



## 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 14, 2019	November 13, 2019

### 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. 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 needs of students. We are constantly working to enhance our implementation of the CCSS for Language Arts and Math, as well as an emphasis on technology through the 1:1 iPad implementation. Our instructional focus continues to be an emphasis on critical thinking, comprehension, collaboration and communication. The administration team continuously monitors quality content instruction through classroom visitations, learning walks and student monitoring conferences with grade-level teachers once each trimester.

Driffill School staff consists of 54 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 area of Language Arts, Math, ELD, AVID, the Growth Mindset, Science, and Cultural Proficiency, 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 the instruction of foundation reading skills K-2, math and designated and integrated ELD. The Reading Specialists will directly serve students in grades K-2 and the Instructional Specialists will support teachers with math. AVID tutors, in the middle school setting, help support the college and career ready mindset. Driffill will be adding Intervention Service Providers in grades 3-5 to support math instruction.

To increase student achievement, Driffill continues to strengthen our Professional Learning Communities (PLC) by working with Leverage Learning Group. Our focus is to improve instructional strategies by collaborating as peers and adopting a student-centered learning environment. Driffill school uses data to guide our teaching and learning. 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 instructions 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.

The acquisition of academic English language skills continues to be an important goal for Driffill School students, especially for our English Language Learners (ELL). Both Designated and Integrated ELD are emphasized this school year. During designated ELD, students are provided leveled instruction. We use the English Language Proficiency Assessment for CA (ELPAC) along with other classroom data to identify the areas of challenge English Learners are facing (Listening, Speaking, Reading, Writing). From this data, teachers deliver focused lessons which support students' movement toward reclassification. Middle school English Learner students receive one period of designated ELD which is leveled around students' scores. In order to ensure these students do not miss out on enrichment opportunities, after school activities are made available, such as: Mad Science, Art Trek, Hip Hop Mindset, music and sports. This year AVID will be available as an after-school club. Through constant reevaluation of the mission, vision, and commitment and a critical analysis of our best practices and changing needs, Driffill School follows

the AVID philosophy. Driffill wants all students to succeed in the most rigorous curriculum. Driffill has trained all middle school staff in AVID strategies and is moving towards implementation of the AVID program on a school wide basis. 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 is a key element for the continued academic success at Driffill School. Teachers regularly communicate with parents by phone, written notes, email, Class Dojo, and Remind. The Principal communicates with parents via Connect Ed. calling all parents every Sunday at 6 pm. 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, Cafe Con Padres, School Site Council, parent nights, and individual classroom parent meetings/programs. 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. Our school counselor and Outreach Consultant (ORC) schedule parenting classes. Parenting classes are offered in English and in Spanish to further encourage parents' participation and to support positive interaction with their children. Transition presentations are provided for entering TK/Kinder students and then again upon entering first, sixth, and 8th grades.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## 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, learning walks, and informal observations are conducted throughout the year. Formal observations take place two to three times a year as identified by the district.. Informal and walk-thru' observations take place every day. The analysis of the classroom observations suggest the need to improve the instructional pedagogy to purposeful and research based strategies that are standard driven, student centered displaying collaboration, higher inquiry, technology, and rigor.

## 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, CAASPP, 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. 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. A DLI (Dual Language Immersion) TOSA (Teacher on Special Assignment) works directly with teachers to support biliteracy instruction. Site 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 2019-20 reduction in categorical funding has forced Driffill School to eliminate or reduce hours for the following services and personnel: one Intervention Support teacher, three campus supervisors, library technician and media tech. These eliminations and reductions impact the services Driffill is able to provide our students. Furthermore, due to a shortage of substitutes on some scheduled dates, professional development, and student monitoring conferences were not held. Not many teachers took advantage of the opportunity to receive professional development provided by math and tech mentors.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	0.2%	0.17%	%	2	2	
African American	0.3%	0.26%	%	4	3	
Asian	0.1%	0.09%	%	1	1	
Filipino	0.2%	0.26%	%	2	3	
Hispanic/Latino	97.4%	97.44%	%	1,150	1143	
Pacific Islander	0.1%	0.09%	%	1	1	
White	1.4%	1.28%	%	16	15	
Multiple/No Response	%	%	%			
<b>Total Enrollment</b>				1,181	1173	

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Kindergarten	137	147	
Grade 1	139	119	
Grade 2	120	124	
Grade3	120	109	
Grade 4	157	127	
Grade 5	142	147	
Grade 6	131	139	
Grade 7	128	131	
Grade 8	107	130	
<b>Total Enrollment</b>	1,181	1,173	1164

### Conclusions based on this data:

Based on the analysis of student enrollment by grade level between 2016-2018, the total enrollment has decreased by nine students. Nonetheless, we are still a Tk-8th grade school that has a high Hispanic population of second language learners. In addition to our 1164 students, we house 44 preschool students on campus. 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		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	719			60.9%		
Fluent English Proficient (FEP)	210			17.8%		
Reclassified Fluent English Proficient (RFEP)	59			8.2%		

### 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.

# 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.	2474.	0.79	5.84	1.50	14.17	13.87	19.55	35.43	36.50	41.35	49.61	43.80	37.59
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	20.37	24.60	27.55	31.16	59.97	53.79	43.14

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	3.01	38.58	33.58	57.14	59.06	59.85	39.85
<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	7.59	40.56	38.38	51.00	54.65	56.27	41.41

<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:**

Driffill showed 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. We continue 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 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. We continue 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

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

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

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

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	

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	

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	

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	

**Conclusions based on this data:**

Driffill continues to reclassify approximately 16% of our students each year. We still have a large population of EL students due to the fact that every year we have new TK and Kinder students that join the Ram family. We will continue to provide additional supports such as scaffolding, vocabulary development, and exposure to academic English.

We continue 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.

2017-18 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>1,173</b>	<b>91.3%</b>	<b>56.6%</b>	<b>0.4%</b>

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.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	664	56.6%
Foster Youth	5	0.4%
Homeless	22	1.9%
Socioeconomically Disadvantaged	1,071	91.3%
Students with Disabilities	99	8.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.3%
American Indian	2	0.2%
Asian	1	0.1%
Filipino	3	0.3%
Hispanic	1,143	97.4%
Two or More Races	5	0.4%
Pacific Islander	1	0.1%
White	15	1.3%






### Conclusions based on this data:

Driffill has a large population of socioeconomically disadvantaged students. Driffill provides free breakfast and lunch to all students. We also send Friday bags filled with food home to our homeless and foster families which include many EL students. In order to meet the academic needs, we make sure their basic needs are taken care of first. We have a winter closet to provide clothing for students who are in need of proper attire. We participate in Operation School Bell which helps families in need. We have 4 Autism classes on campus in addition to 3 RSP teachers providing services in order to meet the needs of students with an IEP.

# School and Student Performance Data

## Overall Performance

### 2018 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="289 506 376 537">Orange</p>	<p data-bbox="673 426 950 457"><b>Chronic Absenteeism</b></p>  <p data-bbox="766 506 854 537">Orange</p>	<p data-bbox="1177 426 1404 457"><b>Suspension Rate</b></p>  <p data-bbox="1242 506 1330 537">Orange</p>
<p data-bbox="251 625 414 657"><b>Mathematics</b></p>  <p data-bbox="289 705 376 737">Orange</p>		
<p data-bbox="154 825 511 856"><b>English Learner Progress</b></p>  <p data-bbox="203 905 462 936">No Performance Color</p>		

#### Conclusions based on this data:

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.

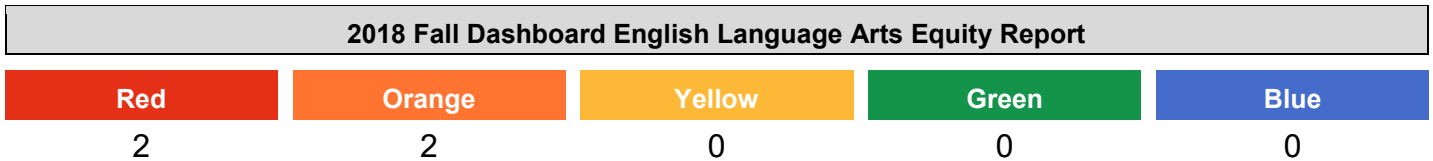
# School and Student Performance Data

## 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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 74.5 points below standard Increased 7.5 points 737 students	<p><b>English Learners</b></p>  Red 85.8 points below standard Maintained 2.8 points 555 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
<p><b>Homeless</b></p>  No Performance Color 93.5 points below standard 18 students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 75.7 points below standard Increased 7 points 687 students	<p><b>Students with Disabilities</b></p>  Red 145.3 points below standard Declined -21.2 points 64 students

**2018 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 1 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 75.1 points below standard Increased 7.4 points 725 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students

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.

**2018 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
122.4 points below standard Declined -11 points 259 students	53.8 points below standard Declined -19.7 points 296 students	57 points below standard Increased 13.7 points 131 students

**Conclusions based on this data:**

Driffill's 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.



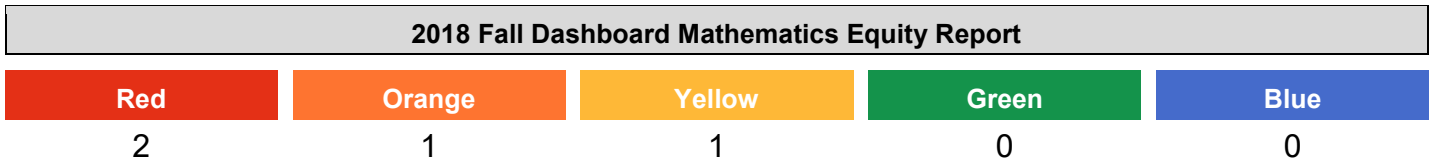
# School and Student Performance Data

## 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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 92.5 points below standard Maintained 2.8 points 735 students	<p><b>English Learners</b></p>  Red 99.8 points below standard Maintained -1.9 points 553 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
<p><b>Homeless</b></p>  No Performance Color 110.7 points below standard 18 students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 93.4 points below standard Maintained 1.7 points 685 students	<p><b>Students with Disabilities</b></p>  Red 146.3 points below standard Declined -14.2 points 64 students

**2018 Fall Dashboard Mathematics 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 1 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 92.4 points below standard Increased 3 points 723 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students

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.

**2018 Fall Dashboard Mathematics Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
119.1 points below standard Declined -6.9 points 257 students	83 points below standard Declined -19.4 points 296 students	89.1 points below standard Increased 5.3 points 131 students

**Conclusions based on this data:**

Recognizing the levels of our significant groups, there has been good growth with our students with disabilities and our English Learners. 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 percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
594	23.6%	41.8%	26.1%	8.6%

### Conclusions based on this data:

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. The instructional practices that have proved to be successful will be continues and we are adding ISP's and the implementation of AVID excel 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.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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

2018 Fall Dashboard College/Career 3-Year Performance		
<b>Class of 2016</b>	<b>Class of 2017</b>	<b>Class of 2018</b>
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

N/A

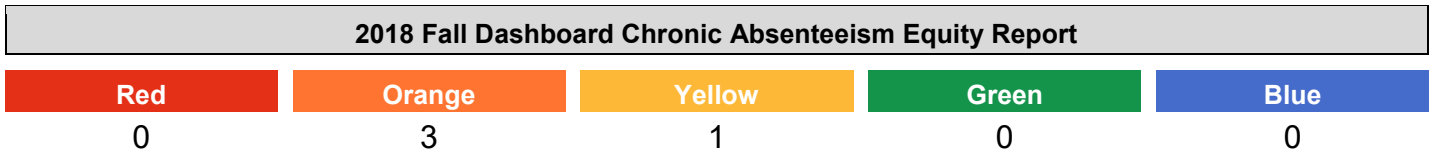
# School and Student Performance Data

## 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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Orange 7.8% chronically absent Increased 0.6% 1219 students	<p><b>English Learners</b></p>  Orange 6.7% chronically absent Increased 0.5% 691 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students
<p><b>Homeless</b></p>  No Performance Color 24.2% chronically absent Declined 3% 33 students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 7.7% chronically absent Increased 1.1% 1127 students	<p><b>Students with Disabilities</b></p>  Orange 14.2% chronically absent Increased 5.2% 113 students

**2018 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 3 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 7.3% chronically absent Maintained 0.1% 1186 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 29.4% chronically absent Increased 29.4% 17 students

**Conclusions based on this data:**

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 population is missing the instructional support needed to close the achievement gap and further their English language acquisition.

# School and Student Performance Data

## Academic Engagement Graduation Rate

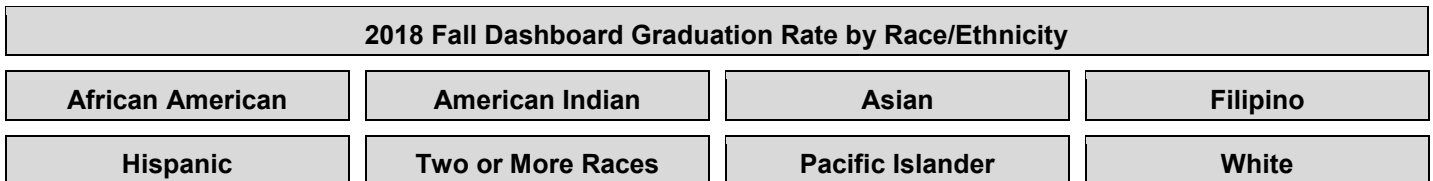
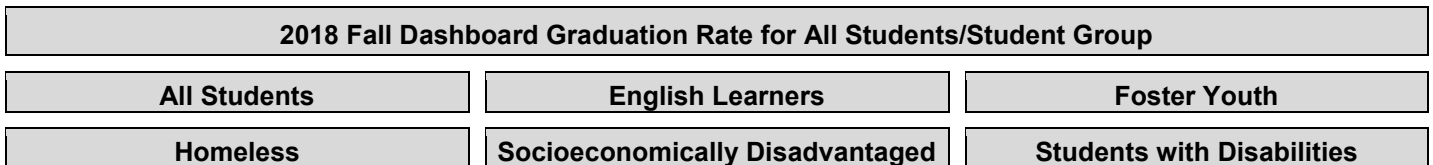
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

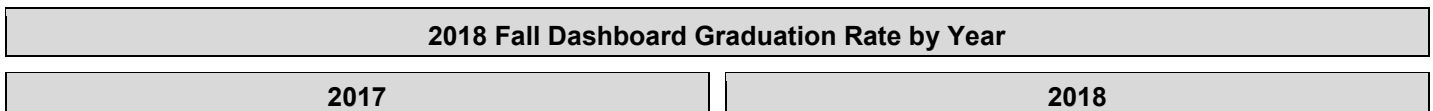
This section provides number of student groups in each color.



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



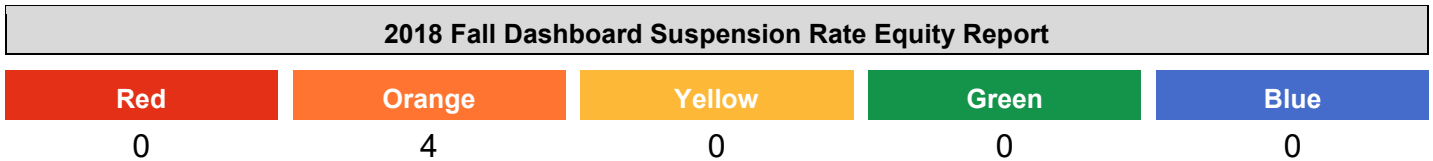
# School and Student Performance Data

## 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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Orange 2.5% suspended at least once Increased 1.4% 1247 students	<p><b>English Learners</b></p>  Orange 1.7% suspended at least once Increased 1% 705 students	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 9 students
<p><b>Homeless</b></p>  No Performance Color 0% suspended at least once Declined -4.3% 34 students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 2.6% suspended at least once Increased 1.7% 1150 students	<p><b>Students with Disabilities</b></p>  Orange 4.3% suspended at least once Increased 3.5% 116 students

**2018 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 3 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color Less than 11 Students - Data 2 students	 No Performance Color Less than 11 Students - Data 3 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.5% suspended at least once Increased 1.4% 1213 students	 No Performance Color Less than 11 Students - Data 5 students	 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color 5.6% suspended at least once Increased 5.6% 18 students

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

**2018 Fall Dashboard Suspension Rate by Year**

2016	2017	2018
2.5% suspended at least once	1.1% suspended at least once	2.5% suspended at least once

**Conclusions based on this data:**

Policy change of the grade level and types of behavior at which students could be suspended and understanding of effective trauma informed care 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.

# 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	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	The percentage of students on the CAASPP test who have scored met and exceeded will increase by: 3rd Grade: 15%. 4th Grade: 15% 5th Grade: 15% 6th Grade: 15% 7th Grade: 15% 8th Grade: 15% The percentage of students who scored Not Met will be decreased by 15% in all grade levels.
CAASPP Math	21.69% of 3rd Grade students met or exceeded standards 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	The percentage of students on the CAASPP test who have scored met and exceeded will increase by: 3rd Grade: 15%. 4th Grade: 15% 5th Grade: 15% 6th Grade: 15% 7th Grade: 15%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>13.44% of 7th Grade students met or exceeded standards            8.13% of 8th Grade students met or exceeded standards</p>	<p>8th Grade: 15%            The percentage of students who scored Not met will be decreased by 15% for all grade levels.</p>
STAR 360 ELA	<p>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 4th 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: 15%.            4th Grade: 15%            5th Grade: 15%            6th Grade: 15%            7th Grade: 15%            8th Grade: 15%</p>
STAR 360 Math	<p>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            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</p>	<p>The percentage of students on the STAR 360 Math who are at or above benchmark will increase by:            3rd Grade: 15%.            4th Grade: 15%            5th Grade: 15%            6th Grade: 15%            7th Grade: 15%            8th Grade: 15%</p>
STAR Early Literacy		<p>50% of our TK-1st grade students will meet or exceed benchmark on the STAR Early Literacy.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC/Reclassification	100% of EL students that met the criteria for reclassification were reclassified. This was 15% of our total EL population.	The number of English Learners reclassified to R-FEP will continue to be 15% of our total EL population. Each year we have new TK/Kinder students that join the Ram family 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.

### Strategy/Activity

Ongoing PLCs training will be provided to our Leadership Team by the Leverage Learning Group. Site-wide PLC's will meet three times monthly. 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)

43000

#### 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 students at Driffill.

### Strategy/Activity

Opportunities for additional support, such as peer coaching, professional development, within and outside the district, as well as observation of BEST practices will be supported. Substitute teachers will be provided in order for teachers to observe peers. Additional planning time will be given to teachers for collaboration and reflection with grade level colleagues. Progress monitoring as a

grade level and individual teachers. will occur to identify specific students within the targeted groups.

### 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)
3,310.	Title I 2000-2999: Classified Personnel Salaries Salaries for subs
11,000.	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.

#### Strategy/Activity

Provide additional planning time for implementation and breaking down of DLI units and standards for TK-5th 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. One time per trimester incorporate a planning day for DLI teachers.

### 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)
7000	LCFF - Targeted 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.

#### 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.

**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
12,000	Title III 1000-1999: Certificated Personnel Salaries Teacher Extra Hours and subs
2,000	LCFF - Targeted 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 Drifill students

**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)
7,000.00	LCFF - Targeted 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 Drifill students.



Strategy/Activity

Supply technology apps and computer software that support student mastery of standards in ELA, 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)
5,000.00	LCFF - Targeted Curriculum
4,842.00	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.

Strategy/Activity

The STAR 360 Reading, Early Literacy and Math assessments will be administered at least 5 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.

Strategy/Activity

Homework and Enrichment Club with an emphasis on AVID strategies designed for all 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)
3,000.	Title III Teacher extra hours
2,000.	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 all Driffill students.

Strategy/Activity

Monitor and Support Long Term EL's by writing LAT plans and providing 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)	Source(s)
3,000	Title III

**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.

**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)	Source(s)
4,000.	Title I Substitute salaries
2,000.	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.

**Strategy/Activity**

Academic Support Camp will be offered to support test taking 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)
19,030.00	LCFF - Intervention Certificated Salaries/Materials
1,500.	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.

### Strategy/Activity

Staff and parents will attend conferences and training to support the curriculum, 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

### 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)

7,015

Title I

Conferences and Fees

9922

Title III

Conferences and Fees

3,500

LCFF - Intervention

Conferences and Fees

2,000

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.

Strategy/Activity

The Renaissance STAR 360 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)

[Empty box for 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.

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)

[Empty box for 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.

Strategy/Activity

Before and after school tutoring for students who have not made academic growth based on grade level assessments.

### 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)
9,300.00	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.

#### Strategy/Activity

Three Intervention Support Providers. The support will target students in ELA 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)
48,000	LCFF - Intervention ISP Teachers
28000	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.

#### Strategy/Activity

Staff will monitor at-risk students through the MTSS/COST/SST process and provide information 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)
4,000	Title I Subs - certificated staff

## 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.

### Strategy/Activity

Students will participate in field trips and enrichment activities 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)
5,000	Title I Transportation
6,400	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 all Driffill Students.

### 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)
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6,000	LCFF - Targeted Instruction
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**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 Driffill students.

Strategy/Activity

Students will participate in field trips and enrichment activities that support WICOR.

**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.	Title I Transportation
1,000.	Title I Fees
5,000.	LCFF - Targeted Transportation
4,000.	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 Driffill students.

Strategy/Activity

Purchase supplemental books, supplies and materials to enhance the core curriculum and support state standards.

**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	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.

#### 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)
2,000	Title I Extra Hours
1,000	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.

#### Strategy/Activity

After School Enrichment activities to include Art, Music, Science, Dance, Book Club, and Sports.

#### 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)
17,701	Title I Extra Hours
2,000	Title I Materials
3,000	Title I Transportation
2,000	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.

All students at Drifill

#### Strategy/Activity

Support Staff will be provided by the District: K-2 will have a Reading Specialist (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)
196,820	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.

All students

#### 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)
	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.

All Students

#### 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)
2500.	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.

All students

#### Strategy/Activity

Provide Extra Clerical and campus supervisor help to support all aspects of the instructional program 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)
10000	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.

All students

### 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.

### 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)

7716

Discretionary

Services and other operating expenditures-equipment maintenance

6000

Discretionary

Ink for copy machines and printers

15000

Discretionary

cost to replace old computer equipment and supplies

## Annual Review

### SPSA Year Reviewed: 2018-19

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.

We experienced growth in both ELA and Math in 2018-2019. We plan to continue with the 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. as we find this to be a valuable strategy. However due to the decrease in budget as compared to the 2018-2019, we are not able to fully implement programs we had in place last 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 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 in Math and Language Arts to supplement Tier I instruction as a result of data analysis.

# 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 2017-2018 was .03%	Suspension Rates for 2019-2020 will decrease by 2% of the students suspended.
Attendance Data	Chronic Absenteeism rates for 2017-2018 were 7.9%	Chronic Absenteeism rates for 2019-2020 will decrease by 2%.
Behavioral Referrals to the office	Referral Rates for 2017-2018 were 134 office referrals.	Referral Rates for 2019-2020 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.

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.

Strategy/Activity

Sports teams, travel and awards for athletes 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)
3910.	LCFF - Targeted awards
6000	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.

Strategy/Activity

Our PBIS Team will continue to identify areas in need and devise a plan for positive improvements.

**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
1,000	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 Driffill students.

#### Strategy/Activity

CHAMPS/PBIS 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)
1000.	LCFF - Targeted Collaboration Time- extra Teacher Hours
5000	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.



Strategy/Activity

Attendance Incentives will be awarded to students who demonstrate positive 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)
1,720	LCFF - Targeted Materials
49,866	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.

Strategy/Activity

Positive Student Behavior Incentives will be awarded to students who demonstrate positive behavior.

**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	LCFF - Targeted Materials
131,961	Centralized Services Counselor salary
	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 Drifill students.

Strategy/Activity

The Music Van will be provided for the 5th grade as an enrichment 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)

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 Drifill students.

Strategy/Activity

Apps 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)

500

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 Drifill students.

Strategy/Activity

Implementation of 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 Driffill students.

Strategy/Activity

AVID Enrichment Activities will be provided such as field trips to universities to encourage a positive college going culture.

### 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)

1000.00

LCFF - Targeted  
Admission and Fees

2000.00

LCFF - Targeted  
Transportation

700.

LCFF - Targeted  
Materials

### 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.

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 all Driffill students.

Strategy/Activity

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  
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.

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)

Source(s)

1,000

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.

### Strategy/Activity

Hire campus supervisor 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)

7000

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.

All Students

### Strategy/Activity

Driffill will utilize the service of the School Resource Officer from Oxnard Police Department to meet with students and 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)

District Funded

## 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.

All Students

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)

[Empty box for Amount(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.

All students

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)

[Empty box for Amount(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.

All students

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.

All students

#### Strategy/Activity

The PBIS model emphasizes on a well equipped and efficient playground system and structure. Therefore, 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)

5000

Discretionary

Costs of Recess and PE equipment

## Annual Review

### SPSA Year Reviewed: 2018-19

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. The strategies/activities that we have articulated will increase positive behavior on campus and help eliminate behaviors that are negative. 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.

We have had students with ongoing attendance issues transfer from other schools. Despite working with our School Resource Officer and Outreach Consultant, we have found it difficult to contact and build relationships in order to foster a community system that supports student transfer attendance.

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.

Driffill's goal continues to focus on increasing our daily attendance as a collaborate approach with Administration, attendance clerk, and our Outreach Specialists. We will be creating a monitoring system on a monthly basis. Many of our attendance activities will be reviewed, and revised to increase the attendance awareness to our parents and community. An Incentive program will be purchased and created 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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EL Needs Assessment Survey	Based on the number of E.L. needs Assessment surveys returned in 2017-2018 parent education, enrichment activities and intervention were identified as areas of growth/need.	Goal of 2019-2020 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	2017-2018 The average number of attendees at ELAC meetings was 18.	Goal of 2019-2020 is to increase the number of attendees at ELAC meetings by 10%
Parent Attendance at Back to School Night	2017-2018 722 parents signed in at our Back to School Night. This number will be used as a Baseline for parent attendance.	2019-2020 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.

#### Strategy/Activity

Parent Messages provide parents with the school's weekly activities and information for all parent meetings.

#### 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.

#### Strategy/Activity

Parent Education workshops will be developed and offered at least once a trimester. Parents will be trained in CHAMPS, PBIS, College Readiness, Cultural Proficiency, Growth Mindset 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)

Source(s)

1,500.	LCFF - Targeted
	Contracts and Services
1000.	LCFF - Targeted
	Extra Hours
2,000	LCFF - Targeted
	Materials and Supplies
2000	Discretionary

	Translation Services
500	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.

#### 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)
	No cost

### 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.

#### Strategy/Activity

Parents will be invited to attend parent/teacher conferences in grades 6-8 to discuss student progress and review promotion criteria. 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	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.

**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 paper notices will go home with 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)

2000

Discretionary

Materials and Supplies

2000

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.

**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

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.

Strategy/Activity

SST Meetings are held bi-monthly to review student progress and provide interventions as needed.

**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 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.

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

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.

#### Strategy/Activity

Celebrations will be held throughout the year to recognize student accomplishments: Monthly Student Awards, Sports Banquet, End of Year and Reclassification.

#### 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	Discretionary Materials and Supplies
3,000	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.

#### 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)	Source(s)
500	Discretionary Translators

## Annual Review

### SPSA Year Reviewed: 2018-19

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.

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.

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	\$172,190.00
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	\$785,713.00

## 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	\$142,268.00
Title III	\$29,922.00

Subtotal of additional federal funds included for this school: \$172,190.00

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	\$181,827.00
Discretionary	\$71,216.00
District Funded	\$196,820.00
LCFF - Intervention	\$81,830.00
LCFF - Targeted	\$81,830.00

Subtotal of state or local funds included for this school: \$613,523.00

Total of federal, state, and/or local funds for this school: \$785,713.00



# 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	142,268.00	0.00
Title III	29,922.00	0.00
LCFF - Targeted	81,830.00	0.00
LCFF - Intervention	81,830.00	0.00
Discretionary	71,216.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
Centralized Services	181,827.00
Discretionary	71,216.00
District Funded	196,820.00
LCFF - Intervention	81,830.00
LCFF - Targeted	81,830.00
Title I	142,268.00
Title III	29,922.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Centralized Services	181,827.00
	Discretionary	59,216.00
	Discretionary	12,000.00
	District Funded	196,820.00
	LCFF - Intervention	60,800.00
	LCFF - Intervention	21,030.00
	LCFF - Targeted	50,200.00

	LCFF - Targeted	31,630.00
	Title I	84,943.00
	Title I	11,015.00
1000-1999: Certificated Personnel Salaries	Title I	43,000.00
2000-2999: Classified Personnel Salaries	Title I	3,310.00
	Title III	17,922.00
1000-1999: Certificated Personnel Salaries	Title III	12,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	542,556.00
Goal 2	218,657.00
Goal 3	24,500.00

# 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
Maricela Desales	Classroom Teacher
Carlos Torres	Classroom Teacher
Jessica Orozco	Classroom Teacher
Mayra Velasquez	Other School Staff
Carina Torres	Parent or Community Member
Myriam Cervantes	Parent or Community Member
Esmeralda Guzman	Parent or Community Member
Chantelle Desales	Secondary Student
Briana Solis	Secondary Student
Danna Carillo	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 14, 2019.

Attested:

	Principal, Gilbert Elizarraraz on 9/15/2019
	SSC Chairperson, Myriam Cervantez on 09/15/2019