



# 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	6.14.23	

## 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  
Additional Targeted Support and Improvement

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.

Our school has recently been identified as ATSI (Additional Targeted Support and Improvement), due to our students with disabilities and homeless subgroups. The CDE makes this determination based on previous student performance from state mandated assessments and data collection. We have identified strategies/activities to address this, such as identifying our homeless and students with disabilities to provide targeted tier 2 support before and after school with the support of our LI teacher and our Intervention Support Providers (ISP).

Oxnard School District has created a strategic plan in order to ensure that we fully develop our student profile and work toward fulfilling our Mission and Vision.

Mission: In Oxnard School District, we nurture self-confident and empowered multilingual global citizens, strong in their multiple identities and potential, who achieve inspired levels of individual, community, and social accomplishment in school and beyond in their endeavors.

Vision: Ignite, Transform, Nurture, Embrace.

Our strategies/activities support our values and principles: Equity and Excellence; Safe and Affirming Environments; Achievement/Performance, Multilingualism, Global and Socio-Cultural Competence; Relationships built on Integrity, Mutual Trust, Respect and Caring; and Professional Accountability and Service.

Our goals at Driffill can be realized by following a Theory of Action, which constitutes committing to a vision of success; to be relentless in clarifying and supporting classroom leadership; to build school leadership; and to engage our families and community, which will lead us to become a highly effective and equitable school.

A guiding focus for the district is on five strategic goals which form the framework for powerful and sustainable school and district transformation: Student Academic Engagement and Achievement; a Positive and Safe Learning Environment and School Climate; Guidance and Support to Sites; Family/Community Alliances for Student Success and Transformational Leadership and Infrastructure.

All of our strategies/activities are designed to further these pedagogical principals:

1. Identify, activate, and build on student strengths.
2. Affirm student identities by challenging the devaluation of minoritized students' identities.
3. Establish powerful relationships that nurture equity and success.
4. Engage students actively in the learning process., by amplifying student voice.
5. Create environments of enrichment, rather than remediation, that engage students' multilingual repertoires.
6. Situate learning in the lives of students by connecting to their lives.
7. Elicit high intellectual performances that help connect students' identities to academic engagement.
8. Address the prerequisites for learning, including incorporating pedagogical practices that challenge coercive relations of power.

Given the 2021 creation of the OSD profile, Driffill analyzed past priorities and aligned expectations to ensure all students achieve success. Our previous successes at Driffill have been addressing the academic, social, and emotional needs of students aligning with the OSD Student Profile Trait, "Students will be confident and solution-oriented; able to demonstrate a growth mindset and advocate for themselves and others." These will continue to be areas of focus for the 2023-2024

school year. Additionally, our biliteracy, and our Autism Program support our students to become compassionate, multilingual, multicultural, and global thinkers.

As in previous years, we continue to integrate the State Standards (CCSS) for Language Arts and Math, and NGSS for science; however with an emphasis on acceleration to prioritize learning leaps. As we continue to analyze the areas of teaching, learning, interventions, professional development, parent involvement, and the after-school program, a Tier 1 instructional focus continues to prioritize student-centered learning, collaborative engagement structures, and rigor through an inquiry-based integrated balanced literacy model grounded in research-based pedagogy and California standardized assessment performance expectations.

The instructional leadership team supports quality-content instruction through professional learning opportunities, PLCs, grade-level collaboration, and professional peer support. Additionally, the team ensures quality instructional implementation with student-monitoring conferences with grade-level teachers once every six weeks.

Driffill School staff consists of 56 highly-qualified certificated staff members. A thorough examination of our goals at Driffill School has led to the highly focused and motivated professional development of our staff. Training in the areas of PBIS, Language Arts, Math, ELD, AVID, the Growth Mindset, Science, and Biliteracy, has further empowered our staff to become as precise and effective as possible when creating culturally responsive learning opportunities to ensure all students simultaneously develop and demonstrate the traits of the Oxnard School District Student Profile.

Driffill continues to strengthen our Professional Learning Communities (PLC) to improve Quality Tier 1 instruction, by using multiple measures of formal and informal student data to guide Tier 1 teaching and learning objectives. During PLCs, DLI, grade-Level, and vertical and content teams use student data and prioritized state standards to determine a Cycle of Inquiry focus. When identified by the grade level team, students who are not meeting grade level objectives are referred to the Student Success Team (SST). The team, consisting of grade-level teachers, administrators, school counselor, ORC and family, uses the OSD's universal screening assessments and classroom data to determine appropriate Tier 1 interventions as well as determine if Tier 2 interventions are needed.

The faculty has committed to 6 week progress monitoring cycles in order to rapidly monitor and analyze student needs based on data from interim assessments from Renaissance STAR 360 Reading and Math, IAB assessments from CAASPP, STMath, and Lexia as well as Panorama. Teachers share grade-level data to plan lessons, deconstruct standards, and identify instructional strategies, in order to determine student-centered goals both academic and social-emotional.

In addition, data allows teachers to plan for differentiated and rigorous instruction in Tier 1 to increase student achievement. To further improve student achievement, Intervention Services Providers (ISP) and the Literacy Intervention Teacher, will directly serve students in grades TK-8 to support instruction in Language Arts. AVID tutors in the middle school setting help support the college and career-ready mindset.

The acquisition of academic English language skills continues to be an important goal for Driffill School students, especially for our English Language Learners (ELLs). Tier 1 programs such as DLI, Designated ELD, and Integrated ELD are specifically designed to help students develop and master academic English Language Skills. To identify the areas of challenge English Learners are facing, we review the English Language Proficiency Assessment (ELPAC) along with other assessments; teachers deliver focused lessons that support students' progress toward reclassification and or

Meeting/Exceeding State Standards in English Language Arts. Middle school English Learner students receive one period of designated ELD.

Our after-school enrichment activities will include: Mad Science, Art Trek, Hip Hop Mindset, Gardening club, 5K community races, music, sports, and other community-sponsored events. This year enrichment opportunities will continue to be offered to students during the school day and after school including Leadership Opportunities, Careers, AVID, Robotics, Gardening Club, Math Club, Athletic Mindset. The after-school program has and will continue to offers extracurricular opportunities while providing a safe and nurturing environment to socialize and connect with positive role models.

Both during the regular school day as an elective, as well as an after-school club, Driffill adheres to the AVID philosophy that all students can succeed in the most rigorous curriculum. Most of our Driffill's Middle School teachers are AVID trained ensuring the fidelity of implementation of AVID strategies creating the mindset that all students will be college and career ready upon graduation. Driffill continues to train and support all staff in AVID strategies.

Family involvement and communication with teachers, administrative team, and support staff is a key element for the continued academic success at Driffill School. Student progress is communicated to parents through various platforms such as Parent Square, conferences, and regular ongoing communication with teachers and administration. Additionally, teachers regularly communicate with families in-person, by phone, written notes, email, CANVAS, and google Classroom.

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, Math, and Learning Management Systems (LMS) i.e. Canvas and Google Classroom, to help parents support their students' success. Driffill teachers and support staff host transition presentations and parent orientations for students entering TK/Kinder and sixth, seventh, and 8th grade as well as conduct High School Transition Meetings for all outgoing 8th-grade students. The Principal communicates with parents via Parent square with regular calls to all parents. Weekly digital bulletins are pushed out to parents via Canvas, and parent square as well as being uploaded to our School Websites and social media accounts. Regular updates are made to Driffill's web page and social media accounts, with pictures of school activities, meeting information, and our school site calendar. Parents are welcomed to Driffill School through a variety of general parent meetings, monthly ELAC, Café Con Padres, School Site Council, parent nights, and individual classroom parent meetings/programs. Other supports to parents include home visits and outreach to connect families to community-based services. Our school counselor and Outreach Consultant (ORC) conduct home visits and schedule parenting classes. Parenting classes are offered in English and in Spanish to further encourage families' participation in the education of their children and to support positive interaction with their children.

# Table of Contents

SPSA Title Page .....	1
Purpose and Description.....	1
Table of Contents.....	5
Comprehensive Needs Assessment Components .....	7
Data Analysis .....	7
Classroom Observations.....	7
Analysis of Current Instructional Program.....	7
Educational Partner Involvement .....	11
Resource Inequities .....	11
School and Student Performance Data .....	13
<b>Student Enrollment</b> .....	13
Star Early Literacy.....	15
Star Reading .....	16
Star Math.....	17
CAASPP Results.....	18
ELPAC Results .....	22
Student Population.....	26
Overall Performance .....	28
Academic Performance.....	29
Academic Engagement.....	34
Conditions & Climate.....	36
Goals, Strategies, & Proposed Expenditures.....	38
Goal 1.....	38
Goal 2.....	58
Goal 3.....	70
Budget Summary .....	78
Budget Summary .....	78
Other Federal, State, and Local Funds .....	78
Budgeted Funds and Expenditures in this Plan.....	79
Funds Budgeted to the School by Funding Source.....	79
Expenditures by Funding Source .....	79
Expenditures by Budget Reference and Funding Source .....	79
Expenditures by Goal.....	80
School Site Council Membership .....	81
Recommendations and Assurances .....	82
Instructions.....	83

Instructions: Linked Table of Contents.....83  
Purpose and Description.....84  
Educational Partner Involvement .....84  
Resource Inequities .....84  
Goals, Strategies, Expenditures, & Annual Review .....85  
Annual Review .....86  
Budget Summary .....87  
Appendix A: Plan Requirements .....89  
Appendix B:.....92  
Appendix C: Select State and Federal Programs .....94

# 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 Drifill, site administrators observation and feedback cycles. Formal observations take place two to three times a year as identified by the district and are accompanied by multiple informal observations to ensure Quality Tier 1 instruction. The analysis of the classroom observations suggests the need to support and improve intentional, quality Tier 1 instruction with a focus on depth of not only academic learning with collaborative structures but also the need to prioritize SEL and PBIS. The data collected thus far through observations have reinforced the adoption of school-wide instructional goals of building student-centered learning experiences, implementing collaborative engagement structures, and delivering standards-based rigorous lessons both driven through academic and language needs.

## 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)

On-going district and teacher lead training is provided for teachers to support the interpretation of State and district assessments such as CAASPP, ELPAC, STAR 360 reading and math assessments, chapter and unit Math and Language Arts tests. During PLCs, as well as informal teacher meetings, student data is studied regularly to determine student needs and drive instruction.



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

Through the use of STAR 360, Lexia, St Math, Panorama, IABs, and ELPAC our student data collection is reviewed at PLCs and progress monitoring sessions, to monitor, drive, adjust, and modify instruction to meet the needs of all Driffill students. Driffill will use the BUF imbedded formative assessments to monitor student growth in DLI classes. Teachers use data to differentiate and provide extra support in the Tier 1 setting for the students not making adequate progress. If Tier 2 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, Managers and TOSAs (Teachers on Special Assignment) who provide support for Curriculum, Instruction, Assessment, Accountability, Biliteracy Programs, Special Education, Special Programs, Pupil Services, Educational Technology and Equity and Family and Community Engagement. Site administration also functions as instructional leaders. Our regular school year calendar was revised to include three additional professional development days for all teachers (2 in the summer before school starts and 1 in the fall). Professional development was provided in the following areas: instructional content, planning for DLI instruction.



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

Illustrated through the updated school schedule to include banking time, Driffill prioritizes and utilizes Professional Learning Communities (PLC's) to ensure teachers have protected time to collaborate weekly to discuss lesson planning, instructional practices, student progress, and review formative and summative assessments. Grade level e-bindings 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 data driven instructional strategies to be intentionally implemented during Tier 1 instruction. State adopted and approved curricular materials support Quality Differentiated Tier 1 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 a MultiTiered System of Support (MTSS) model that documents the programs 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, Social-Emotional Learning, teaching research-based best practices, and standard-based instruction. Given those professional development opportunities, grade levels plan for all students to not only have access to the grade level content but meet grade level standards. If a student is not successful after initial Tier I instruction, the teacher provides additional scaffolded Tier 1 support within a small group or one-on-one instruction in the classroom. After ongoing data analysis, if a student is still not meeting grade-level standards, he/she is referred to an SST and following the MTSS procedures actions such as services of the Reading Specialist, after/before school tutoring, counseling services, and/or Intervention Specialist is 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 Tier 1, Tier 2, and Tier 3 instruction. 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 include 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 AVID WICOR strategy which encompasses writing, inquiry, collaboration, organization, and reading skills. Student achievements are celebrated every trimester to highlight both academic and social-emotional growth and successes.

## Parental Engagement

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

Parent Education and parent involvement continues to be a 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. In-person and virtual celebrations are made available for parents to participate in in-class celebrations.

This year we hope to provide more parent education: Saturday Conferences/Workshops, AVID Training, A-G requirements, motivational speakers, health and wellness topics, preventative health workshops, 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 families. A parent workshop has been identified for every month for the upcoming academic year.

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 families, 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. Additionally, funds are used to ensure student engagement and safety across grade levels. Driffill contracts with outside experts and consults to continue to provide access to the most current engagement and instructional practices. Progress monitoring takes place with all grade levels to ensure that instruction is student-centered and data-driven. Instructional and professional materials are provided for professional growth and to support their practice and differentiated instruction.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. 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.

## **Educational Partner Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

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 educational partners for their recommendations and re-submissions to the School Site Council for any changes and final approval. The plan will also reflect the work and support of the leadership team at the site.

## **Resource Inequities**

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

We continue to have a need additional hours for campus supervisors. We have identified the need for a Wellness Center to support our Social emotional needs of our students. Having a second counselor allows us opportunities to support the needs of All of our students in Wellness center.

Driffill has identified a need for extensive support social-emotional support for all students and site staff therefore we are opening a Wellness center in the 2023-24 school year.

Parents need support in the area of navigating basic technology functions support their students. Students need equipment that better facilitates school to home connection including: Wi-Fi access, wireless mouse, headphones, and keyboards for iPads.

Staff needs on-going training in using Canvas and ancillary tech resources including Lexia, ST Math, and board-adopted digital curriculum not only the basics of how to use the programs with students but also how to use the programs' multifaceted data resources to analyze student achievement.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	%	0%	1		0
African American	0.4%	0.19%	0.3%	4	2	3
Asian	%	%	0%			0
Filipino	0.4%	0.38%	0.3%	5	4	3
Hispanic/Latino	97.5%	97.69%	97.61%	1,097	1015	979
Pacific Islander	0.2%	0.10%	0.2%	2	1	2
White	1.2%	1.35%	1.4%	14	14	14
Multiple/No Response	0.2%	0.29%	0.2%	2	3	2
<b>Total Enrollment</b>				1,125	1039	1003

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	146	144	143
Grade 1	101	95	90
Grade 2	122	96	94
Grade3	120	107	96
Grade 4	121	114	107
Grade 5	132	113	108
Grade 6	123	124	116
Grade 7	123	125	121
Grade 8	137	121	128
<b>Total Enrollment</b>	1,125	1,039	1,003

### Conclusions based on this data:

Based on the analysis of student enrollment by grade level between 2020-2023, the total enrollment has decreased. Declining enrollment has been projected by the state of California for some time. One factor has been families moving out of the area due to the Pandemic or other reasons. Nonetheless, we are still a TK-8th grade school that has a high Hispanic/Latino population. 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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	631	617	610	56.10%	59.4%	60.8%
Fluent English Proficient (FEP)	272	208	185	24.20%	20.0%	18.4%
Reclassified Fluent English Proficient (RFEP)	43		59	6.8%		11%

### Conclusions based on this data:

Our data analyzed from CAASPP, STAR360, StMath, and Lexia as well as formative assessments in ELA and Math indicate that Drifill students need targeted, Integrated and Designated English Language Development (ELD) that is connected across content areas. They need sophisticated or more complex language structures, as well as grammatical and vocabulary development to be explicitly taught across all content areas and grade levels. Our RFEP students need continued monitoring and support in order to successfully meet grade-level standards. Drifill recognizes the urgency to increase English language acquisition at every grade level.

# School and Student Performance Data

## Star Early Literacy

James Driffill Elementary School											
		Less than Proficient				Proficient				Star Early Literacy Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
<b>Grade K</b>	93	9	10%	5	5%	9	10%	70	75%	4	811
<b>Grade 1</b>	95	28	29%	11	12%	17	18%	39	41%	4	811
<b>Grade 2</b>	92	23	25%	20	22%	18	20%	31	34%	4	883

### Conclusions based on this data:

Based on the current Star Early Literacy data a high percentage of Driffill's Kinder students have tested Proficient. Driffill will continue to focus on teaching the biliteracy units while also ensuring that students receive foundation skills to ensure well rounded students that are able to read proficiently. Our TK program supports Early Literacy skills to ensure that students start Kindergarten with a strong foundation.



# School and Student Performance Data

## Star Reading

James Driffill Elementary School											
		Less than Proficient				Proficient				Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
<b>Grade 2</b>	94	35	37%	33	35%	18	19%	8	9%	1	888
<b>Grade 3</b>	90	34	38%	30	33%	15	17%	11	12%	1	942
<b>Grade 4</b>	98	60	61%	17	17%	16	16%	5	5%	1	949
<b>Grade 5</b>	101	40	40%	21	21%	31	31%	9	9%	2	1011
<b>Grade 6</b>	106	51	48%	36	34%	17	16%	2	2%	1	1001
<b>Grade 7</b>	102	62	61%	21	21%	17	17%	2	2%	1	1009
<b>Grade 8</b>	114	37	32%	46	40%	30	26%	1	1%	2	1060

### Conclusions based on this data:

Based on the Star data it is evident that a school wide goal is needed to target literacy across all content areas and grade levels. Intentional scaffolding, differentiated instruction, a variety of instructional strategies as well as on-going teacher professional development will support student literacy gains. Driffill recognizes the need to have a shared accountability across grade level and all content areas. Driffill will continue to need a strong progress monitoring system that analyzes student progress at least every six weeks to identify student needs and plan instruction and differentiated target goals for individualized small groups of students.

# School and Student Performance Data

## Star Math

James Driffill Elementary School											
		Less than Proficient				Proficient				Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
<b>Grade 1</b>	95	25	26%	39	41%	28	29%	3	3%	2	837
<b>Grade 2</b>	92	28	30%	33	36%	23	25%	8	9%	2	908
<b>Grade 3</b>	93	32	34%	32	34%	14	15%	15	16%	2	956
<b>Grade 4</b>	101	44	44%	31	31%	19	19%	7	7%	2	984
<b>Grade 5</b>	102	49	48%	25	25%	14	14%	14	14%	1	1030
<b>Grade 6</b>	104	61	59%	29	28%	12	12%	2	2%	1	1020
<b>Grade 7</b>	91	71	78%	13	14%	6	7%	1	1%	1	997
<b>Grade 8</b>	115	69	60%	29	25%	14	12%	3	3%	1	1058

### Conclusions based on this data:

Based on the Star Math data, it is evident that a school wide goal is needed to target mathematics from 2nd-8th grade. Intentional scaffolding, differentiated instruction, a variety of instructional strategies as well as on-going teacher professional development and support from the Math Manager will support student gains. Driffill recognizes the need to have a shared accountability across all grade levels and in particular our middle school. Our students will continue using ST math but also continue using dreambox in the middle school grades.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		106			103			103			97.2	
Grade 4		110			106			106			96.4	
Grade 5		106			104			104			98.1	
Grade 6		121			120			119			99.2	
Grade 7		122			119			118			97.5	
Grade 8		116			115			114			99.1	
All Grades		681			667			664			97.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2361.			5.83			18.45			24.27			51.46	
Grade 4		2405.			4.72			16.98			25.47			52.83	
Grade 5		2435.			7.69			16.35			25.96			50.00	
Grade 6		2458.			6.72			12.61			26.05			54.62	
Grade 7		2486.			3.39			22.88			29.66			44.07	
Grade 8		2485.			3.51			17.54			29.82			49.12	
All Grades	N/A	N/A	N/A		5.27			17.47			26.96			50.30	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.74			59.22			32.04	
Grade 4		8.49			62.26			29.25	
Grade 5		5.77			65.38			28.85	
Grade 6		6.78			44.07			49.15	
Grade 7		2.54			61.02			36.44	
Grade 8		7.02			48.25			44.74	
All Grades		6.49			56.41			37.10	

<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>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		3.88			43.69			52.43	
<b>Grade 4</b>		1.89			49.06			49.06	
<b>Grade 5</b>		6.86			50.98			42.16	
<b>Grade 6</b>		5.04			42.02			52.94	
<b>Grade 7</b>		10.17			50.85			38.98	
<b>Grade 8</b>		4.46			50.89			44.64	
<b>All Grades</b>		5.45			47.88			46.67	

<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>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		5.83			66.99			27.18	
<b>Grade 4</b>		5.66			65.09			29.25	
<b>Grade 5</b>		4.90			69.61			25.49	
<b>Grade 6</b>		5.08			70.34			24.58	
<b>Grade 7</b>		10.17			61.86			27.97	
<b>Grade 8</b>		8.77			67.54			23.68	
<b>All Grades</b>		6.81			66.87			26.32	

<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>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		4.85			60.19			34.95	
<b>Grade 4</b>		7.55			68.87			23.58	
<b>Grade 5</b>		8.65			49.04			42.31	
<b>Grade 6</b>		8.40			59.66			31.93	
<b>Grade 7</b>		6.78			58.47			34.75	
<b>Grade 8</b>		7.02			60.53			32.46	
<b>All Grades</b>		7.23			59.49			33.28	

**Conclusions based on this data:**

In order to continue making progress towards a larger percentage of students meeting or exceeding standards, our focus is geared at providing quality Tier 1 instruction in Language Arts. Writing across subject areas will be targeted since that was our weakest area based on CAASPP. Drifill will continue to need the full implementation of the BUF's Biliteracy units which are standards based to support growth in the area of language arts.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		106			105			105			99.1	
Grade 4		110			107			107			97.3	
Grade 5		106			103			102			97.2	
Grade 6		121			120			120			99.2	
Grade 7		122			117			117			95.9	
Grade 8		116			115			115			99.1	
All Grades		681			667			666			97.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2397.			4.76			31.43			26.67			37.14	
Grade 4		2418.			3.74			14.95			36.45			44.86	
Grade 5		2435.			3.92			8.82			27.45			59.80	
Grade 6		2424.			0.83			5.83			25.83			67.50	
Grade 7		2452.			2.56			5.98			32.48			58.97	
Grade 8		2446.			5.22			6.96			20.87			66.96	
All Grades	N/A	N/A	N/A		3.45			12.01			28.23			56.31	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.33			52.38			34.29	
Grade 4		8.41			43.93			47.66	
Grade 5		7.84			35.29			56.86	
Grade 6		2.50			20.83			76.67	
Grade 7		1.71			40.17			58.12	
Grade 8		2.61			40.87			56.52	
All Grades		5.86			38.59			55.56	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.67			56.19			37.14	
Grade 4		4.67			47.66			47.66	
Grade 5		1.96			44.12			53.92	
Grade 6		1.67			37.50			60.83	
Grade 7		3.42			53.85			42.74	
Grade 8		4.35			42.61			53.04	
All Grades		3.75			46.85			49.40	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.43			63.81			24.76	
Grade 4		5.61			58.88			35.51	
Grade 5		2.94			60.78			36.27	
Grade 6		0.83			55.83			43.33	
Grade 7		3.42			59.83			36.75	
Grade 8		3.48			48.70			47.83	
All Grades		4.50			57.81			37.69	

**Conclusions based on this data:**

Driffill showed progress on the CAASPP Math in all grade levels with the exception of 4th grade. Driffill anticipates continuing to have a high percentage of our students not meeting standards. In order to continue making progress towards a larger percentage of students meeting or exceeding standards, our focus is 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. We will be supplementing the My Math program with other math programs including but not limited to ST Math, touch math, Zearn, Engage New York, among other programs.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1403.1			1418.3			1367.5			101	0	
<b>1</b>	1432.1			1440.7			1423.0			61	0	
<b>2</b>	1472.2	1480.0		1477.1	1483.8		1466.7	1475.6		76	78	
<b>3</b>	1479.3	1475.1		1481.0	1473.3		1477.1	1476.3		92	76	
<b>4</b>	1489.0	1512.5		1485.7	1503.5		1491.8	1520.9		69	76	
<b>5</b>	1508.5	1537.7		1502.6	1534.0		1514.1	1540.9		50	55	
<b>6</b>	1519.4	1533.0		1514.2	1528.2		1524.1	1537.2		38	38	
<b>7</b>	1524.8	1555.8		1513.4	1550.4		1535.7	1560.7		35	36	
<b>8</b>	1547.2	1555.8		1539.1	1548.1		1554.7	1563.2		28	30	
<b>All Grades</b>										550	389	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	8.00			35.00			30.00			27.00			100		
<b>1</b>	6.56			32.79			37.70			22.95			61		
<b>2</b>	9.21	11.43		43.42	51.43		32.89	25.71		14.47	11.43		76	70	
<b>3</b>	7.61	6.67		34.78	33.33		39.13	34.67		18.48	25.33		92	75	
<b>4</b>	10.29	18.67		35.29	44.00		45.59	28.00		8.82	9.33		68	75	
<b>5</b>	16.00	23.64		36.00	47.27		34.00	27.27		14.00	1.82		50	55	
<b>6</b>	13.16	18.92		47.37	51.35		31.58	27.03		7.89	2.70		38	37	
<b>7</b>	11.43	33.33		31.43	38.89		48.57	22.22		8.57	5.56		35	36	
<b>8</b>	11.11	16.67		44.44	56.67		44.44	23.33		0.00	3.33		27	30	
<b>All Grades</b>	9.69	16.93		37.11	44.97		37.11	27.78		16.09	10.32		547	378	



Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	16.00			34.00			26.00			24.00			100		
<b>1</b>	29.51			16.39			36.07			18.03			61		
<b>2</b>	25.00	30.00		42.11	38.57		26.32	24.29		6.58	7.14		76	70	
<b>3</b>	26.09	14.67		42.39	49.33		19.57	16.00		11.96	20.00		92	75	
<b>4</b>	23.53	28.00		47.06	52.00		20.59	12.00		8.82	8.00		68	75	
<b>5</b>	36.00	41.82		44.00	50.91		10.00	7.27		10.00	0.00		50	55	
<b>6</b>	15.79	35.14		57.89	45.95		23.68	16.22		2.63	2.70		38	37	
<b>7</b>	17.14	36.11		45.71	50.00		31.43	11.11		5.71	2.78		35	36	
<b>8</b>	18.52	16.67		44.44	63.33		37.04	20.00		0.00	0.00		27	30	
<b>All Grades</b>	23.40	28.31		40.04	48.94		24.68	15.34		11.88	7.41		547	378	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	4.00			17.00			52.00			27.00			100		
<b>1</b>	4.92			27.87			29.51			37.70			61		
<b>2</b>	7.89	5.71		39.47	45.71		19.74	24.29		32.89	24.29		76	70	
<b>3</b>	5.43	6.67		15.22	12.00		50.00	46.67		29.35	34.67		92	75	
<b>4</b>	4.41	13.33		26.47	29.33		44.12	41.33		25.00	16.00		68	75	
<b>5</b>	8.00	14.55		22.00	27.27		36.00	43.64		34.00	14.55		50	55	
<b>6</b>	5.26	5.41		23.68	29.73		50.00	51.35		21.05	13.51		38	37	
<b>7</b>	2.86	16.67		31.43	41.67		45.71	27.78		20.00	13.89		35	36	
<b>8</b>	7.41	16.67		33.33	33.33		48.15	40.00		11.11	10.00		27	30	
<b>All Grades</b>	5.48	10.58		24.86	30.16		41.50	39.15		28.15	20.11		547	378	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	11.00			72.00			17.00			100		
<b>1</b>	36.07			50.82			13.11			61		
<b>2</b>	30.26	24.29		63.16	70.00		6.58	5.71		76	70	
<b>3</b>	25.00	20.00		55.43	64.00		19.57	16.00		92	75	
<b>4</b>	29.41	51.35		55.88	43.24		14.71	5.41		68	74	
<b>5</b>	24.00	34.55		60.00	63.64		16.00	1.82		50	55	
<b>6</b>	5.26	16.22		78.95	67.57		15.79	16.22		38	37	
<b>7</b>	8.57	17.14		71.43	71.43		20.00	11.43		35	35	
<b>8</b>	22.22	23.33		70.37	66.67		7.41	10.00		27	30	
<b>All Grades</b>	22.30	28.72		62.89	62.23		14.81	9.04		547	376	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	20.00			48.00			32.00			100		
<b>1</b>	19.67			57.38			22.95			61		
<b>2</b>	18.42	33.33		69.74	57.97		11.84	8.70		76	69	
<b>3</b>	32.18	33.78		51.72	43.24		16.09	22.97		87	74	
<b>4</b>	34.38	20.00		56.25	69.33		9.38	10.67		64	75	
<b>5</b>	61.70	70.91		31.91	23.64		6.38	5.45		47	55	
<b>6</b>	51.35	51.35		48.65	45.95		0.00	2.70		37	37	
<b>7</b>	50.00	66.67		50.00	33.33		0.00	0.00		32	36	
<b>8</b>	59.26	40.00		40.74	60.00		0.00	0.00		27	30	
<b>All Grades</b>	33.15	41.76		52.17	48.94		14.69	9.31		531	376	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	2.02			70.71			27.27			99		
<b>1</b>	18.03			45.90			36.07			61		
<b>2</b>	15.79	11.43		55.26	68.57		28.95	20.00		76	70	
<b>3</b>	5.43	6.67		47.83	38.67		46.74	54.67		92	75	
<b>4</b>	8.82	9.46		57.35	70.27		33.82	20.27		68	74	
<b>5</b>	18.00	14.55		44.00	65.45		38.00	20.00		50	55	
<b>6</b>	5.26	2.70		34.21	64.86		60.53	32.43		38	37	
<b>7</b>	2.86	22.22		42.86	55.56		54.29	22.22		35	36	
<b>8</b>	18.52	20.00		37.04	53.33		44.44	26.67		27	30	
<b>All Grades</b>	9.71	11.41		51.83	59.68		38.46	28.91		546	377	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	16.00			46.00			38.00			100		
<b>1</b>	6.56			55.74			37.70			61		
<b>2</b>	13.16	25.71		52.63	50.00		34.21	24.29		76	70	
<b>3</b>	8.70	9.46		63.04	71.62		28.26	18.92		92	74	
<b>4</b>	4.41	18.67		79.41	70.67		16.18	10.67		68	75	
<b>5</b>	6.00	23.64		80.00	69.09		14.00	7.27		50	55	
<b>6</b>	15.79	16.22		76.32	81.08		7.89	2.70		38	37	
<b>7</b>	2.86	25.00		94.29	72.22		2.86	2.78		35	36	
<b>8</b>	7.41	0.00		92.59	96.67		0.00	3.33		27	30	
<b>All Grades</b>	9.69	17.77		65.63	70.03		24.68	12.20		547	377	

**Conclusions based on this data:**

Each year, Drifill continues to reclassify students who meet district metrics for reclassification. We still have a large population of EL students due to the fact that every year we have newly enrolled TK and Kinder students. Drifill will continue to provide additional supports such as scaffolding, vocabulary development, and exposure to academic English language. Drifill continues to target interventions in the areas of reading and writing for our English Learners.

# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,039	89.6	59.4	0.1
Total Number of Students enrolled in James Driffill Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	617	59.4
Foster Youth	1	0.1
Homeless	99	9.5
Socioeconomically Disadvantaged	931	89.6
Students with Disabilities	136	13.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.2
American Indian		
Asian		
Filipino	4	0.4
Hispanic	1,015	97.7
Two or More Races	3	0.3
Pacific Islander	1	0.1
White	14	1.3

**Conclusions based on this data:**

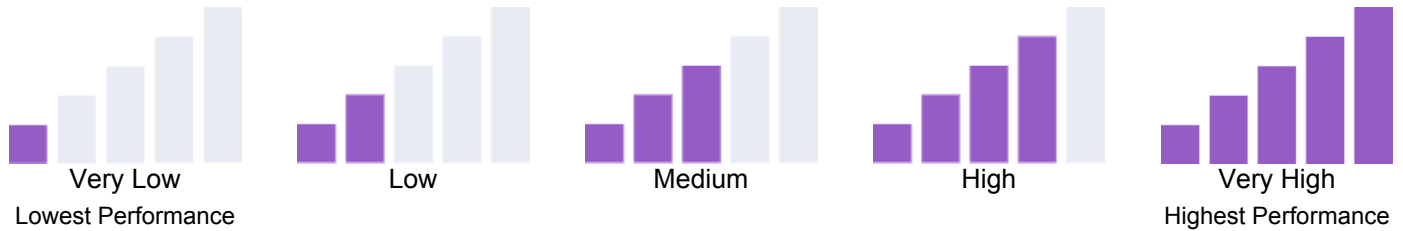
Driffill has a large population of socioeconomically disadvantaged students. In order to meet the academic needs, Driffill will make sure that their basic needs are taken care of first. Driffill will focus on strengthening designated and integrated English Language Development for English Language Learners. Driffill will continue to provide free breakfast and lunch to all students. Driffill will be sending Friday bags filled with food home to our homeless and foster families which include many EL students and continue having a winter closet that provides clothing for students who are in need of proper attire. Driffill will participate in the Operation School Bell, which helps families in need. Finally, Driffill has 5 Autism classes on campus in addition to 4 RSP teachers providing services in order to meet the needs of students with disabilities. Our RSP students need continued support that is based off of their annual goals.

# School and Student Performance Data

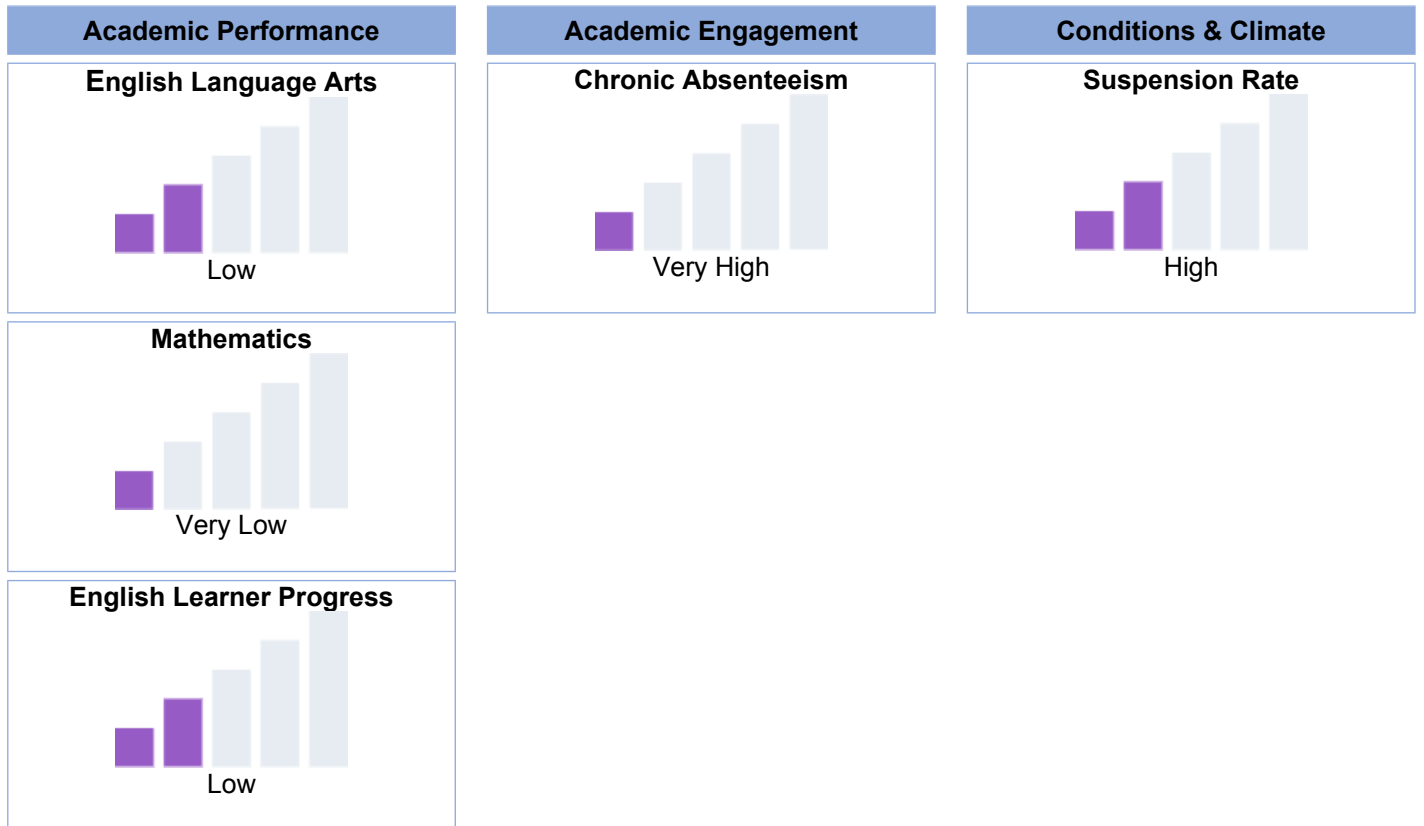
## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

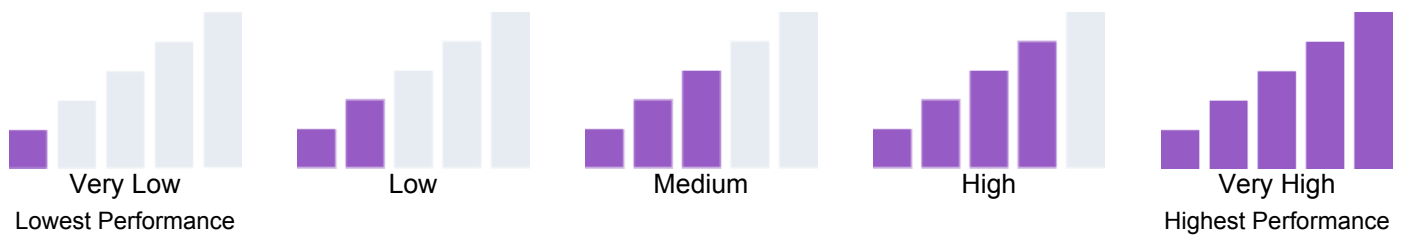
Driffill must continue working for improvement in the areas of ELA and Math. We still have a large percentage of our population not meeting proficiency. This year we looked at what worked and what didn't to raise scores and are adjusting practices in the classroom to maximize the number of students in the MET/Exceeded category as measured by CAASPP.

# School and Student Performance Data

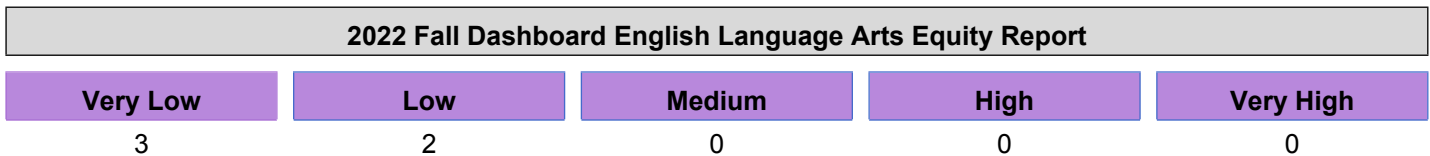
## Academic Performance English Language Arts

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

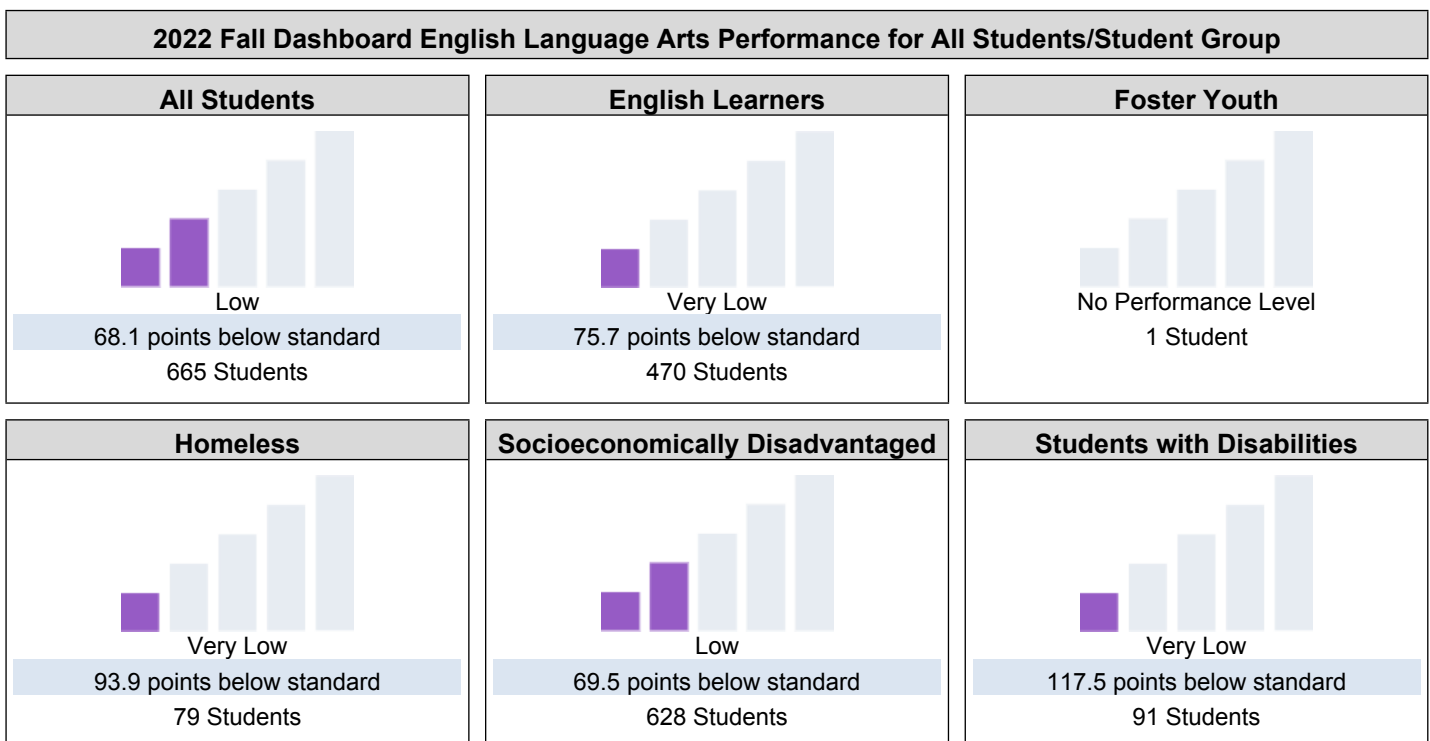
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

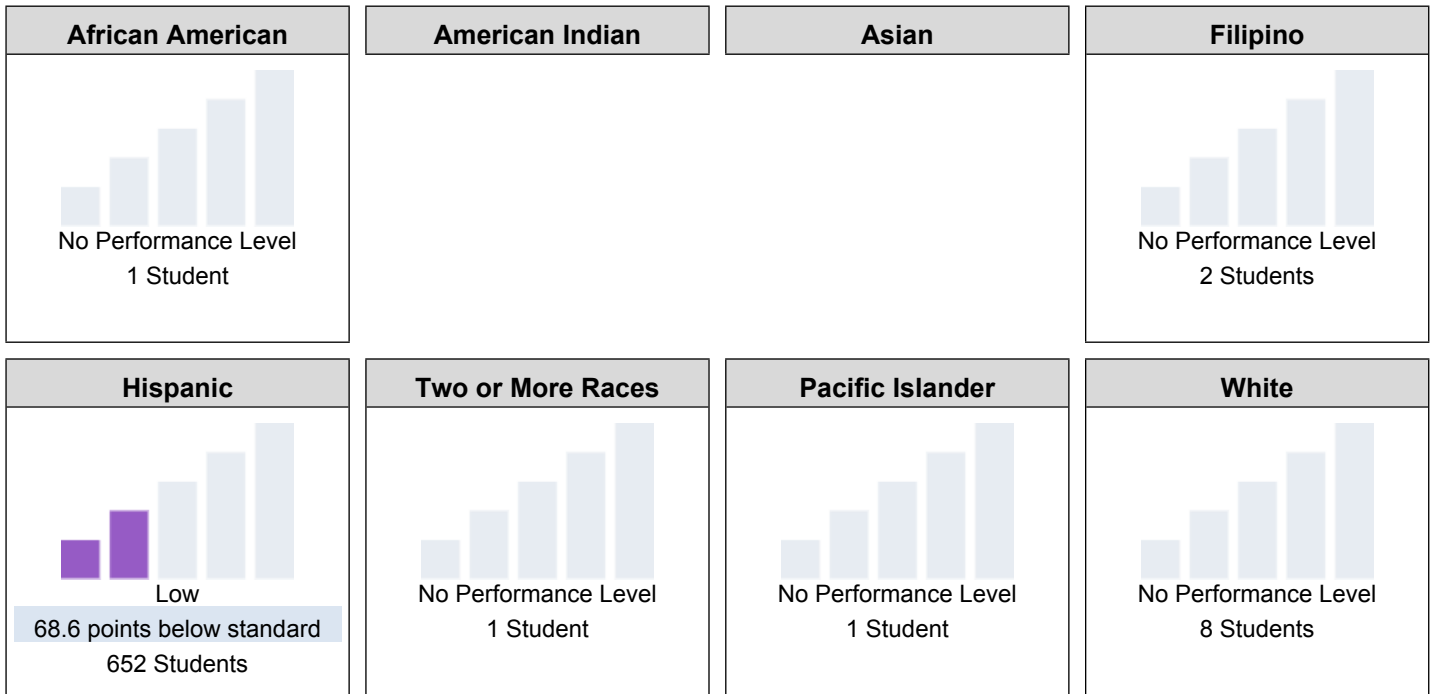


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.





**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



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

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
93.9 points below standard 298 Students	44.3 points below standard 172 Students	60.4 points below standard 135 Students

**Conclusions based on this data:**

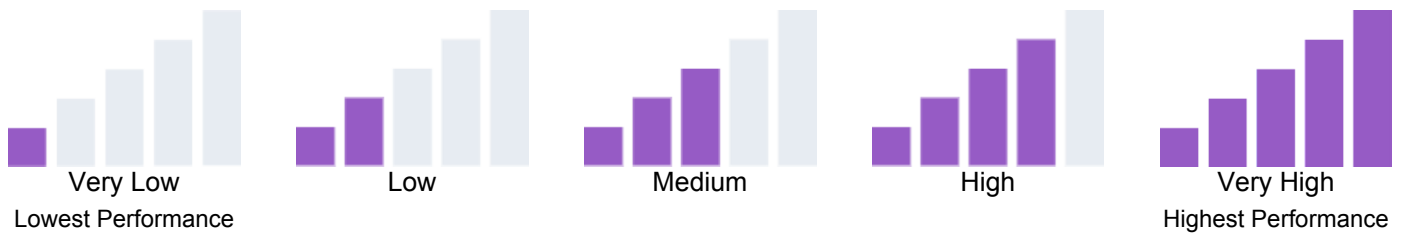
Driffill must continue working for improvement in the areas of ELA and Math. For the 2023-24 school year, at Driffill our English Learners, Reclassified students and English only students continue to make gains in Language Arts. Despite these gains, we continue to have a large percentage of our students not meeting grade level standards so we are targeting our specific areas of weakness as identified by the CAASPP. Writing is taking place in all subject areas to support student development in this area.

# School and Student Performance Data

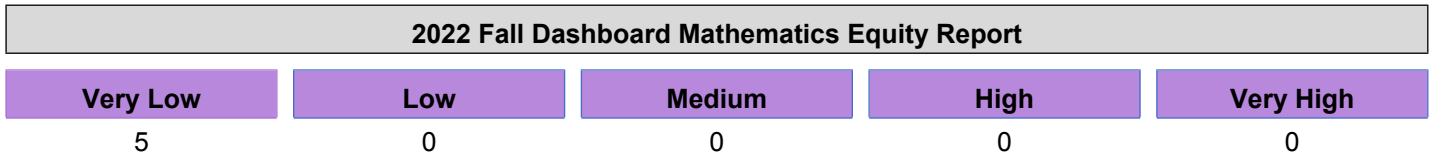
## Academic Performance Mathematics

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

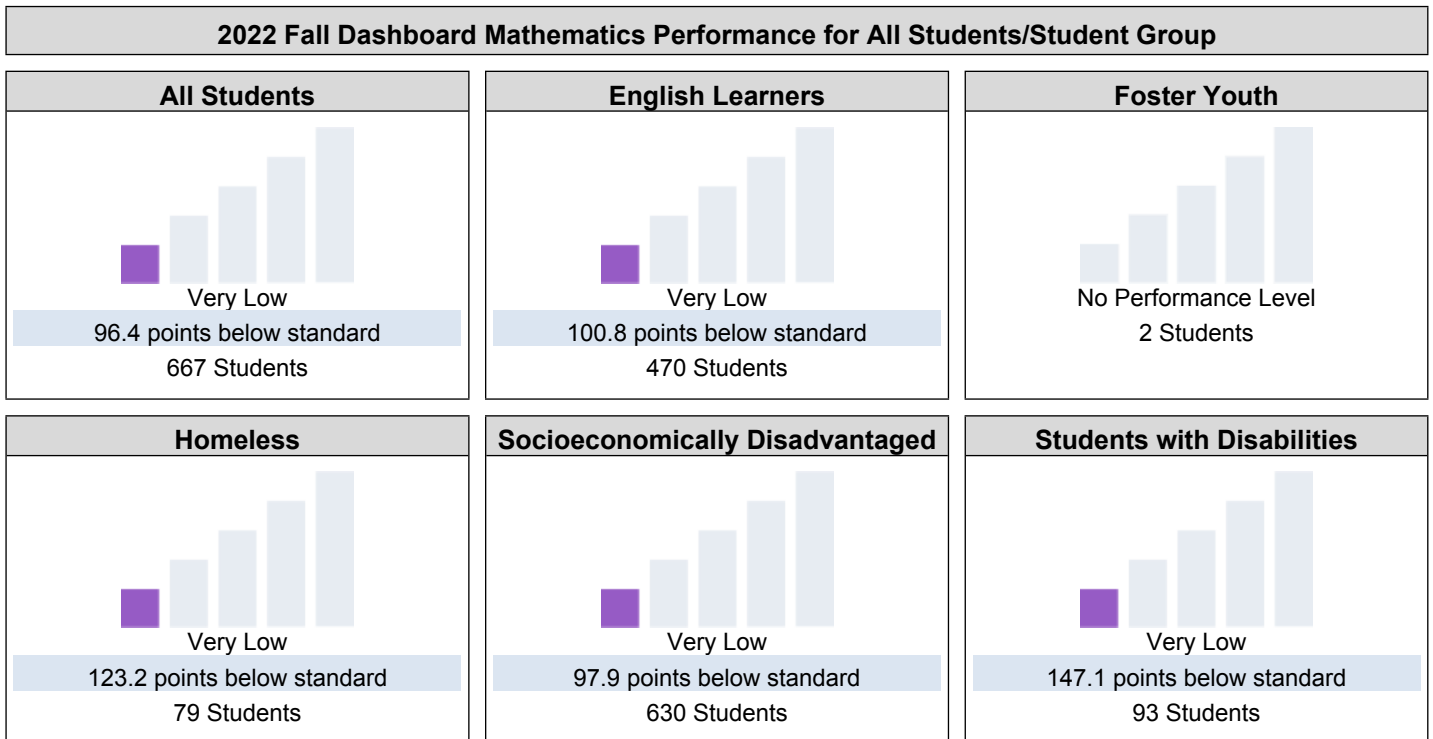
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



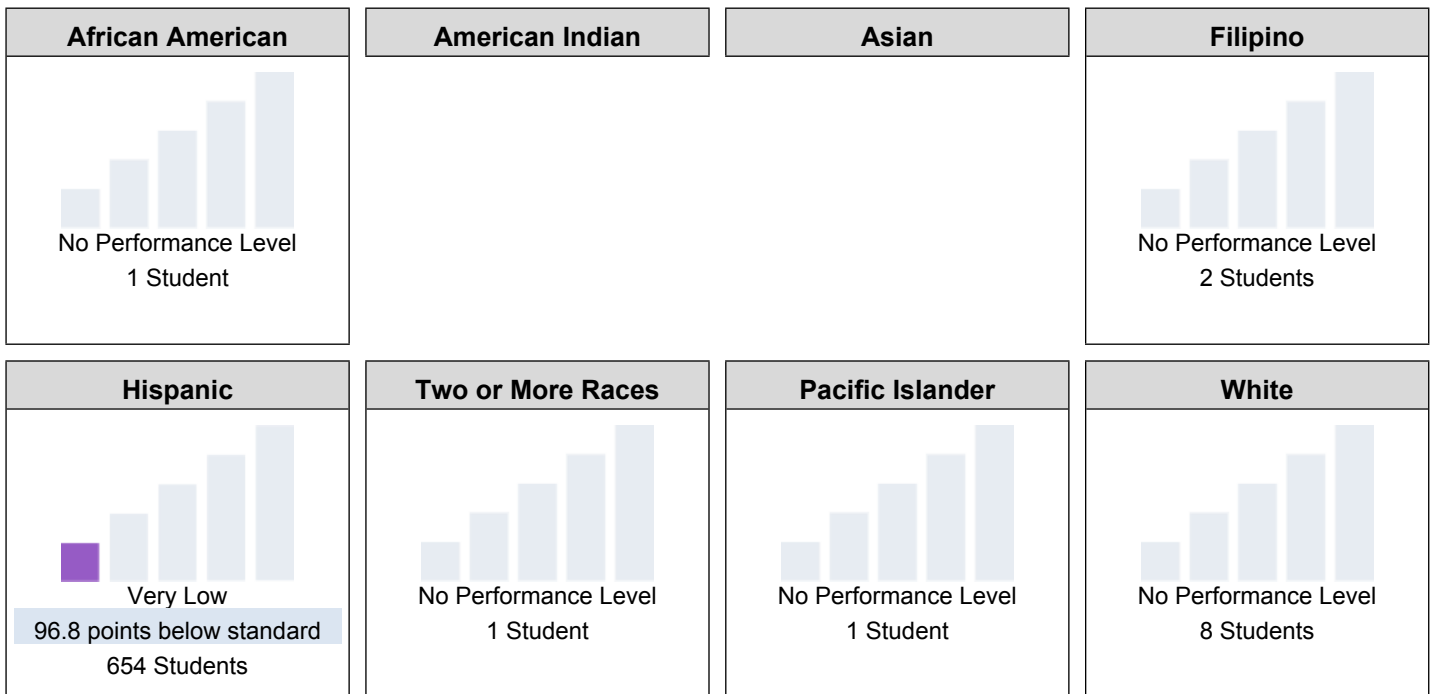
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
107.5 points below standard 298 Students	89.3 points below standard 172 Students	95.1 points below standard 137 Students

#### Conclusions based on this data:

Driffill must continue working for improvement in Math. For the 2022-23 school year, there has been growth with our students with disabilities and our English Learners as we recognize these are our significant groups to support. We also recognize that the CAASPP has a different format and different question types which needs to be introduced and taught to our students. In order to prepare students, we are using the IAB's and FIAB's as test prep. We have students writing in the subject area to explain their reasoning and procedures used in solving problems.

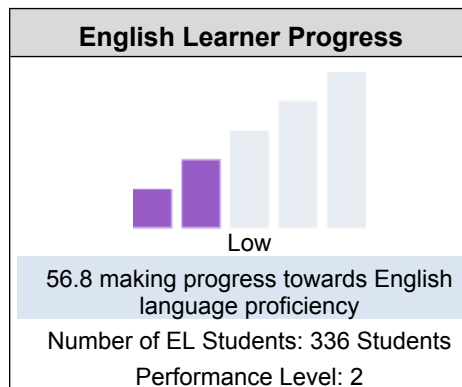
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.9%	28.3%	0.3%	56.5%

#### Conclusions based on this data:

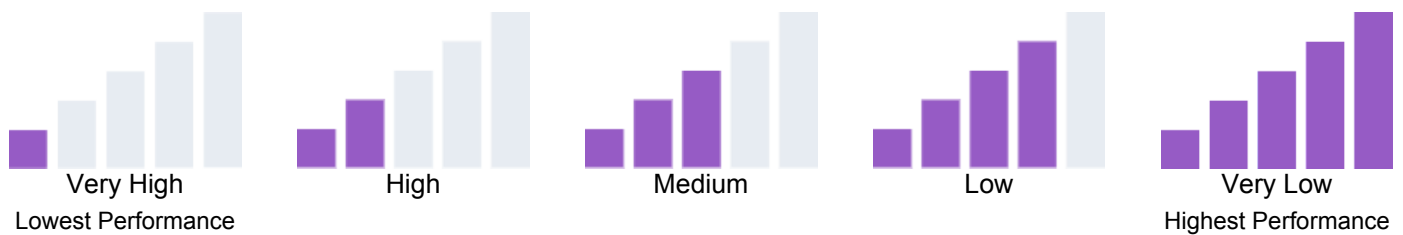
EL students continue to be reclassified and show progress, suspension for this group has also declined; progress has been minimal in language arts and math but continues to move forward. Our focus will continue to be Academic Math vocabulary and writing within the curriculum. Drifill strives to utilize evidence-based strategies to increase the proficiency levels of our English Language Learners. Designated and integrated ELD will be implemented using district adopted materials in order target English Language Learner growth. The instructional practices that have proved to be successful will be continued and we are adding ISP's and the implementation of AVID strategies to impact the growth of these students

# School and Student Performance Data

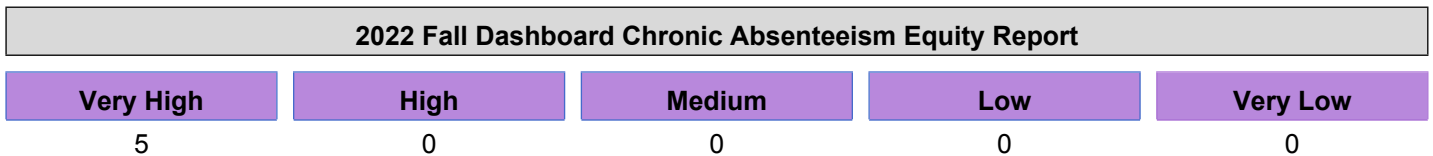
## Academic Engagement Chronic Absenteeism

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

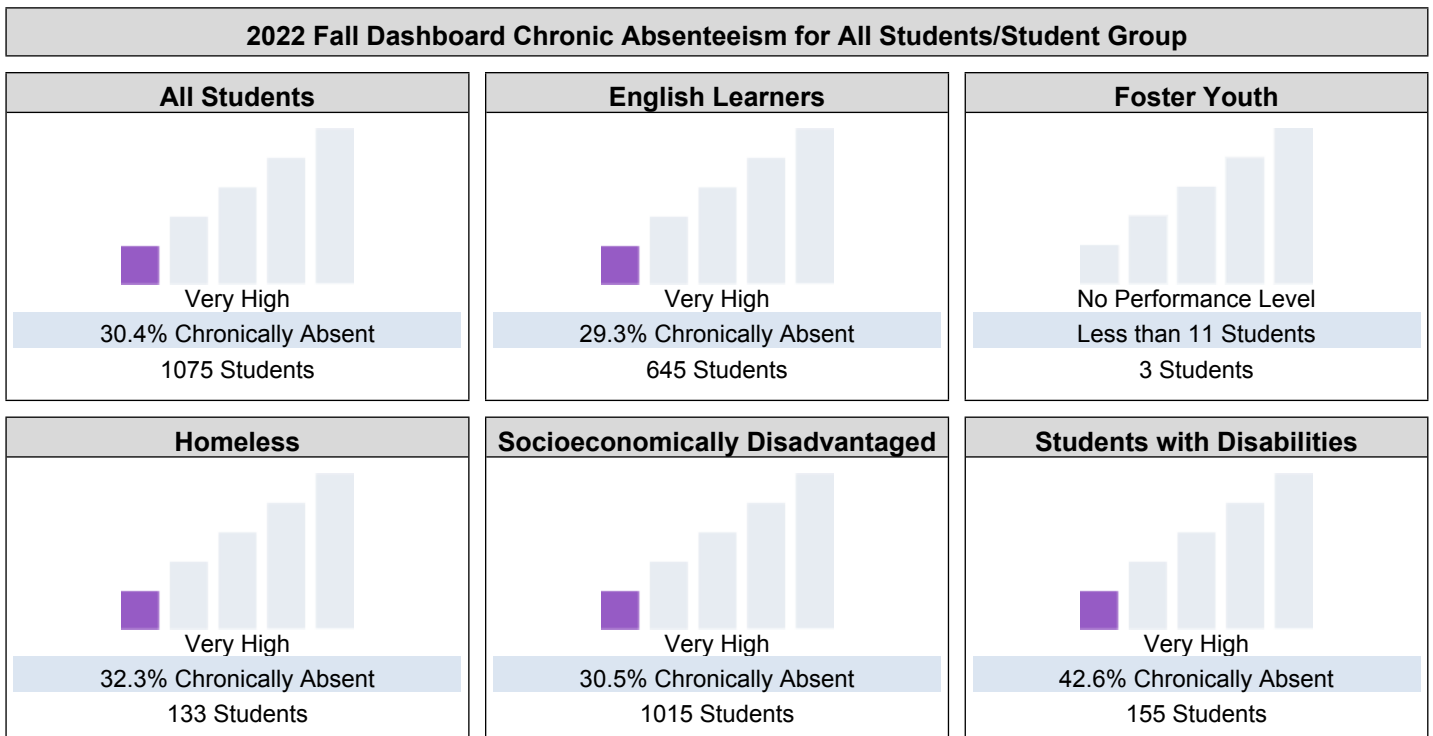
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



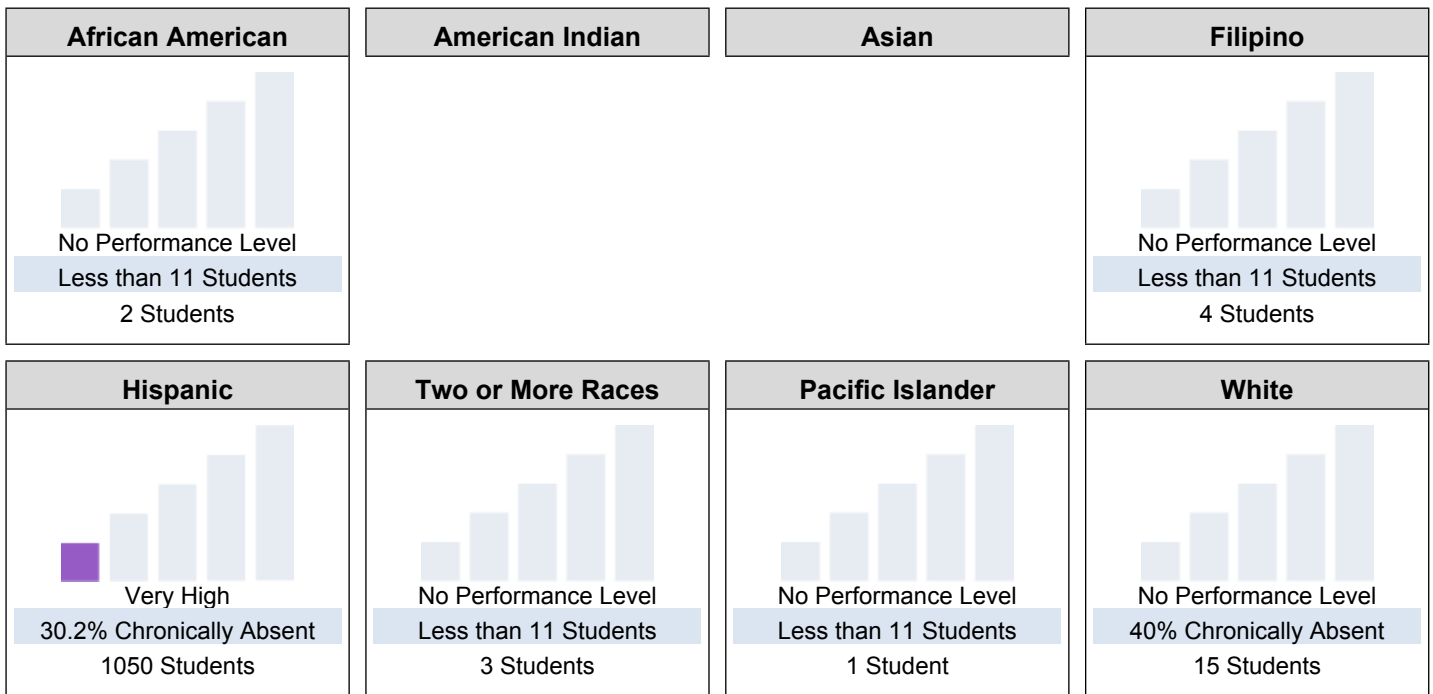
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

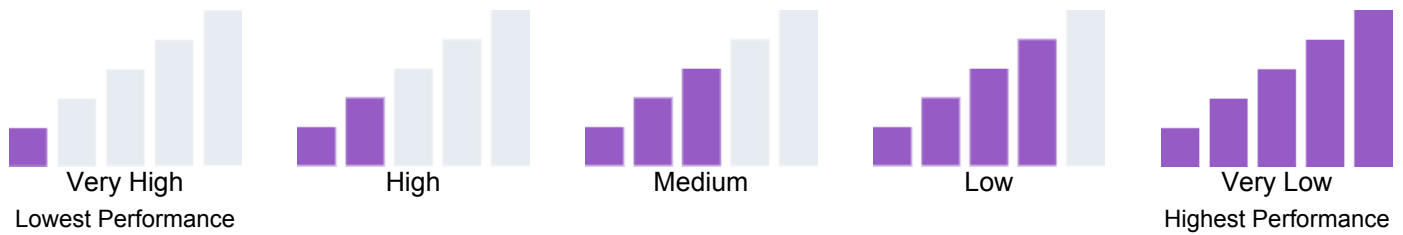
Driffill must continue working for improvement in the areas Chronic Absenteeism, which significantly affects students progress because of lack of consistency. Our EL, foster, and homeless population are missing the instructional support needed to close the achievement gap and further their English language acquisition. The ORC in collaboration with the attendance clerk, and Administration, will monitor student absences and will develop an incentive-based system to improve chronic absenteeism.

# School and Student Performance Data

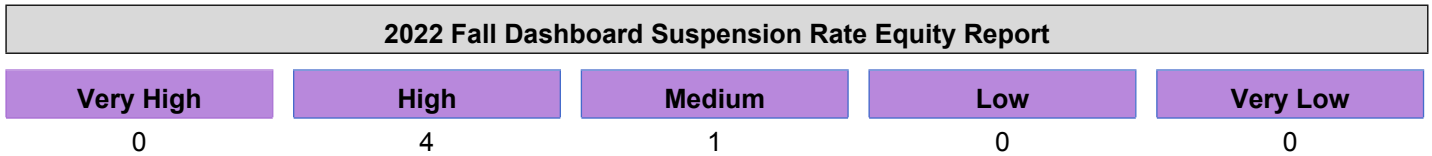
## Conditions & Climate Suspension Rate

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

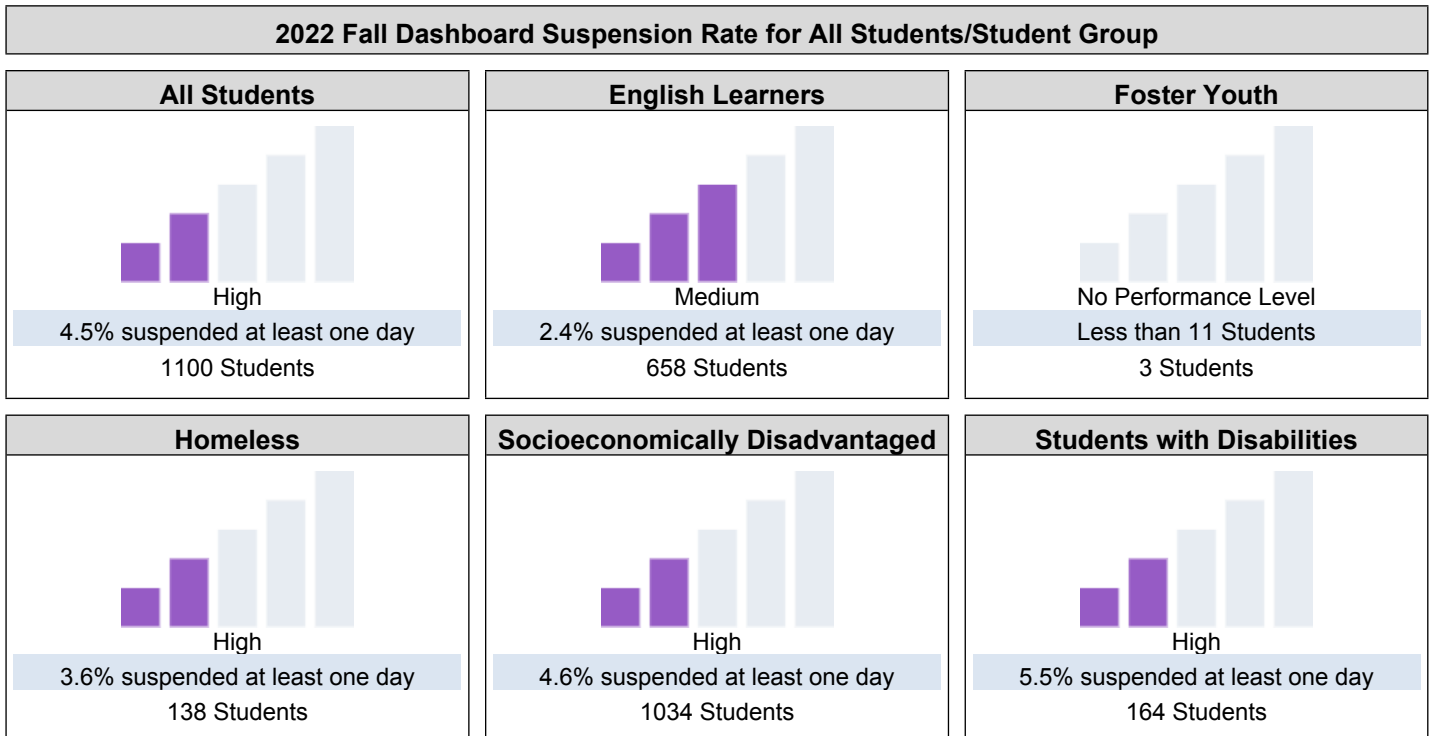
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

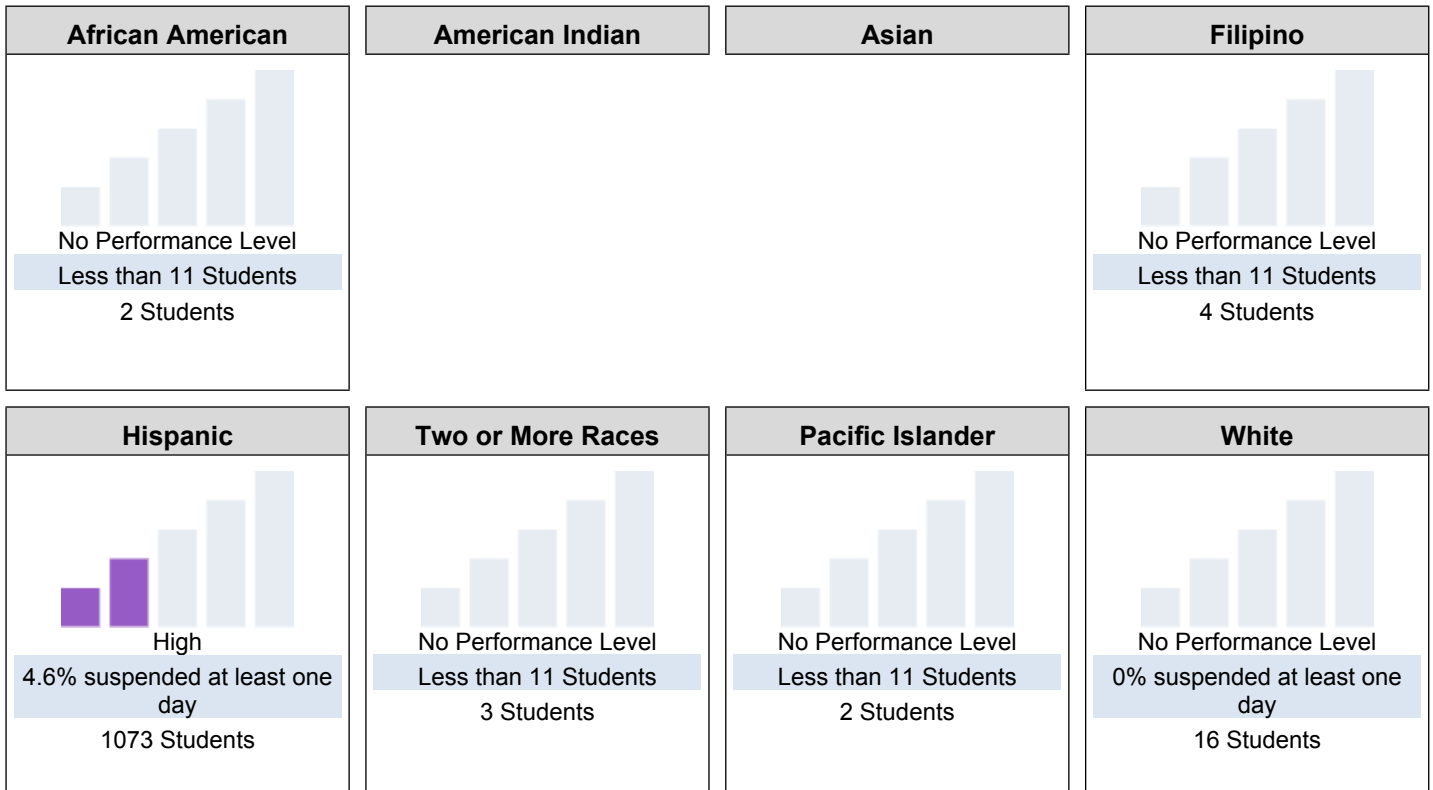


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.





**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

Driffill's cultural policy change and perception on student behaviors related to suspensions with the understanding of effective trauma have contributed to a decrease in suspensions in the past. Driffill continues to implement the PBIS Program and a new district-wide formal progressive referral process which has helped with the reduction also. We anticipate within the next year, with continuing to prioritize social emotional needs of students, suspensions will continue to go down. The PBIS model will continue to implement CHAMPS, reduce behavioral referrals, and ingrain a culture of growth mindset strategies. Driffill will continue moving away from a punitive system to restorative justice philosophy.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Language Arts, Math and Science

## LEA/LCAP Goal

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

## Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	Baseline data from 2022-23 CAASPP scores. 41% of 3rd Grade students met or exceeded standards 22% of 4th Grade students met or exceeded standards 35% of 5th Grade students met or exceeded standards 21% of 6th Grade students met or exceeded standards 22% of 7th Grade students met or exceeded standards 26% of 8th Grade students met or exceeded standards	Students will grow by moving one or two levels across the different bands in CAASPP. The percentage of students on the CAASPP test who have scored met and exceeded will increase by: 3rd Grade: 18%. 4th Grade: 18% 5th Grade: 18% 6th Grade: 18% 7th Grade: 18% 8th Grade: 18% The percentage of students who scored Not Met will be decreased by 10% in all grade levels.
CAASPP Math	Baseline data from 2022-23 CAASPP scores. 53% of 3rd Grade students met or exceeded standards 19% of 4th Grade students met or exceeded standards	Students will grow by moving one or two levels across the different bands in CAASPP. The percentage of students on the CAASPP test who have

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>22% of 5th Grade students met or exceeded standards            10% of 6th Grade students met or exceeded standards            11% of 7th Grade students met or exceeded standards            14% of 8th Grade students met or exceeded standards</p>	<p>scored met and exceeded will increase by:            3rd Grade: 18%.            4th Grade: 18%            5th Grade: 18%            6th Grade: 18%            7th Grade: 18%            8th Grade: 18%            The percentage of students who scored Not met will be decreased by 10% for all grade levels.</p>
STAR 360 ELA	<p>Baseline data from 2022-23 STAR 360 (Spring):            31% of 3rd-grade students were at or above benchmark            20% of 4th-grade students were at or above benchmark            29% of 5th-grade students were at or above benchmark            10% of 6th-grade students were at or above benchmark            11% of 7th-grade students were at or above benchmark            12% 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- 5th Grade: 18%.             6th- 8th Grade: 15%</p>
STAR 360 Math	<p>Baseline data from 2022-23 STAR 360 (Spring):            N/A of K grade students were at or above benchmark            43% of 1st-grade students were at or above benchmark            52% of 2nd-grade students were at or above benchmark            51% of 3rd-grade students were at or above benchmark            41% of 4th-grade students were at or above benchmark            44% of 5th-grade students were at or above benchmark            24% of 6th-grade students were at or above benchmark            12% of 7th-grade students were at or above benchmark            22% 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:            1st-2nd Grade: 18%            3rd-5th Grade: 18%.             6th-8th Grade: 18%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Early Literacy	77% of K grade students were at or above benchmark 36% of 1st-grade students were at or above benchmark 22% of 2nd-grade students were at or above benchmark	90% of our TK-1st grade students will meet or exceed the benchmark on the STAR Early Literacy.  80% of our 2nd-grade students will meet or exceed the benchmark on the Star Early Literacy.
ELPAC/Reclassification	59 English Learners were reclassified as a result of meeting the reclassification criteria in 2022-23.	The number of English Learners reclassified to R-FEP will be a minimum of 20% of our total EL population. Each year we have new TK/Kinder students that enroll in Driffill as EL students.

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

### Strategy/Activity 1

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

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

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

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

#### Strategy/Activity

Regular scheduled grade level and content level collaboration, training, coaching, and extended professional opportunities to collaborate will be offered to our Leadership Team and site teachers. During collaboration time teachers will analyze data to determine an instructional focus driven by student needs for support in Tier 1. Collaboration will be used to desegregate data, identify student-centered needs and align grade level standards. Teachers will use board adopted materials to implement the State Standards (CCSS) in ELA, Math, Science and ELD in all grade levels. DLI teachers will work on instructional sequence charts and learning plans that align to the BUFs.

#### 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)

4,243.00	Title I 1000-1999: Certificated Personnel Salaries Teacher extra pay
5,000.00	LCFF 1000-1999: Certificated Personnel Salaries Professional Development

## 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.

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

### Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000.00	Title I 1000-1999: Certificated Personnel Salaries Salaries for subs
5,000.00	LCFF 1000-1999: Certificated Personnel Salaries 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.

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

### Strategy/Activity

Provide additional planning time for implementation and breaking down of DLI units and standards for TK-8th grade. Provide and support professional development opportunities within the district

and county. Provide resources and materials to enhance the instruction and implementation of bi-literacy units. Purchase classroom and school library Spanish-language and bilingual books, magazines, and apps for student and teacher use. Provide additional planning days 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)
8,035.00	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Extra Teacher Hours, Professional Development Costs
4,762.00	LCFF - Intervention 4000-4999: Books And Supplies Materials

**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.

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

**Strategy/Activity**

Opportunities for professional development in a variety of instructional practices that include AVID, Math, comprehensive literacy, and STEM/STEAM strategies to enhance student engagement, collaboration, inquiry-based pedagogy, and higher-level thinking skills. Professional development as related to AVID and STEM/STEAM strategies will include additional planning and collaboration time for AVID Site Team, AVID teachers, AVID Coordinator, Science, and Math Teachers specifically supported by OSD Math Manager, Technology, History-Social Science and Science TOSAs. We will host AVID/STEM/STEAM guest speakers and field trips.

**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
6,000.00	Title III 1000-1999: Certificated Personnel Salaries

	Teacher Extra Hours and subs
6,000.00	LCFF - Intervention 1000-1999: Certificated Personnel Salaries 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.

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

#### Strategy/Activity

Incentive Program will be developed to support, encourage, and celebrate students that show gains in their scale scores on STAR Reading and Math tests as well as meet goals in ST Math and Lexia.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000.00	LCFF 4000-4999: Books And Supplies Materials and Supplies

### 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.

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

#### Strategy/Activity

Supply technology apps, computer devices and software that support student mastery of standards in ELA, DLI, Science and Math. STAR 360 data reports.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000.00	Title I



5000-5999: Services And Other Operating Expenditures  
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.

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

### Strategy/Activity

The STAR 360 Reading, Early Literacy and Math assessments will be administered at least 4 times a year with results being uploaded to the appropriate data systems and shared with families. 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.

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

### Strategy/Activity

Provide Enrichment Clubs, and Athletic Clubs with an emphasis on AVID, Growth Mindset, Environmental Science, STEM/STEAM, and other Social Emotional Learning (SEL) strategies designed for all students. Enrichment Clubs (for students) will specifically aim at struggling students, i.e. middle school students with Ds & Fs as well as students who want and/or need social and emotional supports. We will provide before and after school intervention to students who are not making academic progress based on progress monitoring data.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.



Amount(s)	Source(s)
6,000.00	Title III 1000-1999: Certificated Personnel Salaries Teacher extra hours
6,000.00	Title III 4000-4999: Books And Supplies 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 English Learners and Reclassified English Proficient students at Driffill.

### Strategy/Activity

1) Support all English Learners and Reclassified Fluent English Proficient students in collaboration with both the Designated and Integrated ELD teachers to monitor, analyze, strategize, and write instructional plans and provide options for before and after school intervention as well as Tier 1 Integrated and Designated ELD instruction. 2) Collaboration between the Designated and Integrated ELD teachers (across grade-level and peers across the district) to implement instructional strategies to improve instruction. 3) The Language Appraisal Team will meet regularly with teachers to use data to determine 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)
2,373.00	Title III 1000-1999: Certificated Personnel Salaries Extra Hours

## 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.

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

### Strategy/Activity

Administration will conduct data/progress monitoring conferences and accountability talks with teachers in 6 week cycles to discuss student progress, Tier 1 instructional strategies, assessment data and determine potential Tier 2 Intervention needs. Identify students needing further monitoring through the MTSS process.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000.00	Title I 1000-1999: Certificated Personnel Salaries Substitute salaries

### 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.

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

#### Strategy/Activity

Academic Support/ Social Emotional Camps, to take place during school breaks ie. Winter Break, will be offered to target academic needs, support test taking strategies, reduce D and Fs among middle school students, and build social and emotional learning competencies. introduce our middle school students to the services available in our wellness center.

### 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 - Intervention 1000-1999: Certificated Personnel Salaries Certificated Salaries
3,000.00	LCFF 4000-4999: Books And Supplies Camp materials and supplies,

### 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.

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

#### Strategy/Activity

Staff and parents will attend conferences and training to support the curriculum, academy strands, and general needs of students. Staff and parents will return from their conferences and share best practices and strategies with the rest of the staff.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Conferences and Fees
6,500.00	Title III 5800: Professional/Consulting Services And Operating Expenditures Conferences and Fees

**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.

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

**Strategy/Activity**

The Renaissance Star, Lexia, STMath, Mystery Science, and Accelerated Reader Programs were purchased to support the assessment and the academic program for all students. The use of these programs allows teachers to individualize and differentiate Tier 1 support. The data used from the programs provide pertinent information to teachers so they can target specific areas of student need and maintain a focused approach to intervention during Tier 1 instruction.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded District Contracts

**Strategy/Activity 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.

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

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded  
District contract

**Strategy/Activity 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.

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

Strategy/Activity

Tier 2 instruction (intervention) will be provided for students who have not made academic growth based on grade level assessments through a small group pull-out model as well as before and after school options. Interventions will aim to accelerate learning, to support students in reaching mastery of the grade level standards. English learners will receive an ELPAC bootcamp before or afterschool to target ELD standards tested on ELPAC before the Summative ELPAC. Apps, and programs designed to support English learners will be used to supplement our ELD program. Thinking Maps will be used to supplement the ELD curriculum and support writing.

**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)

19,000.00

Source(s)

LCFF - Intervention  
1000-1999: Certificated Personnel Salaries  
Extra Hours

12,384.00	Title III 4000-4999: Books And Supplies materials for English Learners Intervention, and applications
4,000	Title III 5000-5999: Services And Other Operating Expenditures digital access to supplemental curriculum

## 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.

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

### Strategy/Activity

Two Intervention Support Providers will support target students in ELA, DLI and Math during school hours in a small group pull-out and/or push-in model to provide targeted, intentional instruction based on Tier 1 data.

### 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)
29,475.00	LCFF - Intervention 1000-1999: Certificated Personnel Salaries ISP Teacher
29,475.00	Title I 1000-1999: Certificated Personnel Salaries ISP Teacher

## 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.

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

### Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000.00	Title I 1000-1999: Certificated Personnel Salaries Subs - certificated staff
7,066.00	Title I 4000-4999: Books And Supplies Materials and incentives

**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.

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

**Strategy/Activity**

Students will participate in virtual or in-person field trips and enrichment activities to support both academics and social emotional learning competencies.

**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)
800.00	Title I 5000-5999: Services And Other Operating Expenditures Transportation
500.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Fees
4,500.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures Transportation
1,500.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures

**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.

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

**Strategy/Activity**

All Middle School Students will participate in field trips, guest speaker presentations, and enrichment activities that support WICOR (Writing, Inquiry, Collaboration, Organization and Reading). Driffill will provide related supplies and student materials to support the college-and-career-ready mindset and the organizational component of the WICOR strategies.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,900.00	Title I 5000-5999: Services And Other Operating Expenditures Transportation
500.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Fees
3,500.00	LCFF 5000-5999: Services And Other Operating Expenditures Transportation
1,000.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures 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.

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



### Strategy/Activity

Purchase supplemental books, supplies, materials and technology for instructional staff and students to enhance the adopted curriculum, Tier 1 instruction and implementation of 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)

8,384.00

Source(s)

Title I  
4000-4999: Books And Supplies  
Books other than textbooks, Materials and Supplies

### 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.

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

### Strategy/Activity

In order to have a smooth transition into TK/Kindergarten and middle school, the teachers will host a Meet and Greet and orientations with parents prior to the start of the year to introduce the program, expectations and goals for the year. We have high school representatives come to campus to help register our 8th grade students for high school. In addition, multiple parent meetings are offered throughout the year to support the transition to high school, ie., communicate new high school processes and new high school expectations. Campus supervisors will support the meet and greet events held before the start of the new year. Translation will be offered 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)

1,000.00

Source(s)

Title I  
1000-1999: Certificated Personnel Salaries  
Extra Hours

1,000.00

Title I  
4000-4999: Books And Supplies  
Materials

3,000.00

Title I  
2000-2999: Classified Personnel Salaries



	Playground Extra Help
2,000	Title I 2000-2999: Classified Personnel Salaries verbal translation

## 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.

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

### Strategy/Activity

Provide virtual or in-person After-School Enrichment activities (including Art, Music, Science, Dance, Book Club, Chess Club, Gardening Club and Fitness. Driffill provide students opportunities to learn art, music, and other arts to integrate content standards with the art.

### 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)
5,907.00	LCFF 1000-1999: Certificated Personnel Salaries Extra Hours
5,600.00	Title I 4000-4999: Books And Supplies Materials
4,000.00	LCFF 4000-4999: Books And Supplies Warehouse Charges
10,000.00	LCFF 4000-4999: Books And Supplies Materials

## 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.

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

### Strategy/Activity

Support Staff will be provided by the District: A Tier 2 Literacy Intervention Specialist will support K-5 (English).

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded  
Salary

**Strategy/Activity 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.

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

Strategy/Activity

New Teacher Induction Mentors and OSD District Math Manager, Science, Technology and ELD and DLI TOSAs 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 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.

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

Strategy/Activity

Analyze and examine site created environmental science and global awareness units to ensure alignment to OSD Student Profile, NGSS Standards and other content area standards. Access to

science apps that support NGSS and the science strand will be provided. Driffill will provide an elective course in Robotics to develop technology skills while meeting NGSS 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)
1,896.00	LCFF 5000-5999: Services And Other Operating Expenditures Science Apps
3,000.00	LCFF 4000-4999: Books And Supplies technology materials and supplies

**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.

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

**Strategy/Activity**

Provide extra clerical 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)
3,000.00	LCFF 2000-2999: Classified Personnel Salaries clerical extra help and overtime 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.

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

### Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000.00	Title I 5000-5999: Services And Other Operating Expenditures Services and other operating expenditures-equipment maintenance
2,000.00	LCFF 4000-4999: Books And Supplies Ink for copy machines and printers
2,000.00	LCFF 4000-4999: Books And Supplies cost to replace old computer equipment and supplies

### Strategy/Activity 28

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

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

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

### Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

Given the most recent CAASPP and ELPAC scores, Driffill students have demonstrated growth in English Language Development, ELA and math in all grade levels. In particular 3rd grade and 5th grade made higher than expected growth. However, the most recent reported scores also indicate areas of instructional focus for the 2022-2023 school year. With a continued focus to accelerate learning, Driffill will hire additional Intervention Service Providers to target students in all grades 1-8. In addition, we plan to target Tier 1 instructional needs by regularly analyzing data, and responding to student needs. Driffill is dedicated to strengthening our PLC model with the implementation of research-based strategies, peer mentoring, and vertical grade level alignment.

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 prioritizing a strong progress monitoring system that uses relevant assessments every 6 weeks to inform tier 1 and 2 interventions. Every teacher at Driffill will participate in 6 week cycles of progress monitoring. We will use Star, common formative assessments, IAB's and Panorama data to identify students.

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 has identified that stronger PLC's will enable teacher leaders to support the facilitation of planning time, analyze data, implement research based instructional practices in response to student data. Driffill is incorporating Zearn math and lexia to supplement Tier I instruction and targeted learning acceleration.

# 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	Number of suspensions for 2022-23 were 65	Suspension Rates for 2023-2024 will decrease by 40% of the students suspended by June 2024.
Attendance Data	Chronic Absenteeism rates for 2022-23 was 26%	Chronic Absenteeism rates for 2023-2024 will decrease by 10%.
Behavioral Referrals to the office	Number of office Referrals for 2022-23 were 549 office referrals.	Referral Rates for 2023-2024 will decrease by 15%.
Panorama Survey Data	Emotional Regulation - 45% of 3-5th students responded that they are able to regulate their emotions. Emotional Regulation - 45% of 6 -8th students responded that they are able to regulate their emotions.	Increase Emotional Regulation reporting by 15%
Panorama Survey Data	Self-Management- 65% of 3-5th students reported they were able to manage their emotions, thoughts and	Increase Self-Management reporting to 15%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	behaviors in different situations. Self-Management- 63% of 6-8th students reported they were able to manage their emotions, thoughts and behaviors in different situations.	
Panorama Survey Data	Social Awareness- 63% of 3-5th students reported they are consider perspectives of others and empathize with them. Social Awareness- 53% of 6-8th students reported they are consider perspectives of others and empathize with them.	Increase Social-Awareness reporting to 15%

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.

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

### Strategy/Activity

Driffill will have campus supervisors working varied schedules throughout the day to cover before and after school arrival and dismissal, hallways, locker room, recess, lunch and occasional extra activities. An additional campus supervisor will be hired to increase safety and student 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)

36,290.00

#### Source(s)

LCFF  
2000-2999: Classified Personnel Salaries  
2 additional campus supervisors

## 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.

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

### Strategy/Activity

Driffill will utilize a youth development approach and respond to student voice, creating after-school engagement activities and clubs, including, but not limited to: homework club, book club, gardening club, art club, math club, fitness/sports, social-emotional health will be provided. Provide incentives and or rewards for participation in these activities. Activities and clubs will promote healthy, social-emotional habits, and support development of positive peer relationships.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3,000.00

LCFF - Intervention  
4000-4999: Books And Supplies  
awards/ Books other than textbooks

4,000.00

LCFF  
4000-4999: Books And Supplies  
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.

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

### Strategy/Activity

Our PBIS Team will support CHAMPs, positive attendance, engagement, and behaviors in classrooms and in all school activities in support of the whole child in a culturally responsive approach. The team will develop and implement strategies that support academically productive student behaviors and that build individual and collective social awareness, and social skills/strategies among 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 CHAMPS program
4,000.00	LCFF 1000-1999: Certificated Personnel Salaries 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.

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

#### Strategy/Activity

Using a PBIS approach, Drifill will aim to not only increase positive behaviors with students but also foster strong staff relationships. We know that the student school culture reflects the adult school culture, therefore we have imbedded positive relationship building within staff meetings and other times throughout the year. Additionally PBIS conferences, webinars, professional development, guest speakers and assemblies will be offered to staff, students, parents, 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)
5,243.00	LCFF 1000-1999: Certificated Personnel Salaries Collaboration Time- extra Teacher Hours
3,000.00	LCFF 2000-2999: Classified Personnel Salaries 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.

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

#### Strategy/Activity

Attendance and Engagement Incentives will be awarded to students who demonstrate positive attendance. Incentives, celebrations, assemblies will be available virtually and in-person. ORC will support Family and student engagement opportunities to welcome parent volunteers to Drifill. Clerical staff will help support incentive programs by providing support in creating, organizing incentive programs/awards and creating communications for 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)
3,000.00	LCFF 4000-4999: Books And Supplies Materials
	District Funded  Outreach Consultant salary
600	LCFF 2000-2999: Classified Personnel Salaries custodial extra help
2,000	Title I 2000-2999: Classified Personnel Salaries clerical Extra help

**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.

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

**Strategy/Activity**

Provide positive student behavior supports and award incentives to students who improve who demonstrate improved positive behaviors. Incentives/celebrations will be offered monthly to create a strong relationship between the school community and parents. An additional counselor will support positive student behavior and school connectedness. A wellness center will operate during the school day at various times starting the 2023-24 school year to support identified social emotional needs.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

2,000.00	LCFF 4000-4999: Books And Supplies Materials
	District Funded  Counselor salaries
	District Funded  Psychologist salary

## Strategy/Activity 7

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

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

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

We will target all Driffill students.

### Strategy/Activity

Apps and other social skills building equipment will be purchased to support Positive Behavior, Attendance, Social-emotional, and Growth mindset. An iPad will be used to track data in the learning center and increase student's social emotional needs. Driffill will also continue to implement the use of E-hall pass to monitor and support student safety and well being.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures technology, Software for E-Hall Pass

## 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 middle-school Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

### Strategy/Activity

Comprehensive and Preventative Health, Anti-Vaping program from the Ventura County Office of Education will be utilized along with the Friday Night Live program to ensure students are aware of healthy choices. Workshops for parents will be offered monthly to educate the community on important health related topics.

### 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 additional cost

### 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.

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

#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures Admission and Fees
2000.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures Transportation
700.00	LCFF 4000-4999: Books And Supplies Materials

### 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.

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

#### Strategy/Activity

Site Administrators with input from various committees (SSC, ELAC, Leadership etc) will develop the School Safety Plan to be implemented by all teachers and staff.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000.00

Source(s)

LCFF  
1000-1999: Certificated Personnel Salaries  
Extra Hours

### Strategy/Activity 11

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

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

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

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

#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000.00

Source(s)

LCFF  
2000-2999: Classified Personnel Salaries  
Extra Hours

### 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.

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

Strategy/Activity

Provide social-emotional training, conferences and professional development to staff, counselors, ORC's and to campus supervisors, support staff, and parents. Supplemental materials and/or release time for participants to plan and deliver related training to colleagues. Counselors will develop professional development for Staff and parents in support of social emotional 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)
500.00	LCFF 1000-1999: Certificated Personnel Salaries Extra Hours
500.00	LCFF 4000-4999: Books And Supplies Materials

**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.

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

Strategy/Activity

Big Smiles Program is implemented to provide dental care for students who do not have dental coverage (If available)

**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 additional cost

**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.

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

Strategy/Activity

All students, staff, and parents (if on site) will participate in monthly safety drills.

**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)]

No additional cost

**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.

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

Strategy/Activity

Staff will follow the MTSS pyramid to address the behavior and socio-emotional needs of students. Driffill will continue to implement bimonthly MTSS meetings with site personnel to review and monitor students that may need Tier 2 interventions for social emotional support, counseling, and or academics.

**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)]

Title I  
No additional cost

**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.



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

### Strategy/Activity

Reinforce the PBIS model that is well structured with clear CHAMPs expectations. Therefore, Drifill will continue to provide structured activities and equipment during recess and lunch to support positive student interaction and healthy decision making, which will result in decrease in office discipline.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,000.00

Source(s)

LCFF - Intervention  
4000-4999: Books And Supplies  
materials and supplies

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

The social-emotional health of our students is equally as important as their academic success. Given the increased social-emotional needs of students and staff, the strategies and activities outlined will prioritize student and staff safety and wellness in order to create a system of support for all. The strategies/activities that we have articulated will increase positive behavior on campus and in the community and will help eliminate negative behaviors. These activities also strive to address and support the social-emotional needs of our students and staff 2023-24. Drifill was recognized as a Silver School in PBIS. 2020-2021, since then we have continued to work toward that level. This coming year we will be working toward implementing our PBIS program at the level we had during the 2020-21 school year.

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

To address the need for targeted learning acceleration, we have designated maximum budget allocations to support attendance, engagement, and social-emotional wellness strategies. Additionally, Given the number of students who show they need support for emotional regulation and engagement according to our panorama data we continue to look for ways to address the needs of all students. In middle school in particular students need more encouragement to share their needs. They often feel more comfortable sharing with their peers.



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 while also considering student engagement. Monitoring attendance, engagement and family communication must be a collaborative effort including teachers, parents, administration, the attendance clerk, the counselor and the Outreach Specialists. Many of our attendance activities will be reviewed and revised to increase the parents' awareness of the importance of attendance and engagement. An incentive program will be created and implemented so that individual students and families get recognized for meeting their attendance goals and objectives. Next year we will have more attendance incentives to encourage student engagement and attendance. The strategies outlined above have both personnel and incentive investments to support student's social emotional needs.

# 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 and partner in their child's academic and social-emotional growth.

## Identified Need

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

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

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

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent attendance during workshops	Parent participation at workshops has been significantly low. We have attempted morning, afternoon and evening events.	Goal of 2022-2023 is to increase participation in parent involvement at Driffill by 15%
Average Attendance at ELAC	2022-2023 The average number of attendees at ELAC meetings was 8	Goal of 2022-2023 is to increase the number of attendees at ELAC meetings by 10%
Parent Attendance at Back to School Night	2022-2023 325 Parents attended Back to School This number will be used as a Baseline for parent attendance.	2022-2023 The number of visitors to back to Back to School Night will increase by 10%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey Data Winter 2022 LCAP and Family Engagement Survey	Winter 2022 68 parents responded to the survey	Increase parent responses by 40%.

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.

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

### Strategy/Activity

Provide parents with the school's weekly activities and information for all parent meetings. Modes of communication include Canvas, Parent Square our website, and in-person 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.

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

### Strategy/Activity

Parent Education workshops will be developed and offered at least once a trimester. Parents will be trained in using technology, Literacy, Math, CHAMPS, PBIS, College Readiness, Cultural Proficiency, Growth Mindset, AVID Strategies, and/or other topics relevant to student success. Family Nights will be offered for parents, students, and staff to collaborate on various content/topics relating to Social Emotional, academics, and family connections/relationship.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures Contracts and Services
2,000.00	LCFF 1000-1999: Certificated Personnel Salaries Extra Hours
3,000.00	LCFF 4000-4999: Books And Supplies Materials and Supplies
1,000.00	Title III 1000-1999: Certificated Personnel Salaries Translation Services

### 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.

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

#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional 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.

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

#### Strategy/Activity

Parents will be invited to review 8th promotion criteria for all middle school families to ensure clear understanding and partnership. Translators will be provided in parents' language including Mixteco.

#### 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)

720.00

Title III  
2000-2999: Classified Personnel Salaries  
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.

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

#### Strategy/Activity

ELAC, Title I/Cafe con Padres and SSC virtual and in-person meetings are scheduled for the year and are posted on our website, connect ed messages, and digital bulletins, and paper notices will go home with students.

#### 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)

800.00

Title III  
4000-4999: Books And Supplies  
Materials and Supplies

1,200.00

Title III  
4000-4999: Books And Supplies  
Refreshments

#### 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.

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

#### Strategy/Activity

Parent Conferences are held in the Fall for all students to go over behavior and academic goal. Spring conferences are held for students who are not meeting academic and/or behavioral 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)

500.00

Source(s)

Title III  
2000-2999: Classified Personnel Salaries  
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.

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

#### Strategy/Activity

SST and 504 Meetings are held with parents and the team to review student progress and determine Tier 1 and Tier 2 interventions as needed. Provide materials, resources, and/or equipment for delivery of determined accommodations and interventions such as after school tutoring with Lexia, Zearn, and math lab 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)

2,864.00

Source(s)

LCFF  
4000-4999: Books And Supplies  
Materials, resources, apps, and/or equipment

#### Strategy/Activity 8

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

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

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

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

#### Strategy/Activity

IEPs will be held annually or as requested by parents.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000.00

Source(s)

LCFF  
1000-1999: Certificated Personnel Salaries  
Substitutes

#### 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.

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

#### Strategy/Activity

Celebrations will be held throughout the year to recognize student accomplishments: Monthly Student Awards, Sports Banquet, End of Year and Reclassification. Awards and incentives may be delivered in a both in person and virtual platform to be more inclusive of families' schedules

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500.00

Source(s)

Title III  
4000-4999: Books And Supplies  
Materials and Supplies

2,000.00

LCFF  
4000-4999: Books And Supplies  
Materials and Supplies

#### 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.

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

#### Strategy/Activity

Translation and day-care services will be provided at Back to School Night, conferences, and Family Nights.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000.00

Source(s)

Title III  
2000-2999: Classified Personnel Salaries  
Translators

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

At Driffill we value a strong family partnership. Driffill strives to cultivate an inclusive learning community where everyone is Respected for their diverse perspectives, experiences, and cultural backgrounds. We believe positive connections and relationships with families and school staff directly impact student achievement. Driffill must provide additional and targeted layers of family and parent support.

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

Despite the money allocated for our parents to attend workshops, only a small percent have been able to take advantage of the opportunities, in past years. The strategies outlined here provide more intensive outreach as well as a diverse range of opportunities to encourage increased family participation. Driffill has ventured into adjusting times and the delivery of events to accommodate different family schedules. We have found that providing blended meetings (zoom and in person) best serve the needs of our parents.

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	\$0.00
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	\$365,717.00

## 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	\$97,468.00
Title III	\$49,977.00

Subtotal of additional federal funds included for this school: \$147,445.00

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 (\$)
LCFF	\$140,000.00
LCFF - Intervention	\$78,272.00

Subtotal of state or local funds included for this school: \$218,272.00

Total of federal, state, and/or local funds for this school: \$365,717.00

# 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	97,468.00	0.00
Title III	49,977.00	0.00
LCFF	140,000.00	0.00
LCFF - Intervention	78,272.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF	140,000.00
LCFF - Intervention	78,272.00
Title I	97,468.00
Title III	49,977.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	30,650.00
2000-2999: Classified Personnel Salaries	LCFF	43,890.00
4000-4999: Books And Supplies	LCFF	45,064.00
5000-5999: Services And Other Operating Expenditures	LCFF	5,396.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	15,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	67,510.00
4000-4999: Books And Supplies	LCFF - Intervention	10,762.00
1000-1999: Certificated Personnel Salaries	Title I	46,718.00
2000-2999: Classified Personnel Salaries	Title I	7,000.00

4000-4999: Books And Supplies	Title I	22,050.00
5000-5999: Services And Other Operating Expenditures	Title I	10,700.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	11,000.00
1000-1999: Certificated Personnel Salaries	Title III	15,373.00
2000-2999: Classified Personnel Salaries	Title III	3,220.00
4000-4999: Books And Supplies	Title III	20,884.00
5000-5999: Services And Other Operating Expenditures	Title III	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	6,500.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	269,300.00
Goal 2	73,833.00
Goal 3	22,584.00

# 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
- 6 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Javier Tapia	Principal
Kimberly Dufau	Classroom Teacher
Patricia Ponce-Villa	Classroom Teacher
Carlos Torres	Classroom Teacher
Martha Alcantar	Classroom Teacher
Monica Arias Melgoza	Other School Staff
Myriam Cervantes	Parent or Community Member
Carina Torres	Parent or Community Member
Alex Salazar	Parent or Community Member
Bryan Melanephy	Parent or Community Member
Maricela Morales	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
	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 6.14.23.

Attested:

	Principal, Javier Tapia on 6/14/23
	SSC Chairperson, Patricia Ponce-Villa on 6/14/23

### 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

  
Clear

School Site Council

  
Clear

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 6.14.23

Attested:

  
Clear

Principal, Javier Tapia on 6/14/23

  
Clear

SSC Chairperson, Patricia Ponce-Villa on 6/14/23

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).



For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

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

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

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

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

## Strategies/Activities

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

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

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

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

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

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

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

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

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

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.



# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

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

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019