



## 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
James Driffill Elementary School	56725386055271	October 19, 2020	November 04, 2020

### 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.

Driffill school consistently and diligently works to improve our student achievement regardless of mode of instructional delivery such as Distance Learning, a Hybrid model or in-person. We have continued to analyze the areas of teaching, learning, interventions, incoming kindergarten transitions and eighth to ninth grade transitions, professional development, parent involvement, and the after-school program. We critically examine and determine what actions and areas need further development in order to enable all students to achieve greater success. The majority of focus behind our success at Driffill School has been addressing the academic, social and emotional needs of students. We continue to integrate the Common Core State Standards (CCSS) for Language Arts and Math, with an emphasis on technology to support instruction and student learning. Our instructional focus emphasizes student-centered learning, collaborative engagement structures, and rigor. The instructional leadership team continuously monitors quality content instruction through classroom walk-throughs, learning walks, and student-monitoring conferences with grade-level teachers once each trimester.

Driffill School staff consists of 59 highly qualified certificated staff members. A thorough examination of our goals at Driffill School has led to highly focused and motivated professional development of our staff. Training in the areas of Language Arts, Math, ELD, AVID, the Growth Mindset, Science, and Dual Language Immersion (DLI), has further empowered our staff to become as precise and effective as possible when teaching students in these targeted goal areas. This year our emphasis is on developing effective distance learning and blended learning instructional strategies and adopting Learning Management Systems (LMS) specifically Canvas.

To increase student achievement, Driffill continues to use student data to guide our teaching and learning. Driffill continues to strengthen our Professional Learning Communities (PLC) to improve instruction. There is an emphasis on the use of the interim assessments from Renaissance STAR 360 Reading and Math and now the IAB assessments from CAASPP. The faculty has committed to monthly assessments in order to rapidly monitor and analyze student needs. Teachers share grade-level data to plan lessons, identify strategic instructional strategies, and target students needing intervention. Data analysis allows teachers to monitor progress toward academic goals, determine which strategies and interventions are working, identify which students need tutoring, and target specific needs of individual students to maximize their potential achievement. In addition, data allows teachers to plan for differentiated and rigorous instruction to increase student achievement. Student progress is communicated to parents through various platforms such as: Parent Connect, conferences, and regular ongoing communication with teachers and administration. To further improve student achievement, Intervention Services Providers (ISP) will directly serve students in grades TK-8 to support instruction in Language Arts. AVID tutors in the middle school setting help support the college and career ready mindset.

The acquisition of academic English language skills continues to be an important goal for Driffill School students, especially for our English Language Learners (ELL). Programs such as DLI, Designated ELD, and Integrated ELD are specifically designed to help students develop and master academic English Language Skills. To identify the areas of challenge English Learners are facing, we review the English Language Proficiency Assessment (ELPAC) along with other assessments; teachers deliver focused lessons that support students' progress toward reclassification and or Meeting/Exceeding State Standards in English Language Arts. Middle school English Learner students receive one period of designated ELD.

Given the realities of COVID-19, our model for enrichment activities has shifted significantly. Traditionally during onsite instruction, after-school enrichment activities have included: Mad Science,

Art Trek, Hip Hop Mindset, Gardening club, 5K community races, music, sports, and other community-sponsored events. This year enrichment opportunities are available virtually during the school day and include: Leadership Opportunities, Careers, AVID and Robotics. The after-school program is now offered virtually as an extracurricular opportunity providing a safe and nurturing virtual platform to socialize and connect with positive young role models.

In past years, AVID was available as an after-school club and elective course during the school day. Through constant reevaluation of the mission, vision, and commitment and a critical analysis of our best practices and changing needs, Driffill School continues to follow the AVID philosophy. Driffill believes all students can succeed in the most rigorous curriculum. Driffill continues to train and support all middle school staff in AVID strategies and is moving towards implementation of the AVID program in both the TK-5 and the 6-8 grade levels. AVID school-wide will help our students to solidify twenty-first century learning skills and enhance the changes of culture, to ensure that our students will be productive, global, contributing citizens.

Parent involvement and communication with teachers, administrative team, and support staff is a key element for the continued academic success at Driffill School. Teachers regularly communicate with parents by phone, written notes, email, CANVAS, Google Classroom, Class Dojo, and Remind 101. Teachers use standards-based progress reports and assessment data at parent/teacher conferences to inform parents of their children's progress. Driffill staff also presents parent education nights in the content areas of Language Arts and Math to help parents support their students' success in these key academic areas. Driffill teachers and support staff host transition presentations and parent orientations are provided for students entering TK/Kinder and then again upon entering first, sixth, and 8th grades. The Principal communicates with parents via Connect Ed. calling all parents most Sundays at 6 pm, and sends a weekly digital bulletin. He regularly updates the web page with pictures of school activities, meeting information and our school site calendar. Peachjar has also been added to our communication system. At the beginning, and throughout the school year, parents are welcomed to Driffill School through a variety of general parent meetings, monthly ELAC, Café Con Padres, School Site Council, parent nights, and individual classroom parent meetings/programs. Due to the current health crisis, these events are now offered virtually. Other supports to parents include home visits and outreach to connect families to community-based services. Our school counselor and Outreach Consultant (ORC) conduct frequent home visits and schedule parenting classes. Parenting classes are offered in English and in Spanish to further encourage parents' participation in education of their children and to support positive interaction with their children.

# Table of Contents

- SPSA Title Page ..... 1
- Purpose and Description..... 1
- Table of Contents..... 4
- Comprehensive Needs Assessment Components ..... 6
  - Data Analysis ..... 6
  - Classroom Observations..... 6
  - Analysis of Current Instructional Program..... 6
- Stakeholder Involvement ..... 10
- Resource Inequities ..... 10
- School and Student Performance Data ..... 12
  - Student Enrollment..... 12
  - CAASPP Results..... 14
  - ELPAC Results ..... 18
  - Student Population ..... 22
  - Overall Performance ..... 24
  - Academic Performance ..... 25
  - Academic Engagement..... 31
  - Conditions & Climate..... 34
- Goals, Strategies, & Proposed Expenditures..... 36
  - Goal 1..... 36
  - Goal 2..... 58
  - Goal 3..... 74
- Budget Summary ..... 88
  - Budget Summary ..... 88
  - Other Federal, State, and Local Funds ..... 88
- Budgeted Funds and Expenditures in this Plan ..... 89
  - Funds Budgeted to the School by Funding Source..... 89
  - Expenditures by Funding Source ..... 89
  - Expenditures by Budget Reference and Funding Source ..... 89
  - Expenditures by Goal..... 90
- School Site Council Membership ..... 91
- Recommendations and Assurances ..... 92
- Instructions..... 93
  - Instructions: Linked Table of Contents..... 93
  - Purpose and Description..... 94
  - Stakeholder Involvement..... 94

Resource Inequities .....94

Goals, Strategies, Expenditures, & Annual Review .....95

Annual Review .....96

Budget Summary .....97

Appendix A: Plan Requirements .....99

Appendix B: .....102

Appendix C: Select State and Federal Programs .....104

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Classroom Observations

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

At Driffill, virtual learning walks and informal observations will be conducted throughout the year. Informal and walk-through observations take place every day. Formal observations take place two to three times a year as identified by the district. The analysis of the classroom observations suggests the need to support and improve instructional pedagogy and the use of instructional technology. The data collected thus far through observations has reinforced the adoption of school-wide instructional goals of building student-centered learning experiences, implementing collaborative engagement structures, and delivering standards-based rigorous lessons.

## 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)

All teachers have been trained in how to interpret district testing such as chapter and unit Math and Language Arts tests, STAR reading and math assessments and Interim and the end of the year CAASPP. Student data is looked at regularly in order to drive the instruction and meet the needs of the students in each class.

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

Through the use of STAR 360, IABs, ELPAC, and IO our student data collection is reviewed at PLC's to monitor, drive, adjust, and modify instruction to meet the needs of all Driffill students. Given pandemic related school closures, our site does not have current CAASPP data this school year.

Teachers create groups based on the data to provide extra support in the class for the students that are not making adequate progress. If additional intervention is needed, based on the data, a student is given opportunity for tutoring or other appropriate services.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered "highly qualified." This is monitored by the district's Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district has a PAR (Peer Assistance and Review) program to offer support to any teacher who requests or requires it. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

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

The Educational Services Department includes Directors who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. Instructional Specialists work directly with teachers to support instruction in Science and Math. Site Principals and assistant principals function as instructional leaders.



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

Through our Professional Learning Communities (PLC's), teachers collaborate weekly to discuss lesson planning, instructional practices, student progress, and review formative and summative assessments. Grade level binders are maintained to record data, on-going conversations, monitor student growth and make instructional decisions regarding the most effective ways to meet standards.

## Teaching and Learning

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

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

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

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.



## Opportunity and Equal Educational Access

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

Driffill School has established a RTI2 Pyramid for Success that documents the program and materials that are available to use as the core program. At the foundation of the pyramid, teachers are provided professional development in cultural proficiency, growth mindset, teaching BEST practices and standard based instruction. If a student is not successful after Tier I instruction, the teacher provides additional support within a small group in the class. After data analysis, if the student is still not meeting grade level standards, he/she is referred to a CST or SST and following the MTSS procedures actions such as services of the Reading Specialist, after/before school tutoring, counseling services and/or Intervention Specialist are prescribed. Additional steps may include further assessments if adequate progress is not made (i.e. special education).

Evidence-based educational practices to raise student achievement

Driffill has established a practice of only using research based materials for core and intervention. Teachers have a clear focus for each lesson, effectively communicate the focus to the students and provide opportunities for student engagement. Driffill has implemented the AVID and Data-driven PLC philosophies which includes active participation and engagement, critical reading skills, collaboration and the ability to communicate for a variety of purposes and to a variety of audiences. Teachers incorporate the WICOR strategy which encompasses writing, inquiry, collaboration, organization and reading skills.

## Parental Engagement

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

Parent Education and parent involvement is our focus this year. We are committed to enhancing the collaboration and partnership with parents. We have regularly scheduled ELAC, Title I/Cafe Con Padres and School Site Council Meetings. Parents are always welcome to volunteer, assist with field trips, attend monthly awards, and participate with PTA.

This year we hope to provide more parent education: Saturday Conferences/Workshops, AVID Training, motivational speakers, health and wellness topics, grade level meetings, Outreach and Counselor workshops addressing parenting skills, and other topics will be covered as needs develop. It is our goal to develop a Growth Mindset with our parents.

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)

All parents, teachers and community groups are included in the input, discussion, decision and implementation of the School Plan and Budget. The Parent Compact and the Parent Engagement Policy are also reviewed, revised and implemented on a yearly basis.

## Funding

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

Driffill is a School-Wide Title I Program using all categorical funds as needed to meet the needs of all students as delineated by the SPSA and Budget. Title I funds are used to improve instructional practices such as providing quality Tier I instruction through professional development, collaboration, PLC's and peer mentoring. Progress monitoring takes place with all grade levels to ensure that instruction is student centered and data driven. Materials are provided for professional growth and to supplement the instruction in the classroom.

## Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

## **Stakeholder 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**

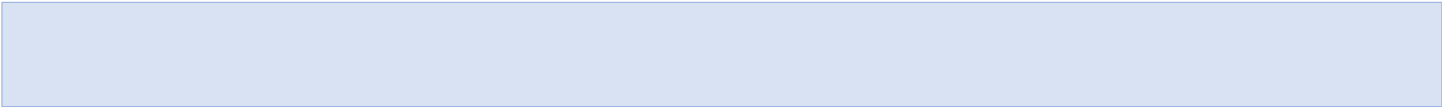
Together, School Leadership, staff, and ELAC review and provide input on the SPSA to the school Site Council, which approves annually. The School Site Council then meets monthly to monitor the goals and actions. Any changes to the SPSA are presented to all stakeholders for their recommendations and re-submissions to the School Site Council for any changes and final approval.

## **Resource Inequities**

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

The 2020-21 reduction in categorical funding has forced Driffill School to eliminate or reduce hours for the following services and personnel: elimination of one Reading Specialist, one media technician, one School Resource Officer, two classified office staff and reduced hours for campus supervisors and the Outreach Resource Specialist. These eliminations and reductions impact both the distance learning and in-person instructional services and supports that Driffill is able to provide our students, staff, and families.

In the current situation of distance learning, Driffill has identified a need for extensive technology equipment and supports for students, teachers, and families. Parents need support in the area of navigating basic technology functions to facilitate at-home learning for their students. Students need equipment that better facilitates learning at home including: wifi access, wireless mouse, headphones, and keyboards for iPads. Staff needs training in using Canvas, the new learning management system, and ancillary tech resources including Lexia, ST Math, and board adopted digital curriculum. The distance learning platform has also exacerbated struggles with meeting students' basic needs, and mental health and social-emotional health of students and families.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.17%	%	0.17%	2		2
African American	0.26%	%	0.26%	3		3
Asian	0.09%	%	0%	1		0
Filipino	0.26%	%	0.52%	3		6
Hispanic/Latino	97.44%	%	97.58%	1143		1,128
Pacific Islander	0.09%	%	0.09%	1		1
White	1.28%	%	1.21%	15		14
Multiple/No Response	%	%	0.17%			0
<b>Total Enrollment</b>				1173		1,156

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	147		146
Grade 1	119		119
Grade 2	124		122
Grade 3	109		121
Grade 4	127		123
Grade 5	147		121
Grade 6	139		130
Grade 7	131		139
Grade 8	130		135
<b>Total Enrollment</b>	1,173	1164	1,156

### Conclusions based on this data:

Based on the analysis of student enrollment by grade level between 2018-2020, the total enrollment has decreased by twenty-nine students. The current public health crisis has impacted our school community and our enrollment. Nonetheless, we are still a Tk-8th grade school that has a high Hispanic/Latino population of second language learners. In addition to our 1127 students, we house 23 preschool students on campus, a decline from past years due to CDC recommendations for social distancing. We allocate resources to each grade level to provide opportunities and services in order for each child to be successful in school.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners		589	619		50.4%	53.5%
Fluent English Proficient (FEP)		329	307		28.1%	26.6%
Reclassified Fluent English Proficient (RFEP)		47	106		4.0%	16.5%

### Conclusions based on this data:

Our data analyzed from CAASPP, STAR and ELA and Math chapter tests indicate that Driffill students still need vocabulary development, basic structure in ELA, and all primary components in developing English Language. Our RFEP students need continued monitoring and support in order to successfully meet grade level standards. Due to the covid-19 related school shutdown in March 2020, students did not take the ELPAC test so no data is available from that measure of language proficiency.

# 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	116	106	118	115	106	117	115	106	117	99.1	100	99.2
Grade 4	149	129	115	148	128	114	148	128	114	99.3	99.2	99.1
Grade 5	137	139	124	137	138	122	137	138	122	100	99.3	98.4
Grade 6	128	137	136	127	137	133	127	137	133	99.2	100	97.8
Grade 7	120	136	135	119	134	133	119	134	133	99.2	98.5	98.5
Grade 8	107	124	133	106	123	132	106	123	132	99.1	99.2	99.2
All Grades	757	771	761	752	766	751	752	766	751	99.3	99.4	98.7

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2355.	2361.	2380.	4.35	5.66	8.55	13.91	9.43	17.09	25.22	31.13	32.48	56.52	53.77	41.88
Grade 4	2379.	2393.	2411.	2.03	7.03	6.14	10.81	13.28	14.04	13.51	14.84	31.58	73.65	64.84	48.25
Grade 5	2435.	2442.	2459.	5.11	5.07	10.66	13.14	20.29	22.13	26.28	23.91	20.49	55.47	50.72	46.72
Grade 6	2453.	2464.	2477.	0.79	5.84	1.50	14.17	13.87	20.30	35.43	36.50	42.11	49.61	43.80	36.09
Grade 7	2466.	2482.	2505.	2.52	1.49	4.51	13.45	17.16	24.06	26.89	32.84	31.58	57.14	48.51	39.85
Grade 8	2467.	2462.	2495.	0.00	1.63	1.52	12.26	9.76	24.24	21.70	26.02	28.79	66.04	62.60	45.45
All Grades	N/A	N/A	N/A	2.53	4.44	5.33	12.90	14.23	20.51	24.60	27.55	31.29	59.97	53.79	42.88

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.22	4.72	7.69	32.17	37.74	51.28	62.61	57.55	41.03
Grade 4	2.70	7.81	6.14	32.43	35.16	54.39	64.86	57.03	39.47
Grade 5	7.30	7.97	13.93	40.15	44.93	43.44	52.55	47.10	42.62
Grade 6	2.36	6.57	4.51	41.73	37.96	36.09	55.91	55.47	59.40
Grade 7	5.88	3.73	6.02	31.93	49.25	45.86	62.18	47.01	48.12
Grade 8	2.83	2.44	6.82	27.36	26.02	41.67	69.81	71.54	51.52
All Grades	4.39	5.61	7.46	34.57	38.77	45.14	61.04	55.61	47.40

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	6.96	2.83	10.26	40.87	37.74	47.86	52.17	59.43	41.88
<b>Grade 4</b>	1.35	4.69	5.26	35.14	35.94	45.61	63.51	59.38	49.12
<b>Grade 5</b>	10.95	7.97	13.93	44.53	42.03	44.26	44.53	50.00	41.80
<b>Grade 6</b>	2.36	6.57	5.26	38.58	33.58	58.65	59.06	59.85	36.09
<b>Grade 7</b>	6.72	4.48	12.03	46.22	45.52	53.38	47.06	50.00	34.59
<b>Grade 8</b>	0.00	4.88	1.52	38.68	34.96	56.06	61.32	60.16	42.42
<b>All Grades</b>	4.79	5.35	7.99	40.56	38.38	51.26	54.65	56.27	40.75

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	6.09	7.55	8.55	49.57	61.32	66.67	44.35	31.13	24.79
<b>Grade 4</b>	3.38	3.13	6.14	46.62	57.81	68.42	50.00	39.06	25.44
<b>Grade 5</b>	5.11	4.35	7.38	52.55	55.80	54.10	42.34	39.86	38.52
<b>Grade 6</b>	5.51	6.57	6.02	60.63	59.12	66.92	33.86	34.31	27.07
<b>Grade 7</b>	0.84	0.75	5.26	49.58	61.94	60.15	49.58	37.31	34.59
<b>Grade 8</b>	4.72	2.44	4.55	52.83	48.78	63.64	42.45	48.78	31.82
<b>All Grades</b>	4.26	4.05	6.26	51.86	57.44	63.25	43.88	38.51	30.49

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	7.83	8.49	6.84	41.74	49.06	56.41	50.43	42.45	36.75
<b>Grade 4</b>	3.38	10.94	4.39	42.57	46.09	48.25	54.05	42.97	47.37
<b>Grade 5</b>	10.22	12.32	22.95	39.42	45.65	38.52	50.36	42.03	38.52
<b>Grade 6</b>	6.30	10.95	10.53	50.39	53.28	59.40	43.31	35.77	30.08
<b>Grade 7</b>	6.72	7.46	10.53	41.18	56.72	56.39	52.10	35.82	33.08
<b>Grade 8</b>	5.66	3.25	9.09	29.25	43.90	44.70	65.09	52.85	46.21
<b>All Grades</b>	6.65	9.01	10.79	41.09	49.22	50.73	52.26	41.78	38.48

**Conclusions based on this data:**

From 2016-2019, Drifill showed steady progress on the CAASPP ELA in all grade levels with the exception of 4th grade. As a school our proficient population grew by 6%, which is double what the district grew. Given the current reality of distance learning and unfinished learning March - June of 2020, Drifill will likely continue to have a high percentage of our students not meeting standards. In order to continue making progress towards a larger percentage of students meeting or exceeding standards, our focus is geared at providing quality Tier 1 instruction in Language Arts. Writing across subject areas will be targeted since that was our weakest area based on CAASPP.



# 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	116	106	118	115	106	117	115	106	117	99.1	100	99.2
Grade 4	149	129	115	148	128	114	148	128	114	99.3	99.2	99.1
Grade 5	137	139	124	137	138	123	137	138	123	100	99.3	99.2
Grade 6	128	137	136	127	135	133	127	135	133	99.2	98.5	97.8
Grade 7	120	136	135	119	134	133	119	134	133	99.2	98.5	98.5
Grade 8	107	124	133	106	123	132	106	123	132	99.1	99.2	99.2
All Grades	757	771	761	752	764	752	752	764	752	99.3	99.1	98.8

\* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2383.	2388.	2396.	2.61	0.94	2.56	22.61	20.75	28.21	25.22	33.02	30.77	49.57	45.28	38.46
Grade 4	2414.	2411.	2425.	2.03	6.25	0.88	12.16	10.16	16.67	35.81	29.69	42.11	50.00	53.91	40.35
Grade 5	2438.	2445.	2451.	2.19	2.17	4.88	8.76	8.70	17.07	30.66	31.88	28.46	58.39	57.25	49.59
Grade 6	2439.	2443.	2468.	0.79	3.70	3.01	7.87	5.93	10.53	31.50	30.37	35.34	59.84	60.00	51.13
Grade 7	2450.	2458.	2472.	0.84	0.75	5.26	8.40	12.69	9.77	27.73	25.37	24.06	63.03	61.19	60.90
Grade 8	2440.	2452.	2467.	0.00	2.44	3.03	2.83	5.69	13.64	19.81	20.33	20.45	77.36	71.54	62.88
All Grades	N/A	N/A	N/A	1.46	2.75	3.32	10.51	10.34	15.69	28.99	28.40	29.92	59.04	58.51	51.06

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.57	7.55	14.53	31.30	45.28	40.17	59.13	47.17	45.30
Grade 4	6.76	9.38	8.77	25.68	21.88	30.70	67.57	68.75	60.53
Grade 5	4.38	5.07	8.13	21.17	23.91	33.33	74.45	71.01	58.54
Grade 6	2.36	5.93	3.76	23.62	20.74	32.33	74.02	73.33	63.91
Grade 7	3.36	2.99	6.77	24.37	22.39	26.32	72.27	74.63	66.92
Grade 8	0.00	3.25	6.06	14.15	19.51	23.48	85.85	77.24	70.45
All Grades	4.52	5.63	7.85	23.54	25.00	30.85	71.94	69.37	61.30

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	7.83	5.66	10.26	46.09	37.74	50.43	46.09	56.60	39.32
<b>Grade 4</b>	3.38	9.38	5.26	36.49	36.72	43.86	60.14	53.91	50.88
<b>Grade 5</b>	3.65	3.62	8.94	35.77	33.33	34.96	60.58	63.04	56.10
<b>Grade 6</b>	1.57	3.70	5.26	37.01	33.33	43.61	61.42	62.96	51.13
<b>Grade 7</b>	3.36	3.73	7.52	37.82	41.04	38.35	58.82	55.22	54.14
<b>Grade 8</b>	0.00	4.07	6.82	23.58	35.77	29.55	76.42	60.16	63.64
<b>All Grades</b>	3.32	4.97	7.31	36.30	36.26	39.89	60.37	58.77	52.79

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	9.57	4.72	11.11	46.96	55.66	46.15	43.48	39.62	42.74
<b>Grade 4</b>	4.73	7.81	6.14	34.46	28.91	45.61	60.81	63.28	48.25
<b>Grade 5</b>	2.19	1.45	8.13	37.96	34.78	41.46	59.85	63.77	50.41
<b>Grade 6</b>	1.57	3.70	4.51	30.71	36.30	43.61	67.72	60.00	51.88
<b>Grade 7</b>	2.52	4.48	4.51	45.38	50.75	52.63	52.10	44.78	42.86
<b>Grade 8</b>	0.00	4.07	6.06	32.08	38.21	47.73	67.92	57.72	46.21
<b>All Grades</b>	3.46	4.32	6.65	37.77	40.31	46.28	58.78	55.37	47.07

**Conclusions based on this data:**

Driffill showed progress on the CAASPP Math in all grade levels with the exception of 4th grade. Driffill increased the number of kids scoring proficient and advanced by 7%, which is nearly double the increase of the district. Given a lack of CAASPP scores from 2020 due to the covid-19 school shutdown, Driffill anticipates continuing to have a high percent of our students not meeting standards. In order to continue making progress towards a larger percent of students meeting or exceeding standards, our focus is geared at providing quality Tier 1 instruction in Math. We will spend additional time teaching fractions and geometry since those areas were indicated as a weakness based on CAASPP scores.

# 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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K		1413.4		1425.1		1385.8		113
Grade 1		1441.6		1453.1		1429.7		93
Grade 2		1493.2		1488.3		1497.6		85
Grade 3		1486.7		1478.1		1494.8		62
Grade 4		1527.4		1527.6		1526.8		58
Grade 5		1523.2		1515.0		1530.8		41
Grade 6		1514.0		1500.3		1527.1		31
Grade 7		1536.5		1519.8		1552.8		26
Grade 8		1547.0		1535.5		1558.2		26
All Grades								535

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		5.31		39.82		40.71		14.16		113
1		3.23		32.26		45.16		19.35		93
2		20.00		48.24		27.06		4.71		85
3		8.06		46.77		27.42		17.74		62
4		22.41		56.90		18.97		1.72		58
5		12.20		51.22		31.71		4.88		41
6		6.45		45.16		41.94		6.45		31
7		11.54		61.54		23.08		3.85		26
8		15.38		46.15		26.92		11.54		26
All Grades		10.84		45.05		33.27		10.84		535

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		12.39		39.82		30.09		17.70		113
1		12.90		37.63		39.78		9.68		93
2		29.41		54.12		11.76		4.71		85
3		17.74		43.55		24.19		14.52		62
4		39.66		48.28		10.34		1.72		58
5		34.15		46.34		17.07		2.44		41
6		22.58		54.84		19.35		3.23		31
7		19.23		61.54		3.85		15.38		26
8		15.38		46.15		23.08		15.38		26
All Grades		21.50		45.79		22.80		9.91		535

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		3.54		28.32		54.87		13.27		113
1		0.00		22.58		37.63		39.78		93
2		16.47		44.71		29.41		9.41		85
3		3.23		30.65		45.16		20.97		62
4		1.72		56.90		34.48		6.90		58
5		7.32		19.51		58.54		14.63		41
6		3.23		32.26		51.61		12.90		31
7		0.00		46.15		50.00		3.85		26
8		7.69		46.15		30.77		15.38		26
All Grades		5.05		34.58		43.18		17.20		535

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		11.50		76.11		12.39		113
1		41.94		52.69		5.38		93
2		32.94		62.35		4.71		85
3		6.45		67.74		25.81		62
4		46.55		50.00		3.45		58
5		7.32		90.24		2.44		41
6		32.26		54.84		12.90		31
7		15.38		73.08		11.54		26
8		23.08		57.69		19.23		26
All		25.05		64.86		10.09		535

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		11.50		66.37		22.12		113
1		7.53		74.19		18.28		93
2		23.53		69.41		7.06		85
3		38.71		48.39		12.90		62
4		37.93		56.90		5.17		58
5		56.10		39.02		4.88		41
6		19.35		74.19		6.45		31
7		50.00		34.62		15.38		26
8		34.62		46.15		19.23		26
All Grades		25.61		60.93		13.46		535

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		0.88		83.19		15.93		113
1		9.68		44.09		46.24		93
2		14.12		76.47		9.41		85
3		1.61		72.58		25.81		62
4		5.17		77.59		17.24		58
5		12.20		73.17		14.63		41
6		3.23		45.16		51.61		31
7		3.85		61.54		34.62		26
8		15.38		53.85		30.77		26
All Grades		6.92		68.04		25.05		535

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		33.63		47.79		18.58		113
1		2.15		74.19		23.66		93
2		16.47		69.41		14.12		85
3		24.19		62.90		12.90		62
4		17.24		77.59		5.17		58
5		9.76		80.49		9.76		41
6		35.48		61.29		3.23		31
7		26.92		73.08		0.00		26
8		0.00		88.46		11.54		26
All Grades		18.88		67.29		13.83		535

**Conclusions based on this data:**

Each year, Driffill continues to reclassify students who meet district metrics for reclassification. We still have a large population of EL students due to the fact that every year we have newly enrolled TK and Kinder students. Given the circumstances of the covid-19 related school closure in March 2020, we do not have recent ELPAC data for 2019-20. Anticipating similar academic needs among our English learners, Driffill will continue to provide additional supports such as scaffolding, vocabulary development, and exposure to academic English language. Driffill continues to target interventions in the areas of reading and writing for our EL students.

# School and Student Performance Data

## Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1169	82.4	55.1	0.7

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	644	55.1
Foster Youth	8	0.7
Homeless	26	2.2
Socioeconomically Disadvantaged	963	82.4
Students with Disabilities	109	9.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.1
American Indian	2	0.2
Asian	1	0.1
Filipino	3	0.3
Hispanic	1142	97.7
Two or More Races	5	0.4
Pacific Islander	1	0.1
White	14	1.2

### Conclusions based on this data:

Due to COVID-19 and the school closures, there is no data for the 2019-20 school year. Nonetheless, Driffill continues to have a large population of socioeconomically disadvantaged students. In order to meet the academic needs, Driffill will make sure that their basic needs are taken care of first. Driffill will focus on strengthening designated and integrated English Language Development for English Language Learners. Driffill will continue to provide free breakfast and lunch to all students. Whether in person or remotely, Driffill will be sending Friday bags filled with food home to our homeless and foster families which include many EL students and continue having a winter closet that provides clothing for students who are in need of proper attire. Driffill will participate in the Operation School Bell, which helps families in need. Finally, Driffill has 4 Autism classes on campus in addition to 4 RSP teachers providing services in order to meet the needs of students with an IEP.









# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457"><b>English Language Arts</b></p>  <p data-bbox="293 506 371 533">Yellow</p>	<p data-bbox="673 426 950 457"><b>Chronic Absenteeism</b></p>  <p data-bbox="771 506 849 533">Green</p>	<p data-bbox="1177 426 1396 457"><b>Suspension Rate</b></p>  <p data-bbox="1252 506 1330 533">Green</p>
<p data-bbox="251 623 414 655"><b>Mathematics</b></p>  <p data-bbox="293 703 371 730">Yellow</p>		

### Conclusions based on this data:

Due to COVID-19 and the school closures, there is not data for the 2019-2020. For the 2018-19 school year, the dashboard indicates that Driffill must continue working for improvement in the areas of ELA and Math. Although our school doubled the growth of the district, as we gained 7% in Math and 6% in ELA, we still have a large percent of our population not meeting proficiency. This year we looked at what worked and what didn't to raise scores and are adjusting practices in the classroom to maximize the number of students in the MET/Exceeded category as measured by CAASPP. Our suspension rate and chronic absenteeism have declined over the last couple years.

# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 53 points below standard Increased Significantly ++19.7 points 760	<p><b>English Learners</b></p>  Yellow 62.7 points below standard Increased Significantly ++22.8 points 546	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
<p><b>Homeless</b></p>  No Performance Color 69.6 points below standard Increased Significantly ++22.2 points 23	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 57.4 points below standard Increased Significantly ++17.3 points 658	<p><b>Students with Disabilities</b></p>  Orange 105.5 points below standard Increased ++10 points 92

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Yellow <span style="background-color: #e0e0e0; padding: 2px;">53.8 points below standard</span> Increased Significantly ++10.6 points 744	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #e0e0e0; padding: 2px;">99.9 points below standard</span> Increased Significantly ++21.1 points 233	<span style="background-color: #e0e0e0; padding: 2px;">35.1 points below standard</span> Increased Significantly ++18.8 points 313	<span style="background-color: #e0e0e0; padding: 2px;">43 points below standard</span> Increased ++8.5 points 149

#### Conclusions based on this data:

Due to COVID-19 and the school closures, there is not data for the 2019-2020. For the 2018-19 school year, at Drifill our English Learners, Reclassified students and English only students continue to make gains in Language Arts. Despite these gains, we continue to have a large percentage of our students not meeting grade level standards so we are targeting our specific areas of weakness as identified by the CAASPP. Writing is taking place in all subject areas to support student development in this area.

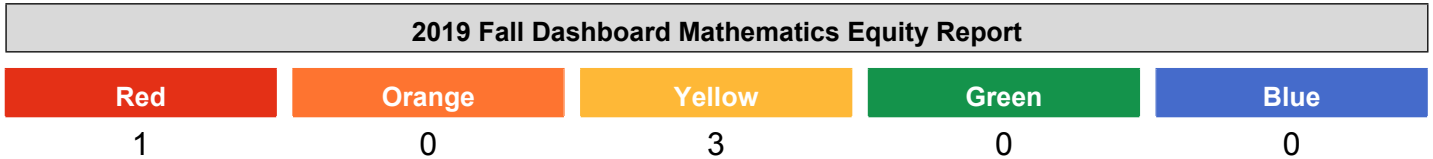
# School and Student Performance Data

## Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 78.2 points below standard Increased ++13.3 points 761	<p><b>English Learners</b></p>  Yellow 85.6 points below standard Increased ++14.1 points 547	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
<p><b>Homeless</b></p>  No Performance Color 93.8 points below standard Increased ++14.9 points 23	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 81.5 points below standard Increased ++11.2 points 659	<p><b>Students with Disabilities</b></p>  Red 128.7 points below standard Maintained 0 points 92

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 78.4 points below standard Increased ++13 points 745	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
110.9 points below standard Increased ++7.2 points 234	66.6 points below standard Increased Significantly ++16.7 points 313	74.1 points below standard Increased ++11.8 points 149

#### Conclusions based on this data:

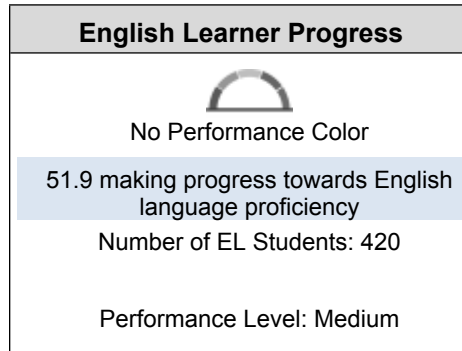
Due to COVID-19 and the school closures, there is not data for the 2019-2020. For the 2018-19 school year, there has been good growth with our students with disabilities and our English Learners as we recognize these are our significant groups to support. We also recognize that the CAASPP has a different format and different question types which needs to be introduced and taught to our students. In order to prepare students we are using the IAB's and FIAB's as test prep. We have students writing in the subject area to explain their reasoning and procedures used in solving problems.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2019 Fall Dashboard English Learner Progress Indicator



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.

### 2019 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
20.7	27.3	2.3	49.5

#### Conclusions based on this data:

Due to COVID-19 and the school closures, there is no data for the 2019-2020. For 2018-2019 school year, EL students continue to be reclassified and show progress, suspension for this group has also declined; progress has been minimal in language arts and math but continues to move forward. Our focus will continue to be Academic Math vocabulary and writing within the curriculum. Driffill strives to utilize evidence-based strategies to increase the proficiency levels of our English Language Learners. Designated and integrated ELD will be implemented using district adopted materials in order target English Language Learner growth. The instructional practices that have proved to be successful will be continued and we are adding ISP's and the implementation of AVID strategies to impact the growth of these students



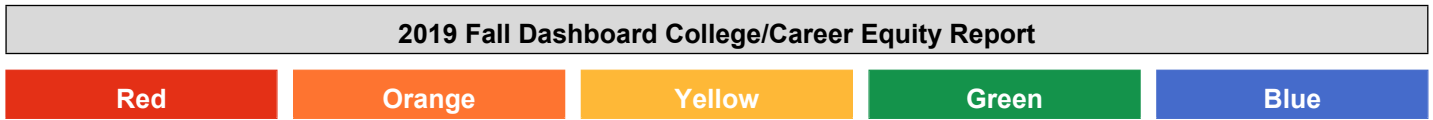
# School and Student Performance Data

## Academic Performance College/Career

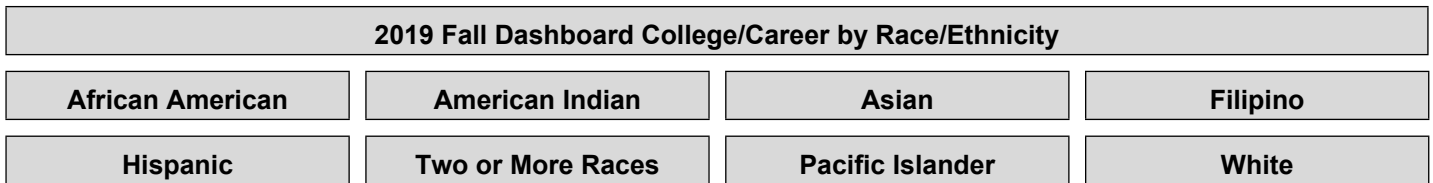
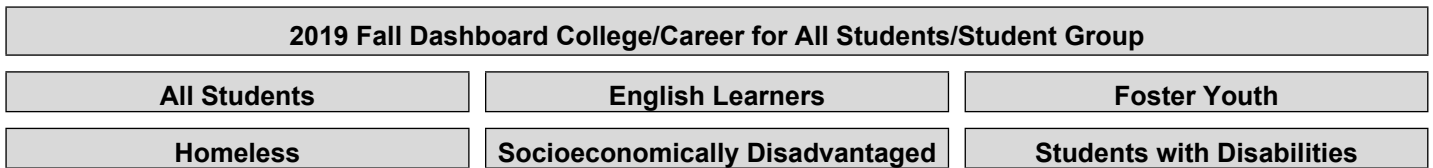
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



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



This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

N/A

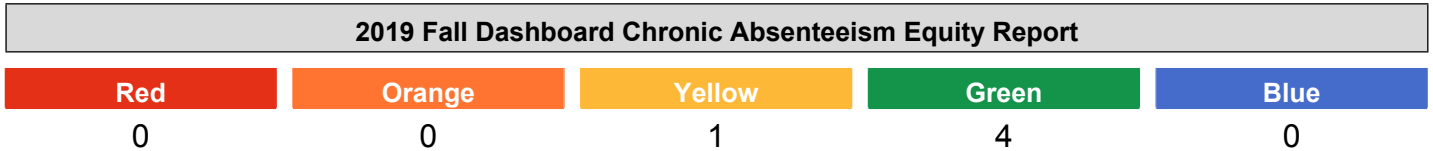
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>5.6</p> <p>Declined -2.2</p> <p>1182</p>	<p><b>English Learners</b></p>  <p>Green</p> <p>4.9</p> <p>Declined -1.8</p> <p>656</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>18.2</p> <p>11</p>
<p><b>Homeless</b></p>  <p>Green</p> <p>5.6</p> <p>Declined -18.7</p> <p>36</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>5.2</p> <p>Declined -2.5</p> <p>1012</p>	<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>13.2</p> <p>Declined -1</p> <p>144</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.2 Declined -2.1 1154	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 30.8 Increased +1.4 13

**Conclusions based on this data:**

Due to COVID-19 and the school closures, there is no data for the 2019-2020. However, absenteeism significantly affects those particular students progress because of lack of consistency, but we do not have any significant absenteeism per ethnicity or grade level. Our EL, foster, and homeless population are missing the instructional support needed to close the achievement gap and further their English language acquisition. The ORC in collaboration with the attendance clerk, and Administration, will monitor student absences and will develop an incentive based system to improve the chronic absenteeism.

# School and Student Performance Data

## Academic Engagement Graduation Rate

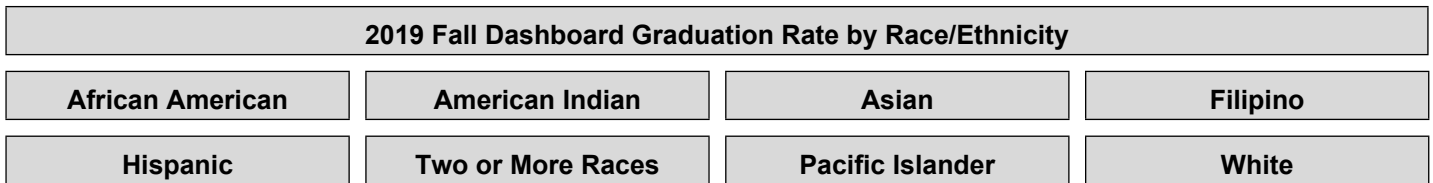
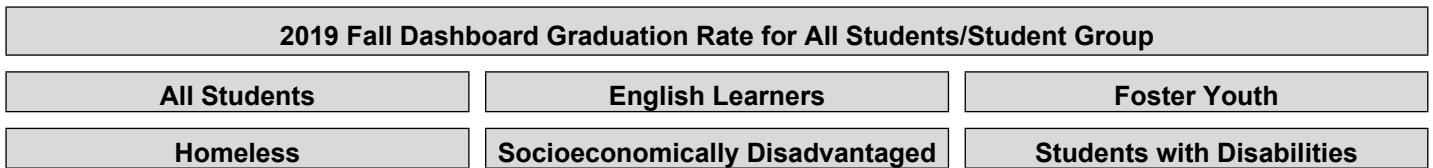
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

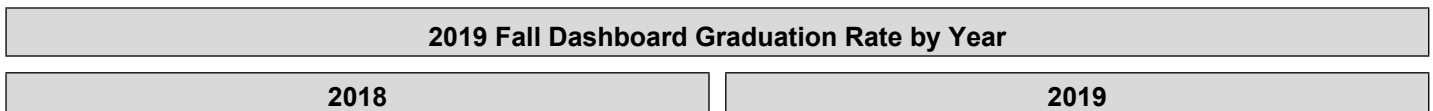
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

N/A

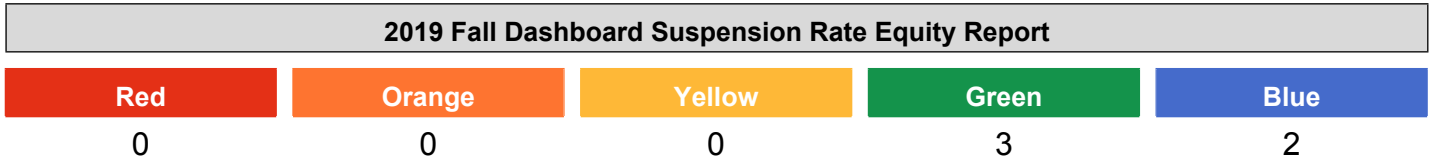
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>2</p> <p>Declined -0.5</p> <p>1211</p>	<p><b>English Learners</b></p>  <p>Green</p> <p>1.3</p> <p>Declined -0.4</p> <p>668</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>27.3</p> <p>11</p>
<p><b>Homeless</b></p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>40</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>1.8</p> <p>Declined -0.8</p> <p>1033</p>	<p><b>Students with Disabilities</b></p>  <p>Blue</p> <p>0.6</p> <p>Declined Significantly -3.7</p> <p>154</p>

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 4
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.9 Declined -0.6 1182	 No Performance Color Less than 11 Students - Data 6	 No Performance Color Less than 11 Students - Data 1	 No Performance Color 7.1 Increased +1.6 14

This section provides a view of the percentage of students who were suspended.

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	2.5	2

**Conclusions based on this data:**

Due to COVID-19 and the school closures, there is no data for the 2019-2020. Nevertheless, Driffill's cultural policy change and perception on student behaviors related to suspensions with the understanding of effective trauma have contributed to a decrease in suspensions. Driffill has also implemented the PBIS Program and a new district-wide formal progressive referral process which has helped with the reduction also. The data significantly reflects the implementation of a PBIS system that promotes student recognition, accountability and positive student/teacher relationship building. The PBIS model will continue to implement CHAMPS, reduce behavioral referrals, and ingrain a culture of growth mindset strategies. Driffill will continue moving away from a punitive system to restorative justice philosophy.

# 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

Language Arts, Math and Science

## LEA/LCAP Goal

All students will reach high academic standards in reading, mathematics and science.

## Goal 1

All students will reach high academic standards in reading, mathematics and science.

## Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction  
 To provide equipment, materials and technology resources that support high quality instruction  
 To provide opportunities for teachers to collaborate to improve teaching and learning

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	Baseline data from 2018-19 CAASPP scores due to Covid-19. 15.09% of 3rd Grade students met or exceeded standards 20.31% of 4th Grade students met or exceeded standards 25.36% of 5th Grade students met or exceeded standard 19.71% of 6th Grade students met or exceeded standards 18.65% of 7th Grade students met or exceeded standards 11.39% of 8th Grade students met or exceeded standards	Students will grow by moving one or two levels across the different bands in CAASPP. The percentage of students on the CAASPP test who have scored met and exceeded will increase by: 3rd Grade: 10%. 4th Grade: 10% 5th Grade: 10% 6th Grade: 10% 7th Grade: 10% 8th Grade: 10% The percentage of students who scored Not Met will be decreased by 7% in all grade levels.
CAASPP Math	Baseline data from 2018-19 CAASPP scores due to Covid-19. 21.69% of 3rd Grade students met or exceeded standards	Students will grow by moving one or two levels across the different bands in CAASPP. The percentage of students on the CAASPP test who have



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>16.41% of 4th Grade students met or exceeded standards            10.87% of 5th Grade students met or exceeded standards            9.63% of 6th Grade students met or exceeded standards            13.44% of 7th Grade students met or exceeded standards            8.13% of 8th Grade students met or exceeded standards</p>	<p>scored met and exceeded will increase by:            3rd Grade: 10%.            4th Grade: 10%            5th Grade: 10%            6th Grade: 10%            7th Grade: 10%            8th Grade: 10%            The percentage of students who scored Not met will be decreased by 7% for all grade levels.</p>
STAR 360 ELA	<p>Baseline data from 2018-19 STAR 360:            29% of K grade students were at or above benchmark            29% of 1st grade students were at or above benchmark            27% of 2nd grade students were at or above benchmark            23% of 3rd grade students were at or above benchmark            19% of 4thh grade students were at or above benchmark            20% of 5th grade students were at or above benchmark            14% of 6th grade students were at or above benchmark            11% of 7th grade students were at or above benchmark            6% of 8th grade students were at or above benchmark</p>	<p>The percentage of students on the STAR 360 ELA who are at or above benchmark will increase by:            3rd Grade: 10%.            4th Grade: 10%            5th Grade: 10%            6th Grade: 10%            7th Grade: 10%            8th Grade: 10%</p>
STAR 360 Math	<p>Baseline data from 2018-19 STAR 360:            N/A of K grade students were at or above benchmark            58% of 1st grade students were at or above benchmark            41%of 2nd grade students were at or above benchmark            37% of 3rd grade students were at or above benchmark            37% of 4th grade students were at or above benchmark            49% of 5th grade students were at or above benchmark</p>	<p>The percentage of students on the STAR 360 Math who are at or above benchmark will increase by:            3rd Grade: 10%.            4th Grade: 10%            5th Grade: 10%            6th Grade: 10%            7th Grade: 10%            8th Grade: 10%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	28% of 6th grade students were at or above benchmark 20% of 7th grade students were at or above benchmark 29% of 8th grade students were at or above benchmark	
STAR Early Literacy		50% of our TK-1st grade students will meet or exceed benchmark on the STAR Early Literacy.
ELPAC/Reclassification	100% of EL students that met the criteria for reclassification were reclassified. This was 6% of our total EL population.	The number of English Learners reclassified to R-FEP will be at least 8% of our total EL population. Each year we have new TK/Kinder students that enroll in Driffill as EL students.

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)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

### Strategy/Activity

Ongoing PLCs training will be provided to our Leadership Team using the Leverage model Cycle of Inquiry. Site-wide PLC's will meet every Wednesday. During PLC's teachers will dis-segregate data and identify standards that a majority of the students are not mastering. Ensure full implementation of the CCSS in ELA, Math, Science and ELD in all grade levels using the board adopted materials.

### 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)

6,000.00

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
teacher extra pay

## Strategy/Activity 2

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

**Strategy/Activity**

Opportunities for additional instructional support including: digital and in-person peer coaching, professional development workshops, and virtual peer observation of BEST practices will be supported. In-person peer observation will be supported to the extent allowed by health regulations. Progress monitoring will occur by grade level or with individual teachers to identify specific students requiring support. Substitute teachers will be provided in order for teachers to observe peers or to engage in progress monitoring. Additional planning and collaborative time outside of contractual hours will be given to teachers for collaboration and reflection with grade level colleagues.

**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)
10,000.00	Title I 1000-1999: Certificated Personnel Salaries Salaries for subs
10,000.00	LCFF - Targeted  Extra Hours

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

**Strategy/Activity**

Provide additional planning time for implementation and breaking down of DLI units and standards for TK-6th grade. Provide and support professional development opportunities within the district and county. Provide resources and materials to enhance the instruction and implementation of bi-literacy units. Purchase classroom and school library Spanish-language and bilingual books, magazines, and apps for student and teacher use. Provide one day per trimester for DLI teachers for additional planning.

**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)
8,960.00	LCFF - Intervention Extra Teacher Hours

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

#### Strategy/Activity

Provide professional development in a variety of instructional practices that include AVID strategies to enhance student engagement, collaboration, inquiry based pedagogy and higher level thinking skills. Professional development as related to AVID strategies will include additional planning and collaboration time for AVID teachers and AVID tutors. Host AVID guest speakers.

#### 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)
	District Funded Professional development
9,000.00	Title III 1000-1999: Certificated Personnel Salaries Teacher Extra Hours and subs
6,000.00	LCFF - Intervention Teacher Extra Hours and subs

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

#### Strategy/Activity

Incentive Program will be developed to support and encourage those students that show gains in their scaled scores on STAR Reading and Math tests.

#### 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)
10,000.00	LCFF - Intervention Materials

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

#### Strategy/Activity

Supply technology apps and computer software that support student mastery of standards in ELA, DLI, Science and Math.

#### 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)
8,000.00	LCFF - Targeted Curriculum
4,000.00	Title I ELA/MATH Apps.

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

#### Strategy/Activity

The STAR 360 Reading, Early Literacy and Math assessments will be administered at least 3 times a year and results uploaded to the appropriate data systems. Grade levels will also create an assessment calendar to regularly monitor students, evaluate, analyze results and use this information to inform instructional decisions.

#### 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)
	District Funded
	Star 360 program

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

#### Strategy/Activity

Provide a virtual and an in-person (to the extent allowed by public health regulations) Homework and Enrichment Club with an emphasis on AVID strategies designed for all students. Homework and Enrichment Club will specifically aim to reduce D and F grades among middle school students and mitigate learning loss from the Covid-19 school shutdown.

#### 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)
6,000.00	Title III
	Teacher extra hours
8,304.00	Title III
	Materials

### Strategy/Activity 9

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

#### 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.

## Strategy/Activity 10

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target English Learners and Reclassified English Proficient students at Drifill.

### Strategy/Activity

Monitor and Support all English Learners and Reclassified Fluent English Proficient students by writing Language Appraisal Team (LAT) plans and provide before or after school intervention.

### 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)

6,000.00

Source(s)

Title III

Extra Hours

## Strategy/Activity 11

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Drifill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

### Strategy/Activity

Principal will conduct data/progress monitoring conferences and accountability talks with teachers three times a year to discuss student progress, intervention and assessment results.

### 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)

5,000.00

Source(s)

Title I

Substitute salaries

6,000.00

LCFF - Intervention

Substitute salaries

## Strategy/Activity 12

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)



This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

#### Strategy/Activity

Virtual or In-person Academic Support Camp will be offered to target academic needs and to support test taking strategies, mitigate learning loss from the COVID-19 related shutdown, and/or to reduce D and Fs among middle school students.

#### 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)
8,000.00	LCFF - Intervention Certificated Salaries/Materials
1,500.00	Discretionary food

#### Strategy/Activity 13

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

#### Strategy/Activity

Staff and parents will attend conferences and training to support the curriculum, academy strands and general needs of students:

State Kindergarten Conference

AVID

Math

DUAL Language

CABE/Bilingual Local and State Conference

Social Studies/History

Science/STEAM

GATE

CHAMPS/PBIS

PE

Growth Mindset

Wellness

Gardening Club

Recycling Initiative



**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)
7,000.00	Title I Conferences and Fees
7,000.00	Title III Conferences and Fees
7,000.00	LCFF - Intervention Conferences and Fees
1,360.00	Title I Translations

**Strategy/Activity 14**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

**Strategy/Activity**

The Renaissance STAR 360, Lexia, STMath, Mystery Science, and Accelerated Reader Programs were purchased to support the assessment and academic program for all students. The data used from the programs provide pertinent information to teachers so they can target specific areas of weakness and have a focused approach to intervention.

**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)
	District Funded District Contracts

**Strategy/Activity 15**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

#### Strategy/Activity

The MyOn Program was purchased to support the academic program for all students. This program provides reading opportunities inside and outside the school setting in order to improve reading and comprehension skills.

#### 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)

District Funded

District contract

#### Strategy/Activity 16

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

#### Strategy/Activity

Before and after school intervention for students who have not made academic growth based on grade level assessments. Intervention will aim to mitigate learning loss affecting all students related to the Covid-19 school shutdown and to reduce the D and F grades among middle school students.

#### 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)

8,000.00

LCFF - Intervention

Extra Hours

#### Strategy/Activity 17

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

#### Strategy/Activity

Two Intervention Support Providers. The support will target students in ELA, DLI and Math.

#### 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)
25,000.00	LCFF - Intervention ISP Teacher
25,000.00	Title I ISP Teacher

#### Strategy/Activity 18

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

#### Strategy/Activity

Staff will monitor at-risk students through the MTSS/COST/SST process and provide information to parents. Support and provide incentives and resources to students, parents and families to improve attendance and student engagement, and to address social-emotional needs

#### 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)
3,000.00	Title I Subs - certificated staff
10,000.00	Title I Resources and Materials

#### Strategy/Activity 19

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

#### Strategy/Activity

Students will participate virtual or in-person field trips and enrichment activities (to the extent allowed by health regulations) to support the core content.

#### 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)
6,000.00	Title I Transportation
1,000.00	Title I Fees

#### Strategy/Activity 20

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target first-generation college-bounds students in the AVID program at Driffill.

#### Strategy/Activity

AVID tutors will be hired to provide extra support for all AVID students.

#### 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)
3,260.00	LCFF - Targeted Instruction

#### Strategy/Activity 21

##### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Drifill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

**Strategy/Activity**

Students will participate in virtual and in-person (to the extent permissible by health regulations) field trips, guest speaker presentations, and enrichment activities that support WICOR (Writing, Inquiry, Collaboration, Organization and Reading). Drifill will provide related supplies and student materials to support the college-and-career-ready mindset and the organizational component of the WICOR strategies.

**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)
5,000.00	Title I Transportation
500.00	Title I Fees
1,000.00	LCFF - Targeted Transportation
1,000.00	LCFF - Targeted Fees

**Strategy/Activity 22**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Drifill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

**Strategy/Activity**

Purchase supplemental books, supplies and materials for instructional staff and students to enhance the core curriculum and support state standards. Purchase supplies and equipment for instructional staff and students specific to distance learning.

**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)
-----------	-----------

9,000.00	Title I Books other than textbooks, Materials and Supplies
----------	---

### Strategy/Activity 23

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

#### Strategy/Activity

In order to have a smooth transition into TK/Kindergarten and middle school the teachers will host a Meet and Greet and orientations with parents prior to the start of the year to introduce the program, expectations and goals for the year. We have high school representatives come to campus to help register our 8th grade students for high school. In addition, one general parent meeting each trimester to communicate process and new goals.

#### 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)
4,000.00	Title I Extra Hours
1,000.00	Title I Materials

### Strategy/Activity 24

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

#### Strategy/Activity

Provide virtual or in-person After-School Enrichment activities (to the extend feasible given health regulations) including Art, Music, Science, Dance, Book Club, and Fitness

#### 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)
4,000.00	Title I Extra Hours
3,000.00	Title I Materials
1,000.00	Title I Transportation
10,000.00	LCFF - Targeted Materials

## Strategy/Activity 25

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Drifill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

### Strategy/Activity

Support Staff will be provided by the District: K-5 will have two ISPs (English and Spanish) and grades 6-8 will be supported with a Math and a Science Specialist.

### 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)
	District Funded Salary

## Strategy/Activity 26

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Drifill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

### Strategy/Activity

Mentors will provide training and support on a regular basis to assist teachers to implement a rigorous academic program.

**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)

[Empty box for Amount(s)]

District Funded  
Salaries and Extra Hours

**Strategy/Activity 27**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Drifill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Incorporate site created units that focus on environmental science and global awareness. Have access to science apps that support NGSS and the science strand.

**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)

3,000.00

LCFF - Targeted  
Science Apps.

**Strategy/Activity 28**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Drifill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Provide Extra Clerical and campus supervisor help to support all aspects of the instructional program including social distancing protocols for students, staff and community.

**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)
4,000.00	Discretionary clerical extra help and overtime hours

### Strategy/Activity 29

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

#### Strategy/Activity

Ensure the efficiency of operating costs in order to ensure full access to required equipment, materials, supplies and services to support the core instructional program. In addition, to repair and replace any outdated and needed instructional and office technology equipment. Repair and replace any equipment lost or damaged due to circumstances of distance learning.

#### 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)
9,000.00	Discretionary Services and other operating expenditures-equipment maintenance
8,000.00	Discretionary Ink for copy machines and printers
12,000.00	Discretionary cost to replace old computer equipment and supplies

### Strategy/Activity 30

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

#### 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.

### **Strategy/Activity 31**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

### **Strategy/Activity 32**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

### **Strategy/Activity 33**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

### **Strategy/Activity 34**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

**Strategy/Activity 35**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

**Strategy/Activity 36**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

**Strategy/Activity 37**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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)

### **Strategy/Activity 38**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

### **Strategy/Activity 39**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

### **Strategy/Activity 40**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

# Annual Review

## SPSA Year Reviewed: 2019-20

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.

Due to Covid-19 and school closures, the CAASPP, ELPAC and CA Dashboard will reflect scores from the 2018-19 school year. At Driffill school, we experienced growth in both ELA and Math in 2018-2019. In order to continue to close the achievement gap, Driffill will hire two additional Intervention Service Providers to target students in all grades 1-8. In addition, we plan to continue implement effective strategies and activities that led to the growth and add additional strategies that incorporate a strong PLC environment.

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

We are maximizing budget allocations to PLC's, instructional support and materials to address the challenges of distance learning and to mitigate learning loss as a result of the covid-19 related school closure. However, due to the decrease in budget as compared to the 2019-2020, we are not able to fully implement programs we had in place in previous year.

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 have identified that strong PLC's will enable teachers to have planning time, analyze data and complete cycles of inquiry that lead to data driven instruction. Driffill is incorporating technology apps such as IXL, STMath for Math and Newsela and Lexia for Language Arts to supplement Tier I instruction and to mitigate learning loss.

# 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

Social Emotional Support, School Climate, Attendance and Safety

## LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

## Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

## Identified Need

To decrease the suspension rate  
 To increase positive behavior  
 To provide wrap-around services to ensure students come to school ready to learn

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	Suspension Rates for 2019-20 was .03%	Suspension Rates for 2020-2021 will decrease by 2% of the students suspended.
Attendance Data	Chronic Absenteeism rates for 2019-2020 were 7.9%	Chronic Absenteeism rates for 2020-2021 will decrease by 2%.
Behavioral Referrals to the office	Referral Rates for 2019-2020 were 134 office referrals.	Referral Rates for 2020-2021 will decrease by 2%.

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)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Driffill will have campus supervisors working varied schedules throughout the day to cover before and after school arrival and dismissal, hallways, locker room, recess, lunch and occasional extra activities.

**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)
	District Funded
	Safety

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

**Strategy/Activity**

Virtual or in-person after-school engagement activities and clubs (to the extend allowed by public health regulations) including but not limited to: homework club, book club, gardening club, art club, fitness/sports. Provide incentives and or rewards for participation in these activities. Activities and clubs will promote healthy, social-emotional habits, provide academic support, and support development of positive peer relationships.

**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)
6,000.00	LCFF - Targeted awards
8,000.00	Discretionary Motivational incentives

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

### Strategy/Activity

Our PBIS Team will support positive attendance, engagement, and behaviors in classrooms and in all school activities. The team will develop and implement strategies that support academically productive student behaviors and that build individual and collective social awareness among students. Strategies will be implemented both virtually and in-person.

### 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)
	District Funded CHAMPS program
	District Funded PBIS
4,000.00	LCFF - Targeted PBIS-Extra Teacher Hours

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Drifffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

### Strategy/Activity

PBIS/CHAMPS conferences and professional development will be offered to staff and campus supervisors. Supplemental materials and release time for PBIS team to develop student behavior plans will be provided.

### 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)
2,000.00	LCFF - Targeted Collaboration Time- extra Teacher Hours
2,000.00	Discretionary Extra Hours for Campus Supervisors



## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

### Strategy/Activity

Attendance and Engagement Incentives will be awarded to students who demonstrate positive attendance and behaviors. Incentives will be available virtually and in-person (to the extent possible given health regulations).

### 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)

3,000.00

Source(s)

LCFF - Targeted

Materials

0

Centralized Services

Outreach Consultant salary

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

### Strategy/Activity

Provide positive student behavior supports and award incentives to students with chronic absenteeism. Incentives will be available virtually and in-person (to the extent possible given health regulations).

### 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)

2,000.00

Source(s)

LCFF - Targeted

Materials

0	Centralized Services Counselor salary
0	District Funded Psychologist salary

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill 5th and 7th grade students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

**Strategy/Activity**

The Music Van may be provided for the 5th grade as an enrichment activity (to the extent possible given health regulations.) The Drum Bus will be provided for the 5th and 7th grade students.

**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)
	District Funded Fees

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students.

**Strategy/Activity**

Apps and other equipment will be purchased to support Positive Behavior and Attendance.

**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)
1,000.00	LCFF - Targeted Materials

## Strategy/Activity 9

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all middle-school Drifill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

### Strategy/Activity

To the extent possible given health regulations, implement the Minnesota Smoking Prevention Plan for Grade 6 and Project Alert for Grades 7-8 Science.

### 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)

District Funded

## Strategy/Activity 10

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Drifill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

### Strategy/Activity

AVID Enrichment Activities will be provided such as field trips to universities, guest speakers, engagement incentives, and student workshops to encourage a positive college going culture. Provide materials and supplies that support the college-and-career-ready mindset and organizational strategies.

### 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)

1000.00

Source(s)

LCFF - Targeted  
Admission and Fees

2000.00

LCFF - Targeted  
Transportation

700.00	LCFF - Targeted Materials
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**Strategy/Activity 11**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all 6th grade Drifill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

The Tobacco Bus will be provided for the 6th grade students.

**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)
	District Funded Contracts and Services

**Strategy/Activity 12**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target Homeless youth at Drifill.

Strategy/Activity

Provide the Connected program for homeless youth to connect with virtual instruction on-site during remote distance learning.

**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)
	District Funded Contracts and Services

**Strategy/Activity 13**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

The Safe School Plan will be developed and implemented.

**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)

1,000.00

Source(s)

LCFF - Targeted

Extra Hours

**Strategy/Activity 14**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Provide additional hours for campus supervisors to help monitor the playground and cafeteria during recess and lunch times to ensure student safety.

**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)

1,000.00

Source(s)

LCFF - Targeted

Materials

**Strategy/Activity 15**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Provide social-emotional training, conferences and professional development to staff, counselors, ORC's and to campus supervisors. Supplemental materials and release time for participants to plan and deliver related training to colleagues.

**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)

**Strategy/Activity 16**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Drifill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Big Smiles Program is implemented to provide dental care for students who do not have dental coverage.

**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)

District Funded

**Strategy/Activity 17**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Drifill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

All students and staff will participate in monthly safety drills. Students, staff and parents will participate in an annual reunification drill.

**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)

District Funded

### Strategy/Activity 18

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Staff will follow the MTSS pyramid to address the behavior and socio-emotional needs of students.

#### 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)

### Strategy/Activity 19

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

The PBIS model emphasizes on a well equipped and efficient playground system and structure. Therefore, Driffill will continue to provide structured activities and equipment during recess and lunch to support positive student interaction and healthy decision making, which will result in decrease in office discipline.

#### 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)

6,566.00

Discretionary  
Costs of Recess and PE equipment

### Strategy/Activity 20

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

**Strategy/Activity 21**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

**Strategy/Activity 22**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

**Strategy/Activity 23**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

## **Strategy/Activity 24**

### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

## **Strategy/Activity 25**

### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

## **Strategy/Activity 26**

### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

## **Strategy/Activity 27**

### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

**Strategy/Activity 28**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

**Strategy/Activity 29**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

**Strategy/Activity 30**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

### **Strategy/Activity 31**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

### **Strategy/Activity 32**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

### **Strategy/Activity 33**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

### **Strategy/Activity 34**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

## **Strategy/Activity 35**

### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

# **Annual Review**

## **SPSA Year Reviewed: 2019-20**

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.

The social-emotional health of our students is equally as important as their academic success. Given the current public health crisis, the strategies and activities outlined above will be delivered both virtually and in-person as appropriate. The strategies/activities that we have articulated will increase positive behavior on campus and in the community and will help eliminate negative behaviors. These activities also strive to address and support social emotional needs of our students both in person and virtually. Our school was recognized as a silver medal PBIS school and we will continue to strive to improve our practices as we reach for the platinum level.

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

To address the challenges of distance learning and to mitigate the learning loss related to the covid-19 school closure, we have designated maximum budget allocations to support attendance,

engagement, and social-emotional wellness strategies. Additionally, we have had students with ongoing attendance issues transfer to Driffill from other schools. Despite working with our counselor and Outreach Specialist, we have found it difficult to contact and build relationships that supports attendance of chronically absent student transfers. In such cases, expenditures may deviate from outlined strategies and activities due to individual family circumstances and their unique needs.

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.

Given the current public health crisis, the implementation of these activities and strategies looks significantly different than years prior. Driffill will address this goal both virtually and in-person to the extent possible given health regulations. Driffill's goal continues to focus on increasing our daily attendance while also considering student engagement. Monitoring attendance and engagement must be a collaborative effort including teachers, parents, administration, the attendance clerk, the counselor and the Outreach Specialists. We are adopting a new monitoring system and developing an effective mode of communication among all stakeholders a daily, weekly and monthly basis. Many of our attendance activities will be reviewed and revised to increase the parents' awareness of the importance of attendance and engagement. An incentive program will be created and implemented so that individual students and families get recognized for meeting their attendance goals and objectives.

# 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

Parent and Family Engagement

## LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

## Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

## Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities

To facilitate parent involvement in the educational and social-emotional well-being of their children.

To provide parents with technology training, equipment and resources for supporting distance learning and student engagement.

To provide a safe and productive learning environment for students to participate in distance learning.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EL Needs Assessment Survey	Based on the number of EL needs Assessment surveys returned in 2019-2020 parent education, enrichment activities and intervention were identified as areas of growth/need.	Goal of 2020-2021 is to increase the number of survey's returned by 10% in order to get a broader sense of area of need.
Average Attendance at ELAC	2019-2020 The average number of attendees at ELAC meetings was 18	Goal of 2020-2021 is to increase the number of attendees at ELAC meetings by 10%
Parent Attendance at Back to School Night	2019-2020 750 parents signed in at our Back to School Night. This number will be used as a Baseline for parent attendance.	2020-2021 The number of visitors to back to Back to School Night will increase by 10%.

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)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

#### Strategy/Activity

Parent Messages provide parents with the school's weekly activities and information for all parent meetings. Modes of communication include Canvas, Blackboard, and Parentlink.

#### 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)

District Funded

Messaging system

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

#### Strategy/Activity

Parent Education workshops will be developed and offered at least once a trimester. Parents will be trained in using technology, CHAMPS, PBIS, College Readiness, Cultural Proficiency, Growth Mindset, AVID Strategies, and/or other topics relevant to student success.

#### 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)

2,000.00

Source(s)

LCFF - Targeted

Contracts and Services

2,000.00	LCFF - Targeted Extra Hours
4,000.00	LCFF - Targeted Materials and Supplies
1,000.00	Discretionary Translation Services
500.00	Discretionary Babysitting

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

#### Strategy/Activity

The Student Parent Compact and Parent Involvement Policy with feedback from stakeholders will be updated and distributed to parents.

#### 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)



### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

#### Strategy/Activity

Parents will be invited to attend parent/teacher conferences in grades TK-8 to discuss student progress and to review promotion criteria (for 8th graders only). Translators will be provided.

#### 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)
500.00	Discretionary Translation Services

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

#### Strategy/Activity

ELAC, Title I/Cafe con Padres and SSC Meetings are scheduled for the year and are posted on our website, connect ed messages, and digital bulletins, and paper notices will go home with students. Paper documentation will sent home to the extent provided given health regulations.

#### 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)
5,000.00	Discretionary Materials and Supplies
2,000.00	Discretionary Food

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

#### Strategy/Activity

Parent Conferences are held in the Fall for all students and in the Spring for students who are not meeting expectations.

#### 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)
500.00	Discretionary Translation Services

### **Strategy/Activity 7**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

#### Strategy/Activity

SST and 504 Meetings are held with parents and the team to review student progress and determine interventions as needed. Provide materials, resources, apps, and/or equipment for delivery of determined accommodations and interventions.

#### **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)
4,000.00	LCFF - Targeted Materials, resources, apps, and/or equipment

### **Strategy/Activity 8**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

#### 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.

### **Strategy/Activity 9**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

**Strategy/Activity**

IEPs will be held annually or as requested by parents.

**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)

2,000.00

LCFF - Targeted

Substitutes

**Strategy/Activity 10**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

**Strategy/Activity**

Celebrations will be held throughout the year to recognize student accomplishments: Monthly Student Awards, Sports Banquet, End of Year and Reclassification. Awards and incentives may be delivered in a virtual platform or in person to the extent possible given health regulations.

**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)

7,000.00

Discretionary

Materials and Supplies

5,000.00

LCFF - Targeted

Materials and Supplies

**Strategy/Activity 11**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Translation Services will be provided at Back to School Night and conferences.

**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)

500

Source(s)

Discretionary

Translators

**Strategy/Activity 12**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

**Strategy/Activity 13**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

**Strategy/Activity 14**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

**Strategy/Activity 15**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

**Strategy/Activity 16**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

**Strategy/Activity 17**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

## **Strategy/Activity 18**

### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

## **Strategy/Activity 19**

### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

## **Strategy/Activity 20**

### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

## **Strategy/Activity 21**

### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

**Strategy/Activity 22**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

**Strategy/Activity 23**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

**Strategy/Activity 24**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

## **Strategy/Activity 25**

### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

## **Strategy/Activity 26**

### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

## **Strategy/Activity 27**

### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

## **Strategy/Activity 28**

### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

### **Strategy/Activity 29**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

### **Strategy/Activity 30**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

### **Strategy/Activity 31**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

## **Strategy/Activity 32**

### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

## **Strategy/Activity 33**

### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

## **Strategy/Activity 34**

### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

## **Strategy/Activity 35**

### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

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.

## **Annual Review**

### **SPSA Year Reviewed: 2019-20**

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.

At Driffill it is our desire to welcome families to our campus and have them partner with us in educating our students. The more welcome they feel the greater the impact we can have on the Driffill population. We aim to build positive connection and relationships with parents and families to directly impact student achievement. Given the challenges of distance learning, Driffill must provide additional and targeted layers of family and parent support.

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

Money is allocated for our parents to attend workshops but only a small percent (9%) take advantage of the opportunity. The strategies outlined here provide more intensive support of families specific to the challenges of distance learning. Driffill has increased allocations to strategies related to this goal to provide ample, targeted support to families.

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.

Adjustments are continuously made to this goal in order to accommodate parent time constraints.

# 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	\$142,164.00
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	\$368,150.00

## 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	Amount (\$)
Title I	\$105,860.00
Title III	\$36,304.00

Subtotal of additional federal funds included for this school: \$142,164.00

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

State or Local Programs	Amount (\$)
Centralized Services	\$0.00
Discretionary	\$68,066.00
District Funded	\$0.00
LCFF - Intervention	\$78,960.00
LCFF - Targeted	\$78,960.00

Subtotal of state or local funds included for this school: \$225,986.00

Total of federal, state, and/or local funds for this school: \$368,150.00

# 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
Title I	105,860.00	0.00
Title III	36,304.00	0.00
LCFF - Targeted	78,960.00	0.00
LCFF - Intervention	78,960.00	0.00
Discretionary	68,066.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
Centralized Services	0.00
Discretionary	68,066.00
District Funded	0.00
LCFF - Intervention	78,960.00
LCFF - Targeted	78,960.00
Title I	105,860.00
Title III	36,304.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Centralized Services	0.00
	Discretionary	53,066.00
	Discretionary	15,000.00
	District Funded	0.00
	LCFF - Intervention	46,000.00
	LCFF - Intervention	32,960.00
	LCFF - Targeted	47,960.00

	LCFF - Targeted	31,000.00
	Title I	77,860.00
	Title I	12,000.00
1000-1999: Certificated Personnel Salaries	Title I	16,000.00
	Title III	27,304.00
1000-1999: Certificated Personnel Salaries	Title III	9,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	291,884.00
Goal 2	40,266.00
Goal 3	36,000.00

# 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
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Gilbert Elizarraraz	Principal
Liliana Medrano	Classroom Teacher
Lisa Perris	Classroom Teacher
Carlos Torres	Classroom Teacher
Jessica Orozco	Classroom Teacher
Mayra Velasquez	Other School Staff
Alex Salazar	Parent or Community Member
Myriam Cervantes	Parent or Community Member
Carina Torres	Parent or Community Member
Da Xia Carillo	Secondary Student
Koda Blackbear	Secondary Student
Luis Camarena	Secondary Student

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



School Site Council

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 October 15, 2020.

Attested:



Principal, Gilbert Elizarraraz on 10/15/2020



SSC Chairperson, Myriam Cervantez on 10/15/2020



# 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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the 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 local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

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

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

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.

## Goal

State the goal. 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 one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## 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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal 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.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal 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.]*

## **Annual Review**

In the following 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.

## 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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.*

## Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# 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 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); and
      - 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; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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 Stakeholder 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: S 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 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified 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 (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 Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified 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.

## Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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/>

Developed by the California Department of Education, January 2019