

# Los Molinos Elementary School

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 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.

## 2025-26 School Contact Information

<b>School Name</b>	Los Molinos Elementary School
<b>Street</b>	7700 Stanford Avenue
<b>City, State, Zip</b>	Los Molinos, CA 96055
<b>Phone Number</b>	530.384.7903
<b>Principal</b>	Kristina Zarate
<b>Email Address</b>	kzarate@lmusd.net
<b>School Website</b>	<a href="http://lmes.lmusd.net/">http://lmes.lmusd.net/</a>
<b>Grade Span</b>	K-8
<b>County-District-School (CDS) Code</b>	52-71571-6053565

## 2025-26 District Contact Information

<b>District Name</b>	Los Molinos Unified School District
<b>Phone Number</b>	(530) 384-7826
<b>Superintendent</b>	Stan Mojsich
<b>Email Address</b>	smojsich@lmusd.net
<b>District Website</b>	<a href="http://www.lmusd.net">www.lmusd.net</a>

## 2025-26 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-4 and 5-8 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.

Over the past several years, we have made significant progress in closing the achievement gap, and we are proud of our students' growth and accomplishments. Our school benefits from the support of a district Assistant Principal, who assists with discipline and curriculum needs. Los Molinos Elementary is a high-achieving school with a dedicated and skilled staff, engaged and supportive families, and a commitment to student success and achievement.

Our mission at Los Molinos Elementary School is to empower every student to achieve academic excellence in literacy and mathematics, while fostering the social and emotional skills needed to thrive. We are committed to fostering meaningful relationships, promoting positive peer interactions, and cultivating a strong sense of school and community pride. Through high expectations, inclusive practices, and opportunities for service, we prepare our Wildcats to be confident learners, compassionate friends, and engaged citizens. Los Molinos Elementary supports this mission and our students by working toward the Los Molinos Unified School District Board Goals:

\*Professional Learning Communities (PLCs), where teachers and administrators will collaborate regularly using student data. Grade-level and department-Specific, Measureable, Achievable, Relevant, and time-bound (SMART) goals to guide instruction, and ongoing training and data-driven review to ensure continuous improvement to foster safe, supportive, and engaging schools.

\*Implement Common Core Standards, teachers are trained in engagement and content standards, adopt and implement aligned curriculum materials, and monitor instruction through walkthroughs and educational rounds to strengthen Common-Core Standards-based instruction.

\*Consistent K-12 Instructional Program, with the use of vertical alignment and collaboration across schools and grade levels. Common rubrics, curriculum guides, and benchmark assessments, along with regular articulation meetings to refine

2025-26 School Description and Mission Statement

instructional continuity, ensure alignment and articulated instruction across all grade levels.

\*Technology Access for all, while maintaining 1:1 devices available for all students K-12, and ongoing professional development to support innovation and digital citizenship to integrate technology into teaching and learning.

\*Proficiency in ELA and Math, teachers use explicit strategies and aligned curriculum guides, MTSS, ELD standards, and inquiry cycles to guide instruction and monitor student progress with the use of data from benchmarks, CAASPP, and ELPAC to support all students, including English Learners.

\*College and Career Readiness, ensure all students meet graduation requirements by increasing CTE opportunities for middle-grade students (6-8) and early intervention to prepare all students for postsecondary success.

\*Positive School Climate, Positive Behavior Intervention and Support (PBIS) implemented districtwide, support athletic programs, and emergency and safety plans are updated and practiced. Student participation and recognition, community networks, and facilities upgrades and beautification to foster safe, supportive, and engaging schools.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	52
Grade 1	18
Grade 2	22
Grade 3	22
Grade 4	32
Grade 5	34
Grade 6	32
Grade 7	33
Grade 8	21
Total Enrollment	266

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2
Male	50.8
American Indian or Alaska Native	1.9
Asian	0.4
Black or African American	0.4
Hispanic or Latino	59.4
Two or More Races	3
White	33.8
English Learners	27.1
Foster Youth	0.4
Homeless	3.4
Socioeconomically Disadvantaged	83.5
Students with Disabilities	17.7

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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	9.4	70.15	22.6	76.91	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	2	14.93	2.8	9.6	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	7.46	1	3.7	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	1.7	6.04	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	1	7.46	1.1	3.73	15831.9	5.67
<b>Total Teaching Positions</b>	13.4	100	29.4	100	279044.8	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	11	78.57	24.9	80.74	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	2	14.29	2.1	6.82	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	7.14	1.2	4.17	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	0.9	3.1	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	1.5	5.14	14303.8	5.15
<b>Total Teaching Positions</b>	14	100	30.9	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 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	69.23	21.7	72.37	230039.4	100
Intern Credential Holders Properly Assigned	2	15.38	2.5	8.5	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	7.69	2.8	9.4	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.6	2.07	12112.8	4.34
Unknown/Incomplete/NA	1	7.69	2.2	7.6	13705.8	4.91
<b>Total Teaching Positions</b>	<b>13</b>	<b>100</b>	<b>30</b>	<b>100</b>	<b>278927.1</b>	<b>100</b>

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	1
Misassignments	1.00	0	0
Vacant Positions	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	<b>1.00</b>	<b>1</b>	<b>1</b>

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
<b>Total Out-of-Field Teachers</b>	<b>0.00</b>	<b>0</b>	<b>0</b>

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	14.2	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Each child has sufficient textbook and instructional materials. Los Molinos Unified is currently in the process of the Math adoption cycle. LMUSD is working closely with Tehama County Department of Education to review curriculums in grades K-12.

**Year and month in which the data were collected** December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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 SIPPS as reading programs. In our middle grades (6-8), 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.	0
<b>Mathematics</b>	Houghton Mifflin Math Expressions is our core adopted textbook for K-5. This was adopted during the 2014-2015 school year. CPM is our CORE adopted textbook for 6-8 grade. This was adopted 2013-2014 school year. Additionally, as supplementary mathematics interventions, we utilize iReady and IXL. In grades 6-8, we also utilize Maneuvering the Middle as a supplement. Adequate supplies are available for each student.	0
<b>Science</b>	Amplify Science is our core curriculum for K-8 science which is NGSS aligned and a phenomena-based program and was adopted in 2019-2020. Zingy Learning is also used as a supplement in Science in grades 3-8. Adequate materials are available for all students.	0
<b>History-Social Science</b>	Scott Foresman/Pearson are the Core History/Social Science materials we currently use. TCI is our Core history program grades 6-8. This was adopted 2015-2016. Adequate supplies and materials for each student.	0
<b>Foreign Language</b>	NA	
<b>Health</b>	Health is taught through our PE program.	0
<b>Visual and Performing Arts</b>	NA	
<b>Science Laboratory Equipment (grades 9-12)</b>	NA	

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

## School Facility Conditions and Planned Improvements

The current location and building for Los Molinos Elementary was constructed in 1962. The school facilities continue to be a focus for ongoing improvement. LMUSD completed site modernization for 2018/2019. The blacktop section of the elementary school was resurfaced in the summer of 2021. The main hallway and office received fresh paint on the walls. New cabinets and a cabinet table were installed in the main office in the summer of 2025. Roof maintenance and repair to the main facilities and classrooms 9-12 were completed in the fall of 2025, as well as upgrades to the middle grades (6-8) bathrooms, including new paint, flooring, and bathroom stall boards.

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

12/17/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Main hallway and office received fresh paint on the walls. New cabinets and cabinet table were installed in the main office in Summer of 2025. Roof maintenance and repair to the main facilities and classrooms 9-12 were completed in Fall of 2025.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			Main hallway and office received fresh paint on the walls. New cabinets and cabinet table were installed in the main office in Summer of 2025.
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Middle grades (6-8) bathrooms were upgraded during the Summer of 2025, including new paint, flooring, and bathroom stall boards.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		Roof maintenance and repair to the main facilities and classrooms 9-12 were completed in Fall of 2025. Middle grades (6-8) portables are in poor condition.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		New Playground equipment was assembled and concreted for the elementary area in 2024. 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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	31	30	44	37	47	48
Mathematics (grades 3-8 and 11)	23	24	33	32	35	37

2024-25 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	182	179	98.35	1.65	29.61
Female	91	89	97.80	2.20	33.71
Male	91	90	98.90	1.10	25.56
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	104	102	98.08	1.92	29.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	68	68	100.00	0.00	32.35
English Learners	48	47	97.92	2.08	10.64
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	158	156	98.73	1.27	29.49
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	35	94.59	5.41	22.86

### 2024-25 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	183	177	96.72	3.28	24.29
Female	92	88	95.65	4.35	23.86
Male	91	89	97.80	2.20	24.72
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	104	102	98.08	1.92	22.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	69	66	95.65	4.35	28.79
English Learners	48	47	97.92	2.08	14.89
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	159	154	96.86	3.14	22.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	35	94.59	5.41	22.86

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	25	1.92	22.53	22.41	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	57	53	92.98	7.02	1.89
Female	29	27	93.10	6.90	3.70
Male	28	26	92.86	7.14	0.00
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	3.03
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	18	90.00	10.00	0.00
English Learners	20	19	95.00	5.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	51	48	94.12	5.88	2.08
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.

2024-25 California Physical Fitness Test Participation Rates					
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	94.1	94.1	94.1	94.1	94.1
Grade 7	100.0	96.7	100.0	100.0	100,0

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.

2025-26 Opportunities for Parental Involvement
<p>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.</p> <p>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 grades 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.</p> <p>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.</p> <p>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 Elementary students. This group evaluates and gives input on needed changes with school programs throughout the year to ensure continuous improvement.</p> <p>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.</p>

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	324	291	72	24.7
Female	154	142	40	28.2
Male	170	149	32	21.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	179	166	32	19.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	122	105	33	31.4
English Learners	82	75	14	18.7
Foster Youth	--	--	--	--
Homeless	12	11	7	63.6
Socioeconomically Disadvantaged	275	251	65	25.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	60	56	11	19.6

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

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.1	1.36	6.17	3.55	1.52	6.67	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.17	0.00
Female	5.84	0.00
Male	6.47	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	1.68	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	12.30	0.00
English Learners	2.44	0.00
Foster Youth	0.00	0.00
Homeless	8.33	0.00
Socioeconomically Disadvantaged	6.91	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.33	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.



## 2025-26 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 each January and submitted to the Tehama County Office of Education and the Los Molinos Unified Board of Trustees for approval each January. Each staff member is provided with a school-wide safety plan, which is reviewed at the beginning of the school year and after any updates or changes are made. 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 an updated camera system was recently installed in the fall of 2023, greatly increasing the area of camera coverage with greater clarity. Annual safety meetings are attended by administration, office staff, and a minimum of two teachers/instructional aides. ALICE training for intruders on campus began in the summer of 2016. In 2018, an ALICE training was provided for all staff in the district. Training is ongoing for staff and students, as new updated policies and best practices are developed to ensure school safety.

## 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.

## 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

### 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	0	0
1	19	1	0	0
2	16	1	0	0
3	24	0	1	0
4	0	0	0	0
5	25	0	1	0
6	17	1	1	0
Other	16	2	1	0

### 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	24		1	
2	21		1	
3	19	1		
4	22		1	
5	21		1	
6	2	1		
Other	18	1	2	

### 2024-25 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

## 2024-25 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.3
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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
<b>School Site</b>	\$13,248	\$6,141	\$7,107	\$68,428
<b>District</b>	N/A	N/A	\$9,670	\$81,077
<b>Percent Difference - School Site and District</b>	N/A	N/A	-30.54	-17.0
<b>State</b>	N/A	N/A	\$11,146	\$86,335
<b>Percent Difference - School Site and State</b>	N/A	N/A	-44.0	-23.0

## Fiscal Year 2024-25 Types of Services Funded

Types of Services Funded:

### 1. Academic Intensive Assistance

Los Molinos Elementary utilizes i-Ready and online intervention programs 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. Individualized Intensive Academic Assistance

Los Molinos Elementary provides targeted after-school tutoring for students in grades TK–8 to address specific instructional needs and areas of growth. Teachers provide personalized academic support to help students close learning gaps, with a focus on improving outcomes for all students, including English Learners and socioeconomically disadvantaged students, in an effort to reduce the achievement gap.

## Fiscal Year 2024-25 Types of Services Funded

### 3. Sports

Competitive sports are offered throughout the school year for students in grades 6, 7, and 8 at Los Molinos Elementary. Sports are funded from the 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.

### 4. Accelerated Reader Motivational Reward Program

Classes have a friendly competition each week for reading levels. When students pass books on Accelerated Reader, their reading levels accumulate. 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 and recognized at monthly assemblies.

### 5. Positive Behavior Intervention Supports (PBIS)

Los Molinos Elementary provides support for students and staff in PBIS strategies and programs to promote a positive school climate. This includes the use of "Wildcat Bucks" to encourage and promote positive behavior and character traits among our students. The school site provides monthly recognition for students displaying these characteristics. Staff are also trained in PBIS strategies, including Everyday Behavior Tools.

### 6. Leadership through Associated Student Body (ASB)

Los Molinos Elementary offers participation in Leadership through the Associated Student Body (ASB) for students in grades 6-8. Leadership students plan and help with a variety of student activities and events, such as the student council, spirit weeks, DOT day, and various other school events throughout the school year.

### 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, curriculum, and expectations for the new school year.

**Open House** – an evening activity held in the spring of each year to showcase student work.

**Red Ribbon Week** - a week-long event in the fall is dedicated to teaching students about the dangers of drugs and alcohol. Our Leadership students provide activities and rewards throughout the week to promote education and responsibility in making healthy decisions regarding drug and alcohol use.

**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 to building a positive school culture.

**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 Trips** - Students in 4th - 8th grade can earn a reward trip as a way to honor academic achievement, strong attendance, positive attitudes, and accountability with work completion. The trips are funded by the school site 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.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$50,849	\$54,773
Mid-Range Teacher Salary	\$70,386	\$78,981
Highest Teacher Salary	\$97,467	\$117,337
Average Principal Salary (Elementary)	\$133,625	\$128,425
Average Principal Salary (Middle)	\$133,625	\$137,947
Average Principal Salary (High)	\$138,798	\$138,809
Superintendent Salary	\$178,254	\$176,162
Percent of Budget for Teacher Salaries	25.71%	24.71%
Percent of Budget for Administrative Salaries	6.63%	5.91%

## 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 2025-26 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.

\* All staff will be trained in Multi-Tiered Systems of Supports (MTSS) to promote Positive Behavior Interventions and Support (PBIS), Academic RTI, Parent & Community Engagement, with a focus on active participation for students.

\* All staff will be trained in Everyday Behavior Tools, a Positive Behavior Interventions and Supports (PBIS) program through Tehama County Department of Education, to promote positive behaviors in student behavior and student achievement.

\*All staff will be provided with training on how to build academic oral language through English Language Development, with a focus on English Language Learners.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3