

School Year: **2021-22**

# 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
Los Molinos Elementary School	52-71571-6053565	3/16/22	

## Purpose and Description

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

Schoolwide Program

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

Los Molinos Elementary School initiatives are based on three categories; district board measurable actions which are directly aligned to LCAP goals, and ESSA requirements. LME use the PLC process to inform the cycle of inquiry to effectively monitor educational practices that make an impact on student learning.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Participated in LCAP surveys that addressed the questions below. The top results are also listed:

1. What services do you suggest LME continue?

Chromebooks for all students

Math and English Tutoring

High quality sports

2. What current services do you suggest LME enhance or expand on?

Interventions/Tutoring

Summer School

English and Math Interventions

3. What services do you suggest LME provide that we are not currently providing?

More course offering options

More mental health services

Introductory/Exploration of CTE Offerings

More project based learning opportunities

4. Other suggestions and input:

LME is a nice small school.

More parent communication

More updated website

## Classroom Observations

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

Classroom observations are utilized throughout the school year:

Principal Walk Through: This is an informal drop by observation that is done in each classroom.

The goal is to spend 10-15 minutes a week in each class observing student behavior, teacher strategies, management, instruction, and safety concerns.

Principal Evaluation Observations: These are done twice a year for Probationary employees. In addition, it is done every other year with permanent employees.

Teacher Observations: Teachers can request time to observe in another teachers classroom. The purpose is to give them support and ideas on how to implement instruction and management skills in their own classroom. This is also a requirement for new teachers involved in the BTSA program.

## 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)

LME uses the program-Illuminate to import, create assessments and deliver assessments and disaggregate student achievement data to help inform instructional decisions. Among the state and local assessments that are used to measure student success include CAASPP, for grades 2-8, illuminate, iReady and STAR Reading diagnostics. We are focusing on CAASPP scores as well as district and site level common assessments. This data along with math and English measurement on the CCI allows Professional Learning Communities to help directly inform instructional decisions made by teachers on a regular basis.

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

Los Molinos Elementary School is committed to the Professional Learning Community model of collaboration. Teachers meet on minimum days, once to twice a month, to develop, implement and review data based on common assignments, projects and assessments. The data collected is used to inform instructional decisions for the PLC and individual teachers. Los Molinos Elementary School also has monthly PLC Lead meetings to vet ideas and receive feedback from PLCs to move forward with instructional decisions

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Los Molinos Elementary School works to hire teachers who are Highly Qualified to instruct all students. All beginning teachers are supported through a mentoring and induction process, which allows teachers to collaborate and identify instructional practices to support all students. Teachers are equipped with a system of support, which range from PLC-department head support.

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

All teachers have been fully trained through state, district and site based professional development to fully utilize the state adopted curricula and instructional material to maximize efficacy. Los Molinos Elementary School utilizes a combination of project based learning, focus high leverage instructional strategies and RTI interventions to support the instructional needs of all students.

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

There are three levels of staff development for Los Molinos Elementary School staff. The first level is district level professional development, these trainings focus on district initiatives include PBIS and PBL, NGSS, English Language Development, and technology training. The second level of professional development is at the site level, these trainings focus on site based initiatives including academic discourse, EL support in the classroom and technology integration. The third level of professional development is at the PLC level, these trainings are more focused on curriculum development and sharing best practices that are specific to their subject matter

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

Los Molinos Elementary utilizes its own experts within its teaching ranks to provide ongoing instructional assistance and support. Due to our small size, site administrations are able to provide more robust coaching of teachers and EL. Los Molinos Unified School District also has an instructional coach, who are able to provide additional support and resources for PLCs to help support instructional goals.

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

Los Molinos Elementary School has designated protected bi weekly PLC time to allow for teachers to meet as a whole school cohort, because of our small size. Teachers spend time in PLCs to provide ongoing support to each other in the areas of curriculum, instruction and assessment. PLCs also discuss student supports available to utilize to support distance learning.

## Teaching and Learning

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

LMUSD is committed to providing PLCs with the time and support to plan lessons and units that adhere to content and performance standards. Unit planning has been made available by both the district and school site. Los Molinos Elementary School is identifying essential standards in all core curriculum areas to all students with an equitable education.

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

Physical Education minutes: 200 hours every 10 days (not including lunch or recess)  
Mathematics minutes: 90 minutes  
English Language Arts minutes: 140 minutes  
English Language Development for second language learners: minimum of 30 minutes daily

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

All grade levels have created a pacing schedule and master schedule for mathematics and english language arts. Intervention is scheduled for a minimum of 50 minutes daily school wide.

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

All student groups have access to core curriculum instructional 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)

All curriculum, instructional materials, and intervention materials used are SBE-adopted.

## **Opportunity and Equal Educational Access**

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

Los Molinos Elementary School PLCs have taken ownership of not only the curricula, but also the response to intervention. Underperforming students are served through a variety of intervention responses including class time intervention and after school intervention. PLCs respond to underperforming students in a unified front with consistent intervention methods. Los Molinos Elementary School also has a focus on equity by informing staff of target groups, and assuring teachers know who are the students in the classes. Data is also provided to assure teachers are aware of the achievement gap, and are given the tools to monitor all students. Los Molinos Elementary School has a focus on equity for all students.

Evidence-based educational practices to raise student achievement

Los Molinos Elementary School is committed to implementing research-based instructional strategies that help underperforming students, EL students and all students strengthen their academic skills in the areas of literacy, mathematics, and academic discourse. Los Molinos Elementary School currently has Academic Language Development classes for all EL students to provide support for students in their core classes, and as the work through becoming proficient in all language domains. Los Molinos Elementary School works extensively with outside instructional support services to provide guidance for different demographic groups to assure instruction is supporting student needs.

## Parental Engagement

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

Los Molinos Elementary School has been able to continue the after school Learning opportunities to help provide all students with intervention and enrichment. Additionally, Los Molinos Elementary hosts several parent information nights for all grade level parents from Kindergarten parents to Coffee with Principal and other important topics. The SSC and ELAC parent student groups are another venue to help inform parents about the resources that are available to them and their families.

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)

Los Molinos Elementary utilizes the School Site Council as well as the English Language Advisory Council to approve all ConApp programs. LME also has PLC Lead meetings, and a PBIS Committee to inform parents and students of educational support. The importance of ongoing communication between parents and teachers through, at least, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program. LME has provided a variety of opportunities for parental input, including LCAP, Back to School Night, PBIS, School Site Council, ELAC, Booster meetings and Coffee with the Principal. All parents are encouraged to participate in their student's education in a variety of ways, including joining boosters, and sports related support groups.

### Funding

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

LME receives Title 1 funding for designated student sub groups.

Fiscal support (EPC)

LMUSD provides Title 1 funding support for the Elementary School.

## Stakeholder Involvement

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

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

The SPSA was developed in collaboration with the administrative leadership team with input from teachers, students and parents. This plan was developed to provide all stakeholders with an overview of school systems and targeted areas of support for all students including target groups.



## Resource Inequities

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

LME did not identify resource inequities at this time.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	2.23%	2.19%	1.5%	6	6	4
African American	%	0%	0.4%		0	1
Asian	1.12%	1.09%	1.8%	3	3	5
Filipino	%	0%	%		0	
Hispanic/Latino	51.3%	52.55%	53.3%	138	144	147
Pacific Islander	%	0%	%		0	
White	39.03%	38.32%	37.0%	105	105	102
Multiple/No Response	3.72%	4.74%	5.1%	10	13	14
	<b>Total Enrollment</b>			269	274	276

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	40	43	43
Grade 1	36	28	32
Grade 2	21	33	31
Grade3	37	22	32
Grade 4	22	35	25
Grade 5	33	28	33
Grade 6	30	32	28
Grade 7	25	27	29
Grade 8	25	26	23
<b>Total Enrollment</b>	269	274	276

### Conclusions based on this data:

1. This data is consistent with the normal enrollment trends of LME

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	73	75	72	27.1%	27.4%	26.1%
Fluent English Proficient (FEP)	46	40	43	17.1%	14.6%	15.6%
Reclassified Fluent English Proficient (RFEP)	7	8	6	10.6%	11.0%	8.0%

### Conclusions based on this data:

1. The percentage of English Learners declined a bit mostly due to reclassification rates from the previous year.

# 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	26	39	35	26	37	35	26	37	34	100	94.9	100.0
Grade 4	29	23	25	29	22	23	29	22	23	100	95.7	92.0
Grade 5	32	28	33	32	27	32	32	27	32	100	96.4	97.0
Grade 6	30	27	26	29	27	25	29	27	25	96.7	100	96.2
Grade 7	25	30	25	25	29	25	25	29	25	100	96.7	100.0
Grade 8	38	26	23	38	25	23	38	25	23	100	96.2	100.0
All Grades	180	173	167	179	167	163	179	167	162	99.4	96.5	97.6

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2405.	2417.	2394.	15.38	18.92	14.71	23.08	37.84	14.71	26.92	16.22	29.41	34.62	27.03	41.18
Grade 4	2392.	2473.	2392.	13.79	27.27	4.35	6.90	27.27	17.39	10.34	22.73	8.70	68.97	22.73	69.57
Grade 5	2485.	2475.	2487.	25.00	14.81	18.75	25.00	29.63	25.00	9.38	18.52	25.00	40.63	37.04	31.25
Grade 6	2490.	2495.	2490.	3.45	7.41	4.00	20.69	22.22	28.00	55.17	44.44	36.00	20.69	25.93	32.00
Grade 7	2524.	2546.	2492.	4.00	6.90	4.00	40.00	44.83	24.00	36.00	34.48	20.00	20.00	13.79	52.00
Grade 8	2545.	2537.	2550.	0.00	20.00	17.39	47.37	12.00	26.09	26.32	32.00	26.09	26.32	36.00	30.43
All Grades	N/A	N/A	N/A	10.06	15.57	11.11	27.93	29.94	22.22	26.82	27.54	24.69	35.20	26.95	41.98

### 2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.38	27.03	14.71	50.00	45.95	58.82	34.62	27.03	26.47
Grade 4	10.34	22.73	*	41.38	59.09	*	48.28	18.18	*
Grade 5	37.50	14.81	9.38	21.88	51.85	75.00	40.63	33.33	15.63
Grade 6	13.79	14.81	*	58.62	51.85	*	27.59	33.33	*
Grade 7	12.00	13.79	*	56.00	62.07	*	32.00	24.14	*
Grade 8	15.79	20.00	*	57.89	32.00	*	26.32	48.00	*
All Grades	17.88	19.16	12.35	47.49	50.30	56.79	34.64	30.54	30.86

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	7.69	8.11	11.76	50.00	64.86	41.18	42.31	27.03	47.06
Grade 4	6.90	13.64	*	20.69	72.73	*	72.41	13.64	*
Grade 5	18.75	7.41	18.75	50.00	62.96	46.88	31.25	29.63	34.38
Grade 6	6.90	14.81	*	44.83	48.15	*	48.28	37.04	*
Grade 7	24.00	17.24	*	40.00	62.07	*	36.00	20.69	*
Grade 8	21.05	24.00	*	50.00	28.00	*	28.95	48.00	*
All Grades	14.53	13.77	9.88	43.02	56.89	52.47	42.46	29.34	37.65

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.38	21.62	8.82	57.69	62.16	76.47	26.92	16.22	14.71
Grade 4	13.79	0.00	*	58.62	90.91	*	27.59	9.09	*
Grade 5	9.38	14.81	18.75	56.25	59.26	65.63	34.38	25.93	15.63
Grade 6	3.45	3.70	*	79.31	70.37	*	17.24	25.93	*
Grade 7	8.00	10.34	*	76.00	79.31	*	16.00	10.34	*
Grade 8	2.63	12.00	*	71.05	64.00	*	26.32	24.00	*
All Grades	8.38	11.38	9.26	66.48	70.06	67.90	25.14	18.56	22.84

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	11.54	32.43	14.71	42.31	35.14	67.65	46.15	32.43	17.65
Grade 4	13.79	18.18	*	34.48	68.18	*	51.72	13.64	*
Grade 5	25.00	18.52	25.00	43.75	44.44	50.00	31.25	37.04	25.00
Grade 6	13.79	11.11	*	65.52	59.26	*	20.69	29.63	*
Grade 7	12.00	20.69	*	68.00	65.52	*	20.00	13.79	*
Grade 8	10.53	16.00	*	55.26	48.00	*	34.21	36.00	*
All Grades	14.53	20.36	16.67	51.40	52.10	62.35	34.08	27.54	20.99

2019-20 Data:

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**Conclusions based on this data:**

1. LME results indicate a 12.18% drop from 2019: 45.51% Exceeded or Met the Standard to 2021: 33.33% Exceeded or Met the Standard. The 2019-2020 school year did not have any CAASPP testing.
2. Now that the majority of students are in-person, LME will continue to implement the use Illuminate block assessments to determine pacing and re-teaching

# 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	27	40	35	27	38	33	27	38	33	100	95	94.3
Grade 4	27	23	25	27	22	23	27	22	23	100	95.7	92.0
Grade 5	31	28	33	31	27	32	31	27	32	100	96.4	97.0
Grade 6	30	26	26	29	26	24	29	26	24	96.7	100	92.3
Grade 7	25	30	25	25	29	25	25	29	25	100	96.7	100.0
Grade 8	38	26	23	38	25	23	38	25	23	100	96.2	100.0
All Grades	178	173	167	177	167	160	177	167	160	99.4	96.5	95.8

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

### 2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2407.	2421.	2375.	11.11	13.16	3.03	25.93	28.95	18.18	25.93	31.58	21.21	37.04	26.32	57.58
Grade 4	2392.	2459.	2418.	0.00	9.09	4.35	7.41	27.27	17.39	33.33	40.91	34.78	59.26	22.73	43.48
Grade 5	2483.	2504.	2479.	19.35	14.81	21.88	9.68	25.93	9.38	35.48	33.33	28.13	35.48	25.93	40.63
Grade 6	2462.	2504.	2496.	0.00	7.69	8.33	17.24	34.62	29.17	27.59	23.08	8.33	55.17	34.62	54.17
Grade 7	2510.	2544.	2493.	8.00	6.90	12.00	32.00	41.38	8.00	24.00	37.93	20.00	36.00	13.79	60.00
Grade 8	2558.	2545.	2534.	7.89	28.00	13.04	36.84	16.00	26.09	34.21	12.00	26.09	21.05	44.00	34.78
All Grades	N/A	N/A	N/A	7.91	13.17	10.63	22.03	29.34	17.50	30.51	29.94	23.13	39.55	27.54	48.75

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	18.52	23.68	3.03	33.33	36.84	39.39	48.15	39.47	57.58
<b>Grade 4</b>	3.70	13.64	*	18.52	40.91	*	77.78	45.45	*
<b>Grade 5</b>	22.58	22.22	25.00	22.58	33.33	37.50	54.84	44.44	37.50
<b>Grade 6</b>	6.90	19.23	*	24.14	46.15	*	68.97	34.62	*
<b>Grade 7</b>	24.00	20.69	*	40.00	62.07	*	36.00	17.24	*
<b>Grade 8</b>	13.16	32.00	*	65.79	28.00	*	21.05	40.00	*
<b>All Grades</b>	14.69	22.16	11.25	35.59	41.32	43.75	49.72	36.53	45.00

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	11.11	23.68	6.06	44.44	50.00	39.39	44.44	26.32	54.55
<b>Grade 4</b>	0.00	18.18	*	40.74	54.55	*	59.26	27.27	*
<b>Grade 5</b>	19.35	18.52	18.75	51.61	51.85	46.88	29.03	29.63	34.38
<b>Grade 6</b>	6.90	7.69	*	27.59	50.00	*	65.52	42.31	*
<b>Grade 7</b>	12.00	10.34	*	52.00	68.97	*	36.00	20.69	*
<b>Grade 8</b>	13.16	8.00	*	63.16	60.00	*	23.68	32.00	*
<b>All Grades</b>	10.73	14.97	10.63	47.46	55.69	51.88	41.81	29.34	37.50

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	25.93	18.42	12.12	44.44	47.37	60.61	29.63	34.21	27.27
<b>Grade 4</b>	3.70	9.09	*	37.04	68.18	*	59.26	22.73	*
<b>Grade 5</b>	19.35	7.41	6.25	32.26	55.56	65.63	48.39	37.04	28.13
<b>Grade 6</b>	0.00	15.38	*	37.93	42.31	*	62.07	42.31	*
<b>Grade 7</b>	20.00	10.34	*	56.00	72.41	*	24.00	17.24	*
<b>Grade 8</b>	7.89	24.00	*	76.32	52.00	*	15.79	24.00	*
<b>All Grades</b>	12.43	14.37	11.25	48.59	55.69	61.25	38.98	29.94	27.50

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.



**Conclusions based on this data:**

1. For the 2020-2021, the back and forth of distant learning, quarantining of students, and in-person instruction provided many challenges primarily in consistency of high leverage instruction and student accountability within the classes at LME.
2. LME results indicate a 3.12% drop from 2019: 14.37% of students above standard to 2021: 11.25% of students above standard. However we saw an increase in students at or near the standard from 2019: 48.59% at or near the standard to 2021: 61.25%. LME also saw a decrease from 2019 in students below the standard: 2019: 29.94% to 2021: 27.50. The 2019-2020 school year did not have any CAASPP testing.
3. Now that all students are in-person, LME will continue to implement the use of IABS and ICAS in addition to Illuminate block assessments to determine pacing and re-teaching.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1437.3	1407.8	*	1452.5	1427.9	*	1401.3	1360.5	*	15	18	9
1	*	1456.2	1443.8	*	1457.2	1444.2	*	1454.9	1442.8	*	16	12
2	*	*	*	*	*	*	*	*	*	*	4	6
3	*	*	1465.1	*	*	1467.5	*	*	1462.3	*	10	13
4	*	*	*	*	*	*	*	*	*	*	7	9
5	*	*	*	*	*	*	*	*	*	*	8	7
6	*	*	*	*	*	*	*	*	*	*	*	7
7	*	*	*	*	*	*	*	*	*	*	*	8
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										58	70	73

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	22.22	*	*	22.22	*	*	11.11	*	*	44.44	*	15	18	*
1	*	12.50	16.67	*	37.50	16.67		31.25	33.33	*	18.75	33.33	*	16	12
2	*	*	*	*	*	*		*	*	*	*	*	*	*	*
3		*	7.69	*	*	46.15	*	*	38.46	*	*	7.69	*	*	13
4		*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*		*	*		*	*	*	*	*	*	*	*
6		*	*		*	*		*	*	*	*	*	*	*	*
7		*	*	*	*	*		*	*	*	*	*	*	*	*
8	*	*	*		*	*	*	*	*	*	*	*	*	*	*
All Grades	31.03	12.86	8.22	24.14	28.57	24.66	*	28.57	31.51	27.59	30.00	35.62	58	70	73

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	22.22	*	*	33.33	*	*	11.11	*	*	33.33	*	15	18	*
1	*	31.25	25.00	*	12.50	8.33		43.75	41.67	*	12.50	25.00	*	16	12
2	*	*	*	*	*	*		*	*	*	*	*	*	*	*
3	*	*	30.77	*	*	53.85	*	*	7.69	*	*	7.69	*	*	13
4	*	*	*	*	*	*		*	*	*	*	*	*	*	*
5	*	*	*		*	*		*	*	*	*	*	*	*	*
6		*	*		*	*	*	*	*	*	*	*	*	*	*
7		*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*		*	*	*	*	*	*	*	*
All Grades	43.10	24.29	20.55	25.86	32.86	30.14	*	22.86	21.92	22.41	20.00	27.40	58	70	73

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	16.67	*	*	5.56	*	*	27.78	*	*	50.00	*	15	18	*
1	*	12.50	16.67	*	25.00	25.00	*	37.50	16.67	*	25.00	41.67	*	16	12
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3		*	0.00		*	38.46	*	*	23.08	*	*	38.46	*	*	13
4		*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*	*	*	*		*	*	*	*	*	*	*	*
6		*	*		*	*	*	*	*	*	*	*	*	*	*
7		*	*	*	*	*		*	*	*	*	*	*	*	*
8	*	*	*		*	*	*	*	*	*	*	*	*	*	*
All Grades	*	10.00	4.11	20.69	12.86	16.44	27.59	31.43	28.77	37.93	45.71	50.68	58	70	73

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	80.00	27.78	*	*	38.89	*		33.33	*	15	18	*
1	*	50.00	33.33	*	37.50	50.00	*	12.50	16.67	*	16	12
2	*	*	*		*	*	*	*	*	*	*	*
3	*	*	61.54	*	*	30.77	*	*	7.69	*	*	13
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*		*	*	*	*	*	*	*	*
6		*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	55.17	21.43	28.77	27.59	52.86	46.58	*	25.71	24.66	58	70	73

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	22.22	*	*	55.56	*	*	22.22	*	15	18	*
1	*	25.00	16.67	*	50.00	41.67	*	25.00	41.67	*	16	12
2	*	*	*	*	*	*		*	*	*	*	*
3	*	*	15.38	*	*	69.23	*	*	15.38	*	*	13
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*		*	*	*	*	*	*	*	*
6		*	*		*	*	*	*	*	*	*	*
7		*	*	*	*	*	*	*	*	*	*	*
8	*	*	*		*	*	*	*	*	*	*	*
All Grades	44.83	38.57	19.18	29.31	41.43	46.58	25.86	20.00	34.25	58	70	73

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	5.56	*	*	50.00	*	*	44.44	*	15	18	*
1	*	12.50	33.33	*	43.75	25.00	*	43.75	41.67	*	16	12
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	0.00		*	53.85	*	*	46.15	*	*	13
4		*	*	*	*	*	*	*	*	*	*	*
5	*	*	*		*	*	*	*	*	*	*	*
6		*	*	*	*	*	*	*	*	*	*	*
7		*	*	*	*	*	*	*	*	*	*	*
8	*	*	*		*	*	*	*	*	*	*	*
<b>All Grades</b>	22.41	10.00	6.85	34.48	40.00	38.36	43.10	50.00	54.79	58	70	73

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	22.22	*	*	11.11	*	*	66.67	*	15	18	*
1	*	12.50	0.00	*	62.50	58.33	*	25.00	41.67	*	16	12
2	*	*	*	*	*	*	*	*	*	*	*	*
3		*	7.69	*	*	69.23	*	*	23.08	*	*	13
4		*	*	*	*	*	*	*	*	*	*	*
5		*	*	*	*	*	*	*	*	*	*	*
6		*	*	*	*	*		*	*	*	*	*
7		*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	20.69	11.43	2.78	50.00	45.71	55.56	29.31	42.86	41.67	58	70	72

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Students have continued to adapt to the ELPAC test.
2. More work needs to be done in the area of ELD standards implementation school-wide.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
276	81.5	26.1	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	72	26.1
Foster Youth		
Homeless	13	4.7
Socioeconomically Disadvantaged	225	81.5
Students with Disabilities	45	16.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.4
American Indian or Alaska Native	4	1.4
Asian	5	1.8
Filipino		
Hispanic	147	53.3
Two or More Races	14	5.1
Native Hawaiian or Pacific Islander		
White	102	37.0

### Conclusions based on this data:

1. Los Molinos Elementary School is a diverse campus with supports in place for all students.







# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 480 699"><b>English Language Arts</b></p>  <p data-bbox="293 747 373 779">Yellow</p>	<p data-bbox="672 667 946 699"><b>Chronic Absenteeism</b></p>  <p data-bbox="784 747 834 779">Red</p>	<p data-bbox="1179 667 1398 699"><b>Suspension Rate</b></p>  <p data-bbox="1263 747 1313 779">Red</p>
<p data-bbox="251 867 415 898"><b>Mathematics</b></p>  <p data-bbox="293 947 373 978">Yellow</p>		

#### Conclusions based on this data:

1. LME is moving in the right direction with PBIS and restorative justice practices.



# School and Student Performance Data

## Academic Performance English Language Arts

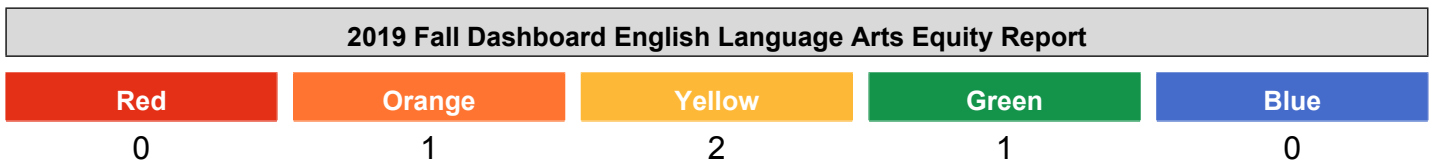
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Yellow 19.1 points below standard Increased ++9.7 points 145	<p><b>English Learners</b></p> Yellow 45 points below standard Increased ++5.7 points 62	<p><b>Foster Youth</b></p> No Performance Color 0 Students
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 28.7 points below standard Increased ++4.2 points 110	<p><b>Students with Disabilities</b></p> No Performance Color 41.6 points below standard Increased Significantly ++16.8 points 25

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

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 36.5 points below standard Maintained ++2.4 points 75	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 0 Students	 Green 5.9 points above standard Increased Significantly ++28 points 60

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

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

Current English Learner	Reclassified English Learners	English Only
78 points below standard Increased Significantly ++20.2 points 28	17.8 points below standard Declined -6.6 points 34	4.1 points above standard Increased Significantly ++22.6 points 73

**Conclusions based on this data:**

- Los Molinos Elementary School continues to find ways to increase student achievement in target groups. 2019-2020 School year did not complete all testing due to COVID19

# School and Student Performance Data

## Academic Performance Mathematics

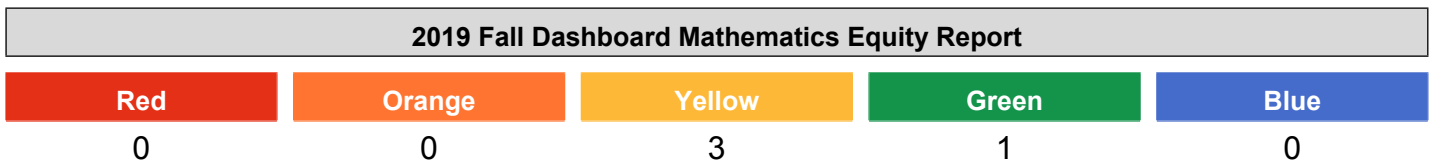
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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










This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>27.2 points below standard</p> <p>Increased Significantly ++22.1 points 145</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>41.5 points below standard</p> <p>Increased Significantly ++27.5 points 62</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>37.1 points below standard</p> <p>Increased Significantly ++15.2 points 110</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>61.3 points below standard</p> <p>Increased Significantly ++10.2 points 25</p>

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

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 32.9 points below standard Increased Significantly ++26.5 points 75	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 17.7 points below standard Increased Significantly ++19.7 points 60

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

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

Current English Learner	Reclassified English Learners	English Only
47.2 points below standard Increased Significantly ++57.8 points 28	36.7 points below standard Increased ++6.4 points 34	18.7 points below standard Increased Significantly ++22.4 points 73

#### Conclusions based on this data:

- Los Molinos Elementary School continues to seek ways to improve math performance for all students. 2019-2020 School year did not complete all testing due to COVID19.

# School and Student Performance Data

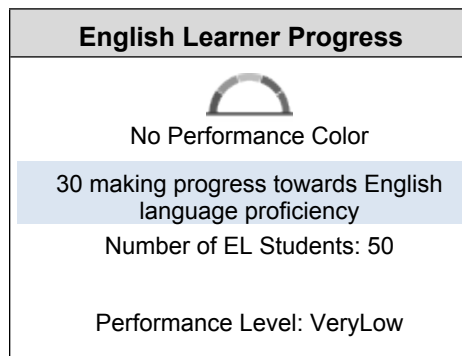
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

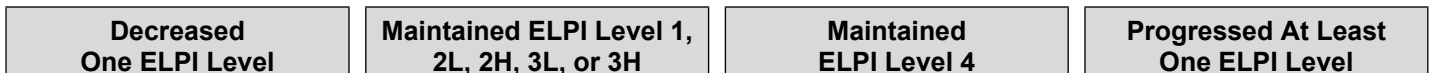
This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results



#### Conclusions based on this data:

1. English Learner Progress has decreased, this due in part to our level of reclassification. 2019-2020 School year did not complete all testing due to COVID19

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

**Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

**International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).



<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
3	2	0	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Red 18 Increased Significantly +3.4 323	Orange 16.3 Increased +2 80	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color 39.3 Increased +2.9 28	Red 20.2 Increased Significantly +5.1 262	Red 24 Increased +2 50

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

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Orange 15.3 Increased +2.2 157	 No Performance Color 11.8 Declined -8.2 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Red 21 Increased +4.7 138

**Conclusions based on this data:**

- Chronic Absenteeism rates increased for 2020-2021. This can be attributed to the dynamic of back and forth closures due to covid.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

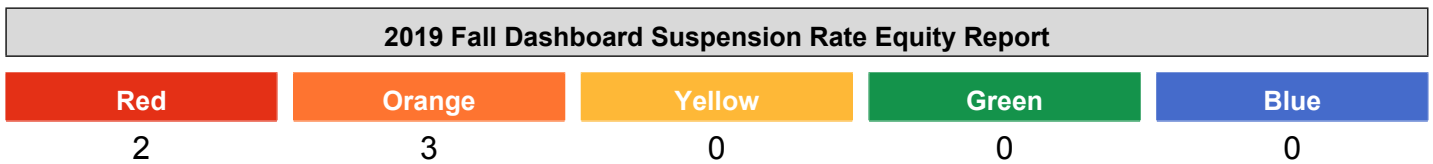
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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








This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Red 4.4 Increased Significantly +3.2 343	<p><b>English Learners</b></p>  Orange 2.4 Increased +2.4 85	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 3
<p><b>Homeless</b></p>  No Performance Color 3.1 Increased +3.1 32	<p><b>Socioeconomically Disadvantaged</b></p>  Red 4.3 Increased Significantly +3 279	<p><b>Students with Disabilities</b></p>  Red 15.7 Increased +10.9 51

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

African American	American Indian	Asian	Filipino
	 No Performance Color Less than 11 Students - Data 8	 No Performance Color Less than 11 Students - Data 3	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.8 Increased +1.8 163	 No Performance Color 10 Increased +10 20		 Orange 5.4 Increased +2.6 149

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.2	4.4

**Conclusions based on this data:**

1. For 2019, LME saw an increase of 1.2. For 2021, LME increased to 4.4%.
2. We need to apply more restorative justice practices to discipline cases, This can pose challenges especially with situations involving mandatory suspension codes.



# 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

Student Achievement

## LEA/LCAP Goal

All students will achieve proficiency in core subject areas as measured by the State Assessment (CAASPP).

## Goal 1

Increase the academic achievement of Latino students, students with disabilities, and socioeconomic disadvantaged students according to the CAASPP Math and ELA Measures. Considering the learning loss due to distant learning and Covid-19 schedule changes, our goal is to increase at any percentage rate for the 2022 CAASPP test. 2. California Dashboard indicators to maintain or increase at green or blue across all measures.

## Identified Need

2021 All students ELA 33.33%  
2021 All students Math 28.13%  
2021 Students with disabilities: ELA 26.67% , Math 24.81%  
2021 Latino Students: ELA 37.04% , Math 33.33%  
2021 Economically Disadvantaged Students: ELA 30.77% , Math 24.81% 2021 Latino Students: ELA 26.32% , Math 26.32%  
100% of PLCs will use data to guide instructional practices with an emphasis on closing the achievement gap in significant target groups. This will include a variety of intervention supports.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

Use measurable formative and summative assessments utilizing data analysis programs- SBAC Interim Assessments/Standards, Illuminate, iReady Diagnostics, and STAR Reading Assessments to gauge the learning of EL, Latino, Socio-economic disadvantaged and SPED students.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures
22,172	Other 5000-5999: Services And Other Operating Expenditures
4,922	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

Support students within the CORE curriculum by using instructional strategies that support English Learners, SPED, and Socio-economic students to write and speak using academic language. 2. For the above sub-groups, implement methods to increase cognitive tasks, express thinking orally, inform text structure, and engage in academic conversations. 3. Review monthly formative and summative assessment data using an analysis tool in PLC groups and inform practice to better serve these students 4. Create SMART (Specific Measurable Attainable Results Oriented, and Time Bound) goals for these sub-groups and monitor their growth by department. 5. Implement high leverage instructional strategies aligned to ELD and Common Core State Standard expectations.

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

NA

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.

NA



# 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

English Language Arts and Math Student Achievement

## LEA/LCAP Goal

All students will achieve proficiency in core subject areas as measured by the State Assessment (CAASPP).

## Goal 2

English Language Arts and Math. For the 2022/2023 school year, the proficiency level on the CAASPP Exam will improve school-wide. Considering the learning loss due to distant learning and Covid-19 schedule changes, our goal is to increase at any percentage rate for all subgroups in the 2022 CAASPP test.

## Identified Need

English Language Arts:

2021 School-Wide Standards Exceed: 11.11%

2021 School-Wide Standards Met: 22.22%

2021 School-Wide Standards Nearly Met: 24.69%

2021 School-Wide Standards Not Met: 41.98%

Math:

2021 School-wide Standards Exceed: 10.63%

2021 School-wide Standards Met: 17.50%

2021 School-wide Standards Nearly Met: 23.13%

2021 School-wide Standards Not Met: 48.75%

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

ELD and SPED Students

### Strategy/Activity

Implementation of ELD standards across all core courses. This includes ELD professional development and Instructional Coaching. Professional development focused on Designated and Integrated ELD/Academic Discourse and implementation.

### 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	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
1,500	LCFF - Supplemental 3000-3999: Employee Benefits

## Strategy/Activity 2

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

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

All Students

### Strategy/Activity

Continue to refine the PLC process by providing release time and professional development. ELA and Math: focus on claims and targets and the standards that fall under the identified focus claims and targets. PLC will share how they are using assessment and data to drive instruction. PLCs will also utilize the new IABs and ICAs to help prepare students for the CAASPP assessment and as a data tool to assess student learning.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,500	LCFF - Supplemental 4000-4999: Books And Supplies

# Annual Review

## SPSA Year Reviewed: 2020-21

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.

PLC will focus on student self-assessment and how to best implement throughout units (UDL focus) while teaching key standards from CAASPP target data.

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

Budgeted amounts support strategies/activities to support student achievement.

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.

Los Molinos Elementary will continue several programs identified in the SPSA to support student achievement including: PBL, PBIS, and Study Skills. We will continue to use the PLC process to guide and monitor performance as a site to assure all students are receiving an equity of services to support educational goals.

# 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

School Climate

## LEA/LCAP Goal

All students will have a safe and supportive school culture, climate, and learning environment that encourages physical, mental, and emotional health.

## Goal 3

Los Molinos Elementary will promote a positive learning environment for students by implementing systems and programs. LME will continue to decrease absenteeism and suspension rates for the 2022-2023 school year.

## Identified Need

ADA for 2020-2021

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

## Strategy/Activity 1

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

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

All Students

### Strategy/Activity

Implement PBIS program initiatives for students.  
Proactive discipline model including the use of restorative justice, with a focus on reducing the amount of time students are out of the classroom.

## 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)
-----------	-----------

75,000

Comprehensive Support and Improvement (CSI)

**Strategy/Activity 2****Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

Strengthening of PBIS incentive program recognizing students and adults on campus  
Regular PBIS meetings to review data including administrators, teachers, and Student Support team

Implement school wide expectations.

PBIS will meet to analyze data and review incentives.

**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)**

10,000

**Source(s)**

Comprehensive Support and Improvement (CSI)  
4000-4999: Books And Supplies

**Annual Review****SPSA Year Reviewed: 2020-21**

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.

Reassessed discipline matrix to assure consistency of consequences and further support the application of restorative discipline processes.

Revisit supervision assignments to increase student safety and reduction of less desired behaviors.

Continue to implement social skill groups and crisis counseling.

Implement bullying intervention program to address behaviors, and provide support for students.

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

No major differences noted.



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.

PBIS and Attendance Incentives through rewards and activities - \$4000

# 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

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

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.

# 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

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

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.

# 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

## LEA/LCAP Goal

## Goal 6

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

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.

# 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

## LEA/LCAP Goal

## Goal 7

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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)

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.

# 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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$127,094.00

## 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	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$85,000.00

Subtotal of additional federal funds included for this school: **\$85,000.00**

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

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$19,922.00
Other	\$22,172.00

Subtotal of state or local funds included for this school: **\$42,094.00**

Total of federal, state, and/or local funds for this school: **\$127,094.00**

# 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
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## Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	85,000.00
LCFF - Supplemental	19,922.00
Other	22,172.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	4,000.00
3000-3999: Employee Benefits	1,500.00
4000-4999: Books And Supplies	86,500.00
5000-5999: Services And Other Operating Expenditures	35,094.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	85,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4,000.00
3000-3999: Employee Benefits	LCFF - Supplemental	1,500.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,500.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	12,922.00
5000-5999: Services And Other Operating Expenditures	Other	22,172.00

# Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	35,094.00
Goal 2	7,000.00
Goal 3	85,000.00



# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Josh Rowe School Principal

Kristina Zarate Classroom Teachers

Joe Ramirez Other School Staff

Heather Van Stavern Parent or Community Members

Name of Members	Role
Megan Weiss	Classroom Teacher Parent or Community Member
Edith Orejel	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 3/16/22.

Attested:

Principal, Joshua Rowe on 3/16/22

SSC Chairperson, Heather Van Stavern on 3/16/22

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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



# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019