

Los Molinos High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 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	Megan Weiss
Email Address	mweiss@lmusd.net
School Website	http://lmhs.lmusd.net/
Grade Span	9-12
County-District-School (CDS) Code	52 71571 5235106

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Los Molinos High School (LMHS) serves approximately 203 students in grades 9–12 and is the only comprehensive high school in the Los Molinos Unified School District. Located in a rural community of Tehama County, LMHS provides a rigorous and inclusive education that emphasizes academic achievement, college and career readiness, and community engagement. The school's mission is to prepare students to be college- and career-ready, goal-oriented, and responsible citizens who contribute positively to society.

The school provides A-G coursework in all classes and CTE courses in Agriculture, Culinary, Computer Science, and developing a pathway in health sciences. All programs are developed based on the needs of our students and the community to enhance college and career readiness.

2025-26 School Description and Mission Statement

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	60
Grade 10	42
Grade 11	51
Grade 12	50
Total Enrollment	203

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	36.9
Male	63.1
American Indian or Alaska Native	0.5
Asian	2.5
Hispanic or Latino	42.4
Two or More Races	5.4
White	48.3
English Learners	10.8
Foster Youth	0.5
Homeless	2
Socioeconomically Disadvantaged	62.1
Students with Disabilities	14.8

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.

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)	9.2	76.76	22.6	76.91	234405.2	84
Intern Credential Holders Properly Assigned	0.8	6.87	2.8	9.6	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0.74	1	3.7	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.7	14.72	1.7	6.04	11953.1	4.28
Unknown/Incomplete/NA	0.1	0.83	1.1	3.73	15831.9	5.67
Total Teaching Positions	12	100	29.4	100	279044.8	100

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.

2022-23 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)	10	77.24	24.9	80.74	231142.4	83.24
Intern Credential Holders Properly Assigned	0.1	0.84	2.1	6.82	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.2	2.22	1.2	4.17	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.9	7.36	0.9	3.1	11746.9	4.23
Unknown/Incomplete/NA	1.5	12.18	1.5	5.14	14303.8	5.15
Total Teaching Positions	13	100	30.9	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	8.8	67.25	21.7	72.37	230039.4	100
Intern Credential Holders Properly Assigned	0.5	4.2	2.5	8.5	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.8	13.89	2.8	9.4	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.6	4.73	0.6	2.07	12112.8	4.34
Unknown/Incomplete/NA	1.2	9.77	2.2	7.6	13705.8	4.91
Total Teaching Positions	13.1	100	30	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0.2	1.8
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0.2	1.8

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	1.70	0.9	0.6
Total Out-of-Field Teachers	1.70	0.9	0.6

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	1.8	16.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.3	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected 2024/12

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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 Inc. Keystone Level D, 2013. Pearson Education Inc. Keystone Level F, 2013. Pearson Education, English Prentice Hall Literature, The American Experience, 2002. Pearson Education.	0%
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	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.	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.	0%

	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	
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.	0%
Health	Integrated in Frosh Success and PE	0%
Visual and Performing Arts	Introduction to Theatre Arts, Zimmerman, Suzi. Meriwether Publishing, Ltd.	0%
Science Laboratory Equipment (grades 9-12)	Board adopted and Excellent Quality	0%

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

School Facility Conditions and Planned Improvements

At this time last year the roof was in poor condition. The roof has since been repaired and is no longer leaking in most areas. We are continuing to work with the contractor in some areas, but overall the roof condition is good.

Year and month of the most recent FIT report

12/09/2024

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		Rate is Fair - ceiling and floors in some areas need to be replaced (primarily portables)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		Some pest issues- working directly with a pest control management team
Electrical	X			Rate is good
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Rate is good
Safety: Fire Safety, Hazardous Materials	X			Rate is good
Structural: Structural Damage, Roofs	X			Rate is good
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Rate is Good - in need of new gates for parking lot

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	57	61	44	37	47	48
Mathematics (grades 3-8 and 11)	24	32	33	32	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	49	44	89.80	10.20	61.36
Female	15	13	86.67	13.33	61.54
Male	34	31	91.18	8.82	61.29
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	19	18	94.74	5.26	66.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	26	23	88.46	11.54	52.17
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	26	92.86	7.14	65.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	49	44	89.80	10.20	31.82
Female	15	13	86.67	13.33	23.08
Male	34	31	91.18	8.82	35.48
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	19	18	94.74	5.26	22.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	26	23	88.46	11.54	34.78
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	26	92.86	7.14	15.38
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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	18.45	36.36	22.53	23.81	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	98	93	94.90	5.10	26.88
Female	38	36	94.74	5.26	30.56
Male	60	57	95.00	5.00	24.56
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	42	41	97.62	2.38	24.39
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	47	44	93.62	6.38	25.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	62	60	96.77	3.23	26.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	7	63.64	36.36	--

2024-25 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 consists of fabrication, welding, and computer etching. Floral Design has students creating a variety of arrangements, and growing flowers in the onsite greenhouse. The Culinary Arts Pathway consist of beginning and advanced food preparation. The Animal Science pathway consists of three courses from Intro, Small Animal Care and Advanced Animal Science. We have also added a Sustainable Agriculture pathway in collaboration with Shasta college, that includes a capstone course that is dual enrolled. We will continue to develop a health sciences pathway, but this is currently in the planning stages. Our goal is to offer programs that will provide career options for our graduates.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	180
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	98.52
Graduates Who Completed All Courses Required for UC/CSU Admission	40

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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
Grade 9	100	100	100	100	100

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.

2025-26 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, and soon we will be adding parenting classes. A collaboration with Tehama County Probation will now allow parents districtwide to attend love and logic classes at LMHS. This will include child care, a family dinner night, and access to resources for 12-15 weeks. We communicate with our

2025-26 Opportunities for Parental Involvement

parent/guardians via ParentSquare and Social Media. In addition, we are exploring new venues to invite parents to our school through larger athletic banquets, career fairs, sporting events, FFA events, and possibly some larger fundraisers. Numerous parents participate in other opportunities such as our booster club and our FFA parent meetings. For more information, please contact HS Principal, Ms. Megan Weiss.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	9.5	9.4	11.8	9.5	9.4	11.8	8.2	8.9	8
Graduation Rate	85.7	90.6	88.2	85.7	90.6	88.2	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	51	45	88.2
Female	27	24	88.9
Male	24	21	87.5
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	23	19	82.6
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	23	21	91.3
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	40	35	87.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	228	212	41	19.3
Female	88	78	13	16.7
Male	140	134	28	20.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	98	88	18	20.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	11	11	2	18.2
White	110	104	21	20.2
English Learners	25	22	3	13.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	149	136	32	23.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	35	33	15	45.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
5.43	2.25	9.65	3.55	1.52	6.67	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.65	0.00
Female	2.27	0.00
Male	14.29	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.14	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	9.09	0.00
White	12.73	0.00
English Learners	8.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	10.74	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	25.71	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The Safety Plan is continually revised to reflect current needs. The comprehensive safety plan was revised to enhance our lockdown drills, and to reflect a common approach at all district school sites. The model for the plan uses the ALICE protocols that are updated based on collaboration with local law enforcement agencies. Along with updated training dates throughout the year, we are also adding more opportunities to practice lockdown, Earthquake, and Fire Drills. The safety process also involves the Tehama County Sheriff's Office, District Attorneys office, and the Cal Fire Office in review of the various response protocols.

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

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	17	7	4	
Mathematics	20	7	2	
Science	15	5	1	
Social Science	24	3	5	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	14	11	3	
Mathematics	17	7	3	
Science	15	4		
Social Science	24	2	5	

2024-25 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	194

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$17,423	\$5,501	\$11,922	\$68,137
District	N/A	N/A	\$9,670	\$81,077
Percent Difference - School Site and District	N/A	N/A	21.0	-17.0
State	N/A	N/A	\$11,146	\$86,335
Percent Difference - School Site and State	N/A	N/A	7.0	-24.0

Fiscal Year 2024-25 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 Incentives, social skill counseling, after school tutoring, anti-vaping intervention classes, crisis counseling, Check-In/Check-Out, 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. Along with CTE, we also fund Dual Enrollment courses with a partnership with Shasta College. These classes are taught by an online professor with an LMHS teacher facilitating a class time or we have LMHS teaching staff who are teaching the dual enrollment course in person.

LMHS also funds services that provide healthy meals and a collaborative partnership with our greenhouse and culinary program. We have implemented these programs using various CTE funds, healthy meals incentive initiatives, and farm to kitchen revenue. We also provide transportation for students to visit colleges, industry, and career tours.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$50,849	\$54,773
Mid-Range Teacher Salary	\$70,386	\$78,981
Highest Teacher Salary	\$97,467	\$117,337
Average Principal Salary (Elementary)	\$133,625	\$128,425
Average Principal Salary (Middle)	\$133,625	\$137,947
Average Principal Salary (High)	\$138,798	\$138,809
Superintendent Salary	\$178,254	\$176,162
Percent of Budget for Teacher Salaries	25.71%	24.71%
Percent of Budget for Administrative Salaries	6.63%	5.91%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	10.3
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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	1
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.	3

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:

-Implementation of UDL (Universal Design for Learning) and professional development to enhance the strategies currently being used with fidelity.

- Positive Behavioral Interventions and Supports (PBIS) and training in Everyday Behavior Tools
- Curriculum Implementation/ Adoption for Math Currently

-Professional Development in the area of ELD integrated strategies

-ALICE Safety Training

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3