

Los Molinos Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 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.

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.

2022-23 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@lmsd.net
School Website	http://lmes.lmsd.net/
County-District-School (CDS) Code	52-71571-6053565

2022-23 District Contact Information

District Name	Los Molinos Unified School District
Phone Number	(530) 384-7826
Superintendent	Joey Adame
Email Address	jadame@lmsd.net
District Website Address	www.lmsd.net

2022-23 School Overview

Los Molinos Elementary is located 20 miles north of Chico, California. We are one of three schools in the Los Molinos Unified School District. Our school is located in a rural setting within the small farming community of Los Molinos. We are a Transitional Kindergarten through 8th-grade school and include a K-5 and a 6-8 Special Day Class with 265 students. We are a School-Wide Title I school and offer students specialized programs in Math, Reading and Language Arts acquisition. Los Molinos Elementary School was recognized as a Title I Academic Achievement School in March of 2005, January 2008, January 2011, and January 2012. In addition, we were named a California Distinguished School in 2012. Los Molinos Elementary has fully converted to Common Core Standards and New Generation Science Standards. We are proud of the academic achievement and progress our students have made over the past few years and we are making positive progress in closing the achievement gap. Los Molinos Elementary is an "Achieving School" with a strong dedicated staff, excellent parent support and a strong commitment to student success and achievement.

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.
- 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	37
Grade 1	29
Grade 2	31
Grade 3	26
Grade 4	30
Grade 5	23
Grade 6	30
Grade 7	28
Grade 8	31
Total Enrollment	265

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2
Male	52.8
American Indian or Alaska Native	1.5
Asian	1.5
Black or African American	0.4
Filipino	0.0
Hispanic or Latino	58.9
Native Hawaiian or Pacific Islander	0.0
Two or More Races	3.0
White	34.3
English Learners	34.0
Foster Youth	0.8
Homeless	3.4
Migrant	0.8
Socioeconomically Disadvantaged	84.5
Students with Disabilities	15.5

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	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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)						
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
Permits and Waivers	0.00	
Misassignments	0.80	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.80	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	20.50	
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	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 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	2022-December
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own
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		Adoption ?	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 as well as SIPPS and Visualizing and Verbalizing reading programs. All students have materials and supplies for reading instruction. 100%	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. Adequate supplies are available for each student. 100%	Yes	0
Science	Amplify Science is our core curriculum for K-8 science which is NGSS aligned and phenomena-based program. Adequate materials for each student. This was adopted 2019-2020. 100%	Yes	0
History-Social Science	Scott Foresman/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. 100%		
Science Laboratory Equipment (grades 9-12)	100%		0

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

12/06/2022

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:	X			Category is Exemplary but there is no

School Facility Conditions and Planned Improvements				
Interior Surfaces				check off box in template
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			Category is Exemplary but there is no check off box in template
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Asphalt on the playground has many large cracks.

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated 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.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	34	N/A	40	N/A	47
Mathematics (grades 3-8 and 11)	N/A	20	N/A	26	N/A	33

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	167	164	98.20	1.80	33.54
Female	78	76	97.44	2.56	34.21
Male	89	88	98.88	1.12	32.95
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	90	90	100.00	0.00	33.33
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	66	63	95.45	4.55	30.16
English Learners	48	48	100.00	0.00	20.83
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	143	141	98.60	1.40	31.21
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	34	33	97.06	2.94	18.18

2021-22 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	167	164	98.20	1.80	20.12
Female	78	76	97.44	2.56	17.11
Male	89	88	98.88	1.12	22.73
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	90	90	100.00	0.00	21.11
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	66	63	95.45	4.55	19.05
English Learners	48	48	100.00	0.00	8.33
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	143	141	98.60	1.40	17.73
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	34	33	97.06	2.94	12.12

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	25.45	13.04	13.25	14.72	28.5	29.47

2021-22 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	48	46	95.83	4.17	13.04
Female	23	22	95.65	4.35	13.64
Male	25	24	96	4	12.5
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	25	25	100	0	8
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	18	90	10	16.67
English Learners	15	15	100	0	0
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	44	42	95.45	4.55	14.29
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, only participation results are required 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	95.7	95.7	0	95.7	95.7
Grade 7	96	100	100	96.3	100

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.

2022-23 Opportunities for Parental Involvement

Parent involvement at Los Molinos Elementary is critical to the success and learning of each child. As part of our school handbook, a Parent Compact is signed at the beginning of the school year. We strongly encourage parents to work in the classroom volunteering and working with children whenever possible. It is district policy that parents who work directly with children are fingerprinted at the County Sheriff's Department and have a TB test.

We have a very active Booster Club which organizes special activities and events that support learning. Most recently, the Booster Club has supported field trips, honor and merit roll awards, Book Give Away three times a year, and different student-sponsored activities such as enriching field trips. The Booster Club meets once a month and parents and community members are encouraged to attend these meetings. Meetings are publicized on the schools Facebook page and announced through weekly all calls.

Our ELAC meets at Los Molinos Elementary four times per year to share information and promote understanding of supports and assessments of English Language Learners. In addition, ELAC members are involved in Booster Club and School Site Council. They offer to provide translation services for families during events such as Back to School Night and Open House.

The Los Molinos School Site Council includes representatives of the school, community, and school staff who meet regularly to develop an annual program plan to meet the needs of Los Molinos students. Throughout the year, the S.S.C. monitors and evaluates the school programs, making needed changes on an ongoing basis. All parents and community members are welcome to attend S.S.C. meetings. They are at 6:00pm in the months of November, January, March, and April in the cafeteria.

Every month, the principal hosts Coffee with the Principal to invite parents to the school to view the school and have in-depth discussions about the school, community, and student achievement.

Parent involvement and support is welcome and strongly encouraged at Los Molinos Elementary. If parents want to volunteer their time at Los Molinos Elementary, we encourage parents to contact the office at 530 384-7903 and set up an appointment to review policy and procedures.

2022-23 Opportunities for Parental Involvement

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	289	279	81	29.0
Female	135	130	42	32.3
Male	154	149	39	26.2
American Indian or Alaska Native	4	4	1	25.0
Asian	4	4	0	0.0
Black or African American	1	1	1	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	162	157	30	19.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	10	10	3	30.0
White	106	101	45	44.6
English Learners	93	91	15	16.5
Foster Youth	3	3	0	0.0
Homeless	10	10	5	50.0
Socioeconomically Disadvantaged	244	237	71	30.0
Students Receiving Migrant Education Services	2	2	1	50.0
Students with Disabilities	47	46	19	41.3

C. Engagement

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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.92	3.27	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	2.17	4.84	4.92	4.79	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.84	0.00
Female	2.96	0.00
Male	6.49	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	2.47	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	9.43	0.00
English Learners	2.15	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.33	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.38	0.00

2022-23 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 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. There are security cameras that were installed in the summer of 2011 and an intercom system in 2013. Annual Safe School Summits are attended 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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	3		
1	13	2		
2	16	2		
3	20	1		
4	70			1
5	25		1	
6	17	6	6	
Other	10	1		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	21		2	
1	16	2		
2	20	1		
3	19	1		
4	20	1		
5	16	2		
6	10	15		
Other	16	2		

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		

2021-22 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

2021-22 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.8

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$8,082	\$2,206	\$5,876	\$78,057
District	N/A	N/A	\$9,596	\$69,959
Percent Difference - School Site and District	N/A	N/A	-48.1	10.9
State	N/A	N/A	\$6,594	\$73,001
Percent Difference - School Site and State	N/A	N/A	-11.5	6.7

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.

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 3rd - 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

2021-22 Types of Services Funded

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. A student then spends the day at the 6 Flags Discovery Kingdom park in Vallejo as a culminating fun activity.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$43,750	\$46,419
Mid-Range Teacher Salary	\$60,560	\$69,902
Highest Teacher Salary	\$83,860	\$97,912
Average Principal Salary (Elementary)	\$111,828	\$111,731
Average Principal Salary (Middle)		\$122,012
Average Principal Salary (High)	\$118,496	\$122,212
Superintendent Salary	\$147,900	\$150,971
Percent of Budget for Teacher Salaries	33%	29%
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 2021-2022 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.

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

Professional Development			
Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	3