

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION
FOR**



Los Molinos High School

**7900 Sherwood Blvd
Los Molinos, Ca 96055**

Los Molinos Unified School District

March 27th- 29th 2022-2023

Visiting Committee Members

Colleen Lawrence
Advanced Placement English Instructor
Intervention Specialist
Yuba City Unified School District

Yvette Herrera
Science Teacher, Tahoe Truckee High School

NOTE: The visiting committee report format now includes the ratings on the accreditation status factors and the rationale integrated throughout the report. Please bold and underline the ratings. Use the Accreditation Status Worksheet.

- **Highly Effective:** The results of the self-study and the visit provide evidence that this factor has had a high degree of impact on student learning, the school's program, and the school's operation.
- **Effective:** The results of the self-study and the visit provide evidence that this factor has had a satisfactory level of impact on student learning, the school's program, and the school's operation.
- **Somewhat Effective:** The results of the self-study and the visit provide evidence that this factor has had a limited impact on student learning, the school's program, and the school's operation.
- **Ineffective:** The results of the self-study and the visit provide evidence that this factor has had little or no impact on student learning, the school's program, and the school's operation.

Preface

Comment on the school's self-study process with respect to the expected outcomes of the self-study.

1. **The involvement and collaboration of all staff and other stakeholders to support student achievement.**
2. **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes/graduate profile and academic standards (*note the selected schoolwide learner outcomes/graduate profile examined by the school*).**
3. **The gathering and analyzing of data about students and student achievement.**
4. **The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria**
5. **The alignment of a schoolwide action plan/SPSA to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the schoolwide action plan/SPSA.**

Visiting Committee Comments

1. Through PLC structured focus groups, ELAC meetings, Booster Club, and School Site Council representatives of all stakeholder groups participated in the reflective process and contributed to the writing of the school's self study as wells the refinement of the schools action plan consistent with LMHS's student Learner Outcomes/ESLERS.

2. The dedicated bi-weekly collaborative meetings and the WASC action plan became the driving force behind the development of the school's cycles of inquiry and ongoing improvement.

3. Through these meetings, focused subject area specific smart goals were established. Whereas Illuminate standards based assessments (given three times a year) provide data driven conversations around students' progression toward mastering the academic standards and becoming academic achievers who meet graduation expectations.

4. LMHS's multi faceted curricular approach promotes a variety of options for students to fulfill their graduation requirements as well as be A-G ready and or complete a career pathway of their interest.

5. LMHS's schoolwide action plan is consistent with the school's refinement needs and their accountability system for monitoring the progression toward accomplishment of the schoolwide action plan is multi-tiered with realistic methods of expectation.

The involvement and collaboration of stakeholders in the self-study reflects a thorough, accurate description and analysis of what currently exists at the school, as well as aligned schoolwide prioritized areas of strength and growth.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Though multiple opportunities for stakeholder contributions were provided, it appears various stakeholder groups participation in the writing of the self study was a struggle and can be improved.

Chapter 1: Progress Report

- Synthesize any significant developments since the last full visit and their impact on student learning.
- Briefly describe the action plan/SPSA implementation process and how the school monitors progress.
- Summarize the school's progress on the action plan/SPSA that incorporated all schoolwide growth areas from the last full self-study and all intervening visits.
- Explain why growth areas for follow-up are not in the current schoolwide action plan/SPSA.
- Analyze how the use of prior accreditation findings and other pertinent data are driving school improvement to better ensure high achievement for all students.

Visiting Committee Comments

Since the schools last full visit, there has been a 15-18% increase in enrollment. 6 of the 13 credentialed teachers are new to the site. During this same time frame, 5 additional staff members (the principal, front office secretary, school psychologist, data specialist and head custodian) are also new staff members. CTE pathways have shifted as a result of student interest and staffing qualifications . A shift in academic focus, driven by cycles of inquiry, has birthed an expansion of curricular opportunities through dual enrollment with local community colleges. Credit recovery through Cyber High provides intervention students the opportunity to complete credits needed for graduation and mitigate the impact of COVID on student progression toward graduation.

Los Molinos current WASC action plan:

Action Item # 1 (Aligned with LCAP Goal 1)- Utilizing the PLC (Professional Learning Community) model, LMHS will implement assessment benchmarks and mini monthly assessments followed by analyzing achievement data using the cycle of inquiry.

Action Item #2 (Aligned with LCAP Goal 2)- LMHS will implement all components of the PBIS program which consists of; student rewards systems based on schoolwide character traits (Bulldog PRIDE), behavior expectations teaching method, Safe School Ambassadors, and PBIS committee.

Action Item #3 (Aligned with LCAP Goal 3)- To ensure all students will graduate with a high school diploma and be prepared for college and career, LMHS will ensure all students have access to credit recovery options during the school day, and have dual enrollment opportunities to support their A-G pathway. Additionally, LMHS will offer industry certifications for all students enrolled in a CTE pathway.

Action Item #4 (Aligned with LCAP Goal 4)-To support all English Learners, LMHS will continue to implement designated ELD support for the Emerging, Expanding, and Bridging classes using standards aligned curriculum, and infuse SIOP (Sheltered Instruction Observation Protocol) ELD teaching strategies in all courses at LMHS.

Action Item #5 (Aligned with LCAP Goal 5)- LMHS will continue to implement PBL (Project Based Learning) across all subject areas. This will include updating new one to one devices to ensure technology access, ongoing training for all new teachers, and replacing old devices used by teachers.

LMHS administration reviews the progress toward and/or need to refine LCAP goals, WASC goals, and supporting data at staff meetings and at monthly school board meetings. During department PLC collaboration time, data is further shared and studied with staff for the purposes of focusing on instructional efforts and creating interventions for students. This data is also shared and reviewed with all stakeholders at ELAC meetings, School Site Council meetings, other parent meetings as they are actively involved in implementing the LCAP's actions and services that are congruent with the WASC Action Plan.

The schools action plan mirrors the district action plan and is the guiding principle and document for department and schoolwide smart goals that then further guide the schools data driven improvement cycles of inquiry. Progress on the 2019 WASC mid-cycle visiting committee reiterated the originally identified critical areas of need by the 2016 WASC team.

Critical area #1: Address student motivation and engagement. Decrease the amount of failing grades, and increase the number of students participating in extracurricular activities.

Visiting Committee Comments

With the expansion of the school's athletic programs and the enhancement of their CTE project based classes and FFA opportunity, Los Molinos High School has made significant progress in increasing student engagement and motivation. Through the school's implementation of the structured peer to peer and staff tutoring programs (that also provides snacks) the students have supported opportunities to increase academic success and raise their grades. Through the benchmark assessments and PLC's cycles of inquiry the staff has opportunities to identify at-risk students and provide customized RTI programs.

LMHS continues to enhance its PBIS program that was implemented after the 2019 mid-cycle visit. The Bulldog PRIDE is widely received by the students and they also commented that the consistent utilization is contributing to the positive culture on the campus. Additionally, the staff is making reflective use of the SWIS data generated towards continuous improvement and progress of the school wide expectations.

Critical Area # 2: Align instruction to common core state standards and continue to develop common assessments at all grade levels.

Visiting Committee Comments

To support all students within the CORE curriculum and align instruction to common core state standards, LMHS implemented the following initiatives:

1. Using the Illuminate program, District Benchmarks aligned to CORE curricular standards in Math and English were implemented for all grade levels in 2022. To ensure alignment to each benchmark standard, LMHS conducted curriculum mapping in all grade levels. To further support informing instruction, teachers administered mini-assessments monthly. This assessment data is analyzed using a district template that supports the cycle of inquiry. SMART (Specific Measurable Attainable Results Oriented, and Time Bound) are created and monitored during PLC bimonthly dedicated time.
2. To further instructionally support all students, LMHS introduced, through the support of a designated academic coach and TOSA, Sheltered Instruction Observation Protocol (SIOP) an instructional framework for implementation of teaching strategies that support English Learners, SPED, and Socio-economic students to write and speak using academic language.
3. Each month, LMHS focuses on one specific SIOP teaching strategy to assess all students completing cognitive tasks, such as: express thinking orally, analyzing text structure, and engaging students in academic conversations. These strategies are embedded into and reinforced through informal classroom observations, and monthly PLC

discussions.

Critical Area # 3: Curriculum Enhancement. Work is needed to increase articulation with postsecondary institutions, increase acceleration and enrichment, and formalize instruction to include critical thinking and problem solving.

Visiting Committee Comments

Since the 2019 mid-cycle visit, LMHS has increased the number of dual enrolled courses being offered within the master schedule. Their relationship with Shasta College has evolved to be collaborative and highly supportive. Many of LMHS students moved on to complete their general education requirements leaving high school with twenty or more units completed before actually starting their post secondary experience.

In the area of CTE, LMHS has increased significantly in offering industry certifications to students that complete a pathway their senior year. These certifications consist of local entry level position qualifications and national industry certifications. Instructional best practices and project based learning are consistently being supported through the PLC process. District level Instructional Rounds enhance the cognitive level of staff and serve as strong professional refinement of practices.

Additionally, Los Molinos High utilizes its own experts within its teaching ranks to provide ongoing instructional assistance and support. Due to the schools small size, site administrations are able to provide more robust coaching of teachers and ELD support services. Los Molinos Unified School District also has an instructional coach, who is able to provide additional support and resources for PLCs to help support instructional goals.

The prior accreditation findings and cycles of inquiring through the schools PLC SMART goals centered structured meetings have been the driving school improvement forces that are ensuring high achievement for all students.

The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

Los Molinos High School has clearly implemented best practices that have directly impacted a database cycle of inquiry driving school improvement as the school strives to ensure a high achievement for all students.

Chapter 2: School and Student Profile and Supporting Data

- Succinctly describe the school location, type of school, grades served, demographics, major school programs, and other relevant school information.
- Include the school's vision, mission, schoolwide learner outcomes/graduate profile and 2-3 identified major student learner needs.
- Include the CDE CA School Dashboard School Performance Overview data for the school in the report along with other relevant local measures from the school profile as applicable

Visiting Committee Comments

Los Molinos High School was originally founded as a branch school in 1917 and is located in the foothills of northern California along highway 99. The current school is the third building and was finished in 1963. LMHS has two feeder schools and is one of three schools in the Los Molinos Unified School District. The local economy is based overwhelmingly on agriculture, primarily nut and fruit production, though also of field crops and animal husbandry. Other industries that employ locals include forestry, government, and light manufacturing.

The school's current enrollment is approximately 218 students. About 51% of the student population is Hispanic, 43% of it is White, and the other 6% includes Asian, Native American, and mixed ethnicity. 68% of LMHS students and 76% of students district-wide are eligible for the free/reduced lunch program. The unemployment rate in Tehama County is currently at 4.7% while the current unemployment rate in Los Molinos is at 6.6%. The median family income is \$36,996 and the per capita average income is \$20,134. Thus, 35.8% of the Los Molinos population is below the poverty line as defined by the 2018 US Department of Health and Human Services.

Los Molinos High School has a tradition of academic achievement, with an array of college and career readiness programs. In 2019, Los Molinos was awarded California Distinguished school and the district was given the Exemplary Program for CTE in the spring of 2019. Several changes, such as a quality PBIS program, have helped create a new innovative and engaged school culture. Physical changes to campus have enabled the staff to adjust their curriculum through increased CTE and project based courses to better prepare their students for college and career.

The data driven smart goals and PLC process assist the staff in efficiently identifying struggling students that then are able to provide tutorials in both English and Math. All departments are working towards a common core aligned curriculum, common interim assessments, and the use of data from the assessments to guide instruction. The school also provides a number of peer mediation and restorative circle groups, such as School Safety Ambassadors for the students as additional responses to intervention strategies.

SCHOOL PURPOSE/ VISION

Los Molinos High School is proud of our school's educational excellence, outstanding extracurricular performance, and active involvement in our community. We believe that high standards of student behavior and good attendance enhance student achievement. We value high quality student activity and instructional programs that complement and support our academic standards. We develop well-rounded, productive citizens who are prepared to become contributing members of society.

STUDENT LEARNER OUTCOMES/ESLRs

Los Molinos Students will be:

Academic achievers who meet and exceed the academic standards of the State of California and the Los Molinos Unified School District.

Critical thinkers who identify, assess, analyze, integrate and use available resources and information, including appropriate technological devices.

Effective communicators who convey, receive and interpret ideas and information.

MISSION

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.

Hyperlink to the LMHS dashboard

blob:<https://caschooldashboard.org/538a48cb-9c8e-416a-a840-34f6bb69d5a1>

Chapter 3: Quality of the School’s Program

Based on the school’s self-study and visiting committee findings:

- For each category of criteria, summarize the findings about the school’s effectiveness in addressing each of the *criteria and all the indicators within each category*; include supporting evidence as appropriate.
- Rate the effectiveness of each criterion and complete the narrative rationale for the rating
 - Highlight the areas of strength
 - Highlight the growth areas for continuous improvement
 - List important evidence about student learning from the self-study and the visit that supports these findings, strengths and growth areas for continuous improvement.

Note: When writing the summary for each criterion, use the indicators as a guide to ensure that all important aspects of each criterion are addressed (see the *ACS WASC/CDE Accreditation Status Determination Worksheet*).

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

To what extent a) does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, including equity, diversity, and inclusion, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose, supported by the governing board and the district LCAP, further defined by schoolwide learner outcomes and the academic standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

Visiting Committee Comments

Los Molinos High School regularly reviews their mission statement to ensure that the needs of all students are met through the staff upholding high- quality college and career ready state standards that embraces the the philosophy that all students will be college and/or career ready upon graduation. The schoolwide student learner outcomes are congruent with educational research and are supported by the district office and governing board.

Multiple opportunities for community stakeholder collaborative contributions are provided through monthly meetings of School Site Council , ELAC meetings, Parent Booster meetings and Board meetings.

Los Molinos High School’s vision is clearly stated in their Mission Statement, aligned with Los Molinos Unified School District’s Board Goals, embedded in their curriculum, as well as reflected in the core of their school plans and other guiding documents. All are aligned to the Common Core standards and reflect rigorous standards. Displaying the school’s philosophy and belief that all students can learn and achieve content mastery.

Students, parents and community members are made aware of the school's vision, mission, the school wide learner outcomes and the district LCAP focus through the schools hand book as well as review through School Site Council, ELAC meetings and student leadership.

Vision and Purpose that supports high achievement for all students. Defining the school's vision and purpose through schoolwide learner outcomes/graduate profile and academic standards.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

Though the schoolwide learner outcomes are present in multiple documents, the students and parent groups did not reflect a clear understanding or even an awareness of their existence.

A2. Governance Criterion

To what extent does the governing board a) have policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school?

To what extent does the governing board delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor results regularly and approve the schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP)?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A2.1. Understanding the Role of the Governing Board and District Administration: The school community understands the governing authority's role, including how stakeholders can be involved.

A2.2. Relationship between Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.

A2.3. Uniform Complaint Procedures: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

Visiting Committee Comments

LMHS stakeholders clearly understand the relationship between the governing board's decisions, expectations, and initiatives thus guiding the implementation of policies and procedures. Additionally the district solicits community support for the LMHS Mission and Vision Statement as reflected in the LMUSD Handbook and Board Goals. Staff and site administration are guided by community input which drives policies and procedures established by the LMUSD School Board.

Regular reviews of student achievement data, drive the success the Governing Boards reviews and approves all visionary documents (Mission Statement, SLOs, and LCAP/Single School Plan), thus the reflective practice creates policies based on academic achievement and provides support as needed. Additionally these same results are monitored by stakeholders through data review and staff presentations.

Administration understands and utilizes the Uniform Complaint Procedures from the district. Parents are promoted to meet with staff to address concerns and parent, student and staff meetings are held on a regular basis.

Governance that supports high achievement for all students.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale: The district intentionally developed their goals and action plan prior to the establishment of the revised school goals and action plan with the desire to produce sustainability. The vertical alignment of goals and action plans between the feeder schools, high school and district is also intentional presenting increased opportunities for student success.

A3. Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

To what extent based on multiple sources of data, does the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

To what extent do the school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP as needed?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A3.1. Broad-Based and Collaborative: The school's broad-based, inclusive collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.

A3.2. School Action Plan/SPSA Correlated to Student Learning: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.

A3.3. Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.

A3.4. Internal Communication and Planning: The school has effective existing structures for internal communication, planning, and resolving differences.

Visiting Committee Comments

LMHS' collaborative practices included the bi-weekly PLC smart goal driven improvement cycles where the staff reflects on schoolwide benchmark assessment data, and on best practice instructional methods all the while placing emphasis on identifying subject specific as well as school wide goals that increase student achievement.

LMHS' school action plan demonstrates the incorporation of the standards based Illuminate as a transition evidence based rigorous assessment aligned with California Core Standards (also aligned with district goals and LCAP goals), thus assisting in the integrity of the "redefined" rigor of the curriculum as well as providing data that assist in the ability to identify students pacific academic needs.

Administration and LMHS staff meet bi-weekly utilizing the PLC model as well as during professional Development sessions to collaboratively evaluate data and address the support of all students not limited to but including students who receive special services ELD students, IEP students and those students who are demonstrating at risk behavior.

As per the parent staff meeting session the bi-weekly meetings, email structure, morning announcements and feedback loop create effective and timely internal communication especially as they address student needs and review Board goals and the Single School Plan.

Leadership: Data-Informed Decision-Making and Continuous School Improvement that supports high achievement for all students.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

LMHS effectively implements and refines their smart goals through their bi-weekly PLC meetings. LMHS demonstrates a positive collaborative climate with representatives from all stakeholder groups as well as displays an efficient timely internal communication structure.

A4. Staff: Qualified and Professional Development Criterion

To what extent does a qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A4.1. Qualifications and Preparation of Staff: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.

A4.2. Professional Development and Learning: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

A4.3. Measurable Effect of Professional Development on Student Learning: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance

A4.4. Supervision and Evaluation: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.5. Communication and Understanding of School Policies and Procedures: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Visiting Committee Comments

LMHS certificated staff is composed of 13 highly qualified teachers. 6 of which are relatively new to the district in recent years. LMUSD and LMHS administration as well as colleagues supports the professional growth of staff and leadership through orientation, training and guidance toward continued refinement that supports quality student learning and maximizes staff expertise.

LMHS provides an effective student need driven utilization of fiscal resources as evidenced by funding of a teacher on special assignment who facilitates instructional coaching, leads the induction program, supports data analysis and guides professional development. Additional resources are spent to refine student academic and career readiness opportunities as reflected by the schoolwide learner outcomes. Additionally the AG CTE teachers are provided with 6 PD opportunities hosted by state agricultural education organizations that are aimed toward today's agricultural needs.

LMHS professional development for the Fall and Spring 2022- 2023 included Project Based Learning, Illuminate Data, Technology in the Classroom, Restorative Practices, Sheltered Instruction Observation Protocol (S.I.O.P.)

strategies for classroom intervention/instruction. Administration consistently and regularly performs informal and formal observations utilizing the Sheltered Instruction Observation Protocol ranking form that provides critical and meaningful feedback for instructional strategies. Administration also reviews the pacing and mastery of students as per curriculum guides and benchmark standards that form the basis of curriculum. Staff evaluations are intended to foster professional growth and to improve the quality of instruction for all students.

Instructional training opportunities are communicated to staff throughout the school year by both the site administrative team and the District Office. Professional Development. PLC time is devoted to discussing best teaching practice and to modeling implementation of effective instructional strategies and assessment procedures ensuring a solid focus on the development of Common Core aligned assessments. The school also provides clear direction making sure the credential staff holds proper CLAD, BLCAD, and SDAIE certification.

Staff: *Qualified and Professional Development that supports high achievement for all students.*

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale: Multiple staff members are diversifying their certifications and credentials through the support of the district in order to meet the student interest and engagement expectation. The site has implemented a clear collaborative and meaningful professional growth process through Sheltered Instruction Observation Protocol, PLC smart goals, and cycles of inquiry that promote quality instruction for all students.

A5. Resources Criterion

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

A5.1. Resource Allocation Decisions: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.

A5.2. Practices: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.3. Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).

A5.4. Instructional Materials and Equipment: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.5. Resources for Personnel: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs.

Visiting Committee Comments

The school action plan, District action plan and LCAP are all aligned, thus the relationship between district, site administrators and staff clearly reflects a collaborative relationship for resource allocations. This relationship demonstrates a clear understanding of a mutually shared vision of having all students reach college and career

readiness. The School Site Council, which is made up of the site principal, certificated teachers, classified staff, parents and students meet no less than four times a year to assess the needs of LMHS students and further discuss the allocations of funds accordingly.

Accounting rules and procedural practices are followed and approved by the LMUSD board and the CBO/ Superintendent, This collaborative partnership demonstrates the support for facility needs, facility needs, student resources and funding allocation for expansion of the CTE and intervention programs. In addition the shared vision of expanding extra curricular opportunities builds student engagement thus enhancing student learning.

The school's facilities of LMHS are safe, and orderly. With a modernization grant of \$8.8 million dollars awarded in 2019 the school modernized for ADA access, remodeled existing bathrooms and added a designated bathroom for the SDC students and staff, installed new HVAC units, upgraded the CTE classroom electrical systems, and upgraded the fire alarm system. The school has brought in the safe school ambassador program that helps to communicate from a peer centered approach, their zero tolerance for drugs, alcohol, tobacco, weapons and vandalism.

LMHS leadership staff and district administration consistently review instructional material and equipment needs which led to the incorporation of Promethean Technology-interactive large resolution displays that enhance student learning and promote interactive lessons. These meetings also lead to an enhancement of the CTE programs in order to meet the needs and interest of the students. Additional instructional needs assessments reflect the cycles of inquiry driven by results of Illuminate benchmarks as they align with and focus on the schools action plan and board goals of ensuring all students reach academic success.

LMUSD provides multiple professional learning opportunities to enhance the staff's qualifications to continue to fulfill the needs of the students at LMHS.

Resources that supports high achievement for all students.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

LMUSD fosters alignment of feeder schools, highschool and district action plans to support high achievement of all students. Stipends and fees are paid for educational enhancement of staff such as diversifying their credentials to meet student needs, pursuing or hiring those with master's degrees so they are qualified to teach dual enrollment, allocating funds to modernize the school barn and remodeling of the AG mechanics shop to mirror the Butte College programs.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of Strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

- LMHS's goals and action plans clearly align with and are supported by the LMUSD's goals and action plan.
- The professional growth opportunities and professional development opportunities are clearly supported by both the site administration and the district administration, especially in the area of degree advancement, SADIE integrated ELD instructional methods as well as Project Based Learning curricula, and cycles of inquiry as supported through PLCs.
- The site administration and district administration listens and attentively responds to both student expressed needs and staff expressed needs.
- District and site administration seeks out feedback from students and enhances course offerings to further support student interest, engagement and achievement.

Growth Areas for Continuous Improvement for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

- Continue to gain input, communication of and reflection upon the schoolwide learning outcomes, vision and mission statements at the student and parent levels through reviewing them in class as well as at the various parent and community meetings.
- Continue to update and modernize the facilities to promote school pride, student motivation and a valued school culture.

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

Principal's Report: Mission and Vision

(SPSA) Template

Principal's Newsletter

LMHS Facebook: Bulldog Nation News

Los Molinos student parent handbook

School Site Council Meeting: Agenda

Los Molinos Unified School District

ELAC Meeting

GOALS AND ACTION PLAN: 2020-2023

PLC 9/14/22

School Plan for Student Achievement

LMHS Presentation

CATEGORY B. CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

B1.1. Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.

B1.2. Academic and College- and Career-Readiness Standards for Each Area: The school has defined academic and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.

B1.4. Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.

B1.5. Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Visiting Committee Comments

It is evident that LMHS staff are passionate experts of their fields and are providing an effective and relevant curriculum that is based on current educational research and supports academic standards. Majority of the staff members have pursued advancing their degrees and credentials, which has been highly supported and encouraged by the district in order to broaden courses offered through student interest. Through continued professional development and the inquiry PLC process, LMHS is able to effectively identify student learning needs through data analysis and provide a curriculum that is aligned to the Common Core Standards. This is also evidenced through the detailed alignment of the site action plan and district action plans to support the LCAP goals.

LMHS has built a strong foundation for their college and career readiness of students through the use of challenging real-world applications, all core classes offered being A-G ready, and providing a variety of career pathways that promote entrepreneurship and lifelong learning. The administration, with strong support by the district, have created many opportunities for students to gain college credits through dual enrollment through Shasta Community College as well as AP course offerings.

Through all subject areas, there is evident effort to make real-world connections whenever possible and to connect the curriculum to career pathways. LMHS CTE pathways provide students with industry certifications, opportunities to earn money, gain workforce experience, and build college and/or career connections with stakeholders.

In addition, LMHS holds relationships with the local community college and community businesses and groups to further support curriculum development and student learning. The Ag Mechanics program, for instance, works with Butte Community College (BCC) to align their curriculum to the BCC welding program. The Ag department works closely with community businesses and local colleges through their Ag Advisory group to drive course articulation, fundraise, and provide college and career exposure opportunities.

The culinary CTE program has strong connections with the local Rolling Hills restaurant and provides students with opportunities to work side by side with professional chefs, earn money through working in their food truck, and gain hands-on culinary skills.

The district has recently approved the addition of an animal science pathway to be implemented in support of growing student interest. Further, the school barn will be updated and modernized to accommodate the curriculum

adjustments allowing for more student SAE projects. Through the addition of the animal science pathway, modernized barn, and continued vertical alignment, LMHS will be positively aiding in the student engagement and academic rigor and success.

To further support the course interests, articulations, and master schedule designs, the school counselor conducts follow up studies. These articulation and follow up studies with alumni students via survey, phone, and in person provide insightful data about the effectiveness of the LMHS curricular programs. A few student follow up stories can be found on their website.

Rigorous and Relevant Standards-Based Curriculum that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

LMHS has made many improvements since the last visit to vertically align curriculum and provide courses that honor student voice and choice over their education and future college and/or career choices. It is through a shift and implementation of the common core standards, articulation, and collaboration with community resources that LMHS continues to increase student rigor and provide a highly relevant curriculum that supports high achievement for all students.

B2. Equity and Access to Curriculum Criterion

To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

B2.1. Variety of Programs — Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and career technical options for all students.

B2.2. Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

B2.3. Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

B2.4. Post High School Transitions: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

Visiting Committee Comments

All students at LMHS have autonomy over their personal educational plan through yearly meetings with the counselor to best plan for their college and/or career goals. All core classes at LMHS are A-G ready and provide all students equitable access to curriculum and post-secondary opportunities. All students have access to, and a majority are enrolled in, at least one strong CTE program pathway. These CTE pathways provide students with an opportunity to earn a workforce-ready certification, earn money, and build their entrepreneurial skills. In addition, LMHS offers courses that enhance and challenge student academia through AP and dual enrollment classes, as well as access to Cyber High credit recovery. Students are encouraged to attend 7th period and/or after school tutoring sessions that are peer to peer lead and instructor supported. Peers that are selected through an interview process are paid to tutor and have an opportunity to tutor multiple times a week.

LMHS offers courses that directly reflect student interest and the community demographics. To best adapt and modify courses and the master schedule to accommodate an ever changing population teachers are highly motivated

to continue professional development, add certifications, and credentials in order to teach new courses.

Interest was expressed through the superintendent of the potential of LMHS to become a magnet CTE school. LMHS' strength in curriculum is held within and throughout their CTE pathways which provide students with a host of opportunities to collaborate and learn from community stakeholders, gain work experience, intern with local businesses, and begin a strong transition to college and/or career.

Through the culinary CTE pathway students have the opportunity to work with renowned culinary experts from the local Rolling Hills kitchen as well as earn money through entrepreneurship opportunities provided by the school program. Due to student interest and passion for the culinary pathway, LMHS will be purchasing a food truck for students to learn business skills while cooking and fundraising at various school and community events.

Students regularly engage in culturally relevant standards based curriculum that is steadily increasing rigor while building student stamina as a result of covid. This is especially evident in the vertical alignment of 6-12 grades in ELA, with progress in alignment in Math.

Since the last visit, LMHS and LMUSD have vertically aligned their ELA and Math benchmarks throughout the district.

Parents, students, and staff at LMHS collaborate consistently through various committees throughout the school year in efforts to develop post-secondary goals, school initiatives, and evaluate effectiveness. In addition, parents are involved in their students' educational plan with the school counselor. Parents can collaborate with administration and counselors to review and revise based on student needs.

The academic counselor at LMHS meets with students to create goals and support student transition to postsecondary high school life. Support is provided through scholarship writing and guidance, college application support, and goal writing. The senior special education students also focus on their transition to life post-graduation by working with community partners to enroll in Tehama Adult Learning Center, Workability II, or in a college disability service. LMHS offers students a RSV center and provides push-in and co-teaching opportunities to best support students.

Equity and Access to Curriculum that supports high achievement for all students.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

LMHS is highly effective in providing an equitable and accessible curriculum to students to support high achievement for all students through multiple CTE Pathways, tutoring, Cyber High, A-G, AP, and Dual Enrollment Courses. The variety and accessibility to course offerings greatly supports all student plans for college and/or career. It is evident that staff, administration, and the district are effective in addressing equitable access to curriculum and provide needed resources and support to subgroups.

CATEGORY B: CURRICULUM

Areas of Strength for Curriculum:

- CTE offerings and industry certifications
- Consistent PLC Process and data analysis
- Increase in number of dual enrollment and consistent AP course offerings

Growth Areas for Continuous Improvement for Curriculum:

- Increase acceleration and enrichment, and formalize instruction to include critical thinking and problem solving.
- Continue to increase academic rigor across all curricular areas
- Continue to increase curriculum and benchmark alignment in Math

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

-  Tutoring Letter
- [LMHS A-G Approved Courses](#)
-  Copy of Using Illuminate to Create Formative Assessments
-  Benchmark# 1
-  Copy of LMUSD 22-23 CTE offerings
- Dual-enrollment courses through Shasta College. <https://www.shastacollege.edu/academics/high-school-programs/dual-enrollment/for-high-school-students/>

CATEGORY C. LEARNING AND TEACHING

C1. Student Engagement in Challenging and Relevant Learning Experiences Criterion

To what extent are all students involved in challenging and relevant learning experiences in an equity-centered learning environment to achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

C1.1. Results of Student Observations and Examining Work: All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.2. Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Visiting Committee Comments

It is evident that all students are involved in standards based and relevant work as evidenced through classroom observations and the examination of student work and assessment data. LMHS is currently using Illuminate to implement district wide Math and ELA benchmarks and ensure Common Core Standards are being met and students are adequately prepared for the CAASPP. These benchmarks are administered three times per year with smaller monthly standard assessments. Throughout the PLC process teachers are collecting and analyzing data through inquiry cycles in order to best understand the degree of student achievement. Through the inquiry cycles, LMHS staff regularly collaborate over data in order to improve curriculum guides within ELA and Math.

In addition to the implementation of the Illuminate software to design assessments and drive backwards design of curriculum, LMHS is also adjusting instruction to Bloom's Taxonomy levels. This categorization of test questions is providing teachers and administrators with meaningful data about the degree of student achievement of content standards.

Many students interviewed shared that Math and ELA teachers consistently review the benchmark objectives and scores with them in order to review and re-learn missed concept standards. This process of revisiting and re-teaching allows for all students to understand the standards/expected performance levels for each area of study. Staff utilized the benchmark analysis to consistently improve and adjust curriculum guides. Additional support to teachers in this area of work has been provided by the administration, professional learning and the LMUSD PLC process to support students' achievement. This work also supports and aligns with the goals and work of the LMUSD and school board.

Through the Agricultural FFA and CTE pathways students are encouraged to become highly involved in campus, community, and their post-secondary planning. It is through a variety of leadership opportunities provided by the FFA, Mechanics, and Culinary pathways that students are able to experience both academic and personal growth as well as career success. The leadership and career development opportunities provided through FFA and CTE have made a positive difference for students school wide as a majority of the school student body are enrolled in at least one Ag or CTE course.

It is through the Ag and CTE pathways that students are provided with strong opportunities to explore the application of academics through a real-world lens. In addition to strong Ag and CTE pathways, all core classes are A-G readiness courses.

LMHS also has a passion for providing PBL when applicable in efforts to give autonomy to students in their learning. Through PBL, students have been able to build and create their own positive learning experiences that guide and inspire themselves and their peers. September 16th was Mexican Independence day, which holds strong meaning for a large population of LMHS students. Students approached the administration with a desire to celebrate the holiday on campus. In response, administration and teachers worked to create lessons and projects that were culturally relevant and provided students with an opportunity to celebrate diversity.

AP and Dual Enrolled courses are available to students who wish to challenge themselves academically. The dual enrollment courses have provided an opportunity for students to earn many college credits before graduating, not only saving them tuition costs but also preparing them for the college level curriculum. While there are a select few

AP courses offered each year, that is a reflection of staffing within a small campus. Both Dual Enrollment and AP course offerings have been increased in the last two years.

Student Engagement in Challenging and Relevant Learning Experiences that supports high achievement for all students.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

LMHS students have opportunities to engage in campus sports, FFA, CTE, and relevant interactive learning experiences throughout classes on campus. Many students take advantage of the opportunities to earn college credits through the dual enrollment program and AP courses, academically challenging themselves as they prepare for post-secondary life. In addition, students are able to complete a variety of CTE pathways that lead to earning an industry certificate, enhancing their college and/or career readiness. Lastly, the staff have successfully implemented the use of Illuminate benchmarks and cycles of inquiry to analytically design an appropriately challenging curriculum to support student learning though standards.

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

To what extent do all teachers use a variety of strategies and resources to create an equity-centered learning environment, including technology and experiences beyond the textbook and the classroom, to actively engage students, emphasize creative and critical thinking skills and applications?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

C2.1. Teachers as Facilitators of Learning: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.

C2.2. Creative and Critical Thinking: All students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.

C2.3. Application of Learning: All students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.

C2.4. Career Preparedness and Real World Experiences: All students have access to and are engaged in career preparation activities.

Visiting Committee Comments

All teachers at Los Molinos High School create an equity-centered learning environment for all students. Educational and career centered opportunities beyond the texts and classroom were regularly provided. Further, teachers are able to facilitate learning as coaches through the integration of technology- Promethean Boards, student laptops, google classroom, and research-based methodologies including differentiation.

LMHS students display a high degree of engagement when classes are being observed and when approached. During lessons and throughout student projects, students demonstrate critical thinking and creativity when engaging with teachers, peers, and their personal learning. In addition, LMHS is currently redefining the definition of what rigor is and means on campus as it pertains to educational growth. Through surveying and the implementation of Bloom's Taxonomy strategies, the need to increase rigor was identified as the initial rigor identified was not articulated with higher learning.

The administration at LMHS, and the district, have implemented a Sheltered Instruction Observation Protocol (SIOP) to support teachers in their ever evolving and continued development. The SIOP is not linked to their evaluative reviews but is utilized as an informal and supportive tool to guide TOSA work, curriculum development, and academic discourse strategies that are directly related to one of the SIOP areas: Preparation, Instruction,

Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, and Review Assessment. Teachers are also participating in instructional rounds which utilize SIOP to guide and develop strategies to engage all students with a focus on the resistant learner.

Teachers have the opportunity to participate in teacher to teacher peer visits that are completed for strategy implementation and curriculum development. This process is not associated with evaluations and feedback is kept confidential between peer teachers.

It is evident that teachers are upheld, respected, and supported as the experts in their respective fields and are provided with the resources needed. The administration utilizes the PLC process to uphold academic integrity and discourse within the classroom by providing teachers with a monthly instructional strategy focus area. For instance at the time of the visit, all teachers were utilizing opportunities for students to respond and participate in class discussions, academic review and understandings of assessments and required meaning recitation from students.

Student-Centered Instruction through a Variety of Strategies and Resources that supports high achievement for all students.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

Due to the PLC inquiry cycles, instructional focus strategies, and SIOP LMHS has been able to systematically analyze data, use a wide variety of instructional strategies, and vertically align curriculum with post-secondary institutions as well as feeder schools in efforts to increase academic rigor and student learning success. It is evident that the staff are exceptionally passionate about their students' success and strive to provide an engaging curriculum that supports and promotes high achievement for every student. All classes are provided with up-to-date technology and teachers regularly participate in SIOP and PLC processes that allow for professional growth and create a community of collaboration that is student centered.

CATEGORY C: LEARNING AND TEACHING

Areas of Strength for Learning and Teaching:

- Instructional pedagogy is consistent and supported through the PLC process.
- Increase in Shasta College Dual Enrollment opportunities that are built into the daily master schedule
- LMHS utilizes a TOSA and provides ample opportunities for teacher development and growth.
- PLC development
- Implementation and use of instructional strategies and high academic standards

Growth Areas for Continuous Improvement for Learning and Teaching:

- Continued alignment of the Math department
- Enhance use of promethium boards and technology to increase student engagement
- Continue to enhance SIOP program by selecting a particular set of predominant strategie(s) to track impact on student achievement

Important evidence from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

- [LMHS Instructional Focus Areas 22-23](#)
- [Copy of LMUSD 22-23 CTE offerings](#)
- [LMHS Course Description Handbook.docx](#)
- [ASTR 3 Dual Enrollment- Faculty to Faculty Meeting Form.pdf](#)
- [Common Core High Leverage Instructional Strategies \(1\).docx](#)
- [Culture Awareness Project # 2](#)

CATEGORY D. ASSESSMENT AND ACCOUNTABILITY

D1. Reporting and Accountability Process Criterion

To what extent do the school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

To what extent does the analysis of data guide the school's programs and processes, the allocation and usage of resources, and form the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

D1.1. Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.2. Basis for Determination of Performance Levels: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.3. Monitoring of Student Growth: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.

D1.4. Assessment of Program Areas: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.5. Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.

Visiting Committee Comments

LMHS staff and administration are trained and consistently utilizing the PBIS and Illuminate programs to collect, disaggregate, analyze, and report student performance data on positive school behavior and academics. The results of the PBIS system are evident on campus and through behavioral swiss data. Students are rewarded with Bulldog Bucks for positive behavior in 5 critical areas. The implementation of the PBIS program has led to a school campus that radiates positivity, supportiveness, inclusivity and safety.

With a welcoming positive campus atmosphere students are aptly able to focus on their academics and personal growth. While the D and F list remain relatively high, LMHS staff have shifted to using common assessments that are standards based and appropriately prepare students for the CAASPP and address the D and F list. Through the use of Illuminate benchmarks, staff and administrators are able to disaggregate data effectively in order to redesign curriculum mapping and report student performance to stakeholders.

Illuminate benchmarks are given three times a year in ELA and Math and provide a great opportunity for staff to monitor student growth and progress as it pertains to state standards, schoolwide learner outcomes and college and career readiness indicators. All subject areas participate in the monitoring and evaluation of student performance and growth progress.

The Illuminate program has been imperative to the assessment and accountability process. Through Illuminate, the administration, TOSA, and teachers are able to import, create assessments and deliver quantifiable student achievement data as well as identify learning gaps for each and every student.

While LMHS and LMUSD rely heavily on the benchmark assessments to prepare for the CAASPP, it is not the only measure of assessment and accountability. A variety of state and local assessments that are utilized at LMHS to highlight student achievement and areas of learning gaps. Some of these assessments include: CAASPP, SAT, ACT,

AP, A-G rates, and CTE completion rates.

While the site, district, and state benchmark assessments are useful in analysis to increase student achievement, LMHS also utilizes academic enrichment resources. The ELA department has utilized Common Literature, the math department uses I-Ready, IXL math, and the campus incorporates Growing Leaders and Cyber High to address learning gaps.

This year LMHS has a full time teacher on special assignment (TOSA) that supports both administration and staff. Through this position, the TOSA is able to support through subbing, data analysis, instructional coaching, leads induction program, directs and guides professional development, and special education oversight support, and creation of the block mirror benchmark assessments. The data that comes out of the TOSA lead work is presented to site staff and the district board members to guide next steps.

In a small community the site and district are able to collaborate at a much more in depth level than many schools and districts are able to. During the three day visit, it was common to see the district superintendent on campus observing classes and supporting staff. It was shared by students and staff that the superintendent is highly visible and encouraging in the school goals and student success. He has encouraged and paid for multiple staff members to go through professional developments, training, and programs to increase their credentials and degrees to better support student learning and academic rigor.

Through the benchmark assessments and collaboration between site staff, administration, and the district, LMHS is able to effectively assess school results and modify school programs. LMHS participates in monthly formative and summative assessments to collect data and utilize analysis tools in monthly PLC groups and informs practice to better serve all students.

In addition, it is evident that LMHS and LMUSD provide the necessary resource allocations to support academic success. This is evidence in all classrooms having new promethean boards, updated farm and shop facilities and educational platforms. Many allocations have been directly linked to student expression of desires and needs to increase success and engagement.

Using Assessment to Analyze and Report Student Progress that supports high achievement for all students.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

LMHS has consistently displayed a results-driven and continuous school improvement process through the inquiry cycles, PLC process, and benchmark analysis of student achievement. The staff are provided with the necessary resources and programs to address learning gaps. Staff are highly attentive of student needs and provide ample opportunities for students to succeed, refine, and personally grow through tutoring, remediation, and small class sizes providing equitable opportunities for all students.

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

To what extent do teachers employ a variety of appropriate assessment strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

D2.1. Demonstration of Student Achievement Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

D2.2. Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life

Visiting Committee Comments

Through the SIOP teachers are able to gain real time feedback that is not associated with formal observations and reviews. Through the informal process, teachers are able to practice implementation of research-based strategies in a safe and supportive environment to evaluate student learning and progress. In combination with the SIOP and the benchmark protocols, staff have been highly effective in tracking the progress of student achievement in real time based on the academic content standards, Board Goals, and ESLRs.

All teachers utilize formative and summative assessments to guide, modify, and adjust instructional approaches and utilize the benchmark analysis provided by the site administration and district. Each teacher and department is provided with individual analysis reports to support their appropriate feedback and re-teaching to students.

While the core classes are ensuring to meet the Common Core and NGSS standards through benchmarks, formative and summative assessments, the CTE courses are also utilizing similar assessments. The CTE pathways are currently utilizing formative and summative assessments while also incorporating project based learning and workforce experiences to assess student achievement.

Through the use of achievement data, teachers are better able to identify gaps and subgroups that need remediation and additional support and resources such as EL, Latino, Socio-Economic Disadvantage and SPED students.

The use of In Service Time is utilized at LMHS to analyze additional data, surveys, and evaluate student performance to best adjust curriculum guides.

New ELA and Math teachers have been provided a mentor teacher to aid student achievement analysis, curriculum guide adaptations, and in the curriculum and instruction implementations.

Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom that supports high achievement for all students.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

Los Molinos High School is highly effective in using assessment results from district benchmarks and state assessments to monitor student learning. In addition, it is evident that teachers take advantage of the data results to drive modification of curriculum guides to best meet the needs of students. It is through the use of a variety of assessment strategies that have aided in the improvement of LMHS' academic improvements. Teachers and staff have taken a results driven response to data and curriculum guides.

CATEGORY D: ASSESSMENT AND ACCOUNTABILITY

Areas of Strength for Assessment and Accountability:

- Implementation of Illuminate benchmarks three times a year
- Monthly data analysis of student achievement in ELA and Math
- Vertical curriculum alignment between feeder and post-secondary schools to increase assessment and accountability.

Growth Areas for Continuous Improvement for Assessment and Accountability:

- Continue the consistent utilization of assessment data system Illuminate
- Continue to identify subgroups that are struggling and provide necessary remediation and resources

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

-  CAASPP Data Chat 2022 - 2023 .pptx
-  Copy of LMUSD Site Principal CAA...
-  Scan_2022_09_14_06_17_03_568.pdf
-  Illuminate and Assessment Plan 22-23
-  BM # 1 Site Principal Data Analysis...
-  LMHS Teacher Chats
-  Copy of Los Molinos Unified School ...

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

To what extent does the school leadership employ a wide range of culturally sensitive strategies to encourage family, and community involvement, especially with the learning/teaching process?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

E1.1. Parent Engagement: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

Visiting Committee Comments

LMHS provides a variety of opportunities for parental and community input and involvement, including ELAC, School Site Council, LCAP, Back to School Night, Sports Meeting, PBIS, and Booster meetings. Additionally they host several information nights in regards to athletics, academics, award ceremonies and social / emotional support. Furthermore, LMHS site Administration utilizes social media, high school website, bilingual services and Aries to regularly communicate student progress and promote school events.

Parent and Community Engagement that supports high achievement for all students.

Visiting Committee Rating (select one): Highly Effective **Effective** Somewhat Effective Ineffective

Narrative Rationale:

LMHS has a core active group of parents and community members. Continuing to enlarge this group of stakeholders will expand the feedback and refine the support that increases the learning and teaching process for all students.

E2. School Culture and Environment Criterion

To what extent does the school leadership focus on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and develops a culture that is characterized by trust, professionalism, equity, and high expectations for all students?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

E2.1. Safe, Clean, and Orderly Environment: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.2. High Expectations/Concern for Students: The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.

E2.3. Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, equity, and professionalism.

Visiting Committee Comments

Los Molinos High School has embodied Positive Behavioral Intervention and Supports System with their Bulldog

Pride mantra since 2017. This system of positive reinforcement has impacted the climate and culture thus, providing a safe environment that nurtures learning for all.

LMHS' culture is characterized by a high level of compassion and earnest belief that all students can learn. The staff and administration's philosophy centers on a shared vision of accountability, professionalism, respect, and a focus on student achievement while continuously refining their student centered practices. These practices embrace the culturally relevant celebration of individuality where each student spoke to clearly express that they had at least one trusted adult on campus that they could speak with at any time.

The addition of a School Resource Officer who serves mostly as a mentor co-leads the School Safety Ambassadors program that guides students in positive resolutions and developing trusted relationships, leads staff safety training and diversion classes. The students express fully that they feel safe and secure on campus.

The school installed cameras as well as vape detectors as preventative measures. The Ag shops installed new welding booths and equipment thus increasing safety in the shop. The referral system is documented in SWIS, a behavior database that collects data and analyzes intervention and support within a tiered system. The staff has been trained through the ALICE Training and Safety Plan Procedures LMHS communicates to staff a clear drill schedule and practices with the campus regularly reviews of safety protocols. The office staff utilize School Messenger for parent communication regarding safety concerns and procedures, events and other school information.

Los Molinos High School is a closed campus which provides additional safety for students while they are on campus. Lunchtime activities and games in the gym provide a place to eat and a safeplace where students can be active during lunchtime.

School Culture and Environment that supports high achievement for all students.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

Staff and students clearly express a caring compassionate tone and denote the positive supported structure of the campus provides a sincere feeling of safety.

E3. Personal, Social-Emotional, and Academic Student Support Criterion

To what extent do all students receive appropriate academic, social-emotional and multi-tiered support to help ensure student learning, college and career readiness and success?

To what extent do students with special talents and/or needs have access to an equitable system of personal support services, activities, and opportunities at the school and in the community?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

E3.1. Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.

E3.2. Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of students.

E3.3. Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact in student success and achievement.

E3.4. Co-Curricular Activities: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5. Student Voice: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

Visiting Committee Comments

LMHS's school-wide student reward system implemented the P.R.I.D.E. student character traits representing Personal responsibility, Respect, Integrity, Diversity, and Excellence. Additionally, the school launched direct schoolwide expectations teaching methods. The school has multiple teachers who remain available during lunch and after school and developed a peer-paid tutoring program that provides academic support. Additionally, they closely watch their D and F list to monitor at-risk students and those students met with administration to develop an incentive contract.

The progressive discipline policy is reviewed in the PLC setting for staff and communicated to the student in an If...then... progressive manner supported by a check-in check-out process. These steps are put in place and communicated to both the student and the parent to foster the student's personal responsibility for their actions.

The school implemented two sections built into the master schedule of Cyber High for students to help students meet their diploma A-G requirement and credit recovery options. Additionally, the site has increased their CTE project-based learning opportunities.

The school strives to ensure a high level of student involvement and engagement in all curricular areas. They have increased co-curricular activities by adding JV programs to several of their sport options as well as expanding agricultural and FFA facilities and resources enabling more students to become directly engaged and involved. As well as provide career and leadership development opportunities through the National FFA Organizational compositions.

LMHS has also added support systems such as financial literacy class and tools such as food truck service training and training in CorelDraw, a computer-aided graphics system connected to the engraving machine, that guides students to career goals and entrepreneurial opportunities. Thus dramatically increasing student engagement and advocacy for their own interest and needs as lifelong post-secondary learners.

Personal, Social-Emotional, and Academic Student Support that supports high achievement for all students.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale: LMHS's school-wide student reward system Bulldog P.R.I.D.E. builds student character traits that teach personal accountability as well as self-advocacy. Additionally, the school clearly communicates and implements multiple strategies and personalized support approaches to meet both academic and social-emotional student needs.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL, SOCIAL-EMOTIONAL, AND ACADEMIC GROWTH

Areas of Strength for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

- A PBIS system program is in place for student behavior and engagement that is positively received by students.
- The foundation of restorative justice and diversion practices is in place.
- The upgrades to the school have increased student engagement and respectively student achievement, i.e. increased CTE project-based classes, additional athletic opportunities, and specific weight training courses.

Growth Areas for Continuous Improvement for School Culture and Support for Student Personal, Social-Emotional, and Academic Growth:

- Continue to train and encourage all staff to utilize the PBIS strategies and restorative practices in their classroom on a consistent daily basis.
- Create a peer to peer survey assessing student health and safety concerns that enables the participant to remain anonymous..

Important evidence about student learning from the self-study and the visit that supports these strengths and growth areas for continuous improvement include the following:

-  Parent WASC PBIS COMMITTEE
-  Copy of Los Mos High PRIDE Behavior Recognition System1.pdf
-  Culture Awareness Project # 2
-  Copy of LMHS School Wide Behavior Expectations Teaching Method (1).doc
-  LMUSD Restorative Justice Program PDF.pdf

Chapter 4: Synthesis of Schoolwide Strengths and Growth Areas for Continuous Improvement

Schoolwide Strengths

The purpose of identifying schoolwide strengths is to provide input and support for the school to use these strengths in their continuous improvement to ensure high quality student learning and well-being. Synthesize schoolwide areas of strengths and list numerically. *Be sure that these can be documented by other sections of the report.*

The visiting committee identified the following specific schoolwide strengths and their rationale for the identification: **Include a Who, What, and Why for each schoolwide strength.**

1. Los Molinos High School's evident strengths of an enthusiastic student-centered passionate staff that is highly qualified and eagerly seeks professional growth to enhance curriculum choices that increases both personal and academic student achievement for all. The staff's positive embracing student centered culture has further impacted the climate and culture of the campus through the implementation of PBIS led Bulldog PRIDE.
2. Significant strengths reflected in school-wide curricular improvement are visible through the enhancement of the CTE programs that honor the interests of students; such as the purchase of a food truck to expand the culinary arts program and give students an opportunity to enter into the entrepreneurial realm. Additionally the transition into animal science as a career pathway as per expressed student interest led to the revitalization and expansion of the school barn thus, accommodating the growth of the Agricultural opportunities and the FFA livestock showmanship.
3. The vertical alignment amidst the feeder schools, high school, District office And post-secondary institutions promotes efficiency and sustainability of curricula goals and combined action plans.
4. The utilization of illuminate for common core alignment as well as implementation of benchmarks that provide opportunities to refine curriculum in a data rich cycle of inquiry.

Schoolwide Growth Areas for Continuous Improvement

The visiting committee concurs with the school's identified growth areas for continuous improvement that are outlined in the schoolwide action plan. The school's growth areas for continuous improvement are explained below:

1. Continue to increase student achievement for all core subjects through the consistent implementation of common state standards aligned lessons and evaluation of assessment data to drive instruction.
2. Continue to increase student motivation and engagement in school thus increase the number of students completing A-G requirements, participating in extracurricular activities, completing diploma requirements, and reduction in disciplinary referrals.
3. Continue to enhance curricular opportunities by increasing efforts to formalize explicit instruction with connections to redefined baselines of rigor and continue to provide opportunities for vertical articulation in all curricular, increases classroom instruction rigor, and provide opportunities of acceleration and enrichment and support.

Chapter 5: Ongoing School Improvement

- **Include a brief summary of the schoolwide action plan**
- **Evaluate the school improvement issues:**
 - **The effectiveness of the action plan to enhance student learning and support the identified major student learner needs**

- **The level of commitment to accomplish the action plan, schoolwide and system wide**
- **The alignment of the schoolwide action plan/SPSA to the Local Control and Accountability Plan (LCAP)**
- **The soundness of the follow-up process for implementing and monitoring the accomplishment of the schoolwide action plan.**

Visiting Committee Comments

Los Molinos High School has three main goals that are directly aligned with both the district goals and their Local Control and Accountability Plan.

GOAL 1: Common Core Alignment and Accountability

GOAL 2: Student Motivation and Engagement

GOAL 3: Curriculum Enhancement

Each of these goals reveal a clear rational and measurable objective. Furthermore each goal is broken into 8-14 also measurable scaffolded steps to assist the school with direct methods to implement and monitor their action plan. The action plan also clearly addresses the person responsible, timelines and documentation through their assessment of progress.

The action plan reflects tenants that will enhance student learning and clearly support the identified major student learner needs. The commitment of the school to follow through and accomplish their action plan has clear sustainability especially because of the detailed vertical alignment between the school and the district office.

Acceptable progress by all students toward clearly defined schoolwide learner outcomes/graduate profile (major student learner needs), academic standards, and other institutional and/or governing authority expectations.

Visiting Committee Rating : **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

A shift in academic focus, driven by cycles of inquiry, has birthed an expansion of curricular opportunities through dual enrollment with local community colleges. Credit recovery through Cyber High provides intervention students the opportunity to complete credits needed for graduation and mitigate the impact of COVID on student progression toward graduation.

The alignment of a long-range schoolwide action plan to the school's areas of greatest need to support high achievement for all students.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

The schools action plan mirrors the district action plan and is the guiding principle and document for department and schoolwide smart goals that then further guide the schools data driven improvement cycles of inquiry. Progress on the 2019 WASC mid-cycle visiting committee reiterated the originally identified critical areas of need by the 2016 WASC team.

The capacity to implement and monitor the schoolwide action plan/SPSA.

Visiting Committee Rating (select one): **Highly Effective** Effective Somewhat Effective Ineffective

Narrative Rationale:

The action plan reflects tenants that will enhance student learning and clearly support the identified major student learner needs. The commitment of the school to follow through and accomplish their action plan has clear sustainability especially because of the detailed vertical alignment between the school and the district office.

Accreditation Status Factors Summary

Accreditation Status Factors	Highly Effective	Effective	Somewhat Effective	Ineffective
The involvement and collaboration of stakeholders in the self-study that addresses the self-study outcomes.		X		
The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.		X		
Vision and Purpose (A1)		X		
Governance (A2)	X			
Leadership: Data-Informed Decision-Making and Continuous School Improvement (A3)	X			
Staff: Qualified and Professional Development (A4)	X			
Resources (A5)	X			
Resources (Charter only) (A6)				
Rigorous and Relevant Standards-Based Curriculum (B1)		X		
Equity and Access to the Curriculum (B2)	X			
Student Engagement in Challenging and Relevant Learning Experiences (C1)	X			
Student-Centered Instruction through a Variety of Strategies and Resources (C2)	X			
Reporting and Accountability Processes (D1)	X			
Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom (D2)	X			
Parent and Community Engagement (E1)	X			
School Culture and Environment (E2)	X			
Personal, Social-Emotional, and Academic Student Support (E3)		X		
Acceptable progress by all students		X		
Alignment of a schoolwide action plan/SPSA to the school's areas of greatest need	X			
Capacity to monitor and implement the schoolwide action plan/SPSA	X			



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Administrators

LIVINGSTON (JACK) WONG
Public Member, Hawaii

April 28, 2023

Ryan Vercruysse, Principal
Los Molinos High School
7900 Sherwood Boulevard
Los Molinos, California 96055

Dear Ryan Vercruysse:

The Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC) announces the action taken at the Spring 2023 Commission Meeting. The ACS WASC Commissioners have determined Los Molinos High School (9-12) meets the ACS WASC criteria for accreditation. This accreditation status is based on all of the information provided by the school, including the school's report, and the satisfactory completion of the accreditation visit.

It is the decision of the Commission to grant six-year accreditation status through June 30, 2029 with a mid-cycle visit during the 2025-2026 school year.

Los Molinos High School is required to prepare an in-depth progress report for the mid-cycle visit. The report and visit should demonstrate that the school has: 1) addressed the growth areas for continuous improvement through the schoolwide action plan; 2) made appropriate progress on the implementation of the schoolwide action plan; and 3) improved student achievement relative to the schoolwide learner outcomes and the academic standards.

Accreditation status is conditioned upon Los Molinos High School's continued adherence with the ACS WASC policies, procedures, and criteria for accreditation. This includes a requirement that an accredited school annually contribute members to participate on visiting committees. Failure to maintain compliance with said policies, procedures, and standards is grounds for modification and/or withdrawal of the accreditation.

The Commission looks forward to Los Molinos High School's anticipated success and continuing improvement in keeping with ACS WASC's pursuit of excellence in elementary, secondary, and adult education.

Sincerely,

R. David Gaudi Jr., Ed.D.
Commission Chairperson

cc: Visiting Committee Chairperson
Superintendent