Los Molinos Elementary School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. - For additional information about the school, parents/guardians and community members should contact the school principal or the district office. A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Los Molinos Elementary School
Street	7700 Stanford Avenue
City, State, Zip	Los Molinos, CA 96055
Phone Number	530.384.7903
Principal	Josh Rowe
Email Address	jrowe@lmusd.net
School Website	http://lmes.lmusd.net/
Grade Span	K-8
County-District-School (CDS) Code	52-71571-6053565

2024-25 District Contact Information

District Name	Los Molinos Unified School District
Phone Number	(530) 384-7826
Superintendent	Pat Atkins
Email Address	patkins@lmusd.net
District Website	www.lmusd.net

2024-25 School Description and Mission Statement

Los Molinos Elementary School is located in the rural farming community of Los Molinos, approximately 20 miles north of Chico, California. We are one of three schools in the Los Molinos Unified School District, serving 270 students in Transitional Kindergarten through 8th grade, including TK-5 and 6-8 Special Day Classes.

As a School-Wide Title I school, we provide specialized programs in Mathematics, Reading, and Language Arts to support student achievement. Our school has been recognized for academic excellence as a Title I Academic Achievement School in 2005, 2008, 2011, and 2012, and as a California Distinguished School in 2012.

Los Molinos Elementary has fully transitioned to Common Core State Standards and Next Generation Science Standards,

2024-25 School Description and Mission Statement

ensuring rigorous and relevant instruction. Over the past several years, overall we have made significant progress in closing the achievement gap and are proud of our students' growth and accomplishments..

Now in its second year, our CSTEM Program, in partnership with UC Davis, equips all teachers with the skills to integrate computer science instruction into their classrooms. This program provides our students with essential 21st-century skills, preparing them for future academic and career opportunities.

Our school benefits from the support of a district Assistant Principal, who assists with discipline and curriculum needs, and an on-site district Social Worker, who provides socio-emotional resources, including social skills groups.

Los Molinos Elementary is a high-achieving school with a dedicated and skilled staff, engaged and supportive families, and an unwavering commitment to student success and achievement.

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Our mission at Los Molinos Elementary School is to provide our diverse student community with exceptional educational opportunities that inspire academic achievement and life-long learning. Los Molinos Elementary supports this mission and our students by working toward Los Molinos Unified School District Board Goals:

- Through the PLC format all grade levels and departments will regularly review data to drive instruction.
- Continually review priority common core standards, new generation science standards, and technology standards to align instructional lessons and units of study to prepare our students for 21st century learning.
- Create K-12 Vertical Articulation, Alignment and Collaboration, school-to school at least two (2) times per year (Include all grade levels and departments K-12).
- K-12 alignment of technology devices, Provide Professional Development for the Integration of Technology into Instruction,1:1 devices grades 1-12.
- School wide implementation of CSTEM Robotics Curriculum in partnership with University of California Davis.
- School wide focus of Project Based Learning.
- All teachers K-12 will use explicit instructional strategies to support academic language acquisition for all students.
- All students will meet the necessary grade requirements to ensure college and career readiness.
- Maintain a positive school climate with the implementation of PBIS (Positive Behavioral Intervention System)

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	31
Grade 1	20
Grade 2	18
Grade 3	31
Grade 4	28
Grade 5	33
Grade 6	33
Grade 7	22
Grade 8	30
Total Enrollment	246

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6
Male	52.4
American Indian or Alaska Native	1.6
Asian	1.2
Black or African American	0.8
Hispanic or Latino	59.3
Two or More Races	1.6
White	34.1
English Learners	29.7
Foster Youth	1.6
Homeless	2.8
Socioeconomically Disadvantaged	85
Students with Disabilities	17.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.30	87.00	25.80	79.67	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.80	5.39	1.10	3.42	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.10	1.04	2.10	6.48	12115.80	4.41
Unknown/Incomplete/NA	1.00	6.50	3.30	10.37	18854.30	6.86
Total Teaching Positions	15.30	100.00	32.40	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.40	70.15	22.60	76.91	234405.20	84.00
Intern Credential Holders Properly Assigned	2.00	14.93	2.80	9.60	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	7.46	1.00	3.70	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1.70	6.04	11953.10	4.28
Unknown/Incomplete/NA	1.00	7.46	1.10	3.73	15831.90	5.67
Total Teaching Positions	13.40	100.00	29.40	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.00	78.57	24.90	80.74	231142.40	100.00
Intern Credential Holders Properly Assigned	2.00	14.29	2.10	6.82	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	7.14	1.20	4.17	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	0.90	3.10	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	1.50	5.14	14303.80	5.15
Total Teaching Positions	14.00	100.00	30.90	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	1
Misassignments	0.80	1.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.80	1.00	1

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.10	0.00	0
Total Out-of-Field Teachers	0.10	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	20.50	14.2	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at
https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Los Molinos is current on the textbook adoption cycle and each child has textbook availability.

Year and month in which the data were collected	2024-December

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Our Core Reading program adopted in 2017 is Houghton Mifflin Journeys. Additionally as a supplementary reading intervention program we utilize SRA Reading Mastery, iReady, and Measuring Up as a reading programs. In our middle school we also use Common Lit as an ELA supplement. For our English Language Learners we utilize EL 3D. All students have materials and supplies for reading instruction.	Yes	0
Mathematics	Houghton Mifflin Math Expressions is our core adopted textbook for K-5. This was adopted 2014-2015 school year. CPM is our CORE adopted textbook for 6-8 grade. This was adopted 2013-2014 school year. Additionally as a supplementary mathematics intervention we utilize, IXL, Mindsets and UC Davis CSTEM (Computer Science, Science, Technology, Engineering and Math) curriculums. For middle school and 5th grade we also utilize Maneuvering the Middle as a supplement. Adequate supplies are available for each student.	Yes	0
Science	Amplify Science is our core curriculum for K-8 science which is NGSS aligned and phenomena-based program. Additionally as a supplementary science curriculum we use the UC Davis CSTEM (Computer Science, Science, Technology, Engineering and Math) Curriculum . Adequate materials for each student. This was adopted 2019-2020.	Yes	0
History-Social Science	Scott Forseman/Pearson are the Core History/Social materials we currently use. 100% TCI is our Core history program grades 6-8. Adequate supplies and materials for each student. This was adopted 2015-2016.	Yes	0

Health	Health is taught through our PE program.		

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Los Molinos Elementary was constructed in 1962. The school facilities continue to be a focus for ongoing improvement.   The playground boxes were the subject of last improvement four summers ago. The pea gravel was removed and replaced with recycled and shredded rubber. The blacktop section of the elementary school was resurfaced in the summer of 2021.   LMUSD completed site modernization for 2018/2019.

Los Molinos Elementary is rated as "Exemplary" with an overall rating of 100.00%. A "Exemplary" rating means the school meets most or all standards of good repair. Deficiencies, if any are noted, are not significant and/or impact very small areas of the school.

Year and month of the most recent FIT report	12/03/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Category is Exemplary but there is no check off box in template
Interior: Interior Surfaces			X	Several areas of the roof started leaking when it rained hard with high winds, classrooms 1,5,7 8, the cafeteria and the office
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Category is Exemplary but there is no check off box in template
Electrical	X			Category is Exemplary but there is no check off box in template
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Category is Exemplary but there is no check off box in template
Safety: Fire Safety, Hazardous Materials	X			Category is Exemplary but there is no check off box in template
Structural: Structural Damage, Roofs			X	New roof needed on main structure of LME. Middle school portables are in poor condition.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			New Playground equipment was assembled and concreted for the elementary area. Need new gate at parking lot.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	35	31	44	44	46	47
Mathematics (grades 3-8 and 11)	26	23	34	33	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	187	183	97.86	2.14	30.60
Female	93	91	97.85	2.15	36.26
Male	94	92	97.87	2.13	25.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	106	105	99.06	0.94	30.48
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	67	64	95.52	4.48	32.81
English Learners	49	48	97.96	2.04	14.58
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	159	156	98.11	1.89	30.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	32	100.00	0.00	34.38

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	185	181	97.84	2.16	23.20
Female	91	89	97.80	2.20	20.22
Male	94	92	97.87	2.13	26.09
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	105	104	99.05	0.95	24.04
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	66	63	95.45	4.55	22.22
English Learners	49	48	97.96	2.04	12.50
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	158	155	98.10	1.90	22.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	32	100.00	0.00	31.25

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	17.02	25.00	19.63	22.53	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	67	64	95.52	4.48	28.13
Female	31	30	96.77	3.23	20.00
Male	36	34	94.44	5.56	35.29
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	34	33	97.06	2.94	18.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	27	25	92.59	7.41	40.00
English Learners	15	14	93.33	6.67	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	56	54	96.43	3.57	25.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	28.57

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	90.6	90.6	90.6	90.6	90.6
Grade 7	88.8	88.8	88.8	88.8	88.8

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

At Los Molinos Elementary, parent involvement plays a critical role in the success and learning of every child. To foster this partnership, our school handbook includes a Parent Compact, signed at the beginning of each school year. We strongly encourage parents to volunteer in classrooms and work directly with students whenever possible. Per district policy, parents who work with students must complete fingerprinting at the County Sheriff's Department and obtain a TB test.

Our Booster Club is an active organization that supports learning through special activities and events. Recent contributions include funding for field trips, honor and merit roll awards, donations for middle school sports equipment, and other enriching student activities. The Booster Club meets monthly, and all parents and community members are invited to participate. Meeting details are shared on the school's Facebook page and through weekly ParentSquare communications.

The English Learner Advisory Committee (ELAC) meets four times a year to discuss supports and assessments for English Language Learners, promote understanding, and share important information. ELAC members are also active in the Booster Club and School Site Council, often providing translation services for events like Back-to-School Night and Open House.

The School Site Council (SSC) meets four times annually and welcomes parents and community members to attend. The SSC is composed of school, community, and staff representatives who collaborate to create and monitor an annual program plan that addresses the needs of Los Molinos students. This group evaluates and gives input on needed changes with school programs throughout the year to ensure continuous improvement.

Parent support and involvement are highly valued at Los Molinos Elementary. For those interested in volunteering, we invite you to contact the school office at (530) 384-7903 to schedule an appointment and review our policies and procedures.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	294	280	62	22.1
Female	135	130	26	20.0
Male	159	150	36	24.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	168	161	26	16.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	102	98	28	28.6
English Learners	87	83	12	14.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	239	232	53	22.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	54	52	17	32.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement	State Priority: School Climate

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

	Suspensions							
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
4.84	3.1	1.36	4.79	3.55	1.52	3.17	3.6	3.28

This table displays expulsions data.

	Expulsions							
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.36	0.00
Female	0.00	0.00
Male	2.52	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.19	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.96	0.00
English Learners	2.30	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.67	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.85	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Los Molinos Elementary School has a school safety committee made up of staff, safety officials, and parents. The School Safety Plan is updated yearly and submitted to the Tehama County Office of Education. Each staff member is provided with a school-wide safety plan.   This plan was developed with the guidance and support of the Tehama County Office of Education

2024-25 School Safety Plan

and our District Leadership Team. Monthly fire and lockdown drills are held and recorded. Earthquake drills are held once a year. Health and safety agenda items are placed on all staff and School Site Council meeting agendas and discussed with staff and parents. All parents or visitors coming on campus must check in with the office and receive a visitor's badge. The school is fenced around the entire campus. An intercom system was installed in 2013 and updated camera system were recently installed in the fall of 2023 greatly increasing the area of camera coverage with greater clarity. Annual Safe School Summits are attend by administration, office staff, and a minimum of two teachers/instructional aides. ALICE training for intruders on campus began the summer of 2016. In 2018, an ALICE training was provided for all staff in the district. Training is conducted yearly.

D. Other SARC Information	Information Required in the SARC
	The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	2		
1	14	2		
2	19	1		
3	15	1		
4	28		1	
5	20	1		
6	15	1	1	
Other	16	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	2		
1	17	1		
2	16	1		
3	19	1		
4	15	1		
5	17	1		
6	11	1	1	
Other	14	3		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	2		
1	19	1		
2	16	1		
3	24		1	
5	25		1	
6	17	1	1	
Other	16	2	1	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.3
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$11,361	$3,612	$7,748	$64,734
District	N/A	N/A	$12,239	0
Percent Difference - School Site and District	N/A	N/A	-44.9	-100.0
State	N/A	N/A	$10,771	$78,673
Percent Difference - School Site and State	N/A	N/A	-32.6	-19.0

Fiscal Year 2023-24 Types of Services Funded

Types of Services Funded:
Information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

1. Academic Intensive Assistance
Los Molinos Elementary utilizes i-Ready, and on-line intervention program to address instructional needs for students performing at all academic levels. All students in grades K-8 are participating in the intense academic intervention in both Math and ELA allowing teachers to track, analyze, diagnose and adjust classroom instruction. This program was established at the beginning of each year and is utilized daily.

2. Reading Mastery
Los Molinos Elementary offers a supplemental reading program each day from 8:45-9:45 a.m. for students in grades TK-2. Students are placed in leveled reading groups for universal access to instructional materials. The supplemental reading program is READING MASTERY SRA program that was approved by the Board of Trustees. The teaching staff were trained

and implemented the program in January of 2006.

3. California First 5 Program
Los Molinos Elementary received a four-year grant from the State of California for a First Five Program. This program identifies and works with families who have children ages 0-5.   The purpose of our First 5 program is to help prepare children for Kindergarten. The First 5 program can be reached by calling 530-384-7903, extension 3319. The First 5 Coordinator is Michelle Rosauer.

4. Sports
Competitive sports are offered throughout the school year for students in grades 6, 7, and 8. Sports are funded from general fund budget. Volleyball, Flag Football, Basketball, and Softball are offered for both boys and girls. Students must meet an academic GPA of 2.0 with no F's to be eligible to participate in sports. Students who do not meet these requirements can apply for academic probation.

5. Accelerated Reader Motivational Reward Programs-
Classes have a friendly competition each week for reading levels. When students pass books on Accelerated Reader, levels are accumulated. The goal is for all students to be at Level 10 by the end of the year. Classes are rewarded weekly by levels earned in the prior week. This year's theme is "Be a Star and Read." Prizes earned are T-shirts, sack packs, and school supplies. The Reading Coordinator's stipend and the students' prizes are funded through SSC.

6. Summer Reading Program.
Students in grades K-7 are provided with a Summer Reading incentive program with the city's library.

7. Peer Mediator Program
Students in grades 6-8 receive training in properly identifying and solving conflicts that occur with K-5 students. The conflicts are resolved under the direct supervision of a trained adult to provide leadership roles for students, build relationships and improve the climate and culture of the school.

Additional Supportive Programs for Student Engagement, Parent Engagement, School Climate & Culture

Back to School Night – Back-to-school night is held in the fall of each year to share with parents grade level standards and curriculum to be taught for the year.

Open House – an evening activity held in the spring of each year to "Showcase" student work. Booster Club provides a meal along with student entertainment.

PBL Showcase Nights - an evening activity held 3 times each year to highlight student created PBL (Project Based Learning) Projects. Parents and community members are invited to come visit the campus and see the work being done by their students.

Community STEM Night - an evening activity held once to two times a year in conjunction with the Chico State Students Physics Society. Parents and community members are invited on to campus to participate in different STEM related activities.

Red Ribbon Week - a week long event in the fall is dedicated to teaching students about the dangers of drugs and alcohol. A partnership with the high school help provide events and rewards for strong participation.

Great Kindness Challenge - a week long event in the spring is dedicated to teaching students the importance of displaying kindness in all aspects of our lives. Competitions, events, and rewards for participation are key in addressing school climate.

Read Across America – March 2nd, this is a celebration of reading each year. Volunteer readers from the community visit our school and talk about the value of reading through their own experiences.

4A Reward Parties & Trips - Students 4th - 8th grade are offered a reward trip to honor academic achievement, strong attendance, positive attitudes, and accountability with work completion. The events are funded by the school sites general fund

8th Grade Promotion – the last official activity of the year is to recognize and promote 8th-grade students to High School. Awards, speeches, and recognition are key to the celebration.

8th Grade End-of-Year Trip – 8th-grade students raise funds for an end-of-year trip to 6 Flags Discovery Kingdom, or another destination as determined by the 8th grade class. A student then spends the day at the 6 Flags Discovery Kingdom park in Vallejo, or other location, as a culminating fun activity.

Fiscal Year 2023-24 Types of Services Funded

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		$50,757
Mid-Range Teacher Salary		$75,693
Highest Teacher Salary		$105,687
Average Principal Salary (Elementary)		$121,443
Average Principal Salary (Middle)		$132,509
Average Principal Salary (High)		$133,106
Superintendent Salary		$167,660
Percent of Budget for Teacher Salaries	29%	26%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Curriculum improvement is an ongoing process at Los Molinos Elementary and is coordinated with district and county support and effort. The driving force behind professional development continues to be our Single Plan for Student Achievement. Additionally, Smarter Balance assessment data and surveys from parents, students, and staff contribute to the overall plan for school-wide improvement. Surveys are conducted by the School Site Council committee. The staff development focus goals for the 2024-25 are:

- All staff will develop yearly plans, pacing calendar, curriculum guides, and alignment charts through Professional Learning Communities (PLC) and SMART goals
- All staff will analyze student data assessments (Smarter Balance Assessment, Interim Benchmark Assessments, ELPAC, Weekly and Unit Assessments, i-Ready diagnostics), and make curricular adjustments to instruction.

* Ongoing Staff Development regarding scientifically proven instructional strategies and Common Core instruction/standards.
* Multi-Tiered Systems of Supports (MTSS) to promote Positive Behavior Interventions and Support (PBIS), Academic RTI, Parent & Community Engagement
* Ongoing Staff Development regarding an effective teaching practice, Project Based Learning, to enhance student engagement and enhance academic achievement.
* In partnership with UC Davis all teachers received professional development in CSTEM. (Computer Science, Science, Technology, Engineering and Math), for completing each course they earn college credits, with most staff completing the last CSTEM course in December 2024 earning their supplemental authorization teaching credential in computer science. .

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25

Professional Development

Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3