executive Director, Curriculum, Instruction & Professional Development  
Chris Arnold: Manager of Assessment and Accountability  
Jeremy Briggs: Manager, IT User Services  
Rudy Puente: Director of Student Services  
Zenobia Gerald: Director of Communications

This Instructional Continuity Plan (ICP) ensures that students receive uninterrupted instruction and services during emergency situations affecting school operations. This plan provides Twin Rivers Unified School District (TRUSD) a structured decision-making framework to determine instructional methods, schooling locations, independent study compliance, communication protocols, resource allocation, and transportation strategies to ensure students continue to receive education and access to supports and services when they need it most. This plan serves as a guide with considerations for District Leadership and is not to be interpreted as finite due to the unique complexities faced during emergencies.

### **Objectives**

1. Support the physical safety, mental health and wellbeing of staff, students, and their families.
2. Account for all staff and students and determine their needs through timely communication.
3. Ensure staff, students, and their families have ongoing access to information, resources, services, and supports to meet their needs.
4. Provide education as soon as practicable to students with the following prioritization as feasible:
  - a. Full day, in-person instruction
  - b. Hybrid instruction (part time in-person instruction and remote learning)
  - c. Remote learning with live virtual instruction (synchronous)
  - d. Remote learning independently (asynchronous)
5. Reopen schools as soon as it is safe to do so

**Decision Making Process Matrix:** This table was developed to quickly identify the mode of operation based on the nature of the emergency. This will serve as a guide to the Leadership and Planning team to take actions in a timely and responsive manner.

**Twin Rivers Decision Making Process Matrix:**

| <b>Emergency Type</b>                                 | <b>Primary Instructional Method</b> | <b>Alternative Schooling Locations</b>                                             | <b>Independent Study Compliance</b>        | <b>Communication Methods</b>                                                                                          | <b>Resource Allocation</b>                                                                          | <b>Transportation Plan</b>                                                             |
|-------------------------------------------------------|-------------------------------------|------------------------------------------------------------------------------------|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| <b>Natural Disaster (Earthquake, Wildfire, Flood)</b> | Remote Learning / Hybrid            | Partner Schools, Neighboring School Districts, Community Centers or other location | Ensure ADA compliance with IS Contracts    | Emergency Alerts, Automated Phone Calls/Texts, Website Updates, Social Media, Hotline, Parentsquare, Phone Trees      | Deploy Remote Learning Materials (iPads, Hotspots, Textbooks, Paper/Pencils, etc.), Emergency Meals | Coordinate with Transportation & Local Transit for Adjusted Bus Routes                 |
| <b>Public Health Emergency (Pandemic, Epidemic)</b>   | Remote Learning/ Hybrid             | Outdoor Locations, Hybrid, Full Remote Learning                                    | Parent Agreements, Daily Virtual Check-ins | Emergency Alerts, Automated Phone Calls/Texts, Website Updates, Social Media, Hotline, Parentsquare, Virtual Meetings | Deploy Remote Learning Materials (iPads, Hotspots, Textbooks, Paper/Pencils, etc.), Emergency Meals | Coordinate with Transportation & Local Transit for Adjusted Bus Schedule (if feasible) |
| <b>Power Outage</b>                                   | Paper-Based Instruction / Hybrid    | Open Schools in Unaffected Zones/ Partner                                          | Modify Assignments, Paper-Based Work       | Automated Phone Calls/Texts, District Website                                                                         | Print Materials, Generator Access, Meal                                                             | Coordinate with Transportation & Local Transit for Limited Routes to Open Sites        |

|                                                                      |                                                    |                                               |                                                                        |                                                                                       |                                                                                                                                                                                     |                                                                                       |
|----------------------------------------------------------------------|----------------------------------------------------|-----------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|                                                                      |                                                    | Schools                                       |                                                                        | Updates,<br>Phone<br>Trees                                                            | distribution                                                                                                                                                                        | and Adjusted<br>Bus Routes                                                            |
| <b>Facility<br/>Damage<br/>(Fire,<br/>Structural<br/>Issues)</b>     | Hybrid /<br>Relocation-B<br>ased                   | Partner<br>Schools,<br>Portable<br>Classrooms | Individualiz<br>ed IS<br>Agreement<br>s, Daily<br>Virtual<br>Check-ins | Automated<br>Calls/Texts,<br>Email/Paren<br>tsquare<br>Updates,<br>Website<br>Updates | Temporary<br>Facilities,<br>Shared<br>Resources<br>, Meal<br>Distribution                                                                                                           | Coordinate<br>withTransportati<br>on & Local<br>Transit for<br>Adjusted Bus<br>Routes |
| <b>Security<br/>Threat<br/>(Active<br/>Threat, Civil<br/>Unrest)</b> | Shelter-in-Pl<br>ace or Full<br>Remote<br>Learning | EOC-assign<br>ed Safety<br>Centers            | IS Plans<br>with Daily<br>Virtual<br>Check-ins                         | Text Alerts,<br>Two-Way<br>Radio,<br>Community<br>Briefings                           | Online &<br>Local<br>Learning<br>Resources<br>, Deploy<br>Remote<br>Learning<br>Materials<br>(iPads,<br>Hotspots,<br>Textbooks,<br>Paper/Pen<br>cils, etc.),<br>Emergenc<br>y Meals | Lockdown<br>Transport<br>Coordination per<br>EOC                                      |

# Communication

## Emergency Communications Plan Summary

Our district's communications plan ensures the timely and effective dissemination of vital information to staff and families during emergencies. This strategy builds on established emergency operations procedures and protocols, refined through our experiences with past events like COVID-19, campus-wide incidents, inclement weather, power outages, and environmental disasters. The District's Emergency Operations Center staff, a key part of the Master Emergency Operations Plan, are regularly trained on these protocols and participate in drills to ensure readiness and identify areas for improvement.

## Tiered Notification Approach

Our crisis notification strategy follows a concentric circles approach (<https://bit.ly/3G7p1aJ>), starting with internal audiences to facilitate a rapid and organized response. The notification order is:

- **Superintendent / School Board**
- **Leadership** (Site Administrators, Managers)
- **All Staff**
- **Families**
- **Media**

## Primary Communication Channels

To maximize reach and relevance, specific channels are utilized for each audience:

- **School Board:** District email / text from Superintendent
- **Leadership:** District email
- **All Staff:** District email
- **Families:** Emails and text messages through **Aeries Communication / ParentSquare** (translates into several languages), TRUSD/school websites, website pop-ups, Emergency Notification webpage, News & Announcements, scrolling alerts, social media, and regular updates such as the Superintendent's Friday Update which began during COVID and continues today. **For direct two-way communication, families can call the district's main number (916) 566-1600 or email [info@trusd.net](mailto:info@trusd.net)**

- **Media:** Initial email notification, followed by emergency updates, focusing on verified information to counter misinformation

### **Tools and Prepared Messaging**

We streamline our messaging through our internal TRUSD Emergency Notification Messages (ENM) system and Catapult Emergency Management System (EMS). These platforms are essential, housing continuously updated, pre-prepared messages for various scenarios—from active threats to natural disasters. This ensures we have immediate access to scripts for initial alerts, ongoing updates, letters to families, and formal media statements for widespread community awareness. Site administrators can also readily access Catapult EMS for pre-approved, ready-to-use scripts when needed.

### **Future Enhancements**

The district is continuously evaluating opportunities to strengthen its emergency communication capabilities, including the potential to expand and enhance two-way communication channels for direct inquiries during critical incidents.

### **Links:**

**District and School Websites; News & Announcements:** [trusd.net](https://trusd.net)

- **District Emergency Notifications webpage:** <https://emergency.trusd.net/>
- **Aeries/ParentSquare Portal:** <https://aeries.trusd.net/parent/LoginParent.aspx>
- **Facebook:** <https://www.facebook.com/twinriversusd>
- **General Information Inquiries from the Public:** [info@trusd.net](mailto:info@trusd.net)

[communications@trusd.net](mailto:communications@trusd.net)

## Curriculum, Instruction and Assessment:

### ***Content Priorities:***

Twin Rivers students will receive materials aligned with coursework priorities based on the scope and sequence of curriculum and instruction. Should the need arise for this plan, the Executive Director of Learning Design and Professional Development will convene a team (LDPD) of teachers, instructional coaches, administrators, student services etc., to meet continuously in order to develop plans for distance learning.

A focus of our team will be to ensure that access for our homeless and foster youth is met. Establishing student learning centers will be a priority as is appropriate.

In general for all students in our district, online platforms like iReady, Summit K12, SWUN, Edgenuity, and online companions for adopted materials will continue to be available and refined.

### ***Overview Statement:***

In response to any unforeseen significant loss and disruption caused by natural disaster affecting our community, Twin Rivers Unified School District (TRUSD) has developed this Learning Continuity Plan.

At the heart of this plan is the goal of returning to in-person instruction as swiftly as possible once TRUSD is able to meet the necessary conditions for reopening. This Learning Continuity Plan is designed to facilitate the majority of our students returning to in-person instruction ASAP while also providing access to an emergency home learning plan for those unable to come to campus due to loss of housing, health conditions, or other adverse circumstances.

Please note that pending Governing Board approval, if weather or infrastructure conditions change and the criteria for reopening are not met, a similar plan will be implemented with adjusted timelines.

This plan aims to ensure the continuity of education and support for all students during times of crisis, while prioritizing the health and safety of our students and staff.

### **Links & Guiding Documents:**

**Within 10 days of the disaster the district will ensure from it's Instructional department that teachers have the EdTech resources to reach their students virtually and continue with online instruction.**

Our Learning Design and Professional Development (LDPD) team will continue to update our Curriculum and Instruction website providing guidance on state standards, instructional minutes and best practices/models throughout the "crisis".

Where virtual learning is possible, we will focus on:

- Standards based daily instruction
- Whole group and small group instruction
- Personalized contact and daily interactions with teachers and or school staff
- Intervention support
- Mental health supports
- Pe and movement activities as appropriate
- VAPA activities
- Google classroom and Zoom (or other virtual platforms) to enable communication from home, school, district.

**Elementary Education for At Home Learning with the Internet accessible:**

(Input II website)

**Secondary Education for At Home Learning with the internet accessible:**

**Students in grades 7-12 will be able to access their student backpack in Classlink and continue using their online curriculum.**

**ELA= Collections and My Perspectives**

**Math= CPM**

**Science= Amplify and SAVVAS**

**Hlstory= TCI**

**District supported curriculum that may be used include but are not limited to:**

**iXL**

**iReady**

**Edgenuity**

**NewsELA**

**EL Learners: Summit K12**

***Additional instructional support for ALL grade levels:***

[Paper online Tutoring](#)

[Ca Educators Together: Sample Lessons, Curriculum](#)

***Assessment and Feedback:***

At the K-8 grade levels, iReady, District ELA and Math Benchmark will be utilized to examine growth. At the 7th-12th grade level, ELD curriculum assessments will be utilized to examine growth. SBAC ELA and Math assessments along with ELPAC Summative Assessment overall and domain-specific results will be utilized to examine language growth for English learners across K-12 grade levels.

For short-term assessments, iReady progress, Grades, SummitK12 Progress (English

Learners) and teacher reporting will be used to measure growth and progress.

Overview Statement:

Assessment information will be available for parents via Google Classroom and Aeries ParentSquare.

## Technology and Infrastructure:

### **Resource Access, Available Tools, 1:1 Chromebooks, Teacher Laptops, Hotspots**

Staff, including teachers, already have assigned laptops or Chromebooks to perform daily tasks. Students with digital curriculum (Tk and up) already have Chromebooks assigned, which they take home nightly. Students who do not have sufficient Internet to access curriculum at home already have hotspots assigned to them.

Replacement or spare Chromebooks and laptops are already available at all school sites, as well as at our Technology warehouse area. In the event of a district-wide return to remote education, the spare Chromebooks at school sites will be collected and managed centrally via our Technology Service Centers.

Staff, including teachers, who are unable to work from any district location will be provided Zoom Education (Pro equivalent) licenses. This will be activated within five days of any such incident. The primary account for this is already in place, and will only require additional staff licenses to be added; Zoom has confirmed in writing that these additional licenses can be activated within our needed timeframe.

Curriculum access via the Twin Rivers Apps Portal, including all online curriculum, will continue uninterrupted.

Guides for curriculum access are already provided for students and staff via our Ed Tech portal, Technology Services website, and Family and Community Engagement website.

Hotspots and cellular phones needed for staff usage will be obtained and provided on an as-needed basis.

Printers will be supported and maintained by User Support for the creation and distribution, by

school staff, of any necessary printed curriculum packets.

[TRUSD Apps Portal](#)   [Ed Tech Website](#)   [Technology Services Website](#)

[TRUSD Chromebook Guides](#)   [TRUSD Google Classroom Guides](#)

### **Access and Equity, Internet Access due to disaster conditions**

Students and staff will continue using their currently assigned devices. Any students' or staff devices that were left in classrooms or offices will be retrieved by Technology Services and provided to them via our Technology Service Centers (see Technical Support).

Any students or staff who do not have a sufficient device will be provided and assigned one from our Technology Service Centers.

All devices will be assigned via our existing checkout system (currently Destiny), which will ensure equitable distribution and complete access for all students.

### **Technical Support**

Our Technology Help Desk already provides remote technical support to staff, students, and families where needed year-round.

We currently operate a year-round Technology Service Center at Highlands HS, and a second service center in the Grant HS area during summer; these locations provide in-person support whenever needed for students, parents, and staff. In the event of a shutdown or forced return to remote education, both of these service centers will resume and continue operation, and a third service center may be opened in the Rio Linda area.

Any necessary repairs, checkouts, returns, or exchanges of student and staff devices will be conducted via our service centers.

Remote technical support for curriculum access is already provided for all students and families who need it from our Help Desk; this will continue uninterrupted.

#### **Staff Help Desk:**

(916) 566-3444   [Help.Desk@trusd.net](mailto:Help.Desk@trusd.net)   Mon.-Fri. 6:30 a.m. to 5:00 p.m.

#### **Student / Family Help Desk:**

(916) 566-7802   [TechSupport@trusd.net](mailto:TechSupport@trusd.net)   Mon.-Fri. 6:30 a.m. to 5:00 p.m.

**Student Support Services:** Identify how students will receive mental and physical health support. Provide a plan for continuous learning for students with disabilities and English Learners.

**Social-Emotional Support**

Teachers will work through the classroom culture kickoff guide lessons, inclusive of 4 weeks of lessons to establish classroom culture.

Teachers will add community circles as a virtual component to daily check-in practice and use the lessons in the Community Circles Google Classroom to teach strategies. These are updated weekly, and go back 2020; they can be initiated at any point.

Counselors will be available to engage students in virtual student groups and will also provide virtual lessons in each class monthly.

**Links to Resources:**

[Teacher Learning Slides](#)

[CCKOG](#)

Student Slides

[Community Circles Google Classroom](#)

[Mental Health & Wellness](#)

[Mental Health Resources](#)

Care Solace is a 24/7 web-based tool that makes it easier for students, families and

staff to connect with mental healthcare resources and providers in their communities. Care Solace can offer information with therapy, online therapy, hospitalization, family counseling, and other services in minutes.

#### Special Education Services

Special Education services will follow the instructional models of the district in emergency situations. In order to remain responsive to IEP needs, TWIN RIVERS UNIFIED EMERGENCY CIRCUMSTANCES PROGRAM below will be used to determine how to best support students with IEPs.

#### [Emergency IEP Plan](#)

<http://bit.ly/4et77fl>

Additional professional development will take place in order to prepare teachers and staff with tools to support students during the emergency. These will be scheduled as needed and follow the professional development plan outlined in the ICP.

#### **TRUSD ELSD Catastrophic Plan**

In the event of extended school closures or other large-scale disruptions to in-person instruction, the English Learner Services Department (ELSD) has developed a comprehensive response plan to ensure instructional continuity and equitable access for English Learner (EL) students and their families. This plan reflects our unwavering commitment not only to maintaining academic progress, but to addressing the unique linguistic and cultural needs of our multilingual communities. Through innovation, collaboration, and strategic use of technology, the department has implemented models that extend learning opportunities beyond the classroom while fostering sustained academic engagement.

#### **Strategic Collaboration Among Teachers and District Offices:**

Teachers and staff at the central office staff will collaborate to develop curriculum that can be used online to support English learners. Areas that will be focused on:

- Differentiated ELD Lesson Development:  
EL district office staff designed English Language Development (ELD) instructional materials tailored to accommodate teachers with varying levels of technological proficiency. The high-quality online curriculum would be tailored to the linguistic and academic needs of English learners. These lessons can be shared through our Instructional Team.

- Collaborative Planning with Content-Area Teachers:  
The EL office will facilitate structured planning sessions that bring together EL specialists and content-area teachers. These collaborations focus on designing lessons that embed English language development within grade-level content, ensuring that language objectives align with academic standards.
- District-Supported Interdisciplinary Collaboration:  
Central office staff organized collaborative sessions in which general education and ESL/ELD teachers co-developed integrated lessons that aligned grade-level content with language acquisition objectives.
- Centralized Instructional Resource Repositories:  
EL TOSA teams developed districtwide repositories of sample lessons, instructional activities, and support materials to promote consistent, high-quality English language development instruction. These can be reached through our district webpage.
- Virtual Co-Teaching Protocols:  
English Learner teachers will establish co-teaching models using videoconferencing platforms, enabling general education and ESL educators to jointly deliver instruction with embedded supports for English learners.

### **Language Assistance: Interpretation and Translation**

The closure of schools prompted districts to reimagine and restructure their systems of support and communication for students and families who speak languages other than English. The English Language Services Department plays a vital role in this effort by providing comprehensive translation and interpretation services to support multilingual families and school staff. These services are readily accessible through the district's official website, ensuring that language is not a barrier to engagement, information, or educational access.

### **Instructional Technology:**

With the integration of videoconferencing platforms English Learner (EL) teachers can seamlessly participate in delivering core content ELD instruction, facilitate targeted small-group sessions, and deliver individualized designated lessons designed to preview or reinforce academic content with an emphasis on academic language development. Using remote learning environments such as Google Meets and Zoom. ELs can engage in sustained academic discourse and participate in extended writing tasks, and experiences that traditionally were available in in-person classroom settings.

Remote Programs:

[Summit K12 Home Page](#)

[Summit K12 Remote Login](#)

[Summit K12 CA Literacy Page](#)

[Iready Remote Login](#)

Iready Reading

Iready Math

[Willow Way Tutoring](#)  
[Interpreting and Translating Services](#)

### Service Provision

TRUSD will provide services during an emergency in accordance with the Emergency Circumstances Program as detailed service agreements. This includes but is not limited to:

- Services such as mentoring and tutoring provided by community based organizations and other outside partners.
- Before and after school care to the extent possible
- Supplemental activities in the arts, sports, STEAM, and other student engagement activities.
- Family and Community Engagement
- Contracted health and support staff

## Professional Development:

### Training Programs

TRUSD teachers are trained in District-adopted technology and platforms. TRUSD has a 1 to 1 Chromebook supply for students that is maintained by the qualified IT Department staff with student safety protocols installed. Students and families are familiar with adopted technology as it is integrated into the curriculum and instruction methodologies during non-emergency schooling.

Plan (For additional training or staff who have not had training)

Links: (To current edtech resources, list of platforms, etc.)

### Collaborative Planning

Goal:

Foster a culture of collaboration among staff to share best practices,

**Structure:** Grade-level or subject-area teams meet biweekly

**Activities:**

- Share successful lesson

Tools:

Google Classroom

Edtech Website:

<https://sites.google.com/trusd.net/trusd-edtech/>

|                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                       |
|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| resources, and strategies for remote learning.                                                      | <p>plans, activities, or tools used in remote instruction.</p> <ul style="list-style-type: none"> <li>Analyze student engagement data to identify trends and solutions.</li> <li>Co-develop interdisciplinary units or projects tailored for remote learning.</li> </ul> <p><b>Facilitation:</b> Led by instructional coaches or teacher leaders, with agendas focused on specific remote learning challenges.</p> <p><b>Outcome:</b> Staff create a shared repository of resources and strategies, accessible via the LMS.</p> | <a href="#">home</a>                                  |
| <p>Technical Support</p> <p>Help Desk</p> <p>How will teachers and staff access EdTEch Support?</p> | <ul style="list-style-type: none"> <li>On-Demand Tutorials and FAQs on <a href="#">Edtech.trusd.net</a></li> <li>Small Group Coaching <ul style="list-style-type: none"> <li>By appointment or drop-in virtual sessions with instructional technology coaches</li> </ul> </li> <li>Online self-paced Courses facilitated by an online platform</li> <li>Online training sessions presented by instructional technology coaches</li> </ul>                                                                                       | <p>Links:</p> <p><a href="#">Edtech.trusd.net</a></p> |

## Implementation and Monitoring:

### Timeline for Implementation:

TRUSD strives to provide students in-person, full-day instruction as soon as practicable. In no more than 10 instructional days following the emergency, TRUSD will enact instruction for

students for in-person learning or remote learning in accordance with the emergency situation. School sites will have defined metrics to return to site-based learning including, but not limited to:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Staff to cover those affected by the disaster
- Kitchens up and running for meals

**Evaluation Metrics:**

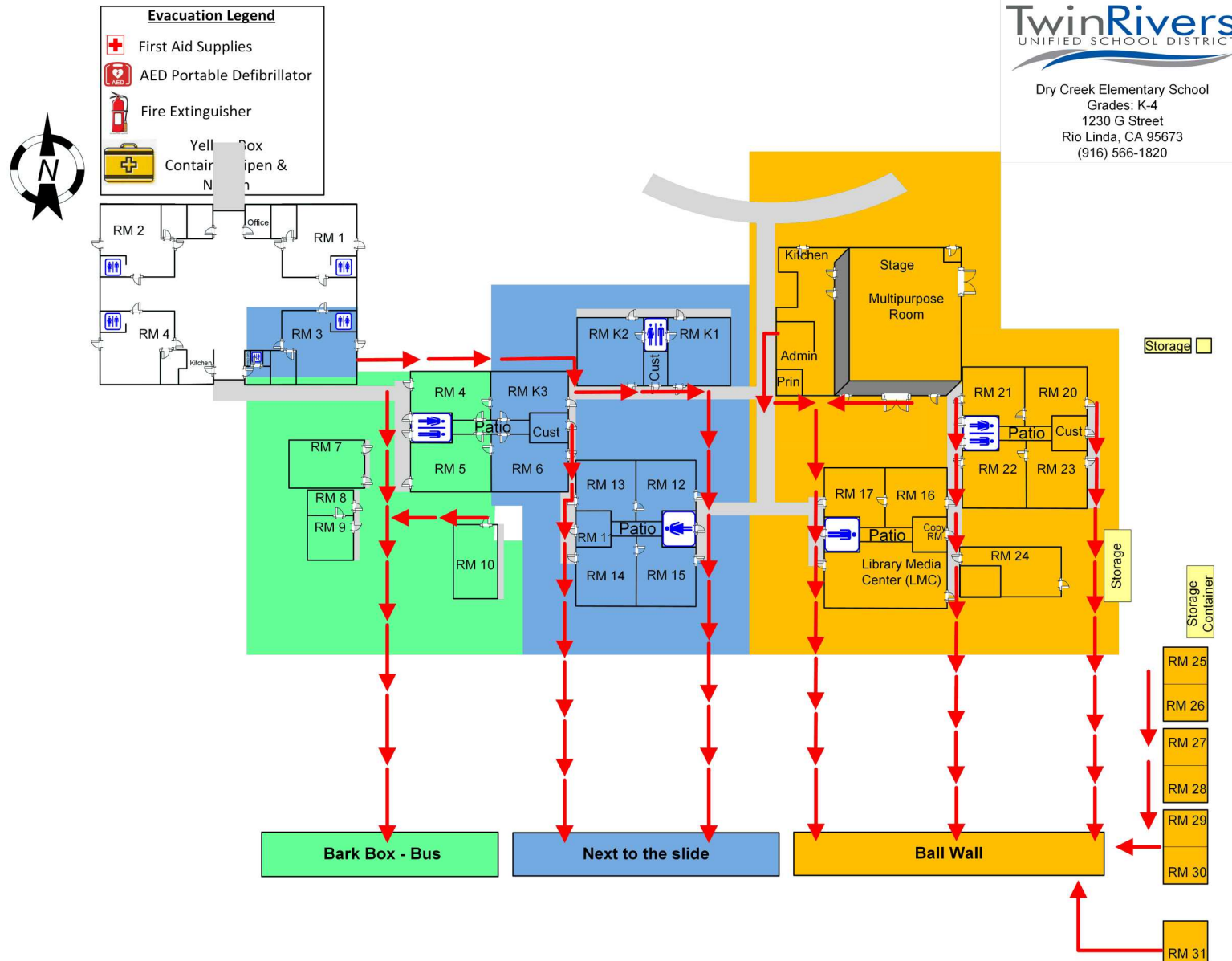
- Family contact logs
- Attendance-students accessing instruction
- Technology Check-outs
- Assignment completion
- Progress in online programs/remote learning programs
- Login records
- Kelvin Responses
- Academic progress (from assessment and grade reporting)

**Continuous Improvement**

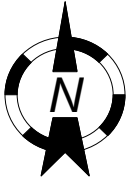
This Instructional Continuity Plan will be reviewed and updated annually by the school site council/safety planning committee and approved by TRUSD in conjunction with the Comprehensive School Site Safety Plan. Updates may reflect, but are not limited to, new state requirements, TRUSD curriculum and resources, community needs, and technological advancements.

# Dry Creek

1230 G Street, Rio Linda CA 95673



Dry Creek Elementary School  
Grades: K-6  
1230 G Street  
Rio Linda, CA 95673  
(916) 566-1820



**Evacuation Legend**

-  First Aid Supplies
-  AED Portable Defibrillator
-  Fire Extinguisher
-  Yellow Box  
Contains Epipen & Narcan

