

Los Molinos High School

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

Cliff Curry, Principal

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

2015-16 School Accountability Report Card Published During the 2016-17 School Year

Los Molinos Unified School District

7851 Highway 99E
Los Molinos, CA 96055
530-384-7826
www.lmusd.net

District Governing Board

District Administration

Charles Ward
Superintendent

School Description

School Description and Mission Statement: Los Molinos High School is located 25 miles north of Chico on Highway 99E near the Sacramento River. The comprehensive high school is one of four schools in the Los Molinos Unified School District. Enrollment is approximately 185 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.

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

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.

2015-16 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

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	1.07
Asian	1.6
Filipino	1.07
Hispanic or Latino	47.59
Native Hawaiian or Pacific Islander	0
White	46.52
Two or More Races	2.14
Socioeconomically Disadvantaged	66.8
English Learners	9
Students with Disabilities	9
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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	14-15	15-16	16-17
With Full Credential	10	11	11
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	0
Los Molinos Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	35
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Los Molinos High School	14-15	15-16	16-17
Teachers of English Learners	0	0	.1
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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	97.6	2.4
Districtwide		
All Schools	99.0	1.0
High-Poverty Schools	99.0	1.0
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Textbooks and Instructional Materials Year and month in which data were collected: 2016/1	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Board adopted and Excellent Quality The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Board adopted and Excellent Quality The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Board adopted and Excellent Quality The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Board adopted and Excellent Quality The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Board adopted and Excellent Quality The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	Board adopted and Excellent Quality The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	in Excellent Quality The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
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%

School Facility Conditions and Planned Improvements (Most Recent Year)

The main building at the 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 computer aided drafting, four (B1, B2, B3, C2) are standard classrooms, one building (C1) houses the Business Education Department. In addition, the district maintenance 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 new lockers put in the locker rooms.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 09/23/15				
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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	29	50	39	43	44	48
Math	12	18	31	32	34	36

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	38	44	42	61	58	59	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	17.5	10	37.5

* 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	42	38	90.5	50.0
Male	11	23	19	82.6	42.1
Female	11	19	19	100.0	57.9
Hispanic or Latino	11	19	18	94.7	33.3
White	11	21	18	85.7	72.2
Socioeconomically Disadvantaged	11	26	25	96.2	44.0

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	42	38	90.5	18.4
Male	11	23	19	82.6	15.8
Female	11	19	19	100.0	21.1
Hispanic or Latino	11	19	18	94.7	11.1
White	11	21	18	85.7	27.8
Socioeconomically Disadvantaged	11	26	25	96.2	12.0

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 on the CAAs divided by the total number of students who participated in both assessments. 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. 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 Parental Involvement State Priority (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 2016-17)

Parents are actively involved in the School Site Council. Currently, the Site Council chairperson is Mr. Curry 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, Accreditation Committee, and Booster's Club. Contact information for all groups is available by contacting the principal, Cliff Curry.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (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. This process has been in conjunction with Tehama County to better coordinate safety and crisis response plans with all agencies within the district and county.

The Safety Plan and Crisis Manual is updated yearly and submitted to the Tehama County Office of Education. Each staff member is provided with a school-wide safety plan. This plan was developed with the guidance and support of the Tehama County Office of Education. 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. This year, in accordance with changes in state law, the process for identifying, interdicting and reducing cyber bullying and bullying has been added to all safety plans. Last date of review, update and discussion with staff: December 2015

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	14.8	6.0	4.2
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	9.5	3.1	3.4
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		50.0

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

Academic Counselors and Other Support Staff at this School	
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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	16	14	14	11	11	11	3	3	3			
Mathematics	17	10	10	8	4	4	2			1		
Science	21	18	18	3	5	5	4	2	2			
Social Science	21	20	20	4	5	5	4	2	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 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, speech teacher, 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. 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. 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 district provides for 15 minimum days, every other Wednesday of most months, for teachers to work on Standards Alignment and Implementation and school-wide writing prompts. Students are released on minimum days at 12:40 p.m. Staff collaboration meetings begin at 1:00 PM. Staff Collaboration topics include but are not limited to the following topics:

Coaching instructional model

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 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,454	\$40,430
Mid-Range Teacher Salary	\$55,997	\$58,909
Highest Teacher Salary	\$74,024	\$77,358
Average Principal Salary (ES)	\$97,393	\$94,634
Average Principal Salary (MS)	\$97,393	\$97,839
Average Principal Salary (HS)	\$116,107	\$100,453
Superintendent Salary	\$139,777	\$123,728
Percent of District Budget		
Teacher Salaries	35%	32%
Administrative Salaries	7%	6%

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, interscholastic sports program, academic incentive programs, and career and postgraduate counseling.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Los Molinos High School	2012-13	2013-14	2014-15
Dropout Rate	3.80	4.50	2.80
Graduation Rate	96.15	93.18	97.22
Los Molinos Unified School District	2012-13	2013-14	2014-15
Dropout Rate	13.80	4.50	2.80
Graduation Rate	86.21	93.18	97.22
California	2012-13	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

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
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	100
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	2.9

* Where there are student course enrollments.

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.

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

FY 2014-15 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	\$60,221
State	♦	♦	\$5,677	\$60,705
Percent Difference: School Site/District			0.0	0.0
Percent Difference: School Site/ State			35.8	-4.8

* Cells with ♦ do not require data.

2015-16 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	1	♦
Science		♦
Social Science		♦
All courses	2	1.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	92	89	86
Black or African American	0	0	78
American Indian or Alaska Native	0	0	78
Asian	0	0	93
Filipino	0	0	93
Hispanic or Latino	87	87	83
Native Hawaiian/Pacific Islander	0	0	85
White	100	93	91
Two or More Races	0	0	89
Socioeconomically Disadvantaged	67	67	66
English Learners	50	50	54
Students with Disabilities	86	83	78

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. It should be noted that the percent of students who are proficient

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.