# Los Molinos Elementary School
## 2022-2023 School Accountability Report Card
## (Published During the 2023-2024 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. |

## 2023-24 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/](http://lmes.lmusd.net/) |
| **County-District-School (CDS) Code** | 52-71571-6053565 |

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

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 258 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. This year Los Molinos Elementary has fully implemented a CSTEM Program in partnership with UC Davis, with this program all teachers at every grade level are being trained on how to teach computer science. This program will provide our students with 21st century skills giving them even greater opportunities as they progress in their education. We are also supported by a district Assistant Principal/Program Coordinator, this person helps support our site with discipline concerns and while also providing our teachers with focused curriculum and instructional coaching for all teachers. 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.
- School wide implementation of CSTEM Robotics Curriculum in partnership with University of California Davis.
- School wide focus of Project Based Learning.

## 2023-24 School Description and Mission Statement

- 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

## 2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 30 |
| Grade 1 | 19 |
| Grade 2 | 30 |
| Grade 3 | 27 |
| Grade 4 | 25 |
| Grade 5 | 26 |
| Grade 6 | 22 |
| Grade 7 | 28 |
| Grade 8 | 29 |
| Total Enrollment | 236 |

## 2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 46.2% |
| Male | 53.8% |
| Asian | 1.3% |
| Black or African American | 0.8% |
| Hispanic or Latino | 61.9% |
| Two or More Races | 2.1% |
| White | 32.6% |
| English Learners | 33.9% |
| Foster Youth | 0.8% |
| Homeless | 3% |
| Migrant | 0.4% |
| Socioeconomically Disadvantaged | 81.8% |
| Students with Disabilities | 13.6% |

## 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) | 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 | 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 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 | 0.00 |
| Misassignments | 0.80 | 1.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.80 | 1.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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 | 0.00 |
| Local Assignment Options | 0.10 | 0.00 |
| Total Out-of-Field Teachers | 0.10 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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) | 20.5 | 14.2 |
| 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 | 0 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 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 | 2023-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 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.<br>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. | | |

## 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:**<br>Gas Leaks, Mechanical/HVAC, Sewer | X | | | Category is Exemplary but there is no check off box in template |
| **Interior:**<br>Interior Surfaces | X | | | Category is Exemplary but there is no check off box in template |
| **Cleanliness:**<br>Overall Cleanliness, Pest/Vermin Infestation | X | | | Category is Exemplary but there is no check off box in template |

## School Facility Conditions and Planned Improvements

| 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 | | | |

## 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.

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 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | 34 | 35 | 40 | 44 | 47 | 46 |
| **Mathematics** (grades 3-8 and 11) | 20 | 26 | 26 | 34 | 33 | 34 |

## 2022-23 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 | 154 | 149 | 96.75 | 3.25 | 34.90 |
| Female | 65 | 62 | 95.38 | 4.62 | 38.71 |
| Male | 89 | 87 | 97.75 | 2.25 | 32.18 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 98 | 96 | 97.96 | 2.04 | 33.33 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 49 | 46 | 93.88 | 6.12 | 36.96 |
| English Learners | 44 | 43 | 97.73 | 2.27 | 18.60 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 133 | 130 | 97.74 | 2.26 | 31.54 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 31 | 30 | 96.77 | 3.23 | 20.00 |

## 2022-23 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 | 153 | 148 | 96.73 | 3.27 | 25.68 |
| Female | 65 | 62 | 95.38 | 4.62 | 25.81 |
| Male | 88 | 86 | 97.73 | 2.27 | 25.58 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 97 | 95 | 97.94 | 2.06 | 24.21 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- | -- |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 49 | 46 | 93.88 | 6.12 | 26.09 |
| English Learners | 44 | 43 | 97.73 | 2.27 | 11.63 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 132 | 129 | 97.73 | 2.27 | 24.03 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 31 | 30 | 96.77 | 3.23 | 26.67 |

## 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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8 and high school) | 13.04 | 17.02 | 14.72 | 19.63 | 29.47 | 30.29 |

## 2022-23 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 | 53 | 52 | 98.11 | 1.89 | 17.31 |
| Female | 24 | 24 | 100.00 | 0.00 | 12.50 |
| Male | 29 | 28 | 96.55 | 3.45 | 21.43 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 36 | 35 | 97.22 | 2.78 | 17.14 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | 17 | 17 | 100.00 | 0.00 | 17.65 |
| English Learners | 14 | 14 | 100.00 | 0.00 | 0.00 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 44 | 43 | 97.73 | 2.27 | 13.95 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| 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.

## 2022-23 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 during 2021-22 and 2022-23 school years, 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 | 88 | 88 | 88 | 88 | 88 |
| Grade 7 | 85 | 85 | 85 | 85 | 85 |

## 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.

## 2023-24 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 communications via Parent Square

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 meets four times per school year, all parents and community members are welcome to attend S.S.C meetings. The S.S.C 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.

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 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 258 | 254 | 67 | 26.4 |
| Female | 114 | 113 | 27 | 23.9 |
| Male | 144 | 141 | 40 | 28.4 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 2 | 2 | 2 | 100.0 |
| Asian | 3 | 3 | 0 | 0.0 |
| Black or African American | 2 | 2 | 2 | 100.0 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 159 | 156 | 36 | 23.1 |
| Native Hawaiian or Pacific Islander | 1 | 1 | 0 | 0.0 |
| Two or More Races | 5 | 5 | 1 | 20.0 |
| White | 83 | 82 | 25 | 30.5 |
| English Learners | 84 | 82 | 18 | 22.0 |
| Foster Youth | 3 | 3 | 1 | 33.3 |
| Homeless | 8 | 7 | 4 | 57.1 |
| Socioeconomically Disadvantaged | 215 | 213 | 60 | 28.2 |
| Students Receiving Migrant Education Services | 2 | 1 | 0 | 0.0 |
| Students with Disabilities | 44 | 42 | 13 | 31.0 |

## 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.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|---|---|---|
| Suspensions | 2.17 | 4.84 | 3.10 | 4.92 | 4.79 | 3.55 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 | 0.08 |

## 2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 3.1 | 0 |
| Female | 3.51 | 0 |
| Male | 2.78 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 1.89 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 6.02 | 0 |
| English Learners | 2.38 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 3.72 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 4.55 | 0 |

## 2023-24 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. An intercom system was installed in 2013 and updated camera system were recently installed in the fall 0f 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.

## 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 | | |

## 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 | 0 | 0 |
| 1 | 17 | 1 | 0 | 0 |
| 2 | 16 | 1 | 0 | 0 |
| 3 | 19 | 1 | 0 | 0 |
| 4 | 15 | 1 | 0 | 0 |
| 5 | 17 | 1 | 0 | 0 |
| 6 | 11 | 1 | 1 | 0 |
| Other | 14 | 3 | 0 | 0 |

## 2022-23 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** | 236 |

## 2022-23 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)** | 1 |
| **Library Media Teacher (Librarian)** | |
| **Library Media Services Staff (Paraprofessional)** | |
| **Psychologist** | 0.3 |
| **Social Worker** | |
| **Nurse** | |
| **Speech/Language/Hearing Specialist** | |
| **Resource Specialist (non-teaching)** | |
| **Other** | 0.8 |

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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 | $70,361 |
| Percent Difference - School Site and District | N/A | N/A | -48.1 | 10.9 |
| State | N/A | N/A | $7,607 | $77,993 |
| Percent Difference - School Site and State | N/A | N/A | -11.5 | 6.7 |

# Fiscal Year 2022-23 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.

## Fiscal Year 2022-23 Types of Services Funded

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

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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** | $45,063 | $47,616 |
| **Mid-Range Teacher Salary** | $62,377 | $75,580 |
| **Highest Teacher Salary** | $86,376 | $100,485 |
| **Average Principal Salary (Elementary)** | $112,856 | $114,067 |
| **Average Principal Salary (Middle)** | $0 | $123,622 |
| **Average Principal Salary (High)** | $114,962 | $125,386 |
| **Superintendent Salary** | $152,337 | $157,977 |
| **Percent of Budget for Teacher Salaries** | 29.65% | 27.82% |
| **Percent of Budget for Administrative Salaries** | 5.44% | 5.78% |

## 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.
* In partnership with UC Davis all teachers are receiving ongoing professional development in CSTEM. (Computer Science, Science, Technology, Engineering and Math), for completing each course they earn college credits.

## Professional Development

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

| Subject | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 3 | 3 | 3 |