School Plan for Student Achievement

DRY CREEK ELEMENTARY

1273 N. Armstrong
Clovis 93619-4203

7/1/23-6/30/24

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School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Dry Creek Elementary School	10-62117-6005854	May 25th, 2023	June 14, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

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

The purpose of the School Plan for Student Achievement is to provide a comprehensive document, including details of site planned actions and expenditures as they relate to the goals of Clovis Unified School District. The plan supports student outcomes and overall performance in connection with the District's Local Control and Accountability Plan and in alignment with the district goals supporting the expectations that all goals shall have objectives that are measurable, actionable, and develop monitoring metrics to assess progress that guides program evaluation and resource allocation.

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Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The following surveys are administered annually:

*SART- School Assessment Review Team
*Student body ELCAP survey
*CUSD school climate assessment
*English Learner needs assessment Survey
*Native American Education Survey
*Parent ELCAP survey

91% of staff enjoy the working enviroment at school and 95% of parents believe that Dry Creek provides quality education.
96% of staff belive morale is positive or good and 95% of parents believe Dry Creek has a positive school climate.
87% of staff believe school promotes a safe and secure learning environment and 97% of parents believe that Dry Creek adults care about students.

Important topics and solutions for 22/23 school year include:
1. Join discipline and PBIS to discuss how to move forward into 22-23 updates to minor form (communication tool).
2. Site Intervention Team will update minors every other week (or sooner if possible) for discussion and data analysis.
3. Change bus loading zone back to Armstrong from Nees.
4. School PGLE goal to have staff re-trained so all members are on same PLC level of understanding. Expectation that all staff will participate.
5. Staff requests report cards to be printed for younger grade levels on request.

Stakeholder feedback included:
1. More academic opportunities for struggling and gifted students.
2. Plave the county managed gravel area and create more parking lots because it is very congested on rainy and game days.
3. Decrease class size and lower the number of students at the school bu increase the number of students in Campus Club.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

As per CUSD Board Policy 6211Clovis Unified Board Policy #4315 and ED CODE #44664 require that all certificated teachers are evaluated on a regular bases. Informal and formal classroom observations occur throughout the school year. Administrators from both the site level and the district level regularly communicate their findings with the classroom teacher. The findings are used to illustrate best practices that can be replicated in other classrooms across the site and district. Site

administrators also use this as an opportunity for teachers to learn from one another by observing each other within the classroom setting. The observation process also allows site administrators to use corrective feedback, provide coaching and to provide additional supports in specific areas of growth opportunities based on each individual teachers needs.

Common findings for growth opportunities include:

Behavior management
Classroom management
Articulation of Learning Objective
Frequency of Checking for Understanding
Differentiated Instruction
Frequency of Academic Conversation

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

A variety of tools are used to measure and monitor academic progress at our site and within our school district. Assessments are designed to provide staff with data so that instruction can be modified to meet individual needs, to monitor student achievement and to assess the school's overall success. Some examples of the assessments that we utilize include:
*SBAC
*ELPAC
*iReady
*iCAL
*iCAM
*DRA

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers use the data collected from these assessments to chart progress and design an appropriate instructional program for all students. Individualized or classroom specific materials can then be produced using to address the identified academic need. The data is analyzed in PLC's where it is then used to help guide further instruction.

In addition, all students who have not meet proficiency standards are carefully evaluated for academic deficiencies and may be recommended for additional support either through the alter/before school Extended Day labs; supplemental instruction provided by Push-In Teachers, Instructional Aide/Tutors, BIAs (Instructional Aide-Bilingual); or classroom interventions. Instruction is targeted to the identified need. The Principal and GIS/Resource Teacher support, train, and provide resources necessary to assist teachers in the process.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Teachers who are appropriately credentialed have a deep understanding of the content they teach, have been trained in a variety of instructional strategies, and are in the best position to aid our students in reaching academic proficiency in their content areas.

All teachers on our campus hold an appropriate CTC credential, permit, or other document equivalent to that which a teacher in all other public schools would be required to hold. Those teachers that are in the status of seeking to complete their credentials (PIPS, STIPS and Interns) are in a program that will allow staff to meet the requirements needed in a timely manner. These staff members are supported by site and district administration for appropriate completion. An equivalent credential, permit, or other document would mean that the teacher has the appropriate authorization for their assignment.

All paraprofessionals whose duties include instructional support must meet the criteria as outlined in CUSD to be considered Highly Qualified to assist students.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers receive site and/or district professional development on curriculum, instruction, and assessment throughout the year.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

CUSD provides professional development for all school sites that are aligned with the needs of the schools, academic content standards, social emotional supports, and more. The district provided professional development for this school include--Tiered Writing Supports aligned to the Common Core writing standards, AVID training around WICOR that is utilized across content areas, Teaching Pyramid aligned to meet behavior needs in our primary classrooms, Science training aligned to NGSS, iReady training aligned with our district adopted curriculum and the Common Core standards in both math and reading.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers have access to a variety of different sources of professional development both on and off-site. CUSD Teachers On Special Assignment (TOSA) provide professional learning sessions along with co-teaching opportunities and in-class coaching. Teachers on Special Assignment are experts in their specific content area and knowledgeable in the adopted curriculum. This is in addition to professional learning opportunities provided at our school site, through conferences, or at the district level. Additionally, new teachers are assigned mentor teachers (either site-based or district based) who are available to provide coaching, mentoring, and opportunities for our new teachers to observe more experienced teachers in action.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Grade level teams meet regularly in their professional learning communities (PLC's) to review student work samples, discuss and align curriculum to the state and district standards, evaluate where the students are performing and decide what their first-time best teaching and reteaching strategies should be. This time ensures that veteran and developing teachers are using the same evaluative procedures while assessing student work samples.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The basic instructional program utilizes standards-aligned state adopted textbooks and/or instructional materials in the core four content areas: English Language Arts, Math, Social Science, and Science. Clovis Unified has adopted and approved a variety of materials that both align to the content standards, but that also meet the needs of our school sites and community. A full list of our adopted textbooks can be found on our school site's SARC found here: https://www.cusd.com/sarc.aspx

In addition to the adopted textbooks and materials, CUSD utilizes Curriculum Design Teams (CDT) to produce additional materials that are standards aligned and support supplemental materials that have been purchased by school sites or the district.

Our English Learners (EL), Students with Disabilities (SWD), and students who move to an intervention program continue to receive core instruction while using the adopted instructional materials but are also provided with additional instruction using research-based materials that are aligned with the common core state standards, or in the case of our EL students aligned to the California ELD standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The administration and teachers have worked collaboratively to create a daily schedule that ensures our students receive the recommended instructional minutes in all content areas.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Long-term and short-term pacing guides are created by each grade-level team based on the district's assessment calendar. These pacing guides outline the lessons for major content areas on a weekly basis and are modified throughout the year based on student needs. Sites develop intervention schedules based on data collected and analyzed in PLC's to determine an intervention calendar to meet the needs of students in tier 2 and Tier 3.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The Williams Act requires all schools to have adopted curriculum in the four core subject areas available to all students on a daily basis. This adopted curriculum is reviewed on a regular basis to ensure it is aligned to the stated standards and the district AIMS. In addition to having adopted curriculum in the four core subject areas (ELA, Math, Social Science, and Science), CUSD also has adopted ELD curriculum that is aligned to the State's ELD standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

SBE-adopted and standards-aligned instructional materials are utilized in the classrooms.
For more specific curriculum information please visit our school site link at the following site:
https://www.cusd.com/sarc.aspx

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers regularly monitor students progress through assessments, observation and by analyzing work samples. This information is used by teachers to prepare an individualized plan for all students achieving below grade level expectations which then aides in the placement of intervention or acceleration--based on student needs.

Students in need of additional intervention resulting from academic, emotional or behavioral difficulties may be referred to SST where their needs are assessed, and they are linked with necessary intervention. Students struggling with attendance concerns may be referred to SARB, one-to-one counseling and student support groups based on specific needs with the school psychologist. When necessary, students may be referred to Fresno County Mental Health Services.

CUSD also offers a comprehensive summer school or extended year program designed to meet the specific needs of students K-12. A variety of extended year programs are offered for students at risk of retention, performing below proficiency and in need of credit for graduation.

Evidence-based educational practices to raise student achievement

Teachers and administration work together to continually provide first time best instruction and delivery. Training, collaboration, walk-throughs, and consistent feedback all provide research-based practices to raise student achievement. Professional learning communities (PLC's) review data, modify instruction, and provide intervention on a continuing basis so that students meet the standards.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Our site offers a variety of school and community resources to assist and support our families including:

*Parent communication through weekly newsletters
*Updated School Website
*Social Media Posts
*Referrals to outside resources as needed and based on needs

Additionally, we hold regular parent events and meetings to keep our families informed. These include:
*IDAC
*SART
*ELAC
*SSC
*Back to school night
*Open House

Our site also offers social emotional supports in collaboration with our school psychologists and area transition teams in order to ensure students are available for learning. These supports include CSI groups, transition supports, All 4 Youth, CYS referrals, and small group interventions.
The district also provides parent opportunities through the district parent academies which are offered six times throughout the school year and cover a variety of topics that were requested by families from within the school district.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Members of the School Site Council (SSC) - composed of principal, certificated teachers, classified staff, and parents - work together to develop, review, and evaluate school improvement programs and school budgets. The SSC meets quarterly throughout the school year.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds allow our site to provide supplemental services to enable under-performing students to meet grade-level standards. Our categorical funds are used for the following but is not limited to: bilingual instructional aides to support our ELD students, push-in teachers, supplemental instructional supplies, copies and equipment, technology equipment and supplies, and professional development for classroom teachers. Federal and state laws require the COE to monitor the implementation of categorical programs operated by local educational agencies (LEAs) or district. Districts are responsible for creating and maintaining programs that meet requirements.

Fiscal support (EPC)

In addition to categorical funds, our school receives funding through the Local Control Funding Formula (LCFF). The LCFF allows for sites to purchase additional items and provide additional supports for students with greater flexibility and allows us to address the priorities listed within our district Local Control Accountability Plan (LCAP) . LCFF funds will be used to help achieve the goals of the LEA and district while maintaining transparency and accountability in relation to how funds will be spent to provide high-quality and equitable educational programs for all students.

Additionally, our site receives monies through the district general fund. These funds are utilized to provide basic needs for students (ex. curriculum) and to purchase other items that support our district goal of supporting students in mind, body, and spirit.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Both our SSC and our ELAC play a critical role in the creation and revisions of our SPSA. Throughout the year, we regularly revisit our SPSA at our SSC meetings by discussing the budget and goals, student achievement, available supports, etc. At our most recent SSC and ELAC meetings, our SPSA monitoring tool was reviewed with our committees to allow them to see where we were with last year's goals, where we see continued gaps, and where we have identified wins in achievements. The two committees then discussed next steps and needed changes as well as made recommendations to site administration for the new SPSA.

The following recommendations were made by our educational partners:
*There was a discussion on spending categorical funds on people and not things. It's people not programs that make the positive difference.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	0.54%	0.53%	2	5	5
African American	0.9%	0.98%	0.95%	8	9	9
Asian	13.2%	15.31%	15.16%	121	141	144
Filipino	1.8%	1.63%	1.26%	16	15	12
Hispanic/Latino	24.1%	24.00%	25.26%	221	221	240
Pacific Islander	0.1%	0.22%	0.11%	1	2	1
White	55.6%	54.07%	52.11%	509	498	495
Multiple/No Response	4.2%	3.26%	3.79%	38	30	36
			Total Enrollment	916	921	950

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	148	143	150
Grade 1	121	133	125
Grade 2	123	118	135
Grade3	127	125	121
Grade 4	147	131	136
Grade 5	121	149	135
Grade 6	129	122	148
Total Enrollment	916	921	950

Conclusions based on this data:

1. Overall enrollment has remained steady.

2. There is an increasing trend of enrollment within Asian subgroups.

3. There is a slight decrease in White subgroup enrollment.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	15	19	22	1.6%	2.1%	2.3%
Fluent English Proficient (FEP)	39	39	37	4.3%	4.2%	3.9%
Reclassified Fluent English Proficient (RFEP)	3	10		20.0%	30.3%	

Conclusions based on this data:

1. We have had a slight increase to our EL population.

2. After not being able to reclassify many students due to COVID challenges, our reclassification numbers are back up.

3. The number of FEP students has remained similar over the past few years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

	Overall Participation for All Students										
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	129	122		0	122		0	122		0.0	100.0	
Grade 4	149	131		0	131		0	131		0.0	100.0	
Grade 5	118	143		0	142		0	142		0.0	99.3	
Grade 6	126	121		0	119		0	119		0.0	98.3	
All Grades	522	517		0	514		0	514		0.0	99.4	

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2490.			54.92			22.95			13.11			9.02	
Grade 4		2498.			35.88			22.90			28.24			12.98	
Grade 5		2568.			49.30			28.87			13.38			8.45	
Grade 6		2596.			41.18			43.70			9.24			5.88	
All Grades	N/A	N/A	N/A		45.33			29.38			16.15			9.14	

	Reading								
	Demonstrating understanding of literary and non-fictional texts								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		40.98			48.36			10.66	
Grade 4		29.77			61.07			9.16	
Grade 5		38.03			55.63			6.34	
Grade 6		36.97			54.62			8.40	
All Grades		36.38			55.06			8.56	

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		32.79			58.20			9.02	
Grade 4		25.95			60.31			13.74	
Grade 5		41.55			50.70			7.75	
Grade 6		40.34			50.42			9.24	
All Grades		35.21			54.86			9.92	

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		20.49			71.31			8.20	
Grade 4		18.32			73.28			8.40	
Grade 5		22.54			70.42			7.04	
Grade 6		19.33			76.47			4.20	
All Grades		20.23			72.76			7.00	

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		39.34			54.92			5.74	
Grade 4		18.32			74.05			7.63	
Grade 5		38.73			54.93			6.34	
Grade 6		36.13			55.46			8.40	
All Grades		33.07			59.92			7.00	

Conclusions based on this data:

1. In Reading, although total percentages of Standard Met or Above overall dropped less than 2%, the percentage of students who were above standard, dropped approximately 15%.

2. In Writing, total percentages of Standard Met or Above dropped approximately 4%.

3. Our percent of students in the below standard level for research and inquiry didn't have much of a change.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	129	122		0	122		0	122		0.0	100.0	
Grade 4	149	131		0	131		0	131		0.0	100.0	
Grade 5	118	143		0	142		0	142		0.0	99.3	
Grade 6	126	121		0	119		0	119		0.0	98.3	
All Grades	522	517		0	514		0	514		0.0	99.4	

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2480.			39.34			37.70			13.11			9.84	
Grade 4		2518.			38.17			34.35			18.32			9.16	
Grade 5		2556.			45.07			21.13			24.65			9.15	
Grade 6		2589.			42.86			27.73			19.33			10.08	
All Grades	N/A	N/A	N/A		41.44			29.96			19.07			9.53	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		43.44			47.54			9.02	
Grade 4		48.09			41.22			10.69	
Grade 5		46.48			42.25			11.27	
Grade 6		42.02			49.58			8.40	
All Grades		45.14			44.94			9.92	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		39.34			50.00			10.66	
Grade 4		36.64			45.04			18.32	
Grade 5		33.10			54.93			11.97	
Grade 6		22.69			66.39			10.92	
All Grades		33.07			53.89			13.04	

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		41.80			54.92			3.28	
Grade 4		32.82			54.20			12.98	
Grade 5		25.35			64.79			9.86	
Grade 6		35.29			57.98			6.72	
All Grades		33.46			58.17			8.37	

Conclusions based on this data:

1. There is an overall decrease in the percent of students meeting state content standards in 2021-22 by about 5 points.

2. Within the three strands, communicating reasoning maintained at 91% met at or above standard.

3. The problem solving domain showed the largest decrease in our below standard group.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
Grade K	*	*	*	*	*	*	5	5
Grade 1	*	*	*	*	*	*	*	4
Grade 2	*	*	*	*	*	*	5	*
Grade 3	*	*	*	*	*	*	*	5
Grade 4	*	*	*	*	*	*	*	*
Grade 5		*		*		*		*
Grade 6	*	*	*	*	*	*	*	*
All Grades							18	21

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	17.65	42.86	52.94	14.29	29.41	19.05	0.00	23.81	17	21

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	47.06	61.90	29.41	9.52	23.53	4.76	0.00	23.81	17	21

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
All Grades	11.76	28.57	41.18	28.57	41.18	4.76	5.88	38.10	17	21

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	35.29	47.62	64.71	28.57	0.00	23.81	17	21

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	52.94	42.86	41.18	33.33	5.88	23.81	17	21

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	5.88	33.33	82.35	23.81	11.76	42.86	17	21

Table title: **Reading Domain / Percentage of Students by Domain Performance Level for All Students**

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students							
	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
K	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
All Grades	23.53	27.27	70.59	54.55	5.88	18.18	17	11

Conclusions based on this data:

1. We saw an increase of students who scored a level 4 overall on the ELPAC.

2. The reading domain had a large number students fall in the beginning level.

3. Both listening and Speaking domains also had a larger number of students in the beginning levels.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
921	**20.4**	**2.1**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Dry Creek Elementary School.	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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	19	2.1
Foster Youth		
Socioeconomically Disadvantaged	188	20.4
Students with Disabilities	67	7.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	9	1.0
American Indian	5	0.5
Asian	141	15.3
Filipino	15	1.6
Hispanic	221	24.0
Two or More Races	30	3.3
Pacific Islander	2	0.2
White	498	54.1

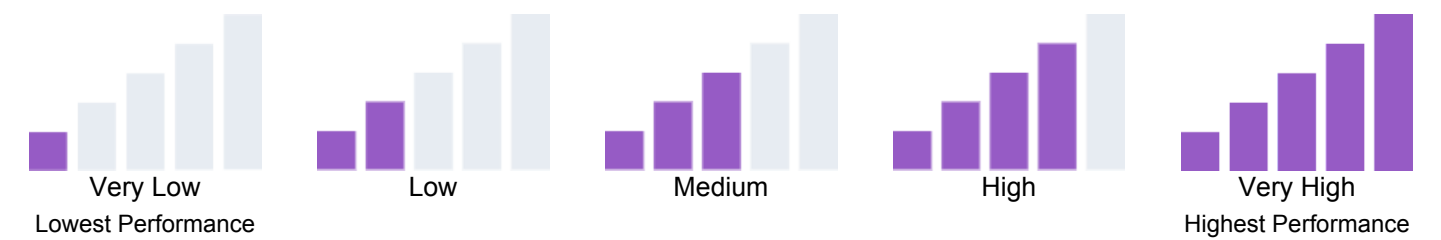**Conclusions based on this data:**

1. Our largest student subgroup by race is white.

2. Our next largest subgroup is our Hispanic subgroup.

3. Our SED population is at 28%.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

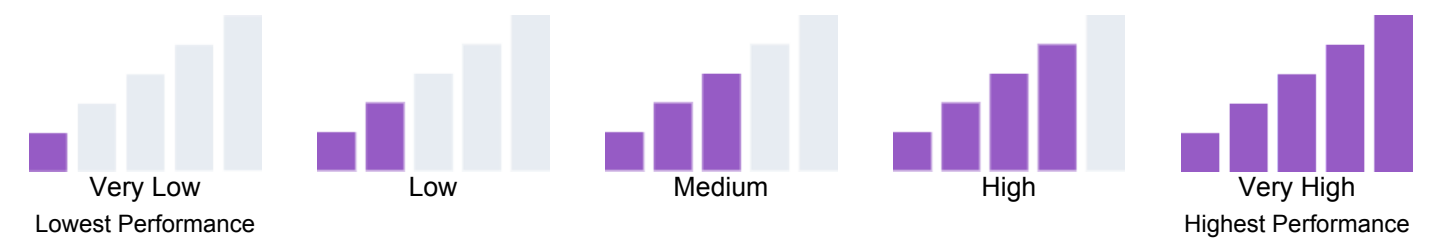| Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Very High	**Chronic Absenteeism** Medium	**Suspension Rate** Low
Mathematics High		
English Learner Progress No Performance Level		

Conclusions based on this data:

1. Our overall ELA status indicator is very high

2. Our overall Math status indicator is high

3. Our overall suspension indicator was low
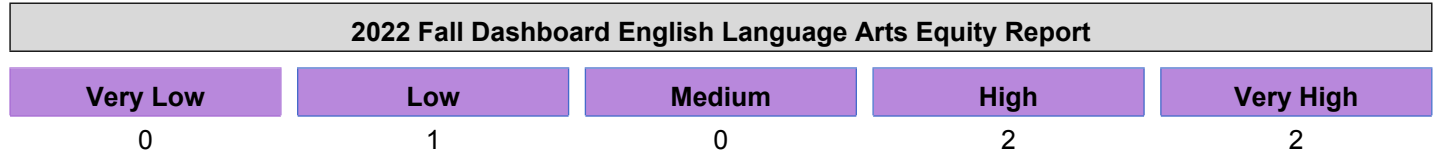
School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
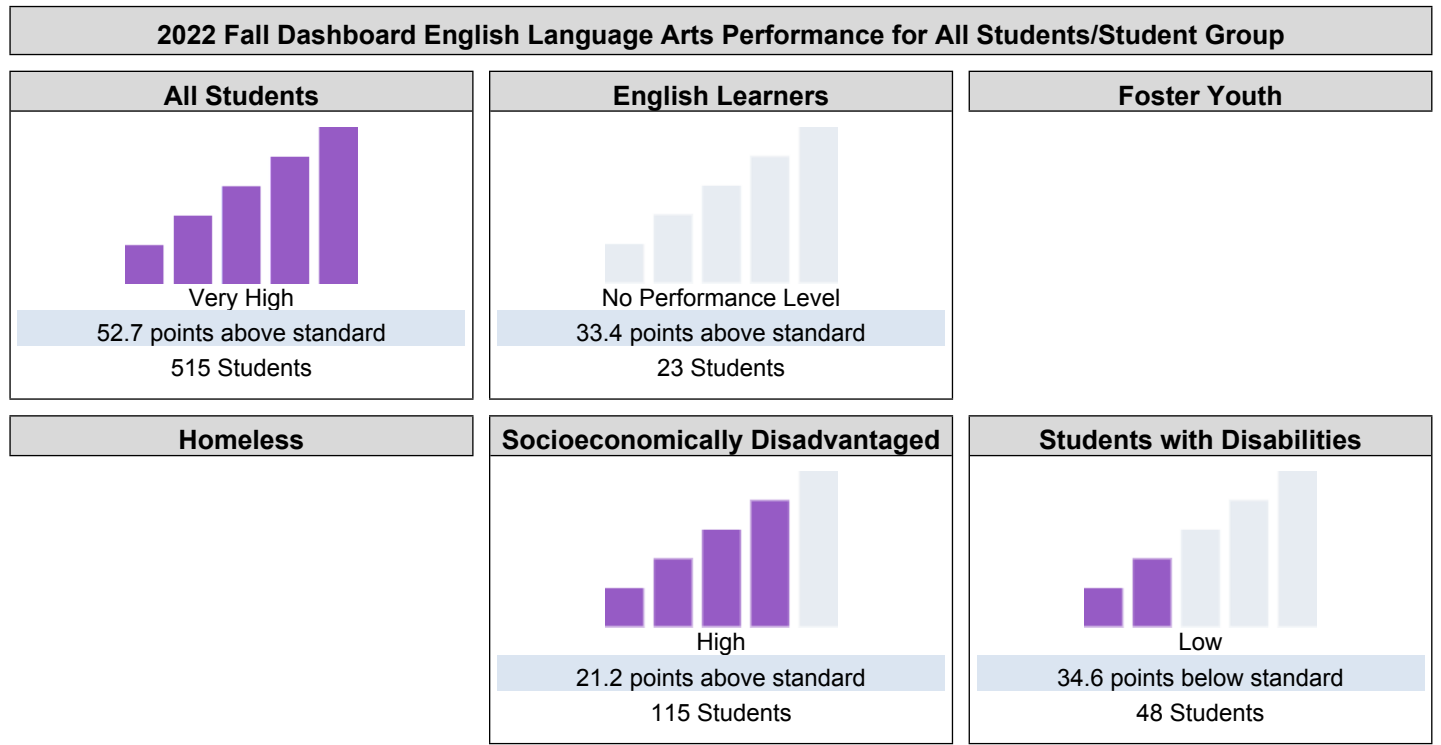
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
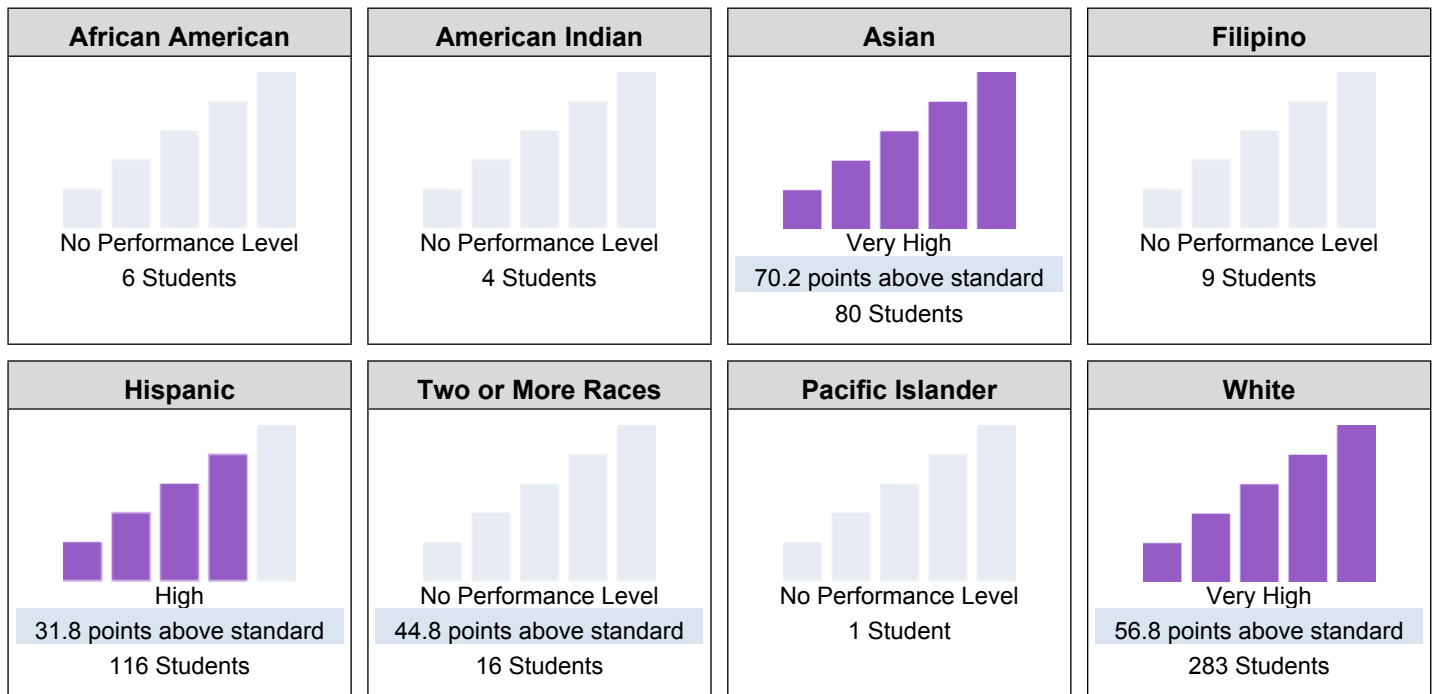

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report

Very Low	Low	Medium	High	Very High
0	1	0	2	2

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.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	No Performance Level	
52.7 points above standard	33.4 points above standard	
515 Students	23 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	High	Low
	21.2 points above standard	34.6 points below standard
	115 Students	48 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level	No Performance Level	Very High	No Performance Level
6 Students	4 Students	70.2 points above standard	9 Students
		80 Students	

Hispanic	Two or More Races	Pacific Islander	White
High	No Performance Level	No Performance Level	Very High
31.8 points above standard	44.8 points above standard	1 Student	56.8 points above standard
116 Students	16 Students		283 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
10 Students	69.8 points above standard	51.7 points above standard
	13 Students	468 Students

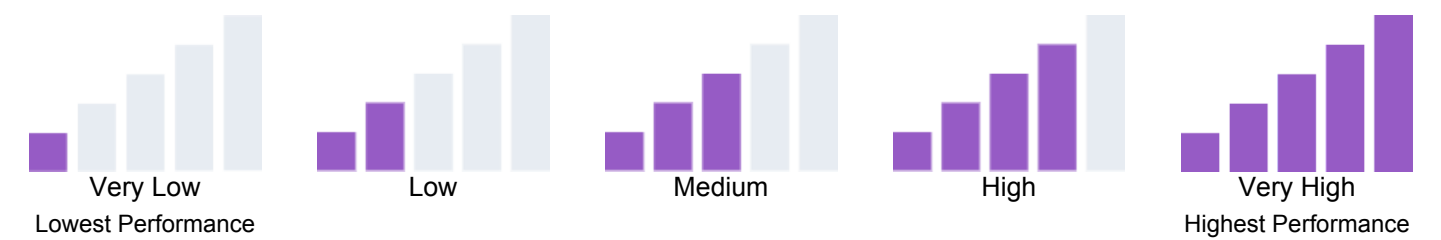**Conclusions based on this data:**

1. Our overall ELA indicator was very high

2. Our SWD subgroup received a low status indicator

3. Our SED and Hispanic subgroups received high indicators

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
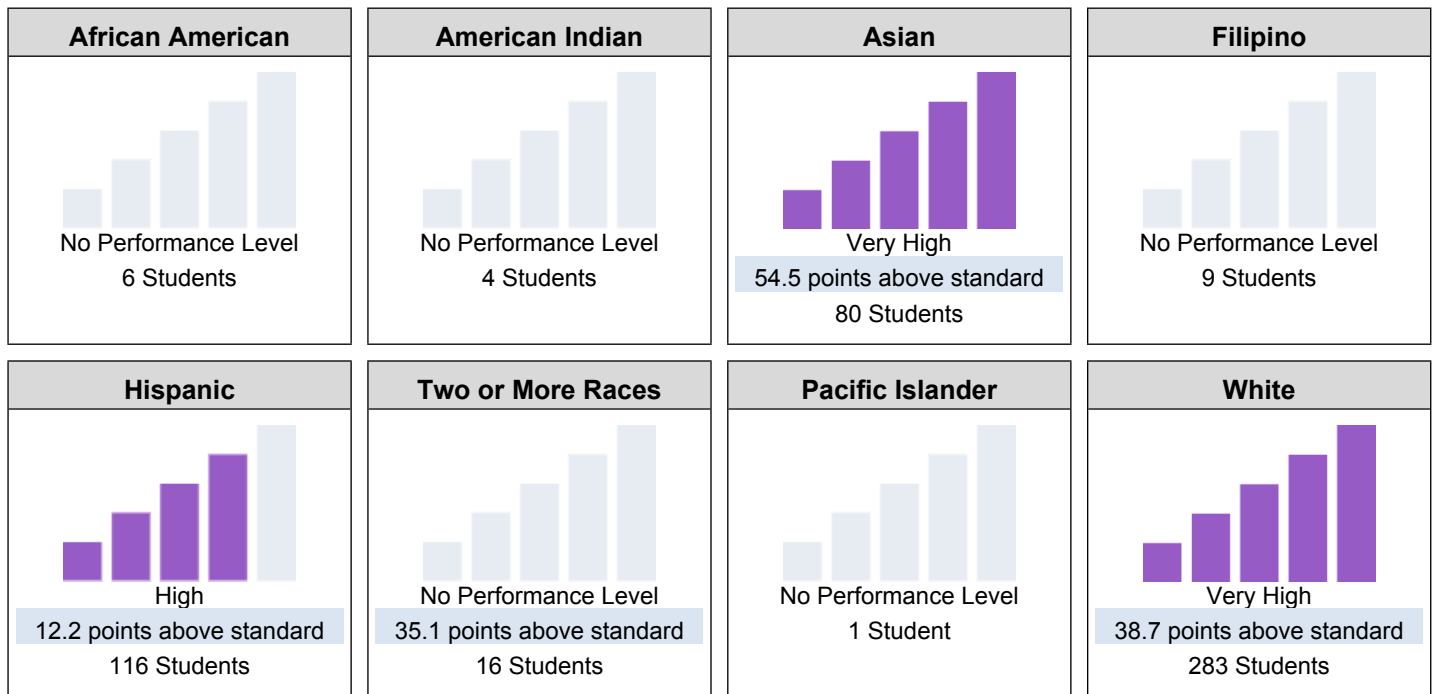
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	1	0	2	2

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.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
High 34.3 points above standard 515 Students	No Performance Level 35.6 points above standard 23 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	High 15.8 points above standard 115 Students	Low 33.1 points below standard 48 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

No Performance Level
6 Students

American Indian

No Performance Level
4 Students

Asian

Very High
54.5 points above standard
80 Students

Filipino

No Performance Level
9 Students

Hispanic

High
12.2 points above standard
116 Students

Two or More Races

No Performance Level
35.1 points above standard
16 Students

Pacific Islander

No Performance Level
1 Student

White

Very High
38.7 points above standard
283 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

15.4 points below standard
11 Students

Reclassified English Learners

57.1 points above standard
13 Students

English Only

33.0 points above standard
468 Students

Conclusions based on this data:

1. Our overall math indicator was high

2. Our White and Asian subgroups both received very high indicators

3. Our SWD received a low indicator

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Level
73.3 making progress towards English language proficiency
Number of EL Students: 15 Students
Performance Level: No Performance Level
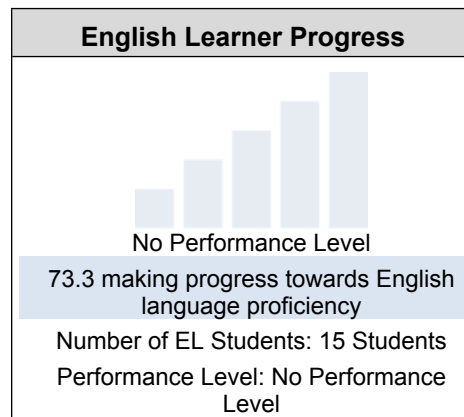
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

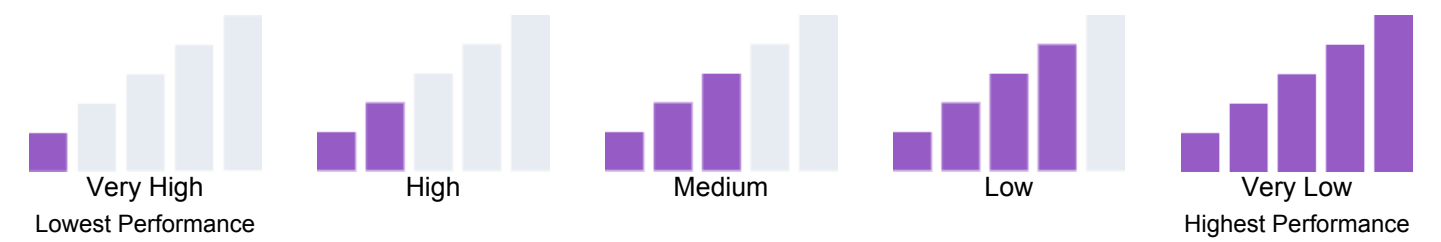| 2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
6.7%	20.0%	26.7%	46.7%

Conclusions based on this data:

1. Due to having less than 30 EL students, we did not receive a status indicator in this area

2. Of the 15 EL students that we had, 73% were making progress toward English language proficiency

3. 7 of our EL students progressed at least one ELPI last year

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
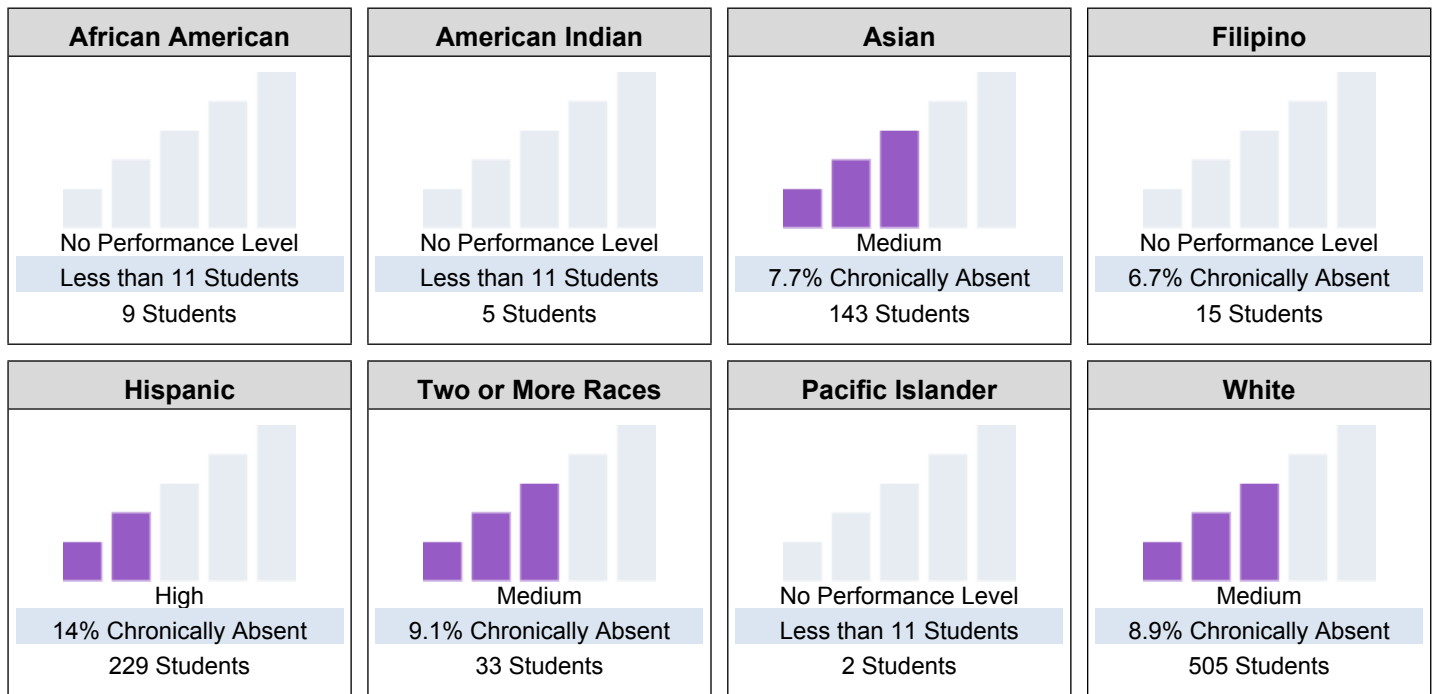

| Very High | High | Medium | Low | Very Low |
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low
1	2	3	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	No Performance Level	
10% Chronically Absent	8.7% Chronically Absent	
941 Students	23 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	High	Very High
	17.8% Chronically Absent	26.9% Chronically Absent
	197 Students	78 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

No Performance Level
Less than 11 Students

9 Students

American Indian

No Performance Level
Less than 11 Students

5 Students

Asian

Medium
7.7% Chronically Absent

143 Students

Filipino

No Performance Level
6.7% Chronically Absent

15 Students

Hispanic

High
14% Chronically Absent

229 Students

Two or More Races

Medium
9.1% Chronically Absent

33 Students

Pacific Islander

No Performance Level
Less than 11 Students

2 Students

White

Medium
8.9% Chronically Absent

505 Students

Conclusions based on this data:

1. Our chronic absentee status indicator is medium overall

2. Our Hispanic and SED subgroups both received high indicators

3. Our SWD subgroup received a very high status indicator

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
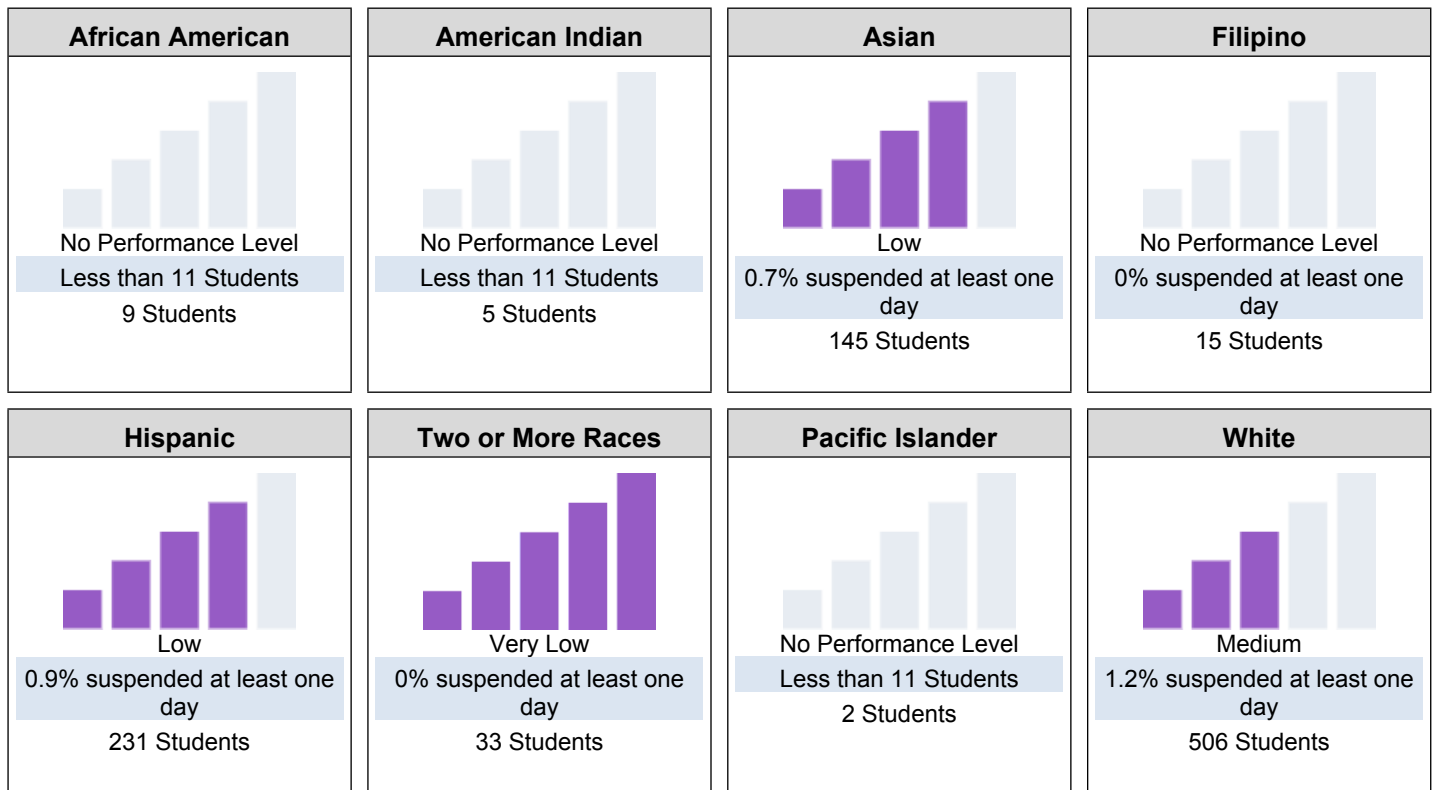
Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	1	2	2	1

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Low	No Performance Level	
1% suspended at least one day	0% suspended at least one day	
946 Students	23 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Medium	High
	2.5% suspended at least one day	3.8% suspended at least one day
	200 Students	79 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American
No Performance Level

Less than 11 Students

9 Students

American Indian
No Performance Level

Less than 11 Students

5 Students

Asian
Low

0.7% suspended at least one day

145 Students

Filipino
No Performance Level

0% suspended at least one day

15 Students

Hispanic
Low

0.9% suspended at least one day

231 Students

Two or More Races
Very Low

0% suspended at least one day

33 Students

Pacific Islander
No Performance Level

Less than 11 Students

2 Students

White
Medium

1.2% suspended at least one day

506 Students

Conclusions based on this data:

1. Our overall suspension indicator was low with only 1% of our student body suspended at least one day

2. Our Two or more races subgroup had 0 suspensions

3. Our SWD had the most suspensions

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

ELA

LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students
The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness.

Goal 1

To increase the percentage of all students who met or exceed the English Language Arts grade-level standards on the CAASSP by 3%.

Identified Need

Some of our subgroups outscored others in overall scores. We want all students meeting or exceeding the standard
- EL students
- Hispanic students
- Socioeconomically disadvantaged students
- Students with disabilities
- Students nearly or not yet meeting the standard

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP assessment 3-6 grade students that "Met" or "Exceeded".	All Students: 75% Socioeconomically: 57% English Language Learners: 88% Hispanic: 66% Students with Disabilities: 30%	All Students: 78% Socioeconomically: 60% English Language Learners: 91% Hispanic: 69% Students with Disabilities: 33%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

ELA Instructional:

1. Targeted intervention has proven to increase proficiency. Instruction based on student weaknesses can be best addressed in small groups. First time best instruction as well as explicit direct instruction are used to increase academic performance and mastery of standards. Students identified with specific subskill weaknesses will be provided ongoing instruction specific to individual needs to increase student academic progress. Summer School will be offered to students meeting the criteria for the intervention program. PLC data teams analyze data, establish objectives, develop new strategies for achieving the objectives, and monitor results of the implementation of the strategies.

2. Identify students for intervention hire intervention teacher. Plan intervention schedule Supply intervention materials. Assess students at beginning of intervention (Supplemental small group instruction in English language arts to increase vocabulary development, comprehension, critical thinking, and writing proficiency). Assess students during intervention to measure progress. Assess students when intervention is completed PLC teams analyze data.

3. Provide teachers with continuous professional development on ELA Common Core State Standards, as well as how to provide the appropriate intervention and enrichment.

4. Use substitutes to release teachers for collaborative planning, for the review of student achievement, to attend in-services, workshops, or conferences, to attend school-site meetings, and to conduct site classroom observations.

5. Administrators will conduct informal (walk-throughs) and formal observations of classroom instruction to ensure high-quality instruction for all students; Technology will be used during walkthroughs to provide teachers immediate feedback.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
11,677	LCAP Supplemental Intervention Teachers
5,797.23	LCAP Intervention Intervention Teachers

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

ELA Personnel and Materials:

Tasks:
Fund contracts for Intervention teacher to supplement instruction in small groups -Fund EL aide to support instructional delivery and assist in reinforcing curriculum delivery -Fund Instructional aide to support student achievement -Purchase instructional supplies and supplementary materials as needed to support ELA instruction -Purchase technology, when necessary, to support classroom instruction - Doc Cam, projectors, computers, printers,etc. -Employ substitute teachers to release classroom teachers to review data, plan instruction, articulate between grade levels, develop curriculum, professional development -Copy costs, scan back, graphic arts to supplement ELA curriculum

Measures:
Employment reqs -Purchase Orders -Substitute teacher requests -Scan back requests, graphic arts orders -Annual evaluation of categorical programs

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
2486.11	Title III English Learner

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

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

Professional development in Benchmark will increase teachers' capacity to deepen understanding of various components such as interactive read aloud, shared reading, guided reading, independent reading.

Professional development on i-Ready provided all teachers an understanding of a new diagnostic tool to systematically monitor students' progress in reading and use individual instructional pathway recommendations to support differentiated instruction.

Providing professional development will increase classified staff's capacity to use effective reading strategies in their small group instruction.

Extended learning opportunity for English learners, who are not yet proficient in English, and RFEP students, who will continue to be progress monitored.

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

No discrepancy in budgeted expenditures to implement strategies.

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.

All activities were implemented to meet the articulated goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Math

LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students
The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness.

Goal 2

To increase the percentage of students who meet or exceed the Mathematics grade-level standards on the CAASSP by 3%.

Identified Need

- Students meeting or exceeding the standard
- EL students -Hispanic students
- Socioeconomically disadvantaged students
- Students with disabilities
- Students nearly or not yet meeting the standard

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math assessment 3-6 grade students that "Met" or "Exceeded".	All Students: 71% Socioeconomically Disadvantaged: 57% EL Students: 80% Hispanic Students: 59% Students with Disabilities: 30%	All Students: 74% Socioeconomically Disadvantaged: 60% EL Students: 83% Hispanic Students: 62% Students with Disabilities: 33%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

We will monitor all groups to ensure all students make adequate growth. Specific strategies will include:

1. Instruction based on student data can be best addressed in flexible small groups during Panther Time. First time best instruction as well as explicit direct instruction are used to increase academic performance and mastery of standards. Students identified needs in specific subskills will be provided ongoing individualized instruction to increase academic progress. Summer School will be offered to students meeting the criteria for the intervention program. PLC data teams analyze data, establish objectives, develop new strategies for achieving the objectives, and monitor results of the implementation of the strategies.

2. Provide teachers with continuous professional development on Math Essential Standards, as well as how to provide the appropriate intervention and enrichment.

3. Use substitutes to release teachers for collaborative planning, for the review of student achievement, to attend in-services, workshops, or conferences, to attend school-site meetings, and to conduct site classroom observations.

4. Administrators will conduct informal (walk-throughs) and formal observations of classroom instruction to ensure high-quality instruction for all students; Technology will be used during walkthroughs to provide teachers immediate feedback.

These strategies and activities are duplicated expenditures.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
11,677	LCAP Supplemental
5,796.50	LCAP Intervention Intervention Teacher

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

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

Professional Development in iReady will increase teachers' capacity to deepen understanding of various components such as diagnostic testing,'My Path' interventions, small group interventions, and creating differentiated instruction.

Extended learning opportunity for English Learners and RFEP students will provide additional supports to students who are not yet proficient in English.

Briefly 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 to report

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.

All activities were implemented to meet the articulated goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Science

LEA/LCAP Goal

Aim I: Maximize Achievement For ALL Students
The District will provide a high-quality educational system for ALL students focusing on mind, body, and spirit by using engaging instruction, rigorous curriculum, and systematic intervention to ensure college and career readiness.

Goal 3

To increase the percentage of students who meet or exceed the Science grade-level standards on the CAASSP by 2%.

Identified Need

- Students meeting or exceeding the standard
- EL students -Hispanic students
- Socioeconomically disadvantaged students
- Students with disabilities
- Students nearly or not yet meeting the standard

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Science assessment for grade 5 students that "Met" or "Exceeded"	All Students: 59% Socioeconomically Disadvantaged: 64% EL Students: 66% Hispanic Students: 53% Students with Disabilities: 11%	All Students: 61% Socioeconomically Disadvantaged: 66% EL Students: 68% Hispanic Students: 55% Students with Disabilities: 13%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Science instruction will comprise of the core curriculum in the classroom, supplemental intervention groups within the classroom, ELD instruction for EL students, school interventions, and summer

school intervention for students at-risk of retention. The goal is for all students to meet or exceed grade level standards in Science as measured by District created assessments and/or State assessments as available. We will monitor all groups, specifically the subgroups to ensure they make adequate growth.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
0	District Funded the district is providing PD around science instruction

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

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

Dry Creek Elementary is in the first year of implementing this goal, there fore an analysis is not requird at this time.

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

No discrepancy in budgeted exenditures to implement strategies.

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 to this goal with made as necessary.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$2,959
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$37,433.84

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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 ($)
District Funded	$0.00
LCAP Intervention	$11,593.73
LCAP Supplemental	$23,354.00
Title III English Learner	$2,486.11

Subtotal of state or local funds included for this school: $37,433.84

Total of federal, state, and/or local funds for this school: $37,433.84

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
LCAP Supplemental	$23,354	0.00
LCAP Intervention	$11,593.73	0.00
Title III English Learner	$2,486.11	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCAP Intervention	11,593.73
LCAP Supplemental	23,354.00
Title III English Learner	2,486.11

Expenditures by Budget Reference

Budget Reference	Amount
	37,433.84

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
	LCAP Intervention	11,593.73
	LCAP Supplemental	23,354.00
	Title III English Learner	2,486.11

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	19,960.34
Goal 2	17,473.50
Goal 3	0.00

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

0 Secondary Students

Name of Members	Role
Heather Piccolo	Parent or Community Member
Ella Shasky	Parent or Community Member
Hope Vidmar	Parent or Community Member
Ashley Coelho	Parent or Community Member
Chandel Perkins	Parent or Community Member
Laurie Plescia	Classroom Teacher
Amanda Bruno	Classroom Teacher
Rhonda Dolin	Classroom Teacher
Aaron Cook	Principal
Misty Sedehi	Other School Staff

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
	English Learner Advisory Committee

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 5/25/23.

Attested:

	Principal, Aaron Cook on 5/25/23
	SSC Chairperson, Heather Piccolo on 5/25/23