

Carle (William C.) High (Continuation)

California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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



Heather Koehler, Principal

Principal, Carle (William C.) High (Continuation)

About Our School

As principal, I have the unique privilege of introducing you to the annual 2016-2017 School Accountability Report Card (SARC) for W.C. Carle' Continuation High School. Carle' is the alternative high school for the Konocti Unified School District. In accordance with Proposition 98, every school in California is required to issue an annual report to the community. We are pleased to take this opportunity to inform you about our school programs, our vision and goals, and the progress we are making toward attaining that vision. Carle' High School has a long standing tradition for excellence, a full six year WASC accreditation, and has been recognized as a model continuation high school. At Carle' we focus on promoting maximum academic achievement for each and every student. Our purpose is to develop students' intellectual potential through an innovative, balanced and challenging curriculum.

Our strong academic curriculum is aligned to the California State Common Core Standards, and our teaching strategies provide a balance of skills and knowledge that prepare students for their future lives. We will explore research-based educational trends in our efforts to continuously improve our effectiveness with students. We also meet student needs with small class size (averaging 22 students), variable credit, and flexible scheduling. We welcome your inquiries, and if you wish to visit the campus or meet a teacher, please call our office for an appointment.

Contact

Carle (William C.) High (Continuation)
9345 Winchester St.
Lower Lake, CA 95457-0309

Phone: 707-994-1033
E-mail: heather.koehler@konoctiusd.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
District Name	Konocti Unified
Phone Number	(707) 994-6475
Superintendent	Donna Becnel
E-mail Address	donna.becnel@konoctiusd.org
Web Site	www.konoctiusd.org

School Contact Information (School Year 2016-17)	
School Name	Carle (William C.) High (Continuation)
Street	9345 Winchester St.
City, State, Zip	Lower Lake, Ca, 95457-0309
Phone Number	707-994-1033
Principal	Heather Koehler, Principal
E-mail Address	heather.koehler@konoctiusd.org
Web Site	http://carle.konoctiusd.org/
County-District-School (CDS) Code	17640221730027

Last updated: 1/30/2017

School Description and Mission Statement (School Year 2016-17)

Carle' High School is a continuation high school located in Lower Lake, CA. Carle' High School (CHS) is the alternative high school for the Konocti Unified School District and it serves students who are, at least sixteen years of age and seeking and/or needing an alternative to the district's traditional high school. As a continuation high school, the school provides flexible scheduling, variable credit, and small class sizes. In 2015-16, CHS had four teachers and approximately 88 students. The school offers core academic classes in English, math, science, and social studies as well as several interesting and meaningful electives. Carle' High School is Western Association of School and Colleges (WASC) accredited. The goals of CHS are to help students learn the knowledge and skills necessary to succeed in school and beyond.

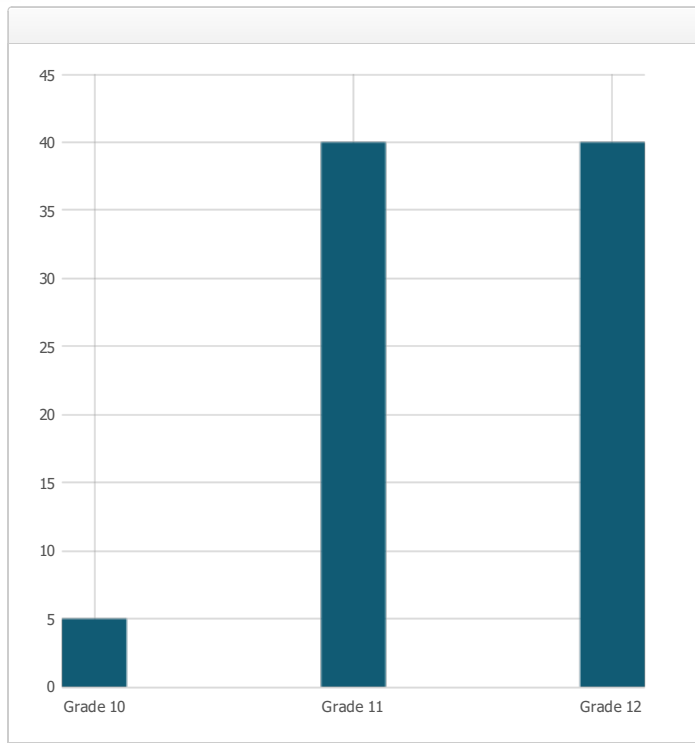
Carle' High Schools Mission Statement:

The mission of Carle' Hig School is to provide an alternative educational setting that allows students to take charge of thier own education, establish a post high school plan, and become contributing members of society.

Last updated: 1/30/2017

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 10	5
Grade 11	40
Grade 12	40
Total Enrollment	85



Last updated: 1/30/2017

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	4.7 %
American Indian or Alaska Native	2.4 %
Asian	1.2 %
Filipino	0.0 %
Hispanic or Latino	30.6 %
Native Hawaiian or Pacific Islander	0.0 %
White	49.4 %
Two or More Races	11.8 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	87.1 %
English Learners	2.4 %
Students with Disabilities	11.8 %
Foster Youth	1.2 %

Last updated: 1/30/2017

A. Conditions of Learning

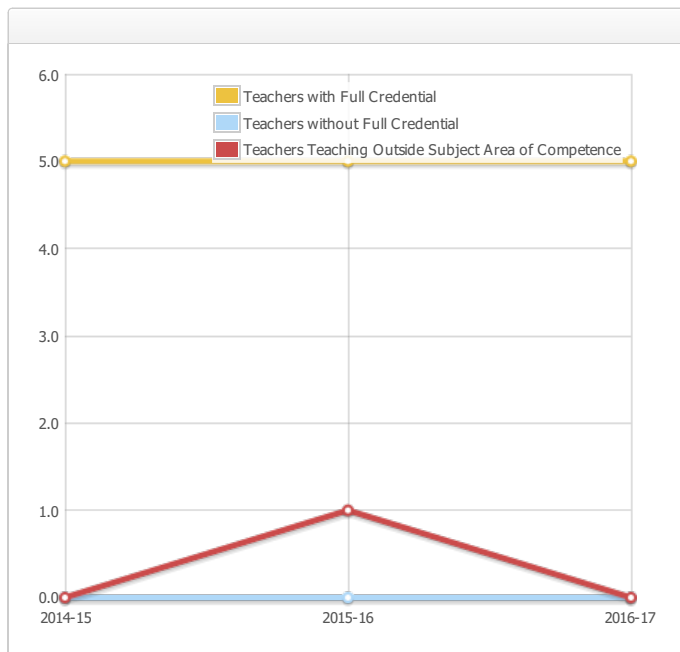
State Priority: Basic

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

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

Teacher Credentials

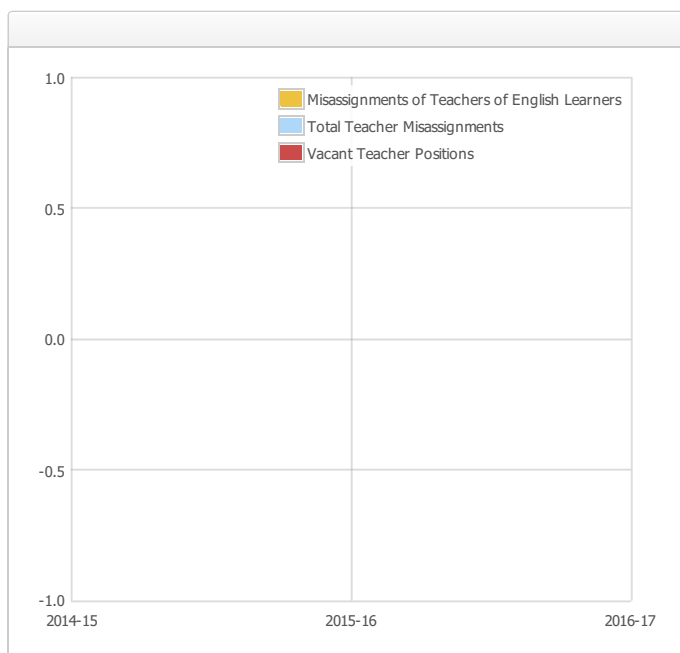
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	5	5	5	152
Without Full Credential	0	0	0	20
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	1	0	1



Last updated: 1/31/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/30/2017

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	52.0%	48.0%
All Schools in District	86.0%	14.0%
High-Poverty Schools in District	86.0%	14.0%
Low-Poverty Schools in District	0.0%	0.0%

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

Last updated: 1/30/2017

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

Year and month in which data were collected: August 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Literacy and Language Arts, 2003 Course 3 - Course 6 Scholastic News Bedford/St Martin's: The Language of Composition 2008	No	0.0 %
Mathematics	Pearson: Algebra 2, 2014 Pearson: Geometry, 2012 Pearson: Trigonometry, 2009 Holt-McDougal: Calculus, 2003 Pearson: Common Core Math I, 2014 Prentice Hall: Course 3 Mathematics Common Core 2013	Yes	0.0 %
Science	Biology 2008 McDougall Litell		0.0 %
History-Social Science	We the People, 2009 by Center for Civic Education	Yes	0.0 %
Foreign Language	NA		0.0 %
Health	Health 2011 Glencoe		0.0 %
Visual and Performing Arts	NA		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/31/2017

School Facility Conditions and Planned Improvements

The 2016-2017 school year FIT, done in October, 2016 by a district inspector, indicates that the school overall rating for function, condition, and repair is at 91.94%, indicating a "good" school rating. Interior surfaces in some classrooms need repair/maintenance. Work orders are in place to address those this school year. The facilities are able to provide a safe place for students on school grounds and in classrooms before, during, and after school. There is sufficient space for classrooms, playgrounds, and staff. Staff are supported with a newly remodeled office that provides a conference room for meetings, a curriculum room to store materials, hold staff collaboration meetings, and to promote use of lesson planning, material gathering, and prepping. The school is cleaned on a nightly basis and kept in good shape for classes each day.

The District has set the maintenance and upkeep of facilities, especially school campuses, as one of its highest priorities. Although the state allowed districts latitude on the Routine Restricted Maintenance for many years, the district continued to fund this account at the required level of 3%. The district also transferred additional moneys into the Deferred Maintenance Fund to account for major repair, replacement and renovation of facilities.

During 2015 - 2016 the District spent \$1,200,000 in the RRMA and 240,000 Deferred Maintenance Fund with an additional \$1,600,000 on major new buildings and facility renovation. In 2014-15 the district spent \$ 1,893,843 and \$695,550 respectively on maintenance, repair, renovation, improvement and acquisition of facilities.

Remaining focused on the condition of classrooms and campuses, the district has budgeted \$ 1,560,000 (nearly 4% of its General Fund/Def Maintenance Fund totals) and \$1,800,000 of Capital Facility Funding to maintain and improve facilities during the 2016-17 School Year

The successful measure Y Bond passage in November 2016 will allow the district to further enhance opportunities for students improving current facilities.

Age of School Buildings

This school has five classrooms, a culinary/staff room, media lab room, library, and an administration building. The school campus was built in 1978.

Maintenance and Repair

LEA maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The Konocti Unified School District (KUSD) governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school and district offices. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget - The LEA participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist LEAs with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2013-14 school year, the LEA has budgeted \$150,000 for the deferred maintenance program. This represents 1/2 of 1% of the LEA's general fund budget. The district has budgeted \$150,000 in transfers from the general fund to deferred maintenance in 2014-15 for total projected expenditures of \$1,083,340 including carryover.

Deferred Maintenance Projects - Not Applicable. The LEA's complete deferred maintenance plan is available at the LEA office.

Modernization Projects - Not Applicable.

New School Construction Projects - Not Applicable.

Last updated: 1/27/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	School is still being deep cleaned for the 2015/2016 school year at time of inspection. Classrooms had postings except for the rooms that will be used for Blue Heron.
Interior: Interior Surfaces	Fair	School is still being deep cleaned for the 2015/2016 school year at time of inspection. Classrooms had postings except for the rooms that will be used for Blue Heron.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	School is still being deep cleaned for the 2015/2016 school year at time of inspection. Classrooms had postings except for the rooms that will be used for Blue Heron.
Electrical: Electrical	Fair	School is still being deep cleaned for the 2015/2016 school year at time of inspection. Classrooms had postings except for the rooms that will be used for Blue Heron.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	School is still being deep cleaned for the 2015/2016 school year at time of inspection. Classrooms had postings except for the rooms that will be used for Blue Heron.
Safety: Fire Safety, Hazardous Materials	Good	School is still being deep cleaned for the 2015/2016 school year at time of inspection. Classrooms had postings except for the rooms that will be used for Blue Heron.
Structural: Structural Damage, Roofs	Good	School is still being deep cleaned for the 2015/2016 school year at time of inspection. Classrooms had postings except for the rooms that will be used for Blue Heron.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	School is still being deep cleaned for the 2015/2016 school year at time of inspection. Classrooms had postings except for the rooms that will be used for Blue Heron.

Overall Facility Rate

Year and month of the most recent FIT report: September 2016

Overall Rating	Good
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Last updated: 1/27/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	7.0%	16.0%	24.0%	20.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	0.0%	3.0%	13.0%	9.0%	34.0%	36.0%

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

Last updated: 1/27/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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.

Last updated: 1/27/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/27/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/27/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/27/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/27/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/27/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	53	39	73.6%	16.2%
Male	28	20	71.4%	11.1%
Female	25	19	76.0%	21.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	14	11	78.6%	9.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	25	75.8%	17.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	46	34	73.9%	15.6%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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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.

Last updated: 1/27/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Last updated: 1/27/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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.

Last updated: 1/27/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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.

Last updated: 1/27/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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.

Last updated: 1/27/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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.

Last updated: 1/27/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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.

Last updated: 1/27/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	53	37	69.8%	2.8%
Male	28	18	64.3%	5.9%
Female	25	19	76.0%	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	14	11	78.6%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	23	69.7%	4.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	46	32	69.6%	3.1%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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

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.

Last updated: 1/27/2017

CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	53.0%	29.0%	--	40.0%	35.0%	31.0%	60.0%	56.0%	54.0%

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

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

Last updated: 1/27/2017

**CAASPP Tests Results in Science by Student Group
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	--	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	0	0	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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

Last updated: 1/27/2017

Career Technical Education Programs (School Year 2015-16)

Carle' does not have any CTE courses

Last updated: 1/27/2017

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	--
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2016-17)

Carle' High School
Opportunities for Parental Involvement (School Year 2015-16)

Carle' High School has a written Title I Parental Involvement Policy that was created using input from parents and staff. Upon enrollment at Carle' each parent receives a copy of our policy.

Parental involvement at Carle' begins with the initial enrollment meeting with students, parents, and our principal. We want our parents to realize that education is something with which the entire family should be involved. At this meeting, our program is explained in depth and parents are encouraged to be active participants in their child's education.

At Carle' High School we believe:

- **Families are a foundational and integral part of their children's education.**
- **Parental involvement in children's education improves student achievement.**
- **The benefits of parental involvement are not limited to early childhood or elementary grades, positive benefits continue through high school.**
- **Parental support both at home and at school are important aspects of student success.**

Events during the year include our annual Back-to-School Night and Open House. Both events are also pot-luck dinners and all families are highly encouraged to attend.

Parents (and students) are invited to participate in our School Site Council wherein we review school-wide achievement data and provide budgetary oversight as it pertains to "categorical" funds.

Information regarding upcoming events is mailed directly home and reminder phone calls are also made. Newsletters are published and mailed home throughout the school year.

Teachers regularly make phone calls to parents for good or ill, but we keep the lines of communication open. The school secretary makes personal phone calls to parents of absent students on a daily basis, which provides another opportunity for two-way communication with parents.

Teachers are on-site and available for parent conferences each day (except Mondays, when we hold staff meetings) between 1:30 and 3:30.

Report cards, along with an updated "Graduation Status Report" are prepared and mailed home to parents every 6 weeks.

The student-written Carle' Chronicle is published by our local paper, The Lake County Record-Bee, on a weekly basis.

Information for our parents may also be found on the Konocti Unified District website as well as on the official Konocti USD app (for cell phones).

SCHOOL – PARENT COMPACT

District Goals:

by June 2017, all students will be at grade level or higher in both reading and math as evidenced by passing grades.

School Goals:

1. All students will be proficient in reading.
2. All students will be proficient in math.

3. English Learners proficient on all AMAO's.
4. All teachers designated "Highly Qualified".
5. Create and maintain a Safe and Drug Free School.
6. All students will graduate.

School Responsibilities:

1. Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating students to meet the State's student academic achievement standards by insuring that all instructional materials are aligned to State Content Standards and are taught by Highly Qualified Teachers as defined by the No Child Left Behind Act.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual student's achievement. Conferences may be initiated by parents, teachers, or administration and arranged by calling (707) 994-1033.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide grade reports at least every 6 weeks during the school year.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents upon request and mutual agreement.

Parent Responsibilities:

1. Monitor and assure student attendance except for absences authorized by law.
2. Provide a quiet place for study at home and providing all necessary materials for any homework and/or project completion.
3. Participate, as appropriate, in decisions with school personnel relating to my student's education.
4. Promote positive use of student's extracurricular time.
5. Stay informed about my student's education and communicating with the school by promptly reading all notices from the school or the school district, either received by my student or by mail, and responding as appropriate.
6. Serving, to the extent possible, on the School Site Council.
7. Keeping the school apprised of any address and/or phone number changes in a timely manner.

Student Responsibilities:

1. Do my classwork every day and ask for help when I need it.
2. Give my parent/guardian all notices and information received by me from my school.

3. Attend each class everyday unless absent for a lawful reason.
4. Obey all school rules and state and federal laws.
5. Give my best effort everyday and stay focused on graduating.
6. Treat my fellow students with kindness and consideration.

For information on how to become more involved at Carle' High School please contact the Principal Ms. Heather Koehler, at (707) 994-1033.

Building Capacity

The Carle High principal and teachers will assist parents in understanding academic content and achievement standards and assessments, and how to improve the achievement of their children during parent conferences, Back-to-School Night or anytime at parent request. During these events, the staff will provide materials and training to help parents work with their children to improve their children's achievement. Carle' works to educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners. The school will coordinate and integrate parental involvement with other programs and conducts activities that encourage and supports parents in more fully participating the education of their children. Carle will distribute information related to school and parent programs, meetings, and other activities to the parents in a format and to the extent practicable, in a language the parents understand. The school will provide other reasonable support for parental involvement activities as parents may request.

Accessibility

Carle High School will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students, including providing information and school reports required in a format and, to the extent practicable, in a language that the parents understand.

A hard copy of this school's SARC is available online for printing or a copy may be requested at the school site and provided at no cost.

State Priority: Pupil Engagement

Last updated: 1/27/2017

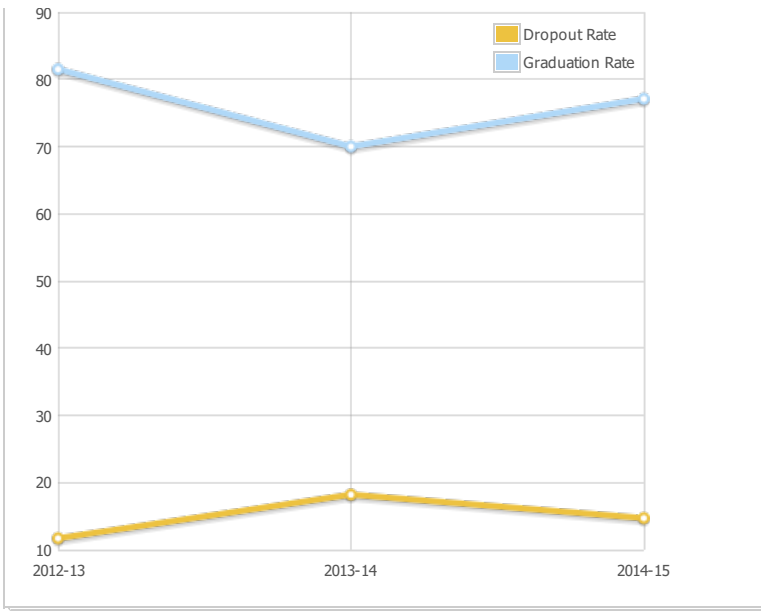
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	11.7%	18.2%	14.7%	11.7%	18.2%	14.7%	11.4%	11.5%	10.7%
Graduation Rate	81.50	70.00	77.10	85.70	81.50	70.00	80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/27/2017

Completion of High School Graduation Requirements - Graduating Class of 2015**(One-Year Rate)**

Student Group	School	District	State
All Students	77	81	85
Black or African American	100	78	77
American Indian or Alaska Native	0	83	75
Asian	0	67	99
Filipino	0	0	97
Hispanic or Latino	67	86	84
Native Hawaiian or Pacific Islander	0	0	85
White	76	81	87
Two or More Races	0	65	91
Socioeconomically Disadvantaged	76	80	77
English Learners	0	71	51
Students with Disabilities	100	71	68
Foster Youth	--	--	--

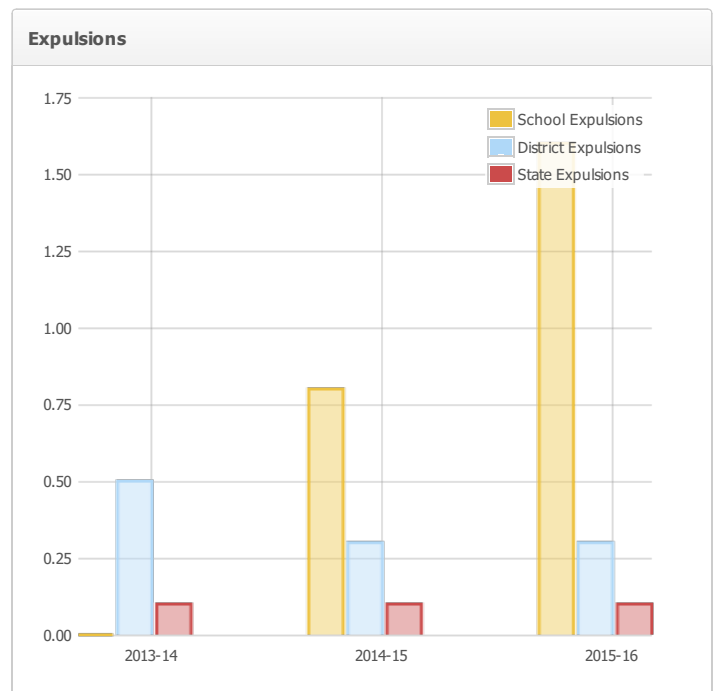
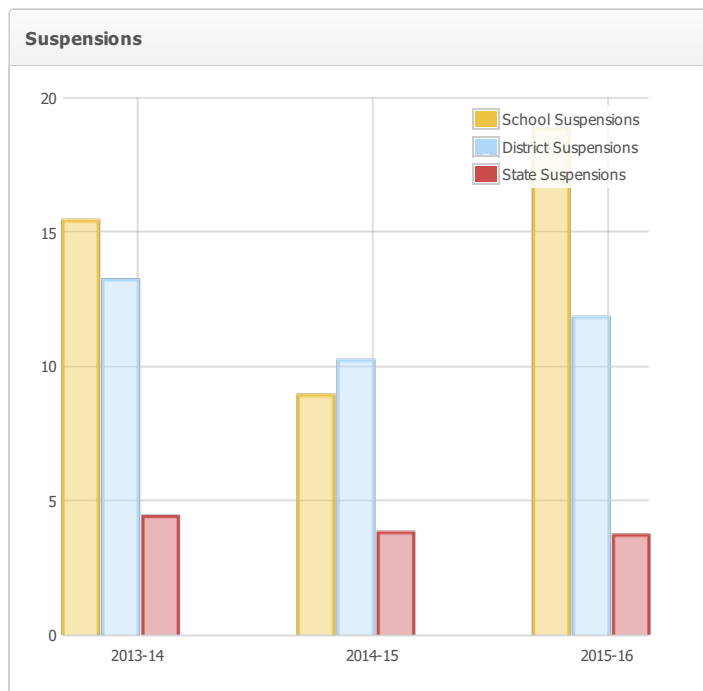
State Priority: School Climate

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

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	15.4	8.9	18.8	13.2	10.2	11.8	4.4	3.8	3.7
Expulsions	0.0	0.8	1.6	0.5	0.3	0.3	0.1	0.1	0.1



Last updated: 1/27/2017

School Safety Plan (School Year 2016-17)

Student safety and well-being are top priorities of Carle High School. Carle High School is a closed campus and only students currently enrolled and attending classes are allowed on campus. A School Safety Plan was developed and approved by the Board of Education in 2011, and is reviewed and updated annually. Fire and Lock-Down drills are performed each semester.

The School Safety Plan contains mandated areas to be addressed by each school which include the following:

Academic & Behavioral Goals – Carle High School fosters growth in the academic and behavioral areas through comprehensive curriculum, interventions, advisory program, and following the BEST practices behavioral program.

Site Plan – This includes information which coordinates student achievement, programs, teaching strategies, facilities, and budget into a school wide plan that address set goals in each of these areas as well as how we will achieve them.

Child Abuse – All staff receives training at the beginning of each year regarding mandated reporter responsibilities.

Disaster Procedures – CHS has a fire drill every semester. The district is working with all school sites to further train and plan for disasters.

Suspension/Expulsions – Our three rules: Be Safe, Be Respectful, Be Responsible, are the center of all behavioral expectations. Suspension and Expulsions are

clearly defined in our student handbook. Students and teacher discuss the discipline policies during advisory periods at least twice a year.

Notification of Dangerous Pupils – Our school follows ed code S49079 which notifies teachers when a student is a danger to himself or others. The principal reviews the cum file of each new student and reports the significant data to the classroom teacher and other appropriate staff. Student CHS staff meet weekly to discuss students and plan interventions.

Sexual Harassment is discussed during the student intake meeting with the principal. It is discussed in the Student Handbook and during advisory periods. Employees are given a beginning of the year update regarding district guidelines. All reports of sexual harassment will be handled in a prompt and professional manner.

Dress Code – CHS has a dress code which requires students to be dressed in a safe and respectable manner and follows KUSD board policy. Specifics are outlined in the Student/Parent Handbook given to each student at the beginning of the year and at the student intake meeting.

Ingress/Egress – Students are reminded and rewarded for following the school rules on the way to and from school, whether walking or riding the bus.

Rules & Discipline - All students and adults are expected to be safe, respectful, and responsible. All rules and discipline are outlined in the student handbook. All students are given a handbook when they enroll at Carle' High School.

Access to School Grounds - The campus is surrounded by a chain link fence with gates located in the front and side of the property. Signs are prominently displayed on the campus indicating that all visitors must check-in at the office which is located at the front of the school.

Supervision - During the school day and before/after school, campus supervision is overseen by staff. Teachers and paraprofessionals provide supervision before school, during break and lunch, and after school. The principal also provides oversight during times when students are out of class.

Facilities Support Teaching and Learning - Carle High School has five classrooms, a library, culinary/staff room, media lab room. The "playground" consists of grass areas and blacktop. Konocti Unified successfully passed a Facilities Construction Bond Initiative in 2004; CHS underwent modernization 2010.

Facilities – Cleaning Process & Toilets - Classrooms and restrooms are cleaned each day after the school day has ended. Grounds are maintained by our district maintenance staff on a rotating schedule. Our toilets are 100% in working condition.

Last updated: 1/31/2017

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2010-2011
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	6
Percent of Schools Currently in Program Improvement	N/A	100.0%

Note: Cells with NA values do not require data.

Last updated: 1/31/2017

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

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

Last updated: 1/31/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	19.0	4	1	0	21.0	3	2	0				
Mathematics	17.0	5	0	0	15.0	6	1	0				
Science	16.0	5	0	0	20.0	5	0	0				
Social Science	20.0	4	0	0	17.0	4	1	0				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/31/2017

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.5	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.1	N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)		N/A
Other	1.0	N/A

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

*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.

Last updated: 1/31/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$10953.0	\$997.0	\$9956.0	\$61401.0
District	N/A	N/A	\$2452.0	\$54679.0
Percent Difference – School Site and District	--	--	0.6%	0.1%
State	N/A	N/A	\$5677.0	\$67348.0
Percent Difference – School Site and State	--	--	0.7%	-0.2%

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

Last updated: 1/27/2017

Types of Services Funded (Fiscal Year 2015-16)

As a continuation high school, Carle High School is able to have classes with no more than twenty-two students per class. This excellent student-to-teacher ratio means students receive more personalized attention and instruction to address their unique needs and learning styles. In addition, teachers regularly employ hands-on/project-based learning to individualized instruction and curriculum, . Students and teachers consistently use technology to make learning interesting, meaningful and accessible. CHS had one Student Management Assistants that work closely with students needing additional help in the areas of math and language arts.

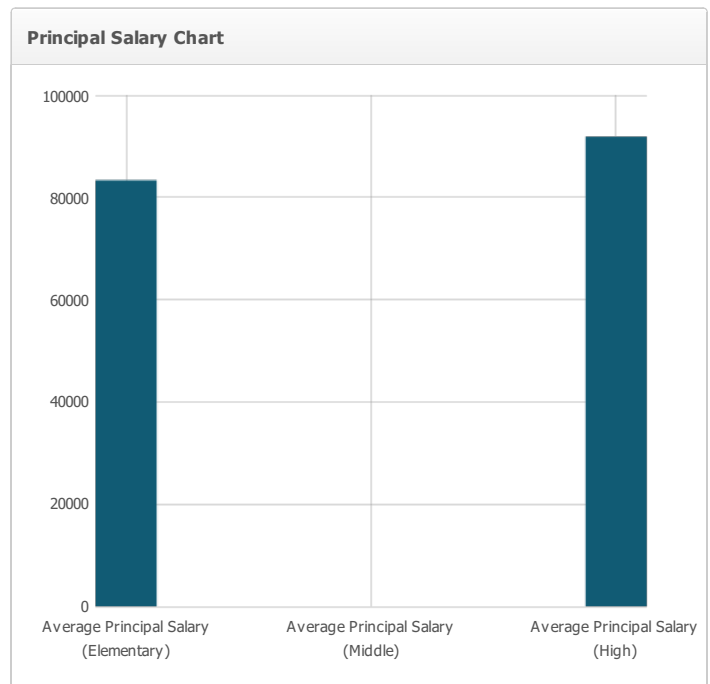
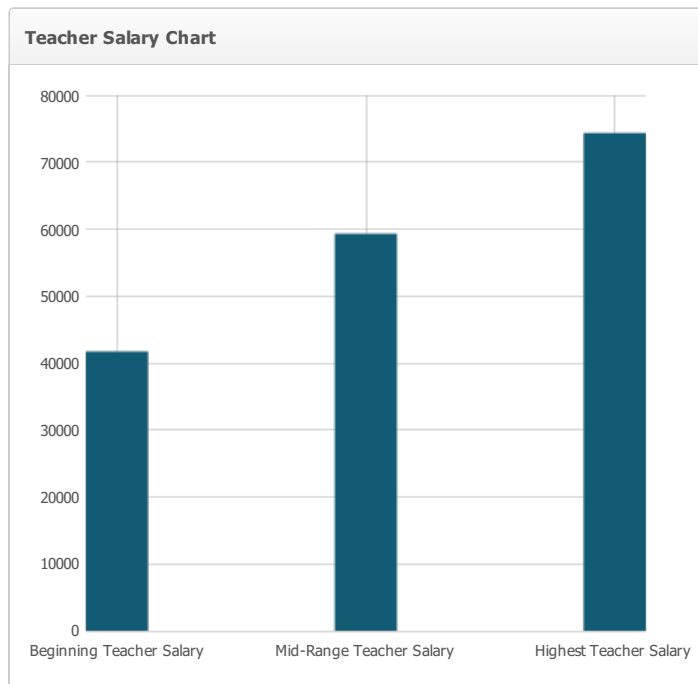
Title I and EIA funds provide student incentives, Back-to-School Night supplies, chromebook cart, supplemental materials, and teacher staff development.

Last updated: 1/31/2017

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,714	\$42,063
Mid-Range Teacher Salary	\$59,303	\$64,823
Highest Teacher Salary	\$74,347	\$84,821
Average Principal Salary (Elementary)	\$83,358	\$101,849
Average Principal Salary (Middle)	\$	\$107,678
Average Principal Salary (High)	\$91,893	\$115,589
Superintendent Salary	\$156,030	\$169,152
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/> .



Last updated: 1/31/2017

Advanced Placement (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

Last updated: 1/31/2017

Professional Development

Common Core State Standards (CCSS) and developing and supporting new teachers has been the focal point for staff development the past 3 years. (2015-2016) (2014-2015) (2013-2014). Within the last 3 years and on a generally continuing basis...

- Selected staff members received 9 days of CCSS training in either math or ELA via West-Ed during the school year and are given continued time to work on CCSS units refinement during the school year.
- CCSS training was chosen based on new the newly adopted standards and academic rigor as well as a determination that student needs would center around a CCSS based education and rigor level.
- Professional Development via outside workshops, training, seminars, etc. is encouraged by administration. Nearly all staff attend a professional conference or training each year.
- Every other Thursday is either a district or site collaboration training day via a minimum day schedule allowing for 2 hours of training.
- Each grade level at the site receives one 45 minute collaboration period each week in order to coordinate planning, review assessments. make student focused decisions, discuss instructional strategies, etc.
- Teachers are supported via an active administration (principal & assistant principal) and a site dedicated curriculum coach.
- Formal monthly Walk-Throughs are done at the site utilizing the Danielson Group Framework for Teaching.

Professional development in 2016-2017 shifted to incorporate effective research proven strategies to best teach the common core standards along with regular and frequent data analysis around both student progress and teacher/leader impact.

Professional Development

Certificated staff is supported by professional development through full day trainings, workshops, and conferences provided at district and site levels. Individual coaching for teachers by school site curriculum coaches, grade level/department collaboration, peer classroom visitations, administrative coaching, and participation in the Beginning Teacher Support & Assessment (BTSA) program.

Comprehensive student data is reviewed by the school board, management team, school site staff and other stakeholders groups such as the District Advisory Committee (DAC), School Site Councils (SSC), and the District & Site English Learner Advisory Committee (DELAC/ELAC). The purpose of these comprehensive reviews is to evaluate programs, practices, and strategies in order to determine the next steps needed for student growth.

Both certificated and classified staff surveys are completed periodically to help determine individual and district wide professional development needs. Evaluations of professional development days and collaboration meetings are completed for each session. This feedback is presented to the curriculum coaches, management team, and school board for further development and refinement of the professional development plan.

2016-2017

4 full days with Corwin for the High school staff; around the research and implementation of high leverage strategies especially teacher clarity and effective feedback.

2 all day staff development days; one on John Hattie's research or evidence in action. The other day each school site received specific training around one of the focus areas; know thy impact, providing effective feedback, developing a visible learning and/or developing quality assessments.

15 district collaboration days to analyze student data and to effectively continue/incorporate some top yielding instructional strategies.

2015-2016:

5 full days with WestEd, K-7 staff revised the grade level units of student in language arts; including the end of unit common summative assessment.

4 full days with Corwin for the High school staff; around the research and implementation of high leverage strategies especially teacher clarity and effective feedback.

2 all day staff development days developed to a variety of teacher strategy workshops in the following areas: literacy, technology, ELD, special education, assessment, PBL

2014 -2015:

5 full days of professional development for teachers, administrators, & support staff

Major Focus:

- Common Core State Standards development in ELA & math
- ELD
- Brain Development
- Teaching strategy workshops (technology, engagement, SpEd, assessment)

3 full days of professional development for classified

De-escalation, behavior management, active supervision, & safety in the workplace

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