Vina Elementary School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

Vina
Elementary
School

Pro-Student. Pro-Education. Pro-Community.

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

School Name	Vina Elementary School
Street	4790 D St.
City, State, Zip	Vina, CA 96092
Phone Number	(530) 839-2182
Principal	Kendi Merlo
Email Address	kmerlo@lmusd.net
School Website	http://vina.lmusd.net/
Grade Span	1-8
County-District-School (CDS) Code	52715716053581

2025-26 District Contact Information

District Name	Los Molinos Unified School District
Phone Number	(530) 384-7826
Superintendent	Stan Mojsich
Email Address	smojsich@lmusd.net
District Website	www.lmusd.net

2025-26 School Description and Mission Statement

Vina Elementary School is a small four-room school founded originally as the only school in the Pine Creek District in 1924. Located in southern Tehama County, Vina is now one of two elementary schools in the Los Molinos Unified School District. Vina currently serves approximately 80 students in first through eighth grades in the original, historic school building. A modern, portable building, which serves as a library, STEM lab, CTE lab, and resource center was added in 2002. The school sits on 5.94 acres, all surrounded by neighboring orchards. As part of the grounds, there are two softball diamonds, a multi-purpose soccer and football field, two dedicated basketball courts, and a combination volleyball/basketball court in addition to a playground that is designated for primary students.

Vision Statement
The core values of "pro-student, pro-education, pro-community" reflect the vision of our school. Our goal is to help all students reach their full potential socially, emotionally, and academically so that they can be change-makers in their homes, schools, communities, and world.

Mission Statement
In order to make our vision a reality, we must make our school a truly pro-student environment. We will design lessons that are engaging for all students by utilizing a variety of instructional strategies that allow everyone to be successful. We will support students as they begin to figure out who they are and how they fit into the world with loving guidance, positive interventions, and a focus on restorative justice. We will ensure that every student has the same opportunities to become exactly who they want to be. In our school, all children will be held to a high standard of behavior and academic achievement because each of them is capable of meeting and exceeding those goals.

It is our objective to make sure that everything we do, in addition to being pro-student, is pro-education. We will choose materials that are dynamic enough to engage our new generation of learners, integrate technology in a way that prepares them for the ever-changing world they will enter, and deliver instruction in a way that helps them become critical thinkers and problem solvers. However, education is certainly not limited to what happens in the classroom. We will offer opportunities to everyone to become educated in working as a team through ample athletic and extracurricular opportunities. We will model kindness, integrity, and grit every day, and teach our students that anything worth having is worth working for.

2025-26 School Description and Mission Statement

We will build a strong school community. If a child does not feel safe at school, learning cannot take place. Ultimately, we are sending our students out into bigger communities than they have ever been part of before, and it is our responsibility to prepare them to be change-makers in every environment they enter. We will build strong relationships with other local schools so that when our students move on they are set up for success. We will reach out to our local community to engage others in supporting our students in all of their endeavors. By having strong ties to the community, we can offer our students a view into the future - they can see that there are people everywhere who were once small-town kids just like themselves and are now making a difference in the world.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 1	5
Grade 2	5
Grade 3	8
Grade 4	13
Grade 5	13
Grade 6	12
Grade 7	8
Grade 8	16
Total Enrollment	80

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	51.3
American Indian or Alaska Native	5
Hispanic or Latino	40
Two or More Races	3.8
White	50
English Learners	18.8
Socioeconomically Disadvantaged	55
Students with Disabilities	7.5

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.

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)	4	100	22.6	76.91	234405.2	84
Intern Credential Holders Properly Assigned	0	0	2.8	9.6	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	1	3.7	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	1.7	6.04	11953.1	4.28
Unknown/Incomplete/NA	0	0	1.1	3.73	15831.9	5.67
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3.8	100	24.9	80.74	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	2.1	6.82	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	1.2	4.17	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0.9	3.1	11746.9	4.23
Unknown/Incomplete/NA	0	0	1.5	5.14	14303.8	5.15
Total Teaching Positions	3.8	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)	3.8	100	21.7	72.37	230039.4	100
Intern Credential Holders Properly Assigned	0	0	2.5	8.5	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	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	0	0	2.2	7.6	13705.8	4.91
Total Teaching Positions	3.8	100	30	100	278927.1	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.

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

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

Year and month in which the data were collected	08/2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Grades 1-5 Houghton Mifflin Harcourt Journeys, Word Gen Weekly, iReady, IXL Grades 6-8 Glencoe Literature California Treasures, Common Lit 360, Word Gen Weekly, iReady, IXL	0%
Mathematics	Grades 1-5 Houghton Mifflin - California Math Expressions, iReady, IXL Grades 6-8 CPM Mathematics Courses 1-3, iReady, IXL	0%
Science	Amplify Science	0%
History-Social Science	Grades 1-5 McGraw Hill Impact Grades 6-8 - TCI History Alive!	0%
Foreign Language	N/A	
Health	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

Vina Elementary is housed in a historic building that has served multiple generations of families. It is located in the center of Vina. The buildings and playground are well maintained and serve as a community gathering place. The restrooms were renovated in 2019 with Modernization funds. The lack of vandalism and graffiti show the pride of the community in their school. Electrical was updated in 2008. All classrooms have operational HVAC systems, in addition to a separate unit for the auditorium and cafeteria. The portable building has working HVAC as well.

School Facility Conditions and Planned Improvements

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Category is Exemplary, but no check box
Interior: Interior Surfaces	X			Category is Exemplary, but no check box
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Category is Exemplary, but no check box
Electrical	X			Category is Exemplary, but no check box
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Category is Exemplary, but no check box
Safety: Fire Safety, Hazardous Materials	X			Category is Exemplary, but no check box
Structural: Structural Damage, Roofs	X			Category is Exemplary, but no check box
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Category is Exemplary, but no check box

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)	70	42	44	37	47	48
Mathematics (grades 3-8 and 11)	65	51	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	72	72	100.00	0.00	41.67
Female	35	35	100.00	0.00	48.57
Male	37	37	100.00	0.00	35.14
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	31	31	100.00	0.00	32.26
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	35	35	100.00	0.00	48.57
English Learners	13	13	100.00	0.00	7.69
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	39	100.00	0.00	30.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	72	71	98.61	1.39	50.70
Female	35	35	100.00	0.00	54.29
Male	37	36	97.30	2.70	47.22
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	31	31	100.00	0.00	48.39
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	35	35	100.00	0.00	54.29
English Learners	13	13	100.00	0.00	23.08
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	38	97.44	2.56	34.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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)	36.84	44.83	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	29	29	100.00	0.00	44.83
Female	13	13	100.00	0.00	38.46
Male	16	16	100.00	0.00	50.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	12	12	100.00	0.00	50.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	14	14	100.00	0.00	42.86
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	15	15	100.00	0.00	33.33
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	100	100	100	100	100
Grade 7	100	100	100	100	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.

2025-26 Opportunities for Parental Involvement

Vina is committed to supporting an already existing high parent participation rate. This is a district LCAP, Board, and SPSA Goal. In addition to SSC meetings, we offer an array of events such as Back to School Night, Open House, Halloween Carnival, Spaghetti Dinner, Christmas Program, Sporting Events, and Grandparents Day. Parents also have the opportunity to volunteer throughout the school day and chaperone field trips. Vina is very supportive of providing parents the opportunity to participate in school events.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	90	84	5	6.0
Female	46	41	3	7.3
Male	44	43	2	4.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	36	34	1	2.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	45	42	3	7.1
English Learners	18	17	0	0.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	54	50	5	10.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

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
0	0	0	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	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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

Vina Elementary School maintains a comprehensive school safety plan that is reviewed and updated annually in compliance with state and district requirements. The plan includes procedures for emergency preparedness, disaster response, student supervision, visitor management, and campus security. Staff members receive regular training on emergency protocols, including lockdowns, evacuations, and medical emergencies. The school works collaboratively with local law enforcement, fire services, and district officials to ensure coordinated responses to emergencies. Student safety is further supported through supervision during instructional and non-instructional times, clear behavioral expectations, and a positive school climate that emphasizes prevention, communication, and student well-being.

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	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	19	2	1	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	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	19	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
Other	19	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
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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
School Site	$10,429	$1,537	$8,892	$89,944
District	N/A	N/A	$9,670	$81,077
Percent Difference - School Site and District	N/A	N/A	-8.0	10.0
State	N/A	N/A	$11,146	$86,335
Percent Difference - School Site and State	N/A	N/A	-22.5	4.0

Fiscal Year 2024-25 Types of Services Funded

Vina students receive differentiated assistance through individualized classroom instruction supported by instructional aides and push-in support by Resource Specialist and RSP Aide. LMUSD adopted the MTSS model and teachers will be receiving training on how to support students through various levels of intervention. A district School Psychologist also provides social skill training support for students through the SST process.

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

Vina Elementary School provides professional development opportunities to staff in many areas of instruction, curriculum, classroom management, safety, and social-emotional learning. Staff have participated in professional trainings in project-based learning, technology integration, trauma-informed practices, Universal Design for Learning (UDL), specific instructional strategies, Positive Behavioral Interventions and Supports (PBIS), and other areas that support student learning and well-being. Staff meet several times per week to discuss student progress and development, and a minimum of once per month for professional development focused on curriculum, instruction, and Professional Learning Communities. In addition, Los Molinos Unified School District provides three days of staff development district-wide each year. As a staff, Vina Elementary is dedicated to the continuous review and improvement of instructional practices to meet the needs of all students. The district employs an Assistant Principal/Program Coordinator who supports teachers in curriculum implementation, assessment, school culture, and the PLC process.

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