

Los Molinos High School

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



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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

2024-25 School Contact Information	
School Name	Los Molinos High School
Street	7900 Sherwood Blvd.
City, State, Zip	Los Molinos, CA, 96055
Phone Number	530.384.7900
Principal	Megan Weiss
Email Address	mweiss@lmusd.net
School Website	http://lmhs.lmusd.net/
Grade Span	9-12
County-District-School (CDS) Code	52 71571 5235106

2024-25 District Contact Information	
District Name	Los Molinos Unified School District
Phone Number	530-384-7826
Superintendent	Pat Atkins
Email Address	patkins@lmusd.net
District Website	http://www.lmusd.net/

2024-25 School Description and Mission Statement
<p>Los Molinos High School is a California Distinguished school located in Tehama County, 25 miles north of Chico on Highway 99E near the Sacramento River. LMHS has a robust history of high academic achievement and many graduates attend post secondary institutions. Enrollment is approximately 194 students in grades 9 – 12. LMHS offers CTE, A-G, and many dual enrolled classes for all students. Our goal is by graduation that students are ready to enter postsecondary institutions or workforce.</p> <p>Los Molinos High School's mission is to develop college and career ready, goal-oriented, responsible students through a</p>

2024-25 School Description and Mission Statement

rigorous, engaging, and positive learning environment that promotes creativity and diversity, cross-curricular connections, and a commitment to community.

About this School

2023-24 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	49
Grade 10	47
Grade 11	50
Grade 12	48
Total Enrollment	198

2023-24 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	44.3
Male	55.2
Non-Binary	0.5
American Indian or Alaska Native	0.5
Asian	2.1
Hispanic or Latino	51
Two or More Races	4.1
White	42.3
English Learners	13.9
Foster Youth	0.5
Socioeconomically Disadvantaged	63.9
Students with Disabilities	13.4

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)	8.40	64.72	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)	0.20	2.15	1.10	3.42	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.90	14.91	2.10	6.48	12115.80	4.41
Unknown/Incomplete/NA	2.30	18.14	3.30	10.37	18854.30	6.86
Total Teaching Positions	13.00	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)	9.20	76.76	22.60	76.91	234405.20	84.00
Intern Credential Holders Properly Assigned	0.80	6.87	2.80	9.60	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.74	1.00	3.70	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.70	14.72	1.70	6.04	11953.10	4.28
Unknown/Incomplete/NA	0.10	0.83	1.10	3.73	15831.90	5.67
Total Teaching Positions	12.00	100.00	29.40	100.00	279044.80	100.00

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10.00	77.24	24.90	80.74	231142.40	100.00
Intern Credential Holders Properly Assigned	0.10	0.84	2.10	6.82	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	2.22	1.20	4.17	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.90	7.36	0.90	3.10	11746.90	4.23
Unknown/Incomplete/NA	1.50	12.18	1.50	5.14	14303.80	5.15
Total Teaching Positions	13.00	100.00	30.90	100.00	277698	100

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.20	0.00	0.2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.20	0.00	0.2

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	1.90	1.70	0.9
Total Out-of-Field Teachers	1.90	1.70	0.9

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.40	0	1.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.80	9.3	0

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

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

Year and month in which the data were collected		2024/12	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt, California Collections, grade 9, 2017. California State University Press, Expository Reading and Writing Course, 2nd edition, 2014. Pearson Education Inc. Keystone Keys to Learning, 2013. Pearson Education Inc. Kestone Level D, 2013. Pearson Education Inc. Keystone Level F, 2013. Pearson Education, English Prentice Hall Literature, The American Experience, 2002. Pearson Education.	Yes	0%
Mathematics	Math I-Houghton, Mifflin, Harcourt, Integrated Math I, 2015 Math II-Houghton, Mifflin, Harcourt, Integrated Math II, 2015 Pre-Algebra-CPM, Core Connections Course 3, 2013 Pre-Calculus-Pearson Education, Precalculus, 2011. Math III-Houghton, Mifflin, Harcourt, Integrated Math III, 2015 Financial Literacy-Financial Literacy, Curriculum Matters-Online AP Calculus-Finney Damana Waits and Kennedy; Calculus: Graphical, Numerical, Algebraic (AP Edition), 5th edition, 2016	Yes	0%
Science	Addison Wesley, Chemistry, Holt Rinehart & Winston, Physics, 2007, "Physics in the Universe" by HMMH Cengage, Introduction to Agronomy, 2012. Cengage, Biology Concepts & Applications, 2017. Cengage, Introductory Horticulture, 2015. Pearson, Scientific Farm Animal Production, 2016. Principles of Floral Design: An Illustrated Guide by Pat Diehl Scafe and James M. DelPrince from Good-Heart Wilcox Publishing.	Yes	0%

History-Social Science	American Government-Prentice Hall, American Government, 2006. Economics-Prentice Hall, Economics, Principles in Action, 2007. U.S. History-McDougal Littell, The Americans, 2003. World History-Prentice Hall, World History-The Modern World, 2007. Ag. Econ-aylor & Francis, Principles of Agricultural Economics, 2016. AP Human Geography - Human Geography; Wiley Publishing 2015, Fouberg, Murphy, and De Blij AP Psychology - Myers' Psychology for AP; Worth Publishing 2011, Myers	Yes	0%
Foreign Language	Auténtico Level 1 Copyright 2018 by Pearson Education, Inc. or its affiliates. Auténtico Level 2 Copyright 2018 by Pearson Education, Inc. or its affiliates. Auténtico Level 3 Copyright 2018 by Pearson Education, Inc. or its affiliates.	Yes	0%
Health	N/A	Yes	0%
Visual and Performing Arts	Introduction to Theatre Arts, Zimmerman, Suzi. Meriwether Publishing, Ltd.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

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

School Facility Conditions and Planned Improvements

Due to the age of the roof and wear and tear from the weather conditions in the area the roof has cracked in several locations significantly and has brought our ratings down. Despite modernization in 2019 there were structural components that were not updated and now our school is in an overall fair condition.

Year and month of the most recent FIT report

12/09/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Rate is good
Interior: Interior Surfaces			X	Rate is Poor - ceiling and floor repairs will need to take place
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Category is Exemplary, but there is no check off box in template
Electrical	X			Category is Exemplary but there is no check off box in template
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Category is Exemplary but there is no check off box in template

School Facility Conditions and Planned Improvements				
Safety: Fire Safety, Hazardous Materials	X			Category is Exemplary but there is no check off box in template
Structural: Structural Damage, Roofs			X	Rate is Poor - LMHS is in need of a new roof
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Rate is Good - in need of new gates for parking lot

Overall Facility Rate			
Exemplary	Good	Fair	Poor
		X	

B. Pupil Outcomes	State Priority: Pupil Achievement
	<p>The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):</p> <p>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).</p> <p>The CAASPP System encompasses the following assessments and student participation requirements:</p> <ol style="list-style-type: none"> Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve). <p>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.</p>

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	53	57	44	44	46	47
Mathematics (grades 3-8 and 11)	20	24	34	33	34	35

2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	49	49	100.00	0.00	57.14
Female	23	23	100.00	0.00	69.57
Male	26	26	100.00	0.00	46.15
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	23	23	100.00	0.00	60.87
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	20	20	100.00	0.00	45.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	32	32	100.00	0.00	56.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	49	49	100.00	0.00	24.49
Female	23	23	100.00	0.00	30.43
Male	26	26	100.00	0.00	19.23
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	23	23	100.00	0.00	21.74
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	20.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	32	32	100.00	0.00	15.63
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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	18.09	18.45	19.63	22.53	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	105	103	98.10	1.90	18.45
Female	53	53	100.00	0.00	16.98
Male	52	50	96.15	3.85	20.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	55	54	98.18	1.82	12.96
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	41	40	97.56	2.44	25.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	73	71	97.26	2.74	18.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	12	12	100.00	0.00	0.00

2023-24 Career Technical Education Programs

Los Molinos High School has strong CTE programs. The career pathways have gone through a transition since 2017. We now offer the following academies and industry certifications; Ag Mechanics which consist of fabrication, welding, and computer etching. Floral Design has students creating a variety of arrangements, and growing flowers in the onsite greenhouse . The Culinary Arts Pathway consist of beginning and advanced food preparation. The Animal Science pathway consists of three courses from Intro, Small Animal Care and Advanced Animal Science. The Systems Programming is two courses that uses UC Davis C-Stem coursework that focuses on coding. The Child Development pathway is progressing through Intro to Careers in Education and Childrens Literature. We offer industry recognized certifications through ICEV. Our goal is to offer programs that will provide career options for our graduates.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	193
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	58.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	98.97
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	39.58

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	85.1	0	87.2	85.1	85.1

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

LMHS has been committed to increasing Parent Involvement. This is a district board goal as well as a SPSA focus area. Parents have the opportunity to participate in our ELAC, SSC and PBIS committees, and soon we will be adding parenting classes. A collaboration with Tehama County Probation will now allow parents districtwide to attend love and logic classes at LMHS. This will include child care, a family dinner night, and access to resources for 12-15 weeks. We communicate with our

2024-25 Opportunities for Parental Involvement

parent/guardians via ParentSquare and Social Media. In addition, we are exploring new venues to invite parents to our school through larger athletic banquets, career fairs, sporting events, FFA events, and possibly some larger fundraisers. Numerous parents participate in other opportunities such as our booster club and our FFA parent meetings. For more information, please contact HS Principal, Ms. Megan Weiss.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	4.3	9.5	9.4	4.3	9.5	9.4	7.8	8.2	8.9
Graduation Rate	93.5	85.7	90.6	93.5	85.7	90.6	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	53	48	90.6
Female	28	28	100.0
Male	25	20	80.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	30	27	90.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	20	18	90.0
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	41	37	90.2
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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	222	210	43	20.5
Female	99	91	22	24.2
Male	122	118	20	16.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	107	105	26	24.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	100	91	15	16.5
English Learners	28	28	6	21.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	149	140	31	22.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	33	31	8	25.8

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
6.39	5.43	2.25	4.79	3.55	1.52	3.17	3.6	3.28

This table displays expulsions data.

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

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.25	0.00
Female	2.02	0.00
Male	2.46	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	0.93	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.01	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.06	0.00

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

2024-25 School Safety Plan

The Safety Plan is continually revised to reflect current needs. Recently the comprehensive safety plan was revised to reflect a common approach at all district school sites. The model for the plan uses the ALICE protocols that are updated by our SRO, along with updated training dates throughout the year. The safety process also involves the Tehama County Sheriff's Office in

2024-25 School Safety Plan

review of the various response protocols.Our School Resource Officer is available to all schools during the instructional day.

Each staff member is provided with a comprehensive school-wide safety plan. Fire, disaster, and emergency drills are held regularly. Health and safety agenda items are placed on all staff and School Site Council meeting agendas for review, input and modification. A district team updates all aspects of the plan accordingly. Last date of review, update and discussion with staff: October 2024.

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	16	9	4	
Mathematics	20	5	5	
Science	13	6		
Social Science	13	11	3	

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	7	4	
Mathematics	20	6	4	
Science	13	5	2	
Social Science	19	5	6	

2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	7	4	
Mathematics	20	7	2	
Science	15	5	1	
Social Science	24	3	5	

2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	194

2023-24 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.7
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,017	\$3,052	\$9,965	\$75,521
District	N/A	N/A	\$12,239	0
Percent Difference - School Site and District	N/A	N/A	-20.48	-100.00
State	N/A	N/A	\$10,771	\$78,673
Percent Difference - School Site and State	N/A	N/A	-7.8	-4.0

Fiscal Year 2023-24 Types of Services Funded

Los Molinos follows the RTI (Response to Intervention) model which ensures all students receive the appropriate additional supports throughout their high school career. Supports include; PBIS (Positive Behavior Intervention System) student rewards, social skill counseling, after school tutoring, anti-vaping intervention classes, crisis counseling, and various student clubs.

CTE programs are funded yearly to ensure students have the necessary equipment and materials for pathway elements such as work based learning, job shadows, and internships.

Fiscal Year 2022-23 Teacher and Administrative Salaries

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

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

2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	4.1
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	1

Professional Development

LMHS has moved forward with numerous initiatives and actions based on the district's strategic plan and board goals. The four main focus areas for professional development are; Computer Science Programming (UC Davis CSTEM) for the Math Department, Cycle of Inquiry/Common Assessments, PBIS (Positive Behavior Intervention Systems), and Project Based Learning.

Further progress has been made towards implementation of UDL (Universal Design for Learning) and professional development to enhance the strategies currently being used with fidelity.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3