



Los Molinos High School

7900 Sherwood Blvd • Los Molinos, CA, 96055 • 530.384.7900 • Grades 9-12

Miguel Barriga, Principal

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<http://www.lmusd.net/content/hs/los-molinos-high-school>

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Los Molinos Unified School District

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Los Molinos, CA 96055
530-384-7826
<http://www.lmusd.net/>

District Governing Board

Jill Botts
Barbara Morgan
Patrick Andersen
Tim Kuhn
Roger Mesecher
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District Administration

Joey Adame
Superintendent
Christie Landingham
CBO

School Description

School Description and Mission Statement: Los Molinos High School is located in Tehama County, 25 miles north of Chico on Highway 99E near the Sacramento River. The comprehensive high school has a long history of serving the community and is one of three schools in the Los Molinos Unified School District. Enrollment is approximately 200 students in grades 9 – 12. The mission of Los Molinos High School is to provide each student with a curriculum that allows him or her the opportunity to be successful, educationally and socially, beyond the high school years. The school has implemented one to one chromebooks, Google classroom and CTE pathways.

Opportunities for Parental Involvement: Parents are actively involved in the School Site Council, Agricultural Incentive Advisory Group, English Learners Advisory Committee, Curriculum Committee, and Booster's Club. Contact information for all groups is available by contacting the principal, Miguel Barriga.

About the SARC

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	62
Grade 10	41
Grade 11	48
Grade 12	36
Total Enrollment	187

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	1.1
Asian	1.6
Filipino	1.1
Hispanic or Latino	47.6
Native Hawaiian or Pacific Islander	0
White	46.5
Two or More Races	2.1
Socioeconomically Disadvantaged	66.8
English Learners	9.1
Students with Disabilities	9.1
Foster Youth	0

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.

Teacher Credentials			
Los Molinos High School	15-16	16-17	17-18
With Full Credential	11	11	12
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Los Molinos Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Los Molinos High School	15-16	16-17	17-18
Teachers of English Learners	0	.1	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials	
Year and month in which data were collected: 2017/12	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>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. Keystone Level D, 2013. Pearson Education Inc. Keystone Level F, 2013. Pearson Education, English Prentice Hall Literature, Platinum Level 2002. Pearson Education, The American Experience, 2002. Pearson Education, The British Tradition, 2002.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Mathematics	<p>Pearson Education, Precalculus, 2011. Houghton Mifflin Harcourt, California Integrated Math 1, 2015. Houghton Mifflin Harcourt, California Integrated Math 2, 2010. Houghton Mifflin Harcourt, California Integrated Math 3, 2010. Pearson Education, Stats In Your World, 2012.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science	<p>Addison Wesley, Chemistry, 1991. Pearson, Human Anatomy & Physiology, 2004. Holt Rinehart & Winston, Physics, 2007. Nat. Geo. Cengage, Exploring AGRiscience, 2016. Cengage, Introduction to Agronomy, 2012. Cengage, Biology Concepts & Applications, 2017. Cengage, Introductory Horticulture, 2015. Pearson, Scientific Farm Animal Production, 2016.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
History-Social Science	<p>Prentice Hall, American Government, 2006. Prentice Hall, Economics, Principles in Action, 2007. McDougal Littell, The Americans, 2003. Prentice Hall, World History-The Modern World, 2007. Taylor & Francis, Principles of Agricultural Economics, 2016.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Foreign Language	<p>Pearson, Autentico, 2018. Teacher's Discovery, Voces, 2017. Vista Higher Learning, Tamas, 2014.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Health	<p>Holt Rinehart & Wiston, Lifetime Health, 2007.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Visual and Performing Arts	<p>N/A</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
Science Laboratory Equipment	<p>N/A</p> <p>The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: 0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The main building at Los Molinos High School was constructed in 1962 and a two-room addition was built in 1972. Five relocatable buildings were purchased in the early '90s. One building (C1) is used for Alternative Education, four (B1, B2, B3, C2) are standard classrooms. In addition, the district maintenance and transportation shops are located on the high school campus.

The agriculture program has an agriculture farm to the east of the main high school campus. Two buildings, a 30' by 40' storage building and a 40' by 60' pole barn, are part of this construction. The storage building houses equipment used in the agriculture program. The pole barn is used as a livestock handling facility and a greenhouse is used for plant science. During the summer of 1989, an irrigation project was completed. Fencing of the field was accomplished in 96-97. Swine facilities were incorporated into the pole barn area in August of 1998.

The district maintains a comprehensive repair program which allows the buildings to be maintained in good condition. The flooring in the cafeteria, main halls and every classroom has been replaced. The school has air conditioning and heating units in all the rooms. The old boilers were replaced with new hot water heaters. The Gymnasium has been repainted and the lockers in the locker rooms are in good condition.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 09/05/17				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Roof replacement and restrooms to be done during modernization project.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		
Overall Rating	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	50	41	43	36	48	48
Math	18	22	32	26	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	51	48	94.1	41.7
Male	26	23	88.5	39.1
Female	25	25	100.0	44.0
Hispanic or Latino	21	20	95.2	45.0
White	26	25	96.2	40.0
Socioeconomically Disadvantaged	30	28	93.3	42.9

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	44	42	58	59	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	24.1	17.2	32.8

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	47	46	97.87	41.3
Male	23	23	100	30.43
Female	24	23	95.83	52.17
Hispanic or Latino	19	19	100	31.58
White	24	24	100	45.83
Socioeconomically Disadvantaged	28	27	96.43	44.44

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

Note: 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.

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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	47	46	97.87	21.74
Male	23	23	100	21.74
Female	24	23	95.83	21.74
Hispanic or Latino	19	19	100	10.53
White	24	24	100	29.17
Socioeconomically Disadvantaged	28	27	96.43	18.52

Note: 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.

Note: 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.

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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents are actively involved in the School Site Council. Currently, the Site Council chairperson is Mr. Barriga and he may be contacted through the school office. Mr. Crossland is the president of the Los Molinos High School Booster's Club that meets regularly and supports the extra-curricular programs at Los Molinos High School. He can be reached through the high school office. Parents are also welcome to volunteer in the library and in classrooms. Los Molinos High School is committed to active parental involvement.

Opportunities for Parental Involvement: Parents are actively involved in the School Site Council, Agricultural Incentive Advisory Group, English Learners Advisory Committee, Curriculum Committee, and Booster's Club. Contact information for all groups is available by contacting the principal, Miguel Barriga.

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.

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. The safety process also involves the Tehama County Department of Education in coordination of the development of a Tactical Site Survey.

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: December 2017

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	5.9	4.1	7.8
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	3.1	3.4	5.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		50

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.33
Social Worker	0
Nurse	.33
Speech/Language/Hearing Specialist	.15
Resource Specialist	.5
Other	0
Average Number of Students per Staff Member	
Academic Counselor	187

* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	14	14	17	11	11	9	3	3	3			
Mathematics	10	10	9	4	4	4						
Science	18	18	15	5	5	3	2	2	1			
Social Science	20	20	19	5	5	4	2	2	3			

* Number of classes indicates how many classrooms 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.

Professional Development provided for Teachers

All district employees receive yearly safety inservices and training. Classified employees are given periodic training in areas related to their job descriptions. District personnel (RSP, psychologist, nurse, admin) attend frequent workshops to maintain their knowledge of current educational practices in their field. Classroom teachers attend conferences, workshops and classes throughout the year.

We have 3 inservice days during the year. This year (2017-2018), the Board directed focus is on analyzing data, improving ELD, and instituting a Multi Tiered System of Supports (MTSS). Los Molinos High School is part of a partnership with the Orange County Office of Education, Butte County Office of Education, and Inflexion. Together we will be developing our MTSS. Los Molinos High School budgets for staff development to send teachers to workshops and to bring "experts" to the campus on days that are not part of our regular inservice days.

Curriculum improvement is an ongoing process at Los Molinos High School and is coordinated with district and county efforts. The District has put together a Curriculum Council with the intent of aligning k-12 curriculum. Interim and comprehensive and summative CASSPP assessment data contribute to the overall plan for school-wide improvement. The staff development focus goals for the 15-16 school year were:

Complete WASC Self Study

Complete plan for full adoption of common core standards.

All staff will analyze student data from CASSPP assessments to make curricular adjustments to instruction.

The staff development focus for the 17-18 school year are:

Implement, execute, and analyze interim common assesemts in ELA and math.

Develop in hour interim common assessments in other subjects.

The district provides for 15 minimum days, every other Wednesday of most months. Students are released on minimum days at 12:55 p.m. Teachers work on analyzing data and developing common assessments. Staff collaboration (PLC) meetings begin at 1:30 PM. topics include but are not limited to the following:

Grading practices

School culture

ELD strategies

Test Data Analysis

Grade Level Collaboration

Analysis of CASSPP Individualized test assessments

Standards alignment of curriculum and instruction.

Writing assessments

In addition to the 15 early release days, the district calendar also includes three professional days per year. In addition to the topics above, time during these days is also used for required training such as accident prevention, mandated reporter law, etc.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$41,164
Mid-Range Teacher Salary		\$61,818
Highest Teacher Salary		\$84,567
Average Principal Salary (ES)		\$96,125
Average Principal Salary (MS)		\$103,336
Average Principal Salary (HS)		\$101,955
Superintendent Salary		\$126,855
Percent of District Budget		
Teacher Salaries	34%	32%
Administrative Salaries	7%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Los Molinos offers a wide range of services to its students including peer and individual counseling, ELD services, nursing, Special Education, online Advanced Placement classes, Independent Study interscholastic sports program, academic incentive programs, and career and postgraduation counseling.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,111	\$2,401	\$6,370	\$55,118
District	◆	◆	\$6,370	
State	◆	◆	\$6,574	\$62,381
Percent Difference: School Site/District			0.0	0.0
Percent Difference: School Site/ State			35.8	-4.8

* Cells with ◆ do not require data.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Los Molinos High School	2013-14	2014-15	2015-16
Dropout Rate	4.5	2.8	0
Graduation Rate	93.18	97.22	92.11
Los Molinos Unified School District	2013-14	2014-15	2015-16
Dropout Rate	4.5	2.8	0
Graduation Rate	93.18	97.22	92.31
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	156
% of pupils completing a CTE program and earning a high school diploma	9
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	1

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	100
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	8.57

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science		♦
English	1	♦
Fine and Performing Arts		♦
Foreign Language		♦
Mathematics		♦
Science		♦
Social Science		♦
All courses	1	4.2

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	89.74	89.74	87.11
Black or African American	100	100	79.19
American Indian or Alaska Native	0	0	80.17
Asian	0	0	94.42
Filipino	0	0	93.76
Hispanic or Latino	95	95	84.58
Native Hawaiian/Pacific Islander	100	100	86.57
White	81.25	81.25	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	60	60	63.9
English Learners	100	100	55.44
Students with Disabilities	93.33	93.33	85.45
Foster Youth	0	0	68.19

Career Technical Education Programs

Career Technical Education (CTE) is a central component of the educational program at Los Molinos High School. Students have a choice of four career pathways: Child Development, Agriculture Production, Food and Nutrition, and Agricultural Mechanics. Currently, the CTE programs at the school contain 155 of the 163 students at the school.

Los Molinos High School offers Agricultural Biology as a required science class for all students. Since this class is also part of the agriculture production career pathway, all students “participate” in Career Technical Education at some point if they attend all four years at Los Molinos High School.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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).

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.