

School Year: **2023-24**



# 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	03/07/24	03/21/24

## 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 a positive impact on student learning.

# Table of Contents

- SPSA Title Page ..... 1
- Purpose and Description..... 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components ..... 5
  - Data Analysis ..... 5
  - Surveys ..... 5
  - Classroom Observations ..... 5
  - Analysis of Current Instructional Program..... 6
- Educational Partner Involvement ..... 9
- Resource Inequities ..... 10
- School and Student Performance Data ..... 11
  - Student Enrollment..... 11
  - CAASPP Results..... 13
  - ELPAC Results ..... 17
  - Student Population ..... 21
  - Overall Performance ..... 22
  - Academic Performance ..... 23
  - Academic Engagement ..... 29
  - Conditions & Climate..... 32
- Goals, Strategies, & Proposed Expenditures..... 34
  - Goal 1..... 34
  - Goal 2..... 37
  - Goal 3..... 41
  - Goal 4..... 44
  - Goal 5..... 45
- Goals, Strategies, & Proposed Expenditures..... 46
  - Goal 6..... 46
- Goals, Strategies, & Proposed Expenditures..... 47
  - Goal 7..... 47
- Budget Summary ..... 48
  - Budget Summary ..... 48
  - Other Federal, State, and Local Funds ..... 48
- Budgeted Funds and Expenditures in this Plan ..... 49
  - Funds Budgeted to the School by Funding Source..... 49
  - Expenditures by Funding Source ..... 49
  - Expenditures by Budget Reference ..... 49

Expenditures by Budget Reference and Funding Source .....49

Expenditures by Goal .....50

School Site Council Membership .....51

Recommendations and Assurances .....52

Instructions.....53

    Instructions: Linked Table of Contents .....53

    Purpose and Description .....54

    Educational Partner Involvement .....54

    Resource Inequities .....54

Goals, Strategies, Expenditures, & Annual Review .....55

    Annual Review .....56

    Budget Summary .....57

    Appendix A: Plan Requirements .....59

    Appendix B: .....62

    Appendix C: Select State and Federal Programs .....64

# 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 and friendly school

More parent communication

More updates via the school website and social media.

## 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 and communicating the observations with the teacher to improve classroom instructional practices.

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. Teachers in thier first two years of education also participate in the Induction 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 3-8, 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 and to move forward with instructional decisions made in these meetings.

## 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, UC Davis C-STEM Curriculum, a 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. Los Molinos Unified School District also has an district coordinator, who is 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 students not showing mastery of content in class.

## 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 and curriculum mapping opportunities have 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 that covers the entirety of the school year. 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 transitional kindergarten through 8th grade parents. 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 and Booster meetings. 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.

## Educational Partner Involvement

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

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

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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.5%	1.51%	0%	4	4	0
African American	0.4%	0.38%	0.85%	1	1	2
Asian	1.8%	1.51%	1.27%	5	4	3
Filipino	%	%	0%		0	0
Hispanic/Latino	53.3%	58.87%	61.86%	147	156	146
Pacific Islander	%	%	0%		0	0
White	37.0%	34.34%	32.63%	102	91	77
Multiple/No Response	5.1%	3.02%	2.12%	14	8	5
	<b>Total Enrollment</b>			276	265	236

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	43	37	30
Grade 1	32	29	19
Grade 2	31	31	30
Grade3	32	26	27
Grade 4	25	30	25
Grade 5	33	23	26
Grade 6	28	30	22
Grade 7	29	28	28
Grade 8	23	31	29
<b>Total Enrollment</b>	276	265	236

### Conclusions based on this data:

1. This data is consistent with the normal enrollment trends of LME
2. LME has been working hard to bring up the downward trending enrollment numbers, through a school wide focus on PBL (Project Based Learning), PBIS and the implementation of the UC Davis C-STEM curriculum school wide.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	72	90	80	26.1%	34.0%	33.9%
Fluent English Proficient (FEP)	43	34	30	15.6%	12.8%	12.7%
Reclassified Fluent English Proficient (RFEP)	6			8.3%		

### Conclusions based on this data:

1. The percentage of English Learners has remained relatively stable with a .1% drop in English Learners
2. LME continues to implement statewide ELD standards school wide across the grade levels and curriculum.

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	35	24	28	35	24	28	34	24	28	100.0	100.0	100.0
Grade 4	25	27	22	23	27	22	23	27	22	92.0	100.0	100.0
Grade 5	33	21	22	32	20	22	32	20	22	97.0	95.2	100.0
Grade 6	26	26	20	25	25	19	25	25	19	96.2	96.2	95.0
Grade 7	25	27	26	25	27	23	25	27	23	100.0	100.0	88.5
Grade 8	23	27	26	23	26	25	23	26	25	100.0	96.3	96.2
All Grades	167	152	144	163	149	139	162	149	139	97.6	98.0	96.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2394.	2361.	2324.	14.71	4.17	0.00	14.71	16.67	10.71	29.41	25.00	10.71	41.18	54.17	78.57
Grade 4	2392.	2476.	2457.	4.35	22.22	22.73	17.39	37.04	13.64	8.70	3.70	27.27	69.57	37.04	36.36
Grade 5	2487.	2461.	2500.	18.75	5.00	18.18	25.00	25.00	31.82	25.00	30.00	36.36	31.25	40.00	13.64
Grade 6	2490.	2489.	2452.	4.00	4.00	0.00	28.00	40.00	15.79	36.00	24.00	36.84	32.00	32.00	47.37
Grade 7	2492.	2512.	2578.	4.00	0.00	17.39	24.00	37.04	47.83	20.00	29.63	17.39	52.00	33.33	17.39
Grade 8	2550.	2426.	2511.	17.39	0.00	0.00	26.09	7.69	28.00	26.09	11.54	32.00	30.43	80.77	40.00
All Grades	N/A	N/A	N/A	11.11	6.04	9.35	22.22	27.52	24.46	24.69	20.13	25.90	41.98	46.31	40.29

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	14.71	*	*	58.82	*	*	26.47	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	9.38	*	*	75.00	*	*	15.63	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	12.35	7.38	10.79	56.79	59.06	61.87	30.86	33.56	27.34

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	11.76	*	*	41.18	*	*	47.06	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	18.75	*	*	46.88	*	*	34.38	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	9.88	7.38	10.79	52.47	50.34	43.17	37.65	42.28	46.04

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	8.82	*	*	76.47	*	*	14.71	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	18.75	*	*	65.63	*	*	15.63	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	9.26	8.72	8.63	67.90	65.77	75.54	22.84	25.50	15.83

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	14.71	*	*	67.65	*	*	17.65	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	25.00	*	*	50.00	*	*	25.00	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	16.67	9.40	12.95	62.35	67.11	65.47	20.99	23.49	21.58

**Conclusions based on this data:**

1. LME overall ELA results indicate a marginal 0.25% increase from 2022: 33.56% Exceeded or Met the Standard to 2023: 33.81% Exceeded or Met the Standard.
2. LME will continue to use Illuminate Block Assessments and benchmark exams to determine pacing and re-teaching, analyzing these results in PLC meetings held bimonthly.
3. LME will use supplemental instructional materials in conjunction with board adopted curriculum to enhance student learning in ELA.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	35	24	28	33	24	28	33	24	28	94.3	100.0	100.0
Grade 4	25	27	21	23	27	21	23	27	21	92.0	100.0	100.0
Grade 5	33	21	22	32	20	22	32	20	22	97.0	95.2	100.0
Grade 6	26	26	20	24	25	19	24	25	19	92.3	96.2	95.0
Grade 7	25	27	26	25	27	23	25	27	23	100.0	100.0	88.5
Grade 8	23	27	26	23	26	25	23	26	25	100.0	96.3	96.2
All Grades	167	152	143	160	149	138	160	149	138	95.8	98.0	96.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2375.	2374.	2328.	3.03	4.17	0.00	18.18	16.67	7.14	21.21	25.00	14.29	57.58	54.17	78.57
Grade 4	2418.	2460.	2476.	4.35	7.41	23.81	17.39	33.33	14.29	34.78	33.33	38.10	43.48	25.93	23.81
Grade 5	2479.	2455.	2476.	21.88	0.00	9.09	9.38	30.00	9.09	28.13	25.00	31.82	40.63	45.00	50.00
Grade 6	2496.	2454.	2461.	8.33	4.00	0.00	29.17	4.00	15.79	8.33	44.00	26.32	54.17	48.00	57.89
Grade 7	2493.	2474.	2542.	12.00	7.41	21.74	8.00	7.41	30.43	20.00	25.93	21.74	60.00	59.26	26.09
Grade 8	2534.	2397.	2502.	13.04	3.85	0.00	26.09	0.00	16.00	26.09	0.00	40.00	34.78	96.15	44.00
All Grades	N/A	N/A	N/A	10.63	4.70	8.70	17.50	14.77	15.22	23.13	25.50	28.26	48.75	55.03	47.83

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	3.03	*	*	39.39	*	*	57.58	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	25.00	*	*	37.50	*	*	37.50	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	11.25	6.04	15.22	43.75	40.27	42.75	45.00	53.69	42.03

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	6.06	*	*	39.39	*	*	54.55	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	18.75	*	*	46.88	*	*	34.38	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	10.63	4.03	5.07	51.88	50.34	52.90	37.50	45.64	42.03

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	12.12	*	*	60.61	*	*	27.27	*	*
Grade 4	*	*	*	*	*	*	*	*	*
Grade 5	6.25	*	*	65.63	*	*	28.13	*	*
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	11.25	5.37	6.52	61.25	55.03	55.80	27.50	39.60	37.68

**Conclusions based on this data:**

1. LME results indicate a 4.45% increase from 2021-22 in students who met or exceeded the standard. 23.92% of students met or exceeded the standard in 2022-2023 compared to 19.47% 2021-2022.
2. LME will continue to implement the use of IABS and ICAS in addition to Illuminate block assessments analyzing results at PLC meetings to determine pacing and reteaching of concepts not mastered.
3. LME will continue to offer tutoring twice a week and Academic Boot Camps. In addition there we will use the UC Davis C-STEM Curriculum and Measuring Up as a supplements to our adopted math curriculum. There will also be an increased focus on consistent use of research backed high leverage teaching strategies in all classrooms to enhance teaching and student learning.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1416.9	1382.1	*	1432.2	1375.9	*	1381.1	1396.1	9	14	14
1	1443.8	1414.6	*	1444.2	1428.3	*	1442.8	1400.3	*	12	11	7
2	*	1461.5	*	*	1461.6	*	*	1460.5	*	6	13	9
3	1465.1	*	1470.4	1467.5	*	1472.3	1462.3	*	1468.1	13	5	12
4	*	1514.2	*	*	1505.1	*	*	1522.5	*	9	11	4
5	*	*	*	*	*	*	*	*	*	7	8	8
6	*	*	*	*	*	*	*	*	*	7	8	7
7	*	*	*	*	*	*	*	*	*	8	7	6
8	*	*	*	*	*	*	*	*	*	*	7	5
All Grades										73	84	72

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	0.00	7.14	*	50.00	28.57	*	35.71	28.57	*	14.29	35.71	*	14	14
1	16.67	0.00	*	16.67	9.09	*	33.33	54.55	*	33.33	36.36	*	12	11	*
2	*	0.00	*	*	46.15	*	*	38.46	*	*	15.38	*	*	13	*
3	7.69	*	0.00	46.15	*	25.00	38.46	*	58.33	7.69	*	16.67	13	*	12
4	*	18.18	*	*	54.55	*	*	18.18	*	*	9.09	*	*	11	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.22	5.95	11.11	24.66	36.90	30.56	31.51	32.14	38.89	35.62	25.00	19.44	73	84	72

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	*	14.29	0.00	*	42.86	35.71	*	35.71	21.43	*	7.14	42.86	*	14	14
<b>1</b>	25.00	0.00	*	8.33	27.27	*	41.67	45.45	*	25.00	27.27	*	12	11	*
<b>2</b>	*	7.69	*	*	46.15	*	*	38.46	*	*	7.69	*	*	13	*
<b>3</b>	30.77	*	8.33	53.85	*	58.33	7.69	*	25.00	7.69	*	8.33	13	*	12
<b>4</b>	*	45.45	*	*	36.36	*	*	9.09	*	*	9.09	*	*	11	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>7</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>8</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	20.55	14.29	13.89	30.14	41.67	48.61	21.92	30.95	22.22	27.40	13.10	15.28	73	84	72

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	*	0.00	7.14	*	14.29	21.43	*	71.43	50.00	*	14.29	21.43	*	14	14
<b>1</b>	16.67	0.00	*	25.00	9.09	*	16.67	18.18	*	41.67	72.73	*	12	11	*
<b>2</b>	*	0.00	*	*	46.15	*	*	23.08	*	*	30.77	*	*	13	*
<b>3</b>	0.00	*	0.00	38.46	*	8.33	23.08	*	58.33	38.46	*	33.33	13	*	12
<b>4</b>	*	9.09	*	*	36.36	*	*	36.36	*	*	18.18	*	*	11	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>7</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>8</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	4.11	1.19	9.72	16.44	23.81	18.06	28.77	34.52	40.28	50.68	40.48	31.94	73	84	72

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	*	7.14	7.14	*	85.71	57.14	*	7.14	35.71	*	14	14
<b>1</b>	33.33	9.09	*	50.00	72.73	*	16.67	18.18	*	12	11	*
<b>2</b>	*	15.38	*	*	84.62	*	*	0.00	*	*	13	*
<b>3</b>	61.54	*	0.00	30.77	*	100.00	7.69	*	0.00	13	*	12
<b>4</b>	*	81.82	*	*	9.09	*	*	9.09	*	*	11	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>7</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>8</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	28.77	22.62	20.83	46.58	60.71	63.89	24.66	16.67	15.28	73	84	72

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	*	7.14	0.00	*	85.71	42.86	*	7.14	57.14	*	14	14
<b>1</b>	16.67	0.00	*	41.67	63.64	*	41.67	36.36	*	12	11	*
<b>2</b>	*	7.69	*	*	84.62	*	*	7.69	*	*	13	*
<b>3</b>	15.38	*	25.00	69.23	*	66.67	15.38	*	8.33	13	*	12
<b>4</b>	*	9.09	*	*	81.82	*	*	9.09	*	*	11	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>7</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>8</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	19.18	16.67	37.50	46.58	69.05	44.44	34.25	14.29	18.06	73	84	72

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	*	0.00	7.14	*	85.71	78.57	*	14.29	14.29	*	14	14
<b>1</b>	33.33	9.09	*	25.00	18.18	*	41.67	72.73	*	12	11	*
<b>2</b>	*	15.38	*	*	61.54	*	*	23.08	*	*	13	*
<b>3</b>	0.00	*	0.00	53.85	*	41.67	46.15	*	58.33	13	*	12
<b>4</b>	*	0.00	*	*	72.73	*	*	27.27	*	*	11	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>7</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>8</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	6.85	4.76	13.89	38.36	48.81	51.39	54.79	46.43	34.72	73	84	72

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	*	7.14	14.29	*	71.43	57.14	*	21.43	28.57	*	14	14
<b>1</b>	0.00	0.00	*	58.33	54.55	*	41.67	45.45	*	12	11	*
<b>2</b>	*	0.00	*	*	69.23	*	*	30.77	*	*	13	*
<b>3</b>	7.69	*	0.00	69.23	*	91.67	23.08	*	8.33	13	*	12
<b>4</b>	*	36.36	*	*	54.55	*	*	9.09	*	*	11	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>7</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>8</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	2.78	5.95	12.50	55.56	70.24	65.28	41.67	23.81	22.22	72	84	72

**Conclusions based on this data:**

1. LME will continue to implement state adopted ELD standards in classrooms across all grade levels.
2. Walkthrough feedback is being given to all LME teachers through the Sheltered Instruction Observation Protocol, with a focus on instructional strategies based on SDAI techniques.
3. Students have continued to adapt to the ELPAC test.

# School and Student Performance Data

## Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>236</b>	<b>81.8</b>	<b>33.9</b>	<b>0.8</b>
Total Number of Students enrolled in Los Molinos Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	80	33.9
Foster Youth	2	0.8
Homeless	7	3
Socioeconomically Disadvantaged	193	81.8
Students with Disabilities	32	13.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.8
Asian	3	1.3
Hispanic	146	61.9
Two or More Races	5	2.1
White	77	32.6

### 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Yellow		
<b>English Learner Progress</b>  Green		

#### Conclusions based on this data:

1. LME continues to focus on PBIS rewards system to encourage positive behavior of all students, restorative justice practices have increased in their usage.
2. Tutoring is offered two times a week and Saturday Academic Boot Camps are held to bolster student learning.

# School and Student Performance Data

## Academic Performance English Language Arts

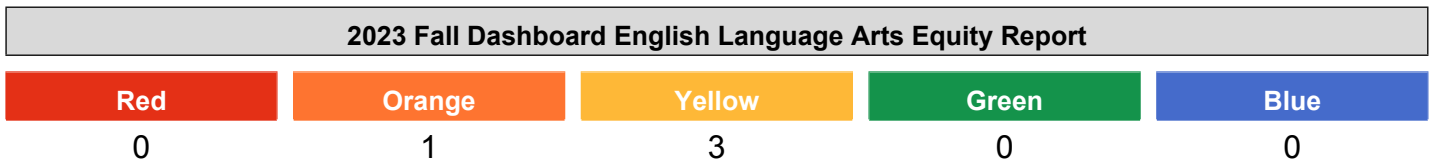
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Yellow</p> <p>33.2 points below standard</p> <p>Increased +14 points</p> <p>138 Students</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>69.8 points below standard</p> <p>Decreased -4.4 points</p> <p>51 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>8 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>38.3 points below standard</p> <p>Increased Significantly +16.3 points</p> <p>120 Students</p>	<p><b>Students with Disabilities</b></p> <p>61.8 points below standard</p> <p>Maintained -1.4 points</p> <p>26 Students</p>

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  1 Student	 No Performance Color 0 Students	Less than 11 Students  3 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 38.7 points below standard Increased Significantly +16 points 89 Students	Less than 11 Students  1 Student	Less than 11 Students  0 Students	 Yellow 32.5 points below standard Increased +9.1 points 44 Students

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

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
77.6 points below standard Increased +5 points 43 Students	Less than 11 Students  8 Students	16.9 points below standard Increased Significantly +20.2 points 66 Students

**Conclusions based on this data:**

1. Los Molinos Elementary School continues to find ways to increase student achievement in target groups.
2. LME teachers will continue to meet bimonthly to analyze student data from standardized district benchmark assessments to determine the ELA standards and concepts students are successful in learning and to determine which standards and concepts were not mastered and need to be re-taught.
3. LME will continue to use and refine curriculum guides to ensure they are aligned with standardized benchmark exams whose results are analyzed to determine content that needs to be re-taught.



# School and Student Performance Data

## Academic Performance Mathematics

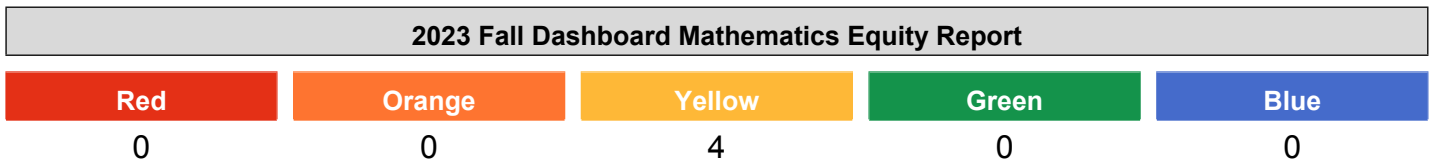
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 53.4 points below standard Increased Significantly +26.3 points 138 Students	<b>English Learners</b>  Yellow 82.7 points below standard Increased +14 points 51 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> Less than 11 Students 8 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 58.6 points below standard Increased Significantly +28.7 points 120 Students	<b>Students with Disabilities</b> 57.3 points below standard Increased Significantly +31.5 points 26 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  1 Student	 No Performance Color 0 Students	Less than 11 Students  3 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 59.1 points below standard Increased Significantly +22.7 points 89 Students	Less than 11 Students  1 Student	Less than 11 Students  0 Students	 Yellow 53 points below standard Increased Significantly +23.3 points 44 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
86.8 points below standard Increased Significantly +29.5 points 43 Students	Less than 11 Students  8 Students	39.4 points below standard Increased Significantly +32.5 points 66 Students

#### Conclusions based on this data:

1. Los Molinos Elementary School continues to seek ways to improve math performance for all students including the implementation of UC Davis's C-STEM curriculum as a supplement to the adopted math curriculum.
2. LME has continued to use and refine curriculum guides aligned with standardized district benchmark exams to determine content that needs to be re-taught. Benchmark results are analyzed through the system of inquiry at our PLC meetings.
3. LME will continue to focus on research proven high leverage teaching strategies to improve teaching and student learning.

# School and Student Performance Data

## Academic Performance English Learner Progress

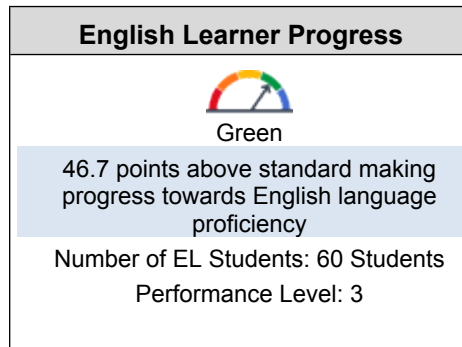
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

### 2023 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.

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13	18	1	26

#### Conclusions based on this data:

- English Learner Progress has increased, with 45 out of 60 increasing one ELPI level or maintaining their current level.
- LME will continue to use ELD strategies schoolwide that address ELD Standards in all classes and with all students. These strategies are centered around the SIOP (Sheltered Instruction Observation Protocol) model. These strategies and other interventions will help students improve their learning of the English language.
- LME will provide in-depth ELD training to staff schoolwide.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

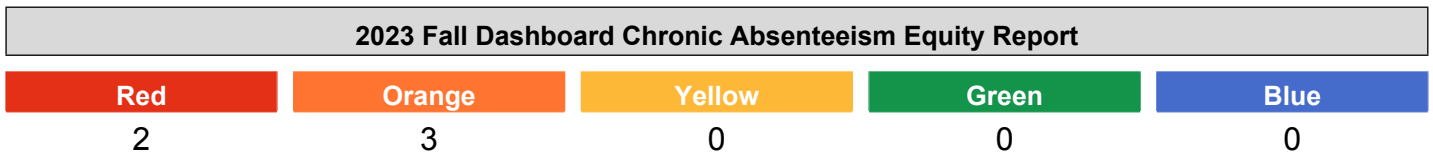
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>26.4% Chronically Absent</p> <p>Declined -2.7</p> <p>254 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>22% Chronically Absent</p> <p>Increased 5.5</p> <p>82 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>3 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>7 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>28.2% Chronically Absent</p> <p>Declined -1.8</p> <p>213 Students</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>31% Chronically Absent</p> <p>Declined -10.4</p> <p>42 Students</p>

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  2 Students	Less than 11 Students  2 Students	Less than 11 Students  3 Students	 No Performance Color 0 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Red 23.1% Chronically Absent Increased Significantly 4  156 Students	Less than 11 Students  8 Students	Less than 11 Students  1 Student	 Orange 30.5% Chronically Absent Declined -14.1  82 Students

**Conclusions based on this data:**

1. Chronic Absenteeism rates were high for the 22-23 school year, however LME did see a 2.7% decline in chronic absenteeism from the previous school year.
2. LME administration with the School Resource Officer hold preventative meetings with parents to inform them of their students absent rate and to review the importance of regular school attendance.
3. LME continues to recognizes students with perfect and improved attendance at end of the trimester awards ceremony's to positively address student absenteeism.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

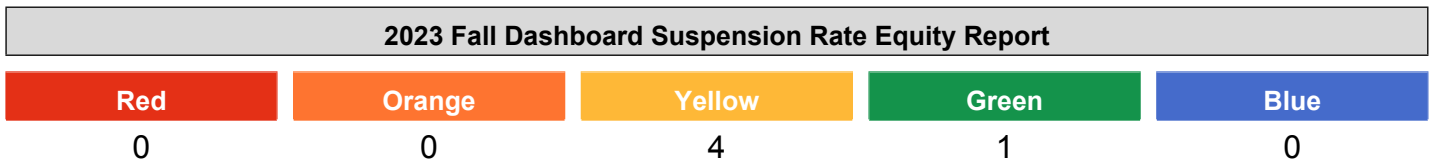
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.






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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>3.1% suspended at least one day</p> <p>Declined Significantly -1.7</p> <p>258 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>2.4% suspended at least one day</p> <p>Maintained 0.2</p> <p>84 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>3 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>8 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>3.7% suspended at least one day</p> <p>Declined Significantly -1.6</p> <p>215 Students</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>4.5% suspended at least one day</p> <p>Declined -1.8</p> <p>44 Students</p>



**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 2 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.9% suspended at least one day Declined -0.6 159 Students	Less than 11 Students 8 Students	Less than 11 Students 1 Student	 Yellow 6% suspended at least one day Declined -3.4 83 Students

**Conclusions based on this data:**

1. For 2022-23, LME suspension rate decrease by 3.1% form 2021-2022.
2. LME staff will continue to implement more restorative justice practices to discipline cases, This can pose challenges especially with situations involving mandatory suspension codes.
3. LME continues to use the PBIS system in conjunction with the School Wide Expectations Teaching Model (SWETM) to reinforce positive behavioral expectations and to reteach appropriate behavior to students when they do not meet those behavioral expectations..

# 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. Our goal is to increase 10 percentage points for the 2023-24 CAASPP test. 2. California Dashboard indicators to maintain or increase at green or blue across all measures. 3) We will increase the reclassification rate of our ELs and Long Term ELs by 5%.

## Identified Need

2023 All students ELA 33.33% Met or Exceeded  
2023 All students Math 23.29 Met or Exceeded  
2023 Students with disabilities: ELA 5.26% , Math 15.79%  
2023 Latino Students: ELA 32.61% , Math 23.07%  
2023 Economically Disadvantaged Students: ELA 30.57% , Math 22.50% 2021 Latino Students: ELA 30.12% , Math 23.17%  
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: Programs include; Illuminate, iReady Diagnostics, Measuring Up, Mindsets, Commonlit, No Red Ink and STAR Reading Assessments to gauge the learning of EL, Latino,

Socio-economic disadvantaged and SPED students. To increase the reclassification rate of our ELs and Long Term ELs we will use an interactive ELD curriculum with targeted students and continue with the focused use of SOIP and SDAI high leverage teaching strategies.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
9,640	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Illuminate
22,172	Other 5000-5999: Services And Other Operating Expenditures iReady
4,201	ESSER III 5000-5999: Services And Other Operating Expenditures Measuring Up
14,850	ESSER III 5000-5999: Services And Other Operating Expenditures Mindsets
4,000	Other 5000-5999: Services And Other Operating Expenditures Commonlit
2,210	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures No Red Ink
4,638	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures STAR Reading Assessments

**Annual Review**

**SPSA Year Reviewed: 2022-23**

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

# ANALYSIS

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

School wide supports 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. These instructional strategies will be based on the Sheltered Instructional Observation Protocol (SIOP) 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 to analyze the standards where mastery has not been achieved, to inform teaching practices within the classroom and 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 2023/24 school year, the proficiency level on the CAASPP Exam will improve school-wide. Our goal is to increase by 10% for all subgroups in the 2024 CAASPP test.

## Identified Need

English Language Arts:

2023 School-Wide Standards Exceed: 9.35%

2023 School-Wide Standards Met: 24.46%

2023 School-Wide Standards Nearly Met: 25.90%

2023 School-Wide Standards Not Met: 40.29%

Math:

2023 School-wide Standards Exceed: 8.7%

2023 School-wide Standards Met: 15.22%

2023 School-wide Standards Nearly Met: 28.26%

2023 School-wide Standards Not Met: 47.83%

## 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 ELD Coordinator Stipend
2,000	LCFF - Supplemental 3000-3999: Employee Benefits ELD Coordinator Stipend Benefits & PD Benefits
2,250	ESSER III 5800: Professional/Consulting Services And Operating Expenditures ELD Training
1,150	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitutes for ELPAC Testing
300	LCFF - Supplemental 3000-3999: Employee Benefits Benefits for ELPAC Testing Substitutes

## Strategy/Activity 2

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

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

All Students

### Strategy/Activity

ELA and Math: focus on claims and targets and the standards that fall under the identified focus claims and targets as identified in monthly benchmark assessments analyzed in bimonthly PLC meetings. Where the teachers will share how they are using assessment and data to drive instruction. PLCs will also utilize the IABs, ICAs, Block Mirror Assessments through Illuminate to help prepare students for the CAASPP assessment and as a data tool to assess student learning. Additionally supplemental programs like Measuring Up and Mindsets will be used to enhance instruction base knowledge and critical thinking across ELA and Math.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,000	LCFF - Supplemental 4000-4999: Books And Supplies PLC Meeting Supplies

## Strategy/Activity 3

## Students to be Served by this Strategy/Activity

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

All Students

## Strategy/Activity

Implement UC Davis C-Stem Robotics curriculum to support Math and NGSS standards. Continue to implement Project Based Learning to support ELA and Math standards.

## Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
66,000	ESSER III 5000-5999: Services And Other Operating Expenditures UC Davis CSTEM On Site Training Program
10,000	ESSER III 1000-1999: Certificated Personnel Salaries CSTEM Professional Development
3,000	ESSER III 3000-3999: Employee Benefits CSTEM Professional Development Benefits
36,848	ESSER III 4000-4999: Books And Supplies CSTEM Materials & Supplies
5,000	LCFF - Supplemental 4000-4999: Books And Supplies PBL Materials & Supplies
40,000	LCFF - Supplemental 4000-4999: Books And Supplies Flexible Seating

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

PLC's will focus on student assessment data and how to best implement best teaching strategies throughout units (UDL and SIOP)

focus) and core subject areas while teaching key standards from CAASPP target data. This will lead to a 10% increase in students scoring proficient and above on the CAASPP in both Math and ELA in the 2024 testing.

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: Project Based Learning, PBIS, Study Skills, After school tutoring, academic boot camps and the school wide implementation of the UC Davis C-STEM Curriculum to supplement in the areas of science and math. 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 2023-2024 school year by 10%.

## Identified Need

ADA for 2021-2022

## 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

Continue with 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. 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 and school wide expectations teaching strategies for staff to give replacement behaviors when students are not meeting the school expectations.  
PBIS will meet to analyze data and review incentives. PBIS team will survey students and provide highly desirable incentive and reward materials.

## Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
50,000	Other 4000-4999: Books And Supplies PBIS Buyback Rewards Program
2,000	LCFF - Supplemental 4000-4999: Books And Supplies PBIS Meeting Supplies

## 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

LME will utilize Peer Mediators to empower students to resolve low level conflicts among students. Will continue to participate in the Great Kindness Challenge to improve school culture. Fully utilize School Resource Officer to build positive relationships with students and to increase students feeling safe on campus and to help encourage students to attend school. Increase Social Skills Counseling for students, to help students cope and be successful navigating complex social situations. LME will also have students trained as Safe Schools Ambassadors to increase positive school culture.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000	LCFF - Supplemental 4000-4999: Books And Supplies Supplies for Meetings
50,000	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures SRO

# Annual Review

## SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

Reassessed discipline matrix to assure consistency of consequences and further support the application of restorative discipline processes. PBIS Posters stating the expected behaviors of all students in those areas are posted around campus to help teach the expected behaviors for those areas of campus.

Continued use of Peer Mediators to mediate low level disputes between students. Revisit supervision assignments to increase student safety and reduction of less desired behaviors. 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	\$339,259.00

## 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 (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
ESSER III	\$137,149.00
LCFF - Supplemental	\$125,938.00
Other	\$76,172.00

Subtotal of state or local funds included for this school: \$339,259.00

Total of federal, state, and/or local funds for this school: \$339,259.00



# 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
ESSER III	137,149.00
LCFF - Supplemental	125,938.00
Other	76,172.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	15,150.00
3000-3999: Employee Benefits	5,300.00
4000-4999: Books And Supplies	138,848.00
5000-5999: Services And Other Operating Expenditures	177,711.00
5800: Professional/Consulting Services And Operating Expenditures	2,250.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	ESSER III	10,000.00
3000-3999: Employee Benefits	ESSER III	3,000.00
4000-4999: Books And Supplies	ESSER III	36,848.00
5000-5999: Services And Other Operating Expenditures	ESSER III	85,051.00
5800: Professional/Consulting Services And Operating Expenditures	ESSER III	2,250.00

1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	5,150.00
3000-3999: Employee Benefits	LCFF - Supplemental	2,300.00
4000-4999: Books And Supplies	LCFF - Supplemental	52,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	66,488.00
4000-4999: Books And Supplies	Other	50,000.00
5000-5999: Services And Other Operating Expenditures	Other	26,172.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	61,711.00
Goal 2	172,548.00
Goal 3	105,000.00

# 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

Hanah Lemos Classroom Teachers

Carly Jones Other School Staff

Laura Adcock Parent or Community Members

Name of Members	Role
Helena Dilon	Classroom Teacher
Laura Adcock	Parent or Community Member
Lydia Lenihan	Parent or Community Member
Jose Ocampo	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**

State Compensatory Education Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 03/21/24.

Attested:



Principal, Josh Rowe on 3/7/24



SSC Chairperson, Lydia Lenihan on 3/7/24

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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



## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

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