



## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Los Molinos Elementary School	52-71571-6053565	03/13/25	03/20/25

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Los Molinos Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

# Table of Contents

- SPSA Title Page ..... 1
- Table of Contents..... 3
- Plan Description ..... 5
- Educational Partner Involvement ..... 5
- Resource Inequities ..... 5
- Comprehensive Needs Assessment Components ..... 5
  - California School Dashboard (Dashboard) Indicators ..... 5
  - Other Needs ..... 6
- School and Student Performance Data ..... 7
  - Student Enrollment..... 7
  - CAASPP Results..... 10
  - ELPAC Results ..... 16
  - Student Population ..... 20
  - Overall Performance ..... 22
  - Academic Performance ..... 24
  - Academic Engagement ..... 30
  - Conditions & Climate..... 33
- Goals, Strategies, & Proposed Expenditures..... 35
  - Goal 1 ..... 35
  - Goal 2..... 38
  - Goal 3..... 41
  - Goal 4..... 43
  - Goal 5..... 44
  - Goal 6..... 45
  - Goal 7..... 46
  - Goal 8..... 47
  - Goal 9..... 48
  - Goal 10..... 49
- Budget Summary ..... 50
  - Budget Summary ..... 50
  - Other Federal, State, and Local Funds ..... 50
- Budgeted Funds and Expenditures in this Plan ..... 51
  - Funds Budgeted to the School by Funding Source..... 51
  - Expenditures by Funding Source ..... 51
  - Expenditures by Budget Reference ..... 51
  - Expenditures by Budget Reference and Funding Source ..... 51

Expenditures by Goal.....52  
School Site Council Membership .....53  
Recommendations and Assurances .....54  
Instructions.....55  
Appendix A: Plan Requirements .....62  
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements .....65  
Appendix C: Select State and Federal Programs .....68

# Plan Description

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

This plan is being used by Los Molinos Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Los Molinos Elementary School initiatives are structured around three key categories: district board measurable actions, which are directly aligned with LCAP goals and ESSA requirements. LME utilizes the PLC process to guide the cycle of inquiry, ensuring the effective monitoring of educational practices that positively impact student learning.

## Educational Partner Involvement

How, when, and with whom did Los Molinos Elementary 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.

This section is required for all schools eligible for ATSI and CSI.

LME did not identify resource inequities at this time.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The California School Dashboard indicates an orange performance level for ELA and Math, based on last year's state testing scores, and a red performance level for English Learner Progress, reflecting a two-band decline from the previous year.

To address these areas, Los Molinos Elementary is implementing a targeted approach that includes:

Evidence-Based Instructional Strategies – Emphasizing Universal Design for Learning (UDL) to ensure all students have access to rigorous, engaging instruction tailored to diverse learning needs.

Refined PLC Processes – Strengthening Professional Learning Communities (PLCs) to analyze student data more effectively, identify areas for intervention, and adjust instruction to meet student learning needs more quickly.

Through these strategic efforts, LME is committed to accelerating academic growth and improving outcomes for all students, particularly English Learners and those requiring additional support in ELA and Math.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

### **Other Needs**

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Los Molinos Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	1.51%	0%	1.63%	4	0	4
African American	0.38%	0.85%	0.81%	1	2	2
Asian	1.51%	1.27%	1.22%	4	3	3
Filipino	%	0%	%	0	0	
Hispanic/Latino	58.87%	61.86%	59.35%	156	146	146
Pacific Islander	%	0%	%	0	0	
White	34.34%	32.63%	34.15%	91	77	84
Two or More Races	3.02%	2.12%	1.63%	8	5	4
Not Reported	0.38%	1.27%	1.22%	1	3	
<b>Total Enrollment</b>				265	236	246

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	37	30	31
Grade 1	29	19	20
Grade 2	31	30	18
Grade 3	26	27	31
Grade 4	30	25	28
Grade 5	23	26	33
Grade 6	30	22	33
Grade 7	28	28	22
Grade 8	31	29	30
<b>Total Enrollment</b>	265	236	246

#### Conclusions based on this data:

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

2. LME has been actively working to address declining enrollment trends by implementing a school-wide focus on Project-Based Learning (PBL), Positive Behavioral Interventions and Supports (PBIS), and the UC Davis C-STEM curriculum.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	90	80	73	26.1%	34.0%	29.7%
Fluent English Proficient (FEP)	34	30	23	15.6%	12.8%	9.3%
Reclassified Fluent English Proficient (RFEP)				8.3%		

### Conclusions based on this data:

1. The percentage of English Learners has remained relatively stable with a slight drop in English Learners from 34% to 29.7% in the 23-24 school year.
2. LME continues to implement statewide ELD standards school wide across the grade levels and curriculum, as well we have participated in a district wide professional development focused on Universal Design for Learning.

# School and Student Performance Data

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

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	24	28	31	24	28	31	24	28	31	100.0	100.0	100
Grade 4	27	22	32	27	22	32	27	22	32	100.0	100.0	100
Grade 5	21	22	33	20	22	33	20	22	33	95.2	100.0	100
Grade 6	26	20	30	25	19	30	25	19	30	96.2	95.0	100
Grade 7	27	26	20	27	23	19	27	23	19	100.0	88.5	95
Grade 8	27	26	30	26	25	27	26	25	27	96.3	96.2	90
All Grades	152	144	176	149	139	172	149	139	172	98.0	96.5	97.7

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2361.	2324.	2368.	4.17	0.00	9.68	16.67	10.71	19.35	25.00	10.71	19.35	54.17	78.57	51.61
Grade 4	2476.	2457.	2362.	22.22	22.73	6.25	37.04	13.64	6.25	3.70	27.27	6.25	37.04	36.36	81.25
Grade 5	2461.	2500.	2445.	5.00	18.18	3.03	25.00	31.82	33.33	30.00	36.36	18.18	40.00	13.64	45.45
Grade 6	2489.	2452.	2498.	4.00	0.00	6.67	40.00	15.79	26.67	24.00	36.84	36.67	32.00	47.37	30.00
Grade 7	2512.	2578.	2485.	0.00	17.39	0.00	37.04	47.83	21.05	29.63	17.39	36.84	33.33	17.39	42.11
Grade 8	2426.	2511.	2557.	0.00	0.00	11.11	7.69	28.00	29.63	11.54	32.00	40.74	80.77	40.00	18.52
All Grades	N/A	N/A	N/A	6.04	9.35	6.40	27.52	24.46	22.67	20.13	25.90	25.00	46.31	40.29	45.93

<b>Reading</b> Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	12.90	*	*	61.29	*	*	25.81
Grade 4	*	*	3.13	*	*	59.38	*	*	37.50
Grade 5	*	*	12.12	*	*	60.61	*	*	27.27
Grade 6	*	*	10.00	*	*	53.33	*	*	36.67
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	7.38	10.79	11.63	59.06	61.87	59.88	33.56	27.34	28.49

<b>Writing</b> Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	0.00	*	*	35.48	*	*	64.52
Grade 4	*	*	3.13	*	*	34.38	*	*	62.50
Grade 5	*	*	3.03	*	*	48.48	*	*	48.48
Grade 6	*	*	10.00	*	*	63.33	*	*	26.67
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	7.38	10.79	4.07	50.34	43.17	44.77	42.28	46.04	51.16

<b>Listening</b> Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	3.23	*	*	70.97	*	*	25.81
Grade 4	*	*	3.13	*	*	53.13	*	*	43.75
Grade 5	*	*	15.15	*	*	72.73	*	*	12.12
Grade 6	*	*	13.33	*	*	70.00	*	*	16.67
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	8.72	8.63	10.47	65.77	75.54	70.35	25.50	15.83	19.19

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	12.90	*	*	41.94	*	*	45.16
Grade 4	*	*	3.13	*	*	46.88	*	*	50.00
Grade 5	*	*	6.06	*	*	63.64	*	*	30.30
Grade 6	*	*	10.00	*	*	60.00	*	*	30.00
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	9.40	12.95	8.72	67.11	65.47	57.56	23.49	21.58	33.72

**Conclusions based on this data:**

1. LME overall ELA results indicate a 4.74% decrease from 2023: 33.81% Exceeded or Met the Standard to 2023: 29.07% 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 bi-monthly.
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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	24	28	31	24	28	31	24	28	31	100.0	100.0	100
Grade 4	27	21	32	27	21	32	27	21	32	100.0	100.0	100
Grade 5	21	22	32	20	22	32	20	22	32	95.2	100.0	100
Grade 6	26	20	30	25	19	30	25	19	30	96.2	95.0	100
Grade 7	27	26	19	27	23	18	27	23	18	100.0	88.5	94.7
Grade 8	27	26	30	26	25	27	26	25	27	96.3	96.2	90
All Grades	152	143	174	149	138	170	149	138	170	98.0	96.5	97.7

\* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2374.	2328.	2380.	4.17	0.00	9.68	16.67	7.14	22.58	25.00	14.29	12.90	54.17	78.57	54.84
Grade 4	2460.	2476.	2402.	7.41	23.81	3.13	33.33	14.29	12.50	33.33	38.10	25.00	25.93	23.81	59.38
Grade 5	2455.	2476.	2449.	0.00	9.09	9.38	30.00	9.09	18.75	25.00	31.82	15.63	45.00	50.00	56.25
Grade 6	2454.	2461.	2494.	4.00	0.00	6.67	4.00	15.79	16.67	44.00	26.32	33.33	48.00	57.89	43.33
Grade 7	2474.	2542.	2454.	7.41	21.74	0.00	7.41	30.43	5.56	25.93	21.74	38.89	59.26	26.09	55.56
Grade 8	2397.	2502.	2516.	3.85	0.00	11.11	0.00	16.00	14.81	0.00	40.00	18.52	96.15	44.00	55.56
Grade 11															
All Grades	N/A	N/A	N/A	4.70	8.70	7.06	14.77	15.22	15.88	25.50	28.26	22.94	55.03	47.83	54.12

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	12.90	*	*	35.48	*	*	51.61
Grade 4	*	*	6.25	*	*	40.63	*	*	53.13
Grade 5	*	*	12.50	*	*	40.63	*	*	46.88
Grade 6	*	*	10.00	*	*	53.33	*	*	36.67
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11									
All Grades	6.04	15.22	8.24	40.27	42.75	45.88	53.69	42.03	45.88

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	16.13	*	*	45.16	*	*	38.71
Grade 4	*	*	3.13	*	*	31.25	*	*	65.63
Grade 5	*	*	6.25	*	*	43.75	*	*	50.00
Grade 6	*	*	0.00	*	*	60.00	*	*	40.00
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	4.03	5.07	5.88	50.34	52.90	49.41	45.64	42.03	44.71

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	*	*	9.68	*	*	48.39	*	*	41.94
Grade 4	*	*	3.13	*	*	53.13	*	*	43.75
Grade 5	*	*	0.00	*	*	65.63	*	*	34.38
Grade 6	*	*	6.67	*	*	66.67	*	*	26.67
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	5.37	6.52	4.71	55.03	55.80	58.24	39.60	37.68	37.06

**Conclusions based on this data:**

1. LME results indicate a marginal 0.98% decrease from 2022-23 in students who met or exceeded the standard: 23.92% of students met or exceeded the standard in 2022-2023 compared to 22.94% 2023-2024.
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

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	1416.9	1382.1	1345.0	1432.2	1375.9	1357.0	1381.1	1396.1	1317.0	14	14	12
<b>1</b>	1414.6	*	*	1428.3	*	*	1400.3	*	*	11	7	10
<b>2</b>	1461.5	*	*	1461.6	*	*	1460.5	*	*	13	9	6
<b>3</b>	*	1470.4	*	*	1472.3	*	*	1468.1	*	5	12	7
<b>4</b>	1514.2	*	1474.9	1505.1	*	1463.6	1522.5	*	1485.7	11	4	14
<b>5</b>	*	*	*	*	*	*	*	*	*	8	8	6
<b>6</b>	*	*	*	*	*	*	*	*	*	8	7	7
<b>7</b>	*	*	*	*	*	*	*	*	*	7	6	5
<b>8</b>	*	*	*	*	*	*	*	*	*	7	5	7
<b>All Grades</b>										84	72	74

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	0.00	7.14	8.33	50.00	28.57	8.33	35.71	28.57	41.67	14.29	35.71	41.67	14	14	12
<b>1</b>	0.00	*	*	9.09	*	*	54.55	*	*	36.36	*	*	11	*	*
<b>2</b>	0.00	*	*	46.15	*	*	38.46	*	*	15.38	*	*	13	*	*
<b>3</b>	*	0.00	*	*	25.00	*	*	58.33	*	*	16.67	*	*	12	*
<b>4</b>	18.18	*	0.00	54.55	*	42.86	18.18	*	35.71	9.09	*	21.43	11	*	14
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>7</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>8</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	5.95	11.11	4.05	36.90	30.56	35.14	32.14	38.89	32.43	25.00	19.44	28.38	84	72	74

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	14.29	0.00	8.33	42.86	35.71	25.00	35.71	21.43	25.00	7.14	42.86	41.67	14	14	12
<b>1</b>	0.00	*	*	27.27	*	*	45.45	*	*	27.27	*	*	11	*	*
<b>2</b>	7.69	*	*	46.15	*	*	38.46	*	*	7.69	*	*	13	*	*
<b>3</b>	*	8.33	*	*	58.33	*	*	25.00	*	*	8.33	*	*	12	*
<b>4</b>	45.45	*	14.29	36.36	*	57.14	9.09	*	14.29	9.09	*	14.29	11	*	14
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>7</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>8</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	14.29	13.89	17.57	41.67	48.61	40.54	30.95	22.22	20.27	13.10	15.28	21.62	84	72	74

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	*	7.14	8.33	*	21.43	0.00	*	50.00	50.00	*	21.43	41.67	*	14	12
<b>1</b>	16.67	*	*	25.00	*	*	16.67	*	*	41.67	*	*	12	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	0.00	0.00	*	38.46	8.33	*	23.08	58.33	*	38.46	33.33	*	13	12	*
<b>4</b>	*	*	7.14	*	*	14.29	*	*	28.57	*	*	50.00	*	*	14
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>7</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>8</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	1.19	9.72	5.41	23.81	18.06	13.51	34.52	40.28	36.49	40.48	31.94	44.59	84	72	74

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	7.14	7.14	25.00	85.71	57.14	33.33	7.14	35.71	41.67	14	14	12
<b>1</b>	9.09	*	*	72.73	*	*	18.18	*	*	11	*	*
<b>2</b>	15.38	*	*	84.62	*	*	0.00	*	*	13	*	*
<b>3</b>	*	0.00	*	*	100.00	*	*	0.00	*	*	12	*
<b>4</b>	81.82	*	42.86	9.09	*	42.86	9.09	*	14.29	11	*	14
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>7</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>8</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	22.62	20.83	25.68	60.71	63.89	50.00	16.67	15.28	24.32	84	72	74

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	7.14	0.00	0.00	85.71	42.86	41.67	7.14	57.14	58.33	14	14	12
<b>1</b>	0.00	*	*	63.64	*	*	36.36	*	*	11	*	*
<b>2</b>	7.69	*	*	84.62	*	*	7.69	*	*	13	*	*
<b>3</b>	*	25.00	*	*	66.67	*	*	8.33	*	*	12	*
<b>4</b>	9.09	*	7.14	81.82	*	64.29	9.09	*	28.57	11	*	14
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>7</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>8</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	16.67	37.50	22.97	69.05	44.44	52.70	14.29	18.06	24.32	84	72	74

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	0.00	7.14	8.33	85.71	78.57	50.00	14.29	14.29	41.67	14	14	12
<b>1</b>	9.09	*	*	18.18	*	*	72.73	*	*	11	*	*
<b>2</b>	15.38	*	*	61.54	*	*	23.08	*	*	13	*	*
<b>3</b>	*	0.00	*	*	41.67	*	*	58.33	*	*	12	*
<b>4</b>	0.00	*	7.14	72.73	*	57.14	27.27	*	35.71	11	*	14
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>7</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>8</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	4.76	13.89	10.81	48.81	51.39	44.59	46.43	34.72	44.59	84	72	74

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	7.14	14.29	0.00	71.43	57.14	33.33	21.43	28.57	66.67	14	14	12
<b>1</b>	0.00	*	*	54.55	*	*	45.45	*	*	11	*	*
<b>2</b>	0.00	*	*	69.23	*	*	30.77	*	*	13	*	*
<b>3</b>	*	0.00	*	*	91.67	*	*	8.33	*	*	12	*
<b>4</b>	36.36	*	7.14	54.55	*	64.29	9.09	*	28.57	11	*	14
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>7</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>8</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	5.95	12.50	4.05	70.24	65.28	56.76	23.81	22.22	39.19	84	72	74

**Conclusions based on this data:**

1. LME will continue to implement state adopted ELD standards in classrooms across all grade levels.
2. All LME teachers are receiving walkthrough feedback using the Sheltered Instruction Observation Protocol (SIOP), with an emphasis on instructional strategies aligned with SDAIE techniques. Additionally, all teachers have participated in professional development on Universal Design for Learning (UDL) strategies.
3. Students have continued to adapt to the ELPAC test.

# School and Student Performance Data

## Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
246	85%	29.7%	1.6%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	73	29.7%
Foster Youth	4	1.6%
Homeless	7	2.8%
Socioeconomically Disadvantaged	209	85%
Students with Disabilities	44	17.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.8%
American Indian	4	1.6%
Asian	3	1.2%
Filipino	0	0.0%
Hispanic	146	59.3%
Two or More Races	4	1.6%
Pacific Islander	0	0.0%
White	84	34.1%

### 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 2024 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.”



### 2024 Fall Dashboard Overall Performance for All Students

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

#### 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.

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3. All staff participated in district-wide professional development focused on Universal Design for Learning (UDL) strategies, aimed at enhancing student access to classroom instruction.

# School and Student Performance Data

## Academic Performance English Language Arts

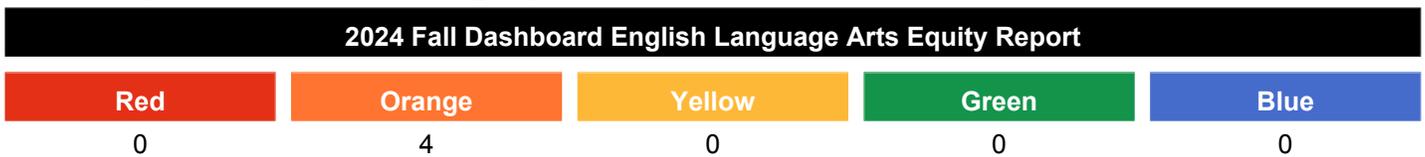
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>47.2 points below standard</p> <p>Declined 13.9 points</p> <p>155 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>69.3 points below standard</p> <p>Maintained 0.6 points</p> <p>48 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>86.2 points below standard</p> <p>Increased 23.5 points</p> <p>11 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>51.8 points below standard</p> <p>Declined 13.5 points</p> <p>134 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>37 points below standard</p> <p>Increased 24.8 points</p> <p>29 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>53.6 points below standard</p> <p>Declined 14.9 points</p> <p>96 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>36 points below standard</p> <p>Declined 3.4 points</p> <p>51 Students</p>

**Conclusions based on this data:**

1. Los Molinos Elementary School continues to look for 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 retaught.
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

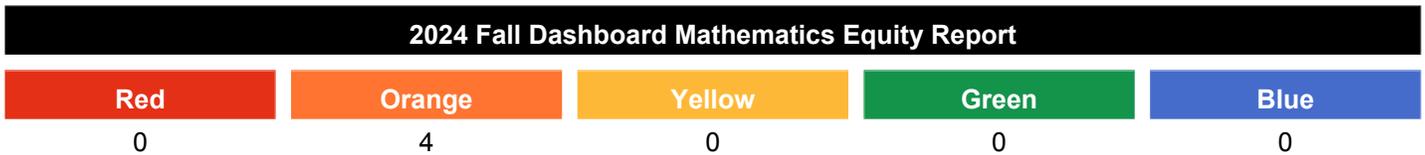
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>62.7 points below standard</p> <p>Declined 9.4 points</p> <p>156 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>93.6 points below standard</p> <p>Declined 10.9 points</p> <p>50 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>116.5 points below standard</p> <p>Increased 10.7 points</p> <p>11 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>65.7 points below standard</p> <p>Declined 7.1 points</p> <p>135 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>31.5 points below standard</p> <p>Increased 25.8 points</p> <p>29 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>65.8 points below standard</p> <p>Declined 6.7 points</p> <p>97 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>57.8 points below standard</p> <p>Declined 4.8 points</p> <p>51 Students</p>

**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

The 2024 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Red 33.3% making progress. Number Students: 57 Students	<b>Long-Term English Learner Progress</b>  No Performance Color 33.3% making progress. Number Students: 12 Students

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.

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
19.3%	47.4%	0%	33.3%

### Conclusions based on this data:

- The California School Dashboard reports that 33.3% of English Learner (EL) students at Los Molinos Elementary made progress on the ELPAC assessment in 2024
- 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 and Universal Design for Learning (IDL). 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 focusing UDL strategies.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 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 8 who are absent 10 percent or more of the instructional days they were enrolled.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p> <p> Yellow</p> <p>22.1% Chronically Absent</p> <p>Declined 4.2</p> <p>280 Students</p>	<p><b>English Learners</b></p> <p> Yellow</p> <p>14.5% Chronically Absent</p> <p>Declined 7.5</p> <p>83 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>15.4% Chronically Absent</p> <p>Declined 23.1</p> <p>13 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Yellow</p> <p>22.8% Chronically Absent</p> <p>Declined 5.3</p> <p>232 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>32.7% Chronically Absent</p> <p>Increased 1.7</p> <p>52 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>16.1% Chronically Absent</p> <p>Declined 6.9</p> <p>161 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>36.4% Chronically Absent</p> <p>0</p> <p>11 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>28.6% Chronically Absent</p> <p>Declined 1.9</p> <p>98 Students</p>

**Conclusions based on this data:**

1. Chronic Absenteeism rates were high for the 23-24 school year, however LME did see a 4.2% decline in chronic absenteeism from the previous school year.
2. LME administration with the School Resource Officer or School Social Worker 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 recognize 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

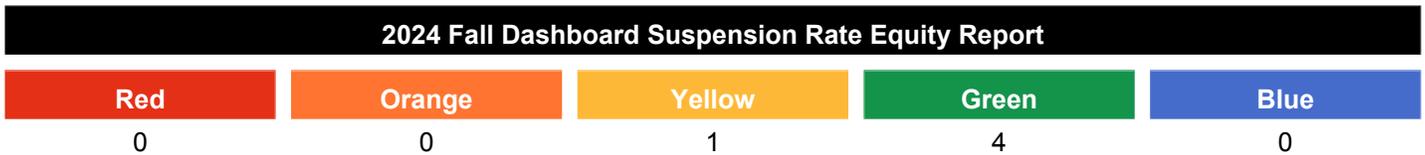
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>1.4% suspended at least one day</p> <p>Declined 1.7%</p> <p>288 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>2.4% suspended at least one day</p> <p>Maintained 0%</p> <p>85 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>15.4% suspended at least one day</p> <p>Increased 8.2%</p> <p>13 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>1.7% suspended at least one day</p> <p>Declined 2%</p> <p>237 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Green</p> <p>1.9% suspended at least one day</p> <p>Declined 2.6%</p> <p>52 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>1.2% suspended at least one day</p> <p>Declined 0.7%</p> <p>165 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>13 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Green</p> <p>2% suspended at least one day</p> <p>Declined 4%</p> <p>99 Students</p>

**Conclusions based on this data:**

1. For 2023-24, LME suspension rate decrease by 1.7% from 2022-2023
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 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Student Achievement

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 2024-25 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%.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

During the 2023-2024 school year, Los Molinos Elementary saw both growth and areas for continued focus in student achievement.

Overall Performance: 29.07% of students met or exceeded proficiency, reflecting a slight decrease of 4.26% from the previous year.

English Language Arts (ELA): 22.94% of students met or exceeded proficiency, a minor decrease of 0.35%.

Subgroup Performance:

Students with Disabilities:

ELA: 23.81% met or exceeded proficiency, marking a significant 18.55% increase.

Math: 33.33% met or exceeded proficiency, reflecting a 17.54% increase.

Latino Students:

ELA: 28.71% met or exceeded proficiency, showing a 3.9% decline.

Math: 22.00% met or exceeded proficiency, with a 1.07% decrease.

Economically Disadvantaged Students:

ELA: 27.71% met or exceeded proficiency, a 2.86% decrease.

Math: 21.77% met or exceeded proficiency, a 0.73% decline.

Commitment to Data-Driven Instruction:

To address achievement gaps and support student growth, 100% of Professional Learning Communities (PLCs) are utilizing data to guide instructional practices. This year, LME has restructured PLCs into two distinct focuses:

Curriculum & Instruction PLCs – Emphasizing best teaching strategies and curriculum development.

Data Analysis PLCs – Identifying student progress on benchmark assessments and implementing targeted interventions.

This structured approach ensures that instructional decisions are driven by student performance data, with a continued focus on closing achievement gaps and improving outcomes for all students.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Use measurable formative and summative assessments utilizing data analysis programs- SBAC Interim Assessments/Standards: Programs include; Illuminate, iReady Diagnostics, Mindsets 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.	All Students	9,858 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Illuminate 21,036 Other 5000-5999: Services And Other Operating Expenditures iReady 14,850 ESSER III 5000-5999: Services And Other Operating Expenditures Mindsets 4,690 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures STAR Reading Assessments

## Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Los Molinos Elementary provides targeted support within the CORE curriculum to ensure that English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students develop strong academic language skills in both writing and speaking.

Strategic Instructional Approaches: Teachers utilize research-based strategies aligned with the Sheltered Instruction Observation Protocol (SIOP) and Universal Design for Learning (UDL) to enhance student engagement and comprehension.

Cognitive Engagement & Academic Discourse: Instructional methods focus on increasing cognitive task complexity, encouraging students to articulate their thinking, understand text structures, and actively participate in academic conversations.

Data-Driven Instructional Decisions: Professional Learning Communities (PLCs) regularly review formative and summative assessment data using an analysis tool to identify areas where students have not yet achieved mastery. This data informs instructional adjustments to better support student learning.

Targeted Goal-Setting & Monitoring: Each department establishes SMART (Specific, Measurable, Attainable, Results-Oriented, and Time-Bound) goals for these student subgroups and systematically tracks their progress to ensure growth.

High-Impact Instructional Strategies: Educators implement high-leverage teaching strategies that align with English Language Development (ELD) and Common Core State Standards (CCSS) to maximize student achievement.

By integrating these structured supports, LME is committed to fostering equitable learning opportunities and ensuring all students thrive academically.

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 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### English Language Arts and Math Student Achievement

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 2025 CAASPP test.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

English Language Arts:

2024 Standard Exceeded 6.40%  
 2024 Standard Met 22.67%  
 2024 Standard Nearly Met 25.00%  
 2024 Standard Not Met 45.93%

Math:

2024 Standard Exceeded 7.06%  
 2024 Standard Met 15.88%  
 2024 Standard Nearly Met 22.94%  
 2024 Standard Not Met 54.12%

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	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.	ELD and SPED Students	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

			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
2.2	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.	All Students	2,500 LCFF - Supplemental 4000-4999: Books And Supplies PLC Meeting Supplies
2.3	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.	All Students	19,400 Other 5000-5999: Services And Other Operating Expenditures UC Davis CSTEM - Roboblocky 15,000 Other 1000-1999: Certificated Personnel Salaries CSTEM Professional Development 3,750 Other 3000-3999: Employee Benefits CSTEM Professional Development Benefits 3,500 Other 4000-4999: Books And Supplies CSTEM Materials & Supplies

## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

At Los Molinos Elementary, ELA and Math instruction is strategically aligned with claims, targets, and the standards identified through monthly benchmark assessments. These focus areas are analyzed during bi-monthly PLC meetings, where teachers collaborate to share how assessment data informs their instructional practices.

Key components of this approach include:

**Data-Driven Instruction:** Teachers use assessment data to refine instructional strategies and ensure students are mastering key standards.

**Comprehensive Assessment Tools:** PLCs integrate Interim Assessment Blocks (IABs), Interim Comprehensive Assessments (ICAs), and Block Mirror Assessments through Illuminate to prepare students for the CAASPP assessment and track progress.

**Supplemental Learning Support:** Programs such as UC Davis CSTEM program Robolocky, Measuring Up and Mindsets are incorporated to reinforce foundational skills and enhance critical thinking in both ELA and Math.

By leveraging these resources, LME ensures a structured, data-driven approach to student learning and achievement across all grade levels.

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 to implement key programs identified in the School Plan for Student Achievement (SPSA) to support student success. These initiatives include:

**Project-Based Learning (PBL)** – Encouraging hands-on, inquiry-based learning experiences.

**Positive Behavioral Interventions and Supports (PBIS)** – Fostering a positive school climate and student engagement.

**Study Skills Development** – Equipping students with essential academic strategies for success.

**After-School Tutoring & Academic Boot Camps** – Providing targeted support to reinforce learning in core subjects.

**UC Davis C-STEM Curriculum** – Enhancing Science and Math instruction with computational thinking and coding integration.

Additionally, Los Molinos Elementary remains committed to using the Professional Learning Community (PLC) process to monitor student performance, ensure equitable access to academic supports, and align instruction with student learning needs. Through this structured approach, we strive to maximize student achievement and close opportunity gaps for all learners.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### School Climate

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 2024-2025 school year by 5%.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

ADA for 2021-2022

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	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.	All Students	50,000 Other 4000-4999: Books And Supplies PBIS Buyback Rewards Program 5,200 Other 5000-5999: Services And Other Operating Expenditures PBIS Conference
3.2	LME will utilize Peer Mediators to empower students to resolve low level conflicts among	All Students	3,000 LCFF - Supplemental

<p>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.</p>	<p>4000-4999: Books And Supplies Supplies for Meetings 15,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures SRO</p>
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# Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Los Molinos Elementary remains committed to fostering a safe, supportive, and positive school environment by strengthening discipline practices and behavior support systems. Key initiatives include:

Refining the Discipline Matrix – Ensuring consistent consequences and reinforcing restorative discipline practices to promote accountability and positive behavior change.

PBIS Behavior Expectations – Posters displaying expected student behaviors are placed throughout campus to reinforce positive conduct in all areas.

Peer Mediation Program – Trained student mediators continue to facilitate resolutions for low-level disputes, fostering conflict resolution skills among peers.

Supervision & Safety Enhancements – Supervision assignments are being reviewed to enhance student safety and reduce incidents of undesired behaviors.

Bullying Intervention & Student Support – The school is implementing a bullying intervention program to proactively address bullying behaviors and provide support for impacted students.

These efforts reflect LME’s commitment to promoting positive student interactions, reinforcing behavioral expectations, and ensuring a safe and inclusive campus for all students.

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 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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## Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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## Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 6

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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## Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 7

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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## Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 8

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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## Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 9

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
---------------------	-------------	-----------------------	-----------------------

## Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 10

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
---------------------	-------------	-----------------------	-----------------------

## Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

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.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$175,234.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: 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	\$14,850.00
LCFF - Supplemental	\$42,498.00
Other	\$117,886.00

Subtotal of state or local funds included for this school: \$175,234.00

Total of federal, state, and/or local funds for this school: \$175,234.00

# 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	14,850.00
LCFF - Supplemental	42,498.00
Other	117,886.00

### Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	20,150.00
3000-3999: Employee Benefits	6,050.00
4000-4999: Books And Supplies	59,000.00
5000-5999: Services And Other Operating Expenditures	90,034.00

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	ESSER III	14,850.00
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	5,500.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	29,548.00
1000-1999: Certificated Personnel Salaries	Other	15,000.00
3000-3999: Employee Benefits	Other	3,750.00
4000-4999: Books And Supplies	Other	53,500.00

5000-5999: Services And Other  
Operating Expenditures

Other

45,636.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	50,434.00
Goal 2	51,600.00
Goal 3	73,200.00

# 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
- Lydia Len Other School Staff
- Laura Adcock Parent or Community Members

Name of Members	Role
Inanna Lewis-Wolfsen	Classroom Teacher
Wendy Aguilar	Parent or Community Member
Mario Tejada	Parent or Community Member
Jose Ocampo	Parent or Community Member
	Classroom Teacher

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**

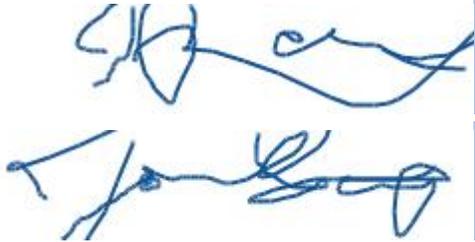
State Compensatory Education Advisory Committee

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 03/13/25.

Attested:



Principal, Josh Rowe on 03/13/25

SSC Chairperson, Jose Ocampo on 03/13/25

# 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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

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.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI 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.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. 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 EC 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.
- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal 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.

## Goal 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.

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

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# 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 Schoolsite Council (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).
      - 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.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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: 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 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

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

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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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