

Los Molinos High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

School Name	Los Molinos High School
Street	7900 Sherwood Blvd.
City, State, Zip	Los Molinos, CA, 96055
Phone Number	530.384.7900
Principal	John Calonico
Email Address	jcalonico@lmusd.net
School Website	http://lmhs.lmusd.net/
County-District-School (CDS) Code	52 71571 5235106

2023-24 District Contact Information

District Name	Los Molinos Unified School District
Phone Number	530-384-7826
Superintendent	Joey Adame
Email Address	jadame@lmusd.net
District Website	http://www.lmusd.net/

2023-24 School Description and Mission Statement

Los Molinos High School is a California Distinguished school located in Tehama County, 25 miles north of Chico on Highway 99E near the Sacramento River. LMHS has a robust history of high academic achievement and many graduates attend post secondary institutions. Enrollment is approximately 191 students in grades 9 – 12. LMHS offers CTE, A-G, and many dual enrolled classes for all students. Our goal is by graduation that students are ready to enter postsecondary institutions or the job market.

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	59
Grade 10	52
Grade 11	57
Grade 12	45
Total Enrollment	213

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.5%
Male	53.1%
American Indian or Alaska Native	0.5%
Asian	1.4%
Hispanic or Latino	49.3%
Two or More Races	3.3%
White	45.5%
English Learners	10.8%
Foster Youth	0.5%
Homeless	0.5%
Socioeconomically Disadvantaged	66.7%
Students with Disabilities	12.2%

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.40	64.72	25.80	79.67	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	2.15	1.10	3.42	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.90	14.91	2.10	6.48	12115.80	4.41
Unknown	2.30	18.14	3.30	10.37	18854.30	6.86
Total Teaching Positions	13.00	100.00	32.40	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.20	76.76	22.60	76.91	234405.20	84.00
Intern Credential Holders Properly Assigned	0.80	6.87	2.80	9.60	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.74	1.00	3.70	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.70	14.72	1.70	6.04	11953.10	4.28
Unknown	0.10	0.83	1.10	3.73	15831.90	5.67
Total Teaching Positions	12.00	100.00	29.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	7.4	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.8	9.3

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		2023/12	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin Harcourt, California Collections, grade 9, 2017. California State University Press, Expository Reading and Writing Course, 2nd edition, 2014. Pearson Education Inc. Keystone Keys to Learning, 2013. Pearson Education	Yes	0%

	Inc. Keystone Level D, 2013. Pearson Education Inc. Keystone Level F, 2013. Pearson Education, English Prentice Hall Literature, The American Experience, 2002. Pearson Education.		
Mathematics	Math I-Houghton, Mifflin, Harcourt, Integrated Math I, 2015 Math II-Houghton, Mifflin, Harcourt, Integrated Math II, 2015 Pre-Algebra-CPM, Core Connections Course 3, 2013 Pre-Calculus-Pearson Education, Precalculus, 2011. Math III-Houghton, Mifflin, Harcourt, Integrated Math III, 2015 Financial Literacy-Financial Literacy, Curriculum Matters-Online AP Calculus-Finney Damana Waits and Kennedy; Calculus: Graphical, Numerical, Algebraic (AP Edition), 5th edition, 2016	Yes	0%
Science	Addison Wesley, Chemistry, Holt Rinehart & Winston, Physics, 2007, "Physics in the Universe" by HMH Cengage, Introduction to Agronomy, 2012. Cengage, Biology Concepts & Applications, 2017. Cengage, Introductory Horticulture, 2015. Pearson, Scientific Farm Animal Production, 2016. Principles of Floral Design: An Illustrated Guide by Pat Diehl Scace and James M. DelPrince from Good-Heart Wilcox Publishing.	Yes	0%
History-Social Science	American Government-Prentice Hall, American Government, 2006. Economics-Prentice Hall, Economics, Principles in Action, 2007. U.S. History-McDougal Littell, The Americans, 2003. World History-Prentice Hall, World History-The Modern World, 2007. Ag. Econ-aylor & Francis, Principles of Agricultural Economics, 2016. AP Human Geography - Human Geography; Wiley Publishing 2015, Fouberg, Murphy, and De Blij AP Psychology - Myers' Psychology for AP; Worth Publishing 2011, Myers	Yes	0%
Foreign Language	Auténtico Level 1 Copyright 2018 by Pearson Education, Inc. or its affiliates. Auténtico Level 2 Copyright 2018 by Pearson Education, Inc. or its affiliates. Auténtico Level 3 Copyright 2018 by Pearson Education, Inc. or its affiliates.	Yes	0%
Health	N/A	Yes	0%
Visual and Performing Arts	Introduction to Theatre Arts, Zimmerman, Suzi. Meriwether Publishing, Ltd.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

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

LMHS boys and girls bathrooms were remodeled to increase ADA access and overall improved functionality. All classroom HVAC units were replaced with new ones. The fire alarm system was updated to current code standards. A new staff ADA accessible bathroom was installed. New water filtration centers were installed in hallways, locker rooms, and key CTE classrooms. LMHS has also had renovations to the Livestock Barn, Football Press Box, Kitchen and Staff Lounge.

Year and month of the most recent FIT report

12/21/2023

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	46	53	40	44	47	46
Mathematics (grades 3-8 and 11)	23	20	26	34	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	56	55	98.21	1.79	52.73
Female	31	31	100.00	0.00	51.61
Male	25	24	96.00	4.00	54.17
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	32	31	96.88	3.12	61.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	45.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	37	97.37	2.63	48.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2022-23 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	56	55	98.21	1.79	20.00
Female	31	31	100.00	0.00	22.58
Male	25	24	96.00	4.00	16.67
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	32	31	96.88	3.12	9.68
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	40.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	38	37	97.37	2.63	13.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	12.36	18.09	14.72	19.63	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	96	94	97.92	2.08	18.09
Female	46	46	100.00	0.00	15.22
Male	50	48	96.00	4.00	20.83
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	55	53	96.36	3.64	11.32
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	36	36	100.00	0.00	27.78
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	64	62	96.88	3.12	14.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	14.29

2022-23 Career Technical Education Programs

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

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	170
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	30
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	32.56

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

LMHS has been committed to increasing Parent Involvement. This is a district board goal as well as a SPSA focus area. Parents have the opportunity to participate in our ELAC, SSC and PBIS committees. We communicate with our parent/guardians via ParentSquare and Social Media. In addition, we are exploring new venues to invite parents to our school. Numerous parents participate in other opportunities such as fundraising, boosters, and sports. For more information, please contact HS Principal, Mr. John Calonico

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	1.9	4.3	9.5	1.9	4.3	9.5	9.4	7.8	8.2
Graduation Rate	90.6	93.5	85.7	90.6	93.5	85.7	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	42	36	85.7
Female	14	14	100.0
Male	28	22	78.6
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	23	20	87.0
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	18	16	88.9
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	30	24	80.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	221	218	53	24.3
Female	102	100	25	25.0
Male	117	116	27	23.3
Non-Binary	2	2	1	50.0
American Indian or Alaska Native	1	1	0	0.0
Asian	3	3	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	110	108	27	25.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	9	9	1	11.1
White	97	96	25	26.0
English Learners	24	24	7	29.2
Foster Youth	1	1	0	0.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	152	151	44	29.1
Students Receiving Migrant Education Services	1	1	1	100.0
Students with Disabilities	28	27	8	29.6

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	10.39	6.39	5.43	4.92	4.79	3.55	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.43	0
Female	1.96	0
Male	8.55	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	6.36	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	5.15	0
English Learners	16.67	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	5.92	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.57	0

2023-24 School Safety Plan

The Safety Plan is continually revised to reflect current needs. Recently the comprehensive safety plan was revised to reflect a common approach at all district school sites. The model for the plan uses the ALICE protocols and Catapult School Emergency Alert Notification system. The safety process also involves the Tehama County Sheriff's Office in review of the various response protocols. Our School Resource Officer is available to all schools during the instructional day.

Each staff member is provided with a comprehensive school-wide safety plan. Fire, disaster, and emergency drills are held regularly. Health and safety agenda items are placed on all staff and School Site Council meeting agendas for review, input and modification. A district team updates all aspects of the plan accordingly. Last date of review, update and discussion with staff: August 2022..

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	10	21	2	
Mathematics	11	17	2	
Science	9	8		
Social Science	11	13	1	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	7	4	0
Mathematics	20	6	4	0
Science	13	5	2	0
Social Science	19	5	6	0

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	213

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,082	\$2,206	\$5,876	\$62,877
District	N/A	N/A	\$9,596	\$70,361
Percent Difference - School Site and District	N/A	N/A	-48.1	-10.7
State	N/A	N/A	\$7,607	\$77,993
Percent Difference - School Site and State	N/A	N/A	-11.5	-14.9

Fiscal Year 2022-23 Types of Services Funded

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

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$45,063	\$47,616
Mid-Range Teacher Salary	\$62,377	\$75,580
Highest Teacher Salary	\$86,376	\$100,485
Average Principal Salary (Elementary)	\$112,856	\$114,067
Average Principal Salary (Middle)	\$0	\$123,622
Average Principal Salary (High)	\$114,962	\$125,386
Superintendent Salary	\$152,337	\$157,977
Percent of Budget for Teacher Salaries	29.65%	27.82%
Percent of Budget for Administrative Salaries	5.44%	5.78%

2022-23 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	12.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
Fine and Performing Arts	0
Foreign Language	0
Mathematics	1
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	2

Professional Development

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

Further progress has been made towards implementation of ELD standards across all subject areas. This consisted of SIOP (Sheltered Instructional Observational Protocol) training for secondary teachers.

Professional Development

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3