



Los Molinos High School

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

Joey Adame, Principal

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**2019-20 School Accountability Report Card
Published During the 2020-21 School Year**



Los Molinos Unified School District

7851 Highway 99E
Los Molinos, CA 96055
530-384-7826

<http://www.lmusd.net/>

District Governing Board

Barbara Morgan
President

Susan Knox

Pat Andersen
Clerk

Melissa Peters
Vice President

Roger Mesecher
Clerk

Peter Neves

Chuck Crossland

District Administration

Joey Adame
Superintendent

Christie Landingham
CBO

School Description

Los Molinos High School is 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 218 students in grades 9 – 12.

Los Molinos High School's mission is to develop college and career ready, goal-oriented, responsible students through a rigorous, engaging, and positive learning environment that promotes creativity and diversity, cross-curricular connections, and a commitment to community.

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 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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	53
Grade 10	50
Grade 11	57
Grade 12	62
Total Enrollment	222

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
American Indian or Alaska Native	2.3
Asian	1.4
Filipino	0.5
Hispanic or Latino	50.5
White	43.2
Two or More Races	2.3
Socioeconomically Disadvantaged	72.1
English Learners	7.7
Students with Disabilities	8.1
Foster Youth	0.9
Homeless	3.6

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Los Molinos High	18-19	19-20	20-21
With Full Credential	10.14	12.14	12
Without Full Credential	1.43	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Los Molinos Unified	18-19	19-20	20-21
With Full Credential	◆	◆	33
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at Los Molinos High School

Indicator	18-19	19-20	20-21
Teachers of English Learners	1	1	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "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 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: 2020/12

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p>Reading/Language Arts</p>	<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. Kestone Level D, 2013. Pearson Education Inc. Keystone Level F, 2013. Pearson Education, English Prentice Hall Literature, The American Experience, 2002. Pearson Education.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
<p>Mathematics</p>	<p>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</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
<p>Science</p>	<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>
<p>History-Social Science</p>	<p>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</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
<p>Foreign Language</p>	<p>Spanish 1- Auténtico Level 1. Online and hard copy. 2018 Pearson Publishing Spanish 2 - Auténtico Level 2. Online and hard copy. 2018 Pearson Publishing AP Spanish- Temas. Online and hard copy. Vista Higher Learning 2014.</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
<p>Health</p>	<p>Health: Online- Lifetime Health=Holt Rinehart & Winston</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>
<p>Visual and Performing Arts</p>	<p>N/A</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science Laboratory Equipment	Board adopted and Excellent Quality The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Los Molinos High School, as well as the other two LMUSD school sites, underwent a much needed modernization update that ended in December of 2019.

LMHS boys and girls bathrooms were remodeled to increase ADA access and overall improved functionality. All classroom HVAC units were replaced with new ones. The fire alarm system was updated to current code standards. A new staff ADA accessible bathroom was installed. New water filtration centers were installed in hallways, locker rooms, and key CTE classrooms.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 12/7/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Category is Exemplary but there is no check off box in template
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Category is Exemplary, but there is no check off box in template
Electrical: Electrical	Good	Category is Exemplary but there is no check off box in template
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Category is Exemplary but there is no check off box in template
Safety: Fire Safety, Hazardous Materials	Good	Category is Exemplary but there is no check off box in template
Structural: Structural Damage, Roofs	Good	Category is Exemplary but there is no check off box in template
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Category is Exemplary but there is no check off box in template
Overall Rating	Exemplary Good	

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. 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); 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.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	47	N/A	46	N/A	50	N/A
Math	19	N/A	35	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: 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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	32	N/A	30	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 school site

Opportunities for Parental Involvement (School Year 2020-21)

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. In addition, we are exploring new venues to invite parents to our school. Numerous parents participate in other opportunities such as fundraising, boosters, and sports. We are a village helping our kids!

For more information, please contact Superintendent/HS Principal, Mr. Adame

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 (School Year 2020-2021)

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 and Catapult School Emergency Alert Notification system. The safety process also involves the Tehama County Sheriff's Office in review of the various response protocols.

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: August 2020.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.9	3.4	1.2	4.3	3.5	3.4
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	246.7

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0.9
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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 (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*			2019-20 Average Class Size	2019-20 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*			2019-20 Average Class Size	2019-20 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
English	15	10	4		15	10	5		18	8	4	1
Mathematics	15	9	4		19	7	2	2	17	9	4	
Science	10	6			6	11	1		19	4		
Social Science	15	7	5		14	8	4	1	27	2	3	2

*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	3

LMHS has moved forward with numerous initiatives and actions based on the district's strategic plan and board goals. The three main focus areas are; 21st Century Learning to support distance learning, Professional Learning Community Model through the cycle of inquiry, PBIS (Positive Behavior Intervention Systems), and Project Based Learning.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary		\$44,318
Mid-Range Teacher Salary		\$67,053
Highest Teacher Salary		\$90,163
Average Principal Salary (ES)		\$106,389
Average Principal Salary (MS)		\$113,976
Average Principal Salary (HS)		\$114,214
Superintendent Salary		\$141,066

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33.0	29.0
Administrative Salaries	7.0	6.0

* 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 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 tutorials, anti-vaping intervention classes, crisis counseling, and various student clubs.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Rate for Los Molinos High School	2016-17	2017-18	2018-19
Dropout Rate	10.8	6.1	2.7
Graduation Rate	81.1	85.7	91.9

Rate for Los Molinos Unified School	2016-17	2017-18	2018-19
Dropout Rate	10.8	6.1	2.7
Graduation Rate	81.1	85.7	91.9

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	162
% of pupils completing a CTE program and earning a high school diploma	33.3
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$9,111	\$2,401	\$6,370	\$62,384
District	N/A	N/A	\$6,370	
State	N/A	N/A	\$7,750	\$68,990

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	-5.8
School Site/ State	-19.5	-10.1

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

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.55
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	29.73

2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics		N/A
Science		N/A
Social Science	1	N/A
All courses	2	14

*Where there are student course enrollments of at least one student.

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. Plant and Soil Science has students growing a variety of vegetable and fruit seedlings in our state of the art greenhouse. The Culinary Arts Pathway consist of beginning and advance food preparation. We offer industry recognized certifications through ICEV.

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.