

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Erika Terrazas
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Los Molinos Elementary School
(As it should appear in the official records)

School Mailing Address 3112 Las Marias Avenue
(If address is P.O. Box, also include street address.)

City Hacienda Heights State CA Zip Code+4 (9 digits total) 91745-6218

County Los Angeles

Telephone (626) 933-2202 Fax _____

Web site/URL <https://losmolinos.hlpusd.k12.ca.us/> E-mail eterrazas@hlpusd.k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Alfonso Jimenez E-mail ajimenez@hlpusd.k12.ca.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hacienda La Puente Unified Tel. (626) 933-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Ms. Christine H. Salazar
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 22 Elementary schools (includes K-8)
 - 4 Middle/Junior high schools
 - 5 High schools
 - 1 K-12 schools
- 32 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

☒ Urban (city or town)
☐ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	105
1	90
2	76
3	82
4	82
5	69
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	504

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 25.9 % Asian
 - 1.2 % Black or African American
 - 62.7 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 8 % White
 - 2.2 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: ≤1%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	0
(4) Total number of students in the school as of October 1, 2021	0
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Mandarin

English Language Learners (ELL) in the school: 17 %
85 Total number ELL

7. Students eligible for free/reduced-priced meals: 55 %

Total number students who qualify: 275

8. Students receiving special education services with an IEP: 12 %
Total number of students served 58

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>14</u> Autism	<u>0</u> Multiple Disabilities
<u>1</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>2</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>17</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 0 %
Total number of students served: 2

10. Number of years the principal has been in the position at this school: 2

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	22
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	1
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	93%	98%	96%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X No

If yes, select the year in which your school received the award. 2014

16. In a couple of sentences, provide the school's mission or vision statement.

We at Los Molinos School believe that all students come with desire for learning and a belief that all things are possible. We foster critical thinking through diverse opportunities, shared decision making, and mutual respect. We prepare our students for the future through rigorous curriculum with the goal of promoting lifelong learning.

17. Provide a URL link to the school's nondiscrimination policy.

https://www.hlp schools.org/pf4/cms2/view_page?d=x&group_id=1522480830219&vdid=i3c4fltw9rjt84m5

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

Los Molinos Elementary School takes great pride in providing an educational experience that positively impacts students' lives both through and beyond their educational journeys. Whether through innovative New Pedagogies for Deep Learning (NPDL) lesson design or organizing family engagement nights, fun, learning, and connection are at the core of every carefully crafted school experience.

Our school values collaboration from our stakeholders and educational partners. Every teacher, staff member, and caregiver understands the role they have in contributing to the development of the whole child. This shared philosophy is evident in the daily routines and procedures that can be seen in our halls and classrooms.

Each morning, staff arrive to survey the campus and set up for breakfast. Our free meals program provides each child with the nutrition needed to be a thriving scholar each day. Site supervision aids greet each student with a smile as they pass through our gates. Each month, our Student Leadership Club hosts a "T.G.I.F." celebration where the first 300 students to campus dance to music and enjoy donuts, promoting an enjoyable school environment as well as consistent daily attendance.

From there, our students make their way towards the classrooms where our innovative teachers incorporate high interest topics and engaging methodologies into their lessons. Teachers differentiate instruction to meet the needs of all learners. Transitional kindergarten teachers establish a strong knowledge base in numbers, shapes, and letters among our youngest learners. Their educational journey is infused with opportunities to interact with one another, cultivating mutual respect, kindness, and character through their teachers' implementation of social emotional curriculum and thoughtful experiences.

In primary grades, teachers look beyond the traditional curriculum to meet the needs of each student. Instruction is varied in order to strengthen students' basic academic skills as well as challenge students through real-world applications. For instance, students develop scientific knowledge through hands-on experimentation via our organic garden outdoor classroom as the vehicle to engage in deep learning. Through experiences such as this, all students develop voice and agency, work together as a community of learners, and are able to access content standards in a comprehensible and meaningful way.

Our devoted teachers provide daily English learner support and after-school intervention classes to help students meet their academic needs. Advanced learners are challenged through reading extensions such as Accelerated Reader, Discovery Education, EPIC, and SORA. Math instruction transcends teaching of basic arithmetic. Performance tasks and manipulatives are routinely integrated to bringing learning to life and provide multiple opportunities for real-world application. Online programs such as Dreambox and Lexia Core 5 tailor lessons to support students with academic gaps and introduce new content to those who are ready for more.

Los Molinos staff believes in the power of leveraging digital, the arts, and physical education to enhance teaching and learning. Our 1 to 1 laptop program prepares students to be proficient in the ever-changing realm of technology. Each week, 3rd, 4th, and 5th graders learn to design video games through the MIT Scratch program with our Code Campus instructor. In the music department, our 1st and 2nd graders participate in weekly piano lessons alongside a guest music instructor. Fifth graders participate in our band program and learn instruments such as the trumpet, flute, and clarinet. Dance classes through Conga Kids are held every Wednesday as children are immersed in Afro-Brazilian beats, Merengue movements, and build confidence through partnered Danzon choreography.

Beyond the dismissal bell, the learning doesn't stop! Los Molinos participates in a number of afterschool activities where student can showcase their talents. Students can join the Science Olympiad team, where they compete against schools across Southern California in various science-based problem solving events. Additionally, engineering skills are constructed piece by piece through student participation in the First Lego League. Students put their minds together to work on a global challenge, build elaborate structures, and hone programming skills to solve the problem in competition with other schools.

Los Molinos staff puts forth tremendous effort to enrich the lives of our diverse population, and are firmly supported by our parent community. Their commitment to lending their hands and talents to ensure the success of any activity significantly contributes to Los Molinos as a nurturing village for all our students. This strong partnership between school and community is certainly one of welcoming all families.

Upon entering the school office, visitors will notice our proudly displayed 2014 Blue Ribbon mural. As a result of this prestigious award, we have seen a significant increase in student enrollment as families from the neighboring areas have flocked to our school seeking a world-class education for their children. We consider this recognition a testament to how our community has come together to achieve greatness, with confidence that Los Molinos Elementary School is doing our part in preparing future generations of leaders and global citizens in our community.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

At the core of all subjects is reading, and a student's ability to communicate and understand ideas is the root of knowledge. Our staff puts reading and English language arts at the forefront of our focus in education for all our students. A primary tool used to build literacy skills is Nancy Fetzter's reading and writing strategies. These skills are applied across grade levels from our transitional kindergarten classes through fifth grade. Through Fetzter strategies, students learn to interact with informational and narrative texts utilizing a systematic approach, enabling them to organize and connect their understanding of the text to self and the world around them.

Students are taught at the primary grades to extract important facts, and events, as well as quotes from their readings and formulate main idea statements that help guide their learning. Armed with this skill, they develop a command over the written language that can allow them to answer text-based questions and communicate these ideas through their own writing.

Phonemic awareness, blending of words, grammar, and vocabulary development are instructional focus areas at the primary levels. At the start of the year, an informal assessment of letters, letter sounds, and CVC words are administered to determine and level students' reading abilities. Through use of the core curriculum integrated into daily lessons, children build accuracy and reading fluency. My Lexia program has been an invaluable tool in unlocking students' understanding of word construction through study of word morphology, root words, prefixes/suffixes, and grammar. Student usage and progress reports are produced and reviewed with staff to evaluate program effectiveness and student growth.

As students continue their upward movement into 4th and 5th grade, these principles are not left behind. Rather, students build upon them by further developing the depth and complexity of their repertoire of reading tool. For example, students gain organizational skills through Thinking Maps that help them to make sense of complex ideas such as cause/effect relationships, comparing/contrasting information, and character trait analysis. All this is done while incorporating the prewriting/planning process, deep and interactive classroom discussion, revision, and publishing. Throughout the process, students systematically build knowledge, year to year, as teachers carefully plan for opportunities to integrate prior knowledge from previously learned skills through regular vertical articulation in professional learning communities.

Student progress is monitored through daily and weekly formative assessments such as exit tickets and common assessments. These data enable teachers to measure the impact of lessons as well as to make in-the-moment instructional decisions. Additionally, as trimesters come to an end teachers administer Student Measures of Academic Progress (SMAP) to monitor students' growth towards academic standards. In their PLCs, teachers analyze the data and plan for future instruction. A schoolwide needs assessment based on student progress data from the SMAP, common assessments, and annual SBAC is conducted annually and shared with the School Site Council to monitor progress towards school wide goals and make necessary adjustments to academic priorities.

1b. Mathematics curriculum content, instruction, and assessment:

While the traditional ideas of learning might separate reading and writing from mathematics, Los Molinos takes advantage of every opportunity to bring integrate all content areas through New Pedagogies for Deep Learning (NPDL) training. Los Molinos teachers reinforce math skills and concepts through high-interest, real-life contexts and applications. For instance, students may develop surveys on topics such as their classmate's food preferences, and then apply those data to real-world problem-solving situations.

Students make sense of problems and persevere in solving them using literacy principles of identifying the main idea, key information, and an organized approach. By doing so, students are able to work through word

problems in a logical fashion, then justify conclusions through reasoning and mathematical modeling. Using Dixon, Nolan, and Adam's (DNA) Tasks, Questions, and Evidence (TQE) and concrete, representational, and abstract (CRA) problem solving, our teachers enable students to analyze and find solutions using a systematic model. From building arrays to gaining conceptual understanding of multiplication to breaking down division through grouping, students are able to apply multiple strategies in the classroom and beyond, including planning the layout of seedlings and measuring materials while tending to our organic garden.

Students are encouraged to approach math from multiple angles. The Eight Mathematical Practices are the core tools used to drive that idea. Students use models to help illustrate their work and choose different strategies to display data and explain the reasoning behind their solutions. Furthermore, they learn to detect patterns that help guide the understanding as they apply the math skills to novel problems.

Students begin to develop numeral fluency beginning at TK. As they advance through the grade levels, programs such as Deambox, XtraMath for math facts, or the Personal Math Trainer on Think Central supplement the core program in reinforcing this foundational skill.

Through regular and a variety of formative assessments, teachers collaborate within their PLCs to identify the learning gaps that may emerge as the school year progresses. From there, Tier 2, small group instruction and intervention classes help to bridge the gap for students who are struggling to grasp concepts on their initial try. As students in the upper elementary grades prepare themselves for the Smarter Balanced Assessment California tests (SBAC), they familiarize themselves with the format and language through the SMAP growth assessments. Students' RIT scores allow teachers to see the development of their students over the course of the school year. Instruction is adjusted accordingly to meet the needs of our diverse learning population. A schoolwide needs assessment based on student progress data from the SMAP, common assessments, and annual SBAC is conducted annually and shared with the School Site Council to monitor progress towards school wide goals and make necessary adjustments to academic priorities.

1c. Science curriculum content, instruction, and assessment:

Our school district's core Science curriculum is Twig Science, which offers a plethora of hands-on learning experiences. The deep learning global competencies collaboration, communication and critical thinking, are embedded into lessons and promote student's sense of agency and self-efficacy. Science lessons are often-experiential, using our outdoor science classroom, or micro-gardens, within which students learn about the butterfly life cycle and/or planting of milkweed to house the butterflies. These projects are connected to real-world phenomena with the objective that students will be capable of successfully planting and/or sustaining gardens to improve their environmental impact.

With convenient access to digital resources maintained in the school's media center, students can research and study various scientific topics to great depths as well as apply the literacy strategies learned in the classroom, such as organizing information, discerning facts from opinions, applying cause and effect, and inferencing to their Science-based reading selections. Students take a subject such as photosynthesis and further explore it through this online electronic-book program. Ultimately, our young scholars are able to better understand the relationship between human actions and their environmental impact.

Our teachers regularly coordinate experiences that enable students to learn outside of their traditional classrooms. Our first grade students visit the Long Beach Aquarium to observe, first-hand, how animals are able to exist in different aquatic environments. Fifth graders attend an overnight field trip at the Ocean Institute in Dana Point, CA where they observe tide pools and the interconnected ecosystems that exist right here within their local beaches. These trips serve as opportunities for students to be exposed to the many areas of Science and their world at-large.

A schoolwide needs assessment based on student progress data from curricular assessments and results from the Science portion of the SBAC is conducted annually and shared with the School Site Council to monitor progress towards school wide goals and make necessary adjustments to academic priorities.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

Social Studies revolves around the concept of community and our own personal role within it. Students are taught that our differences are qualities to be celebrated and respected. Art history is one example of how students can experience a multicultural world as they learn about Hispanic artists such as Frida Kahlo by reading texts as well as creating paintings in her iconic style.

Students also learn about our local history through field trips to the Homestead Museum in La Puente, CA. Leading up to this event, students study life in the San Gabriel Valley in the 1800's. Fourth graders participate in our annual Gold Rush Day, where the past comes to life through interactive activities that mimic California history such as panning for gold, creating 3D models of boom towns out of recycled materials, and playing games that young children of the time period would enjoy. As students move into fifth grade, they learn about our nation's history and their own civic duty as a part of the electorate. Students explore the election process and how our local and state officials make change within our community.

We also promote several ways we can currently affect those who live in our surrounding neighborhoods. We have witnessed their generosity through donation and community service opportunities, such as through the Catarina's Club Pasta-thon, where uncooked dry pasta is distributed to families in need. Our partnership with Pacifica House encourages students to donate gifts to children residing in foster homes. Fundraising opportunities such as the Valentine's Day Candy Grams generate funds that are donated to various charities such as the Red Cross, Ronald McDonald House, and the Children's Hospital of Orange County. Our students understand that by pulling together, we can affect meaningful change for those in need, thereby simultaneously developing citizenship and character within our own students.

Assessment of students' is measured through project based deep learning projects that includes a presentation at the district wide NPDL Showcase event, where students and staff share artifacts and answer inquiries from the community related to student projects.

1e. For schools that serve grades 7-12:

1f. For schools that offer preschool for three- and/or four-year old students:

There are two TK classes on the Los Molinos campus that establish foundational skills with an emphasis on language and social emotional development as the primary focus of early education. We believe a child's social-emotional competence has a lifelong impact and is a significant predictor of future academic success. The program embraces Developmentally Appropriate Practice (DAP) that incorporates the alignment of the Hacienda La Puente's School District's preschool program philosophy that children learn by being actively engaged as they play, explore, and experiment with hands-on materials that require problem solving. Children develop oral language and vocabulary skills while engaging in multiple literacy practices. Through daily practice during group play, children develop strategies on how to negotiate and resolve conflict as they grow.

The core comprehensive curriculum used is the Scholastic Big Day program, which bridges the K-3 California academic standards through intentional learning exposure alongside the California Preschool Learning Foundations. It focuses on the four elements in social-emotional competence: emotional regulation, social knowledge and understanding, social skills, and social dispositions. Each child is recognized (and assessed on their individual development/progression) for their individuality and abilities that they enter with. As such, the program is focused on exposure to kindergarten standards in language arts, mathematics, science, history-social science, physical education and visual/performing arts with age appropriate modifications through integrated and differentiated instruction. As TK students progress through the grade levels, they are well prepared to successfully navigate the classroom environment, have familiarity with program routines, become self-initiators, develop social skills, take an active part in classroom/school leadership positions, as well as show increased participation in school clubs/organizations.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

A primary goal at Los Molinos is to foster well-rounded students who are skilled in not only the academics but also in the arts. As a way to encourage their creative sides, students' artwork are showcased in our hallway bulletin boards. These projects revolve around monthly holidays and celebrations of historical figures and/or cultural groups. On any given day in the year, a visitor may observe portraits of Martin Luther King Jr., Native American dreamcatchers, or scenic landscapes of Yosemite National Park gracing our hallways.

Performing arts is also cultivated as part of the overall the student experience at Los Molinos. Each year, teachers provide singing, dancing, and theatrical instruction to students in preparation of the annual holiday program. Beyond traditional winter shows, upper grade students have been taught American Sign Language in weeks leading up to their performance, which is an essential skill that stays with and lasts a lifetime!

In addition, all of our fifth grade students work with a professional choreographer to learn dances representative of cultures around the world, including the salsa, merengue, and many others. The overall focus on the dance classes is to build confidence, collaboration, and communication as they learn to dance both individually and with partners. Furthermore, our first and second graders broaden their musical talents by learning through weekly lessons during the school day. Finally, all Los Molinos fifth grade students have the opportunity option to take band and learn the fundamentals of instruments such as the trumpet, clarinet, and flute.

2b. Physical education/health/nutrition

The health and well-being of our students is of utmost importance. Physical education classes are held multiple times a week to ensure that all students are active and grow healthy and strong. One of the guiding principles of our physical education program is the concept of dynamic motion. Exercises such as high-kicks, one-legged flamingos, and jump squats are just some examples of how students can spend their excess energy through physical education. By keeping students active through these routines, they learn skills such as balance, muscle strength, and flexibility.

Teamwork and collaboration are integral components of our PE curriculum as well. Students learn how to work together to accomplish a common goal. Games are often simple such as the relays but promote a positive team environment in which students support one another, regardless of outcome.

Through our organic garden, students also learn healthy eating habits as they can grow fruits and vegetables and enjoy the crops yielded. With the support of parent volunteers, students harvest their crops and help make stir-fried vegetables, soups, and more. We often find that many students try a variety of ethnic foods, which fosters a sense of unity and inclusion, ultimately bringing us closer together as one school community.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

Our school has made technology one of our top priorities. With a one-to-one laptop/iPad ratio, students and teachers at Los Molinos are constantly finding new, innovative methods to hone computer skills into the classroom. Using our online learning management system, Canvas, students can connect with their teacher through the messaging system, review the daily agenda, retrieve copies of missing homework assignments, connect with important websites, take tests, quizzes, and submit writing assignments.

Beyond creating a more efficient online experience, our adopted curriculum offers core and supplemental

digital support. Think Central, the online resource available through Go Math, enables students to take quizzes and use the Personal Trainer for step by step guidance on how to solve math problems. Dreambox is another supplemental online program where students work on specific math skills to close the gaps in math.

Houghton-Mifflin's online component of our Language Arts curriculum features reading games for students to practice grammar and vocabulary, it also offers students a multitude of ways to further their reading and writing development. This program allows teachers to align weekly spelling and vocabulary words with engaging gameplay that pushes students to use language more effectively. MyLexia is also used to close reading gaps and challenge those who are beyond the reading standard.

2e. Any other interesting or innovative curriculum programs you would like to share

Caring for the whole child is complex and requires wrap-around supports. While our teaching staff works diligently to meet both the academic and social needs of the students, our school counselor's mission is to support with targeted assistance and social-emotional strategies to ensure every student possesses the skills to appropriately and effectively express themselves in a safe and open manner. Counseling services are available to any and all students who are referred by a parent, staff member, and/or who self-refer.

Using our schoolwide Universal Screener data, our counselor strategically builds social groups for students. A variety of life and social skills are practiced in a confidential and trusting environment. By building a personal relationship in a non-threatening environment, students feel confident that when they do experience an issue, the counselor is available and ready to help.

Our counselor opens her doors during lunch time, but also schedules in-class visits to discuss topics such as diversity, kindness, and respect. During our annual "Great Kindness Challenge Week," students spend time learning and discussing the importance of being kind to one another as well as the ways kindness can be appropriately expressed. Facilitating this program as well as providing counseling services are only a few ways our amazing counselor supports student achievement beyond the classroom.

3. Academic Supports

3a. Students performing below grade level:

Throughout the year, the staff presents assemblies that highlight the importance of having a growth mindset. The concept revolves around the idea that even if students struggle with certain skills, their abilities can develop over time through a positive mindset and hard work. The intent is to improve students' self-esteem, self-efficacy, and belief in their ability to grow.

In order to reach all students, the first step to addressing academic needs is to identify those who require support. Our staff monitors student progress through formal and informal assessments throughout the year, beginning with an universal assessment, followed by the use of ongoing curricular, common, and district growth assessments. Using the NWEA MAP testing suite, we are able to determine which students are not yet meeting standard and strategically create groups who require further intervention.

Identified students who need Tier 2 supports are invited to participate in extended school day through after school intervention classes. Classroom teachers work with their own students in a small group setting several days per week and reteach challenging concepts. Each week, students work in groups of 3 to 6 with a certificated classroom teacher to receive extra practice in areas of need. By maintaining a low teacher-student ratio, teachers are better able to address individual learning needs and help students get back on track.

In the classroom, teachers facilitate small group, Tier 2 instruction while on grade-level students working independently. During small group instruction, the teacher reviews foundational skills, previews content, and/or re-teaches concepts in math, reading comprehension, and/or writing. The composition of small groups is fluid and flexible, dependent on the need of the student.

3b. Students performing above grade level:

Designing experiences to challenge achieving students is another area in which we take great pride at Los Molinos. Our school is acutely aware that the number of words read by students on a daily basis is directly correlated to how well they perform on reading tests. Through various reading incentive campaigns, including the Accelerated Reader program (AR), we have been able to create a culture of students who love to read! This is exhibited by the many students who reach above and beyond their AR goals each trimester. These points are achieved by taking reading comprehension quizzes on books students have read. We believe incentivizing and rewarding reading are, in large part, the reason our students continue to excel in the area of English Language Arts over the years.

One focal point in math for our advanced learners is the communication of knowledge through various math strategies based on the 8 Standards for Mathematical Practices. Effective instruction that builds students' conceptual understanding, procedural fluency, and problem-solving skills begins with effective teacher training. Our teachers have been trained on the use of proven strategies such as "Math Talks," the Frayer Model to show multiple representations, and TQE that elicit deep thinking and relevant application. Students are encouraged to justify responses using viable arguments and critical questioning, both verbally and in written form. Of course, students continue to practice numerical fluency through mastery of math facts and computation.

3c. Students with disabilities:

Identifying students with disabilities that may impact classroom performance is a major point of emphasis at our school. Through our Resource Specialist Program (RSP), we are able to ensure that all students with special needs are promptly identified and supported with the proper amount of service time to ensure they meet their individualized education goals. Students with an Individualized Education Plan (IEP) may receive both push-in and/or pull-out interventions throughout the day. The resource teacher thoroughly addresses the goals highlighted in the IEP so that students are able to progress towards a meaningful educational experience. Along with an instructional aide, both teacher and aide may push-in to classroom as well. Our RSP classroom has also become a time and space where students can receive extra support with projects, tests, and other assignments outside of their services.

Through our Student Focus Team (SFT), families of general education students showing early signs of requiring additional support meet with teachers, administration, and in some cases, the counselor/school psychologist come together to develop a classroom support plan. A variety of types of data are always at the center of each SFT conversation. Parents can request the SFT meeting or teachers may recommend one. From there, the team discusses supports that can be implemented that will enable the child to reach his or her potential in the classroom. There are currently 18 students with active SFTs at Los Molinos, all of whom are receiving supports and regular progress monitoring to ensure their success.

3d. English Language Learners:

There are currently 69 identified English Language Learners (EL) enrolled at Los Molinos. Of those students, the vast majority (42 students) are currently Kindergarten level. One of the major reasons contributing to the disproportionality is our continuous efforts to work towards reclassification at the lower grade levels. This is made possible through designated EL instructional time throughout the day at all grade levels. Students who are identified as ELs receive a minimum of 30 designated EL minutes each day. Our teachers work tirelessly to ensure that these students receive the sheltered, small-group instruction they need to be able to grasp the concepts of the English language. Within this time period, our lower elementary teachers focus primarily on speaking and listening skills. Through practice conversations, role-playing, and exposure to new and more higher order vocabulary words within various real-life contexts, ELs gain experience and confidence in the English language. Outside of the dedicated instructional time, ELs interact with their English-Only classmates for integrated language time as well. By using leveled readers and tools within the Wonders EL curriculum, students access the core curriculum through content that is appropriate for their language levels.

Using the Wonders EL curriculum, teachers assess students' understanding and identify areas of need. Students are routinely informally assessed throughout the trimester and will take a formal assessment once per trimester. Using this data, teachers are able to better prepare them for the eventual English Language Proficiency Assessment for California (ELPAC) in the spring.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

The start of the school year begins with on-boarding activities for all students, such as Positive Behavior Intervention Supports (PBIS) venue training, where students receive guidance with how safety, respect, and responsibility look and sound like in each of the areas around campus. Regular Student Success Assemblies are held within which school expectations, principals of growth mindset, and anti-bullying policies are reviewed with students. Taking these measures throughout the year establishes a positive school culture and sets all students up for success. Teachers also onboard the students in their classrooms with community building, establishing positive relationships, and clearly communicating classroom expectations. Los Molinos staff believe that positive behavior reinforcement systems should be fair, consistent and school-wide to ensure all students feel safe in their environment and that their positive actions are recognized.

When students are noticed demonstrating pro-social behavior, they earn a “Way to Go Wildcat Ticket” from anyone on campus including teachers, office staff, custodians, and site supervisors. Tickets are collected and at the end of the week, raffles are held in classrooms, and students earn prizes. This helps motivate our students in all areas of campus,

Los Molinos teachers have been trained in the use of Kagan strategies, or structured collaboration, techniques. Some of these strategies include “Think, Pair, Share,” “Pairs Check,” and “Rally Coach”. When students engage in group activities, the use of these strategies ensures the active and meaningful engagement of all participating students in a positive and constructive way.

In addition, students have the ability to earn admission to the student lounge. In the lounge, students can play board games, Legos, and create artwork with friends or on their own, just for fun! Students are excited to be a part of this time and cannot wait to attend.

2. Engaging Families and Community:

Our parents are an integral part of our school community and the partnership we have with our parents is rooted from a place where parents want to be a part of their students educational career. This connection begins with our Parent Teacher Association and their welcoming committee. Our parent organization hosts monthly events that allow everyone to come together in a way that goes past the textbooks and computer screens. While these events do not always center around an academic theme, we believe that they contribute to the overall familial culture of our school.

To highlight a few events, we began our year with an evening event such as family movie night. We tapped into resources our community members already own such as projectors, speakers, and mics. All of our events are family-oriented, for example, paint night, game night, and grandparents’ day, to name a few.

When volunteers are needed to help with classroom projects, our families and community are ready. For example, to assist with our community organic garden, we have parents who come out and help with planting seeds, maintaining the weeds, and watering along with teachers and their classes. Volunteers frequently visit the garden to observe the crops to ensure all is growing well. Parents are invited to plant and share their experiences with their students. During the holiday program, our families pulled together once again to put on one of the most amazing student-led performances we’ve seen. Our holiday play was themed “America’s Got Talent: Holiday Edition.” The stage was also designed and built by parents!

Our counselor also helps in coordinating a career day for our students. Parents are invited to share their careers and visit our campus to present to our students. Each year, parents from a variety of occupational backgrounds such as, law enforcement, medical services, and the business industry sign up to participate. On Veteran’s Day, parents who have served our country are also invited to be a part of our assembly and visit classroom to share their stories.

In essence, our school events bring the community together. These experiences build trust and positive relationships with community and teachers. Parents know that teachers are working hard to provide a quality education for their kids, and likewise, teachers see that parents are involved in their child's lives in a way that promotes strong ethics. In the end, we all seek a common goal; to guide our children through their youth so that they can fly on their own.

3. Creating Professional Culture:

Grade level teams meet weekly in PLCs to discuss their successes, but also the areas in which they struggled. The process of self-reflection with the support of colleagues results in our staff's ability to improve and achieve more. Teachers apply strategies that are shared with them through our District Teachers on Special Assignments (TOSA) and modify them for our own schools' needs. Staff is provided the freedom to adopt ideas that work for them and to modify what doesn't. The professional culture of our school centers around the concept that we are not all the same and are all very capable of finding ways to achieve the goal of student learning. This sense of trust from the district to the administration contributes to staff's feeling of support and efficacy.

TOSAs do a tremendous job of bringing meaningful professional development to our staff members. It is through their trainings that we are able to create a sitewide unified and innovative approach to education. Our staff participates in one to two professional development meetings each month that not only introduces new philosophies, but also shares realistic ways strategies can be practically implemented in the classroom. Teachers firmly believe that a consistent, unified approach to these practices enables students to continue to build on these strategies, year to year, and makes all the difference in keeping on track with grade level expectations. This commitment to school wide implementation of these essential practices enables teachers to better utilize instructional time beginning at the start of the year, confident that their students come to them already familiar with these structures.

Additionally, district TOSAs have been instrumental in showing Los Molinos staff how to leverage digital apps such as Canva. Teachers learned how to use templates and design features that allow students to display their ideas not only through the means of pencil and paper, but through a digital brochure or poster design. TOSA support has also resulted in teachers building their tech repertoire through programs such as Gimkit, Quizizz, Blookit, and Kahoot. These websites help to "gamify" the classroom and allow students to practice skills in fun and interactive ways.

Teachers feel valued and supported when trainings and other professional growth opportunities are relevant and make the best use of the time they commit to the learning. The importance of these activities is highlighted as school administration, support staff, and Classified team members have also been included in various PDs to better support the work teachers conduct in their classrooms.

4. School Leadership:

All students come with a desire to learn and a belief that all things are possible. Therefore, it is incumbent upon our staff to build positive relationships and safe space where students feel ready to explore, learn, and grow. We nurture the whole child by ensuring that our educational program develops world competencies through deep and meaningful learning, which include critical thinking, communication, creativity, collaboration, character, and citizenship. Los Molinos staff model these competencies and guide students in acknowledging that they are a valued and contributing member of a local and broader community here at school and among the world around them.

Los Molinos School Leadership share and aim to achieve this vision each day of the year. Our Leadership Team meets monthly and include grade level leads who participate in the discussion around professional development, activities, and analysis of deltas, plusses, and minuses of the overall educational program. Meeting minutes are recorded and then shared with the staff-at-large. Staff meetings are also held monthly where policies, programs, and student data are reviewed and discussed. Feedback on PD implementation with regard to impact on student learning is an essential foundation for next steps as student outcomes are always at the center of each team conversation.

Teachers are provided opportunities to meet in PLCs with their grade level teams every week on early release days. During this time, teachers collaboratively design lessons for student learning whether they be project-based learning, writing tasks, and/or themes that inspire students. Teachers review data and share best practices for struggling students and/or implement new strategies with which colleagues have found evidenced success. Grade-level leads facilitate these conversations and represent their teams at Leadership Team meetings.

Learning partnerships with parents, staff, and students are an integral component of Los Molinos. Communication and transparency are of utmost importance. Our students are kept informed of school activities, announcements, and reminders through daily morning messages by student leaders. Parents leaders actively participate in various advisory and decision-making committees such as English Language Advisory Committee, School Site Council, and the PTA. Student achievement, attendance, discipline, and language acquisition data are shared with parent and teacher leaders. Based on these reports, a needs assessment is conducted with feedback from the various stakeholder groups, to develop growth goals for the upcoming school year. The active participation and dedication of teachers, students, support staff, and our community is the driving engine behind the success of our school's shared leadership teams!

5. Culturally Responsive Teaching and Learning:

The celebration of our differences is a core value at Los Molinos. We are fortunate to represent a culturally and linguistically diverse community. Throughout the year, Los Molinos highlights historical figures of various ethnic backgrounds and the major contributions they have made to our world. Some of these cultural icons include Frida Kahlo, Fred Korematsu, Dolores Huerta, and Cesar Chavez. Students honor their work by studying their histories, or creating self-portraits, and/or paintings in the Calavera style, for instance. They celebrate cultural occasions such as Dias De Los Muertos and Lunar New Year to learn the significance of family in Hispanic and Asian culture.

One of the most notable landmarks in our community of Hacienda Heights is one of our strongest learning partners, the Hsi Lai Temple, whose name translates to "coming west." Looking from the playground to the hills above, one can catch sight of the grand temple hidden within the trees. The Hsi Lai Temple shares with us the great value education holds to our students, and as such, provides a \$1000 scholarship to one student at each grade-level who has demonstrated strong academic achievement and leadership in our community. Through this partnership, the temple's Kung Fu school visits each Lunar New Year to promote collaboration amongst all people. They demonstrate their skills in the form of martial arts demonstrations, lion dancers, and traditional Chinese drum performances. Our TK students even participate in their own lion dance as they learn Chinese New Year songs and parade throughout the school and celebrate the Lunar New year.

Our district's Ethnic Studies TOSA further expands our students' understanding of self and culturally diverse classmates. TOSAs provide professional development opportunities to our teachers through the lens of NDPL/deep learning. These trainings enable teachers to introduce ethnic studies to students in an inclusive, respectful, and informed manner. Community members are invited to participate in Ethnic Studies Walking Tours on weekends and evenings to conduct ethnographies under the facilities of district staff. By providing curriculum and learning experiences that underscore the fact that all individuals are equal and whose diverse backgrounds enrich the learning environment and world around us, our school upholds the values upon which the United States of America was founded.

PART VI - STRATEGY FOR EXCELLENCE

Los Molinos Elementary is a community comprised of students, teachers, staff, and parents whose individual knowledge, experience, and skills contribute to the progress and success of the entire campus. It is through the meaningful collaboration of all stakeholders that our school has and continues to provide a world-class educational experience for each of our students. Evidence of this collective belief can be found all around our school, from the hallways to the classroom walls. The collaboration that occurs behind every PLC, Leadership Team, or school performance can be heard, seen, and felt. While individual achievement is commendable, Los Molinos takes great pride in the various collaborative structures that are in place at every level that enable administrators to lead, staff to become pedagogical experts, and parents to support.

Effective collaboration at our school occurs thanks to each stakeholder's understanding of the power of one. Staff, students, and parents operate jointly as a unified team to propel student achievement. This triad of support can be seen throughout the physical campus from bulletin boards highlighting student achievement within literacy campaigns that involve teacher monitoring and response to intervention, parent reinforcement as home, and student agency to the collaborative infrastructures such as PLCs and advisory and decision-making committees. No single achievement can be attributed to an individual effort, but rather, that of an entire team sharing one common goal, collaboratively contributing to the work needed to ensure a child's success.

Los Molinos is a community of learners, teachers, and leaders that recognizes each person's contribution to the whole. As such, several recognition ceremonies take place to formally thank our partners for their work and dedication. An annual parent appreciation luncheon and teacher appreciation events are held to highlight the great value each person brings to our school.

Our individual differences are viewed as assets that strengthen our overall school community. From an instructional perspective, the Los Molinos staff's partnership with district teacher leaders as well as with one another within grade-level teams is the core engine that drives our students' growth. Our long established training and collaboration structures that provide time, space, and resources to share best practices to improve teaching and learning take advantage of all of our collective strengths and experiences, resulting in a strong and effective instructional team, well-prepared to meet the needs of all learners.

It is our collective expectation that the hard and rewarding work of raising confident, well-balanced, contributing members of society is the work that is completed together, our journey we take as one collaborative team.