

Konocti Education Center

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.

Melissa Lambert, Principal

 Principal, Konocti Education Center

About Our School

PRINCIPAL STATEMENT

Welcome to the Konocti Education Center (KEC), home to the Konocti School for the Arts (KSFA) and the Konocti Health Magnet School (KHMS). Students choosing to attend the KEC are making a commitment to participate in a rigorous, college and career preparatory curriculum and course of study and to conduct themselves appropriately within a safe and supportive environment.

The Konocti Education Center has a goal of attaining academic excellence that is attributable to our outstanding staff, dedicated and caring parents, the on-going support of our community and to the merit of our student body. As a unique Magnet School serving grades four through eight, Konocti School for the Arts (KSFA) serves students in a project based learning format with visual and performing arts as their focus. We offer single subject dance, music, and art teachers to teach electives, as a supplement to further preparing students for the rigor of high school. All elementary students choose two fine arts electives to attend each day. Grade levels receive music enrichment in their homeroom classes and perform musicals around grade level content.

Konocti Health Magnet School (KHMS) is grades seven through twelve. We offer courses in core academics, the fine arts as well as the sciences, health and college preparatory coursework. High school students are expected to successfully complete six college level units through our partnership with Woodland Community College Lake County campus. Freshman and sophomores interested in surgery, begin their journey with job shadow at the Animal Hospital of Lake County viewing animal surgeries. One full day per week the high school juniors complete health and medical job shadow. High school seniors complete health/medical internship one full day per week as well. Job shadow and internships happen with our local partners, St Helena Hospital and Sutter Lakeside Hospital. Our goal is to help students find classes that interest them and prepare them for college after high school.

We strive to foster a sense of community in which every individual is respected and encouraged to realize their full potential in the areas of character, work ethic, citizenship and academic achievement.

We strive to develop each of these traits by specifically discussing each one at every opportunity, to model them at all times and to recognize students as they demonstrate that they have internalized them. By fostering these core traits and values in our young people we are preparing them for full, productive and successful lives.

Melissa A. Lambert, Principal

Nikki Sabatier, Assistant Principal

Vision

The Konocti Education Center School relies on project-and problem-based learning strategies to create an environment in which students are highly engaged in the pursuit of career and academic skills, develop critical thinking, communication, teamwork, citizenship, integrity, ethical leadership, and creativity as owners of their educational processes and futures.

Mission

The mission of the Konocti Education Center School is to provide a cooperative, supportive learning environment while challenging students to become productive, skilled members of society by providing them with the academic and technical skills, knowledge and training, and real-world skills necessary to succeed.

Motto

Meeting the challenge for a healthy and creative community.

Contact

*Konocti Education Center
15850-A Dam Road Extention
Clearlake, CA 95422*

Phone: 707-994-6447

E-mail: info.kec@konoctiusd.org

About This School

Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)		School Contact Information (School Year 2016-17)	
District Name	Konocti Unified	School Name	Konocti Education Center
Phone Number	(707) 994-6475	Street	15850-A Dam Road Extention
Superintendent	Donna Becnel	City, State, Zip	Clearlake, Ca, 95422
E-mail Address	donna.becnel@konoctiusd.org	Phone Number	707-994-6447
Web Site	www.konoctiusd.org	Principal	Melissa Lambert, Principal
		E-mail Address	info.kec@konoctiusd.org
		Web Site	http://konoctiusd.org/
		County-District-School (CDS) Code	17640220132571

Last updated: 1/31/2017

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

Vision

The Konocti Education Center School relies on project-and problem-based learning strategies to create an environment in which students are highly engaged in the pursuit of career and academic skills, develop critical thinking, communication, teamwork, citizenship, integrity, ethical leadership, and creativity as owners of their educational processes and futures.

Mission

The mission of the Konocti Education Center School is to provide a cooperative, supportive learning environment while challenging students to become productive, skilled members of society by providing them with the academic and technical skills, knowledge and training, and real-world skills necessary to succeed.

Motto

Meeting the challenge for a healthy and creative community.

The Konocti Education Center, established by the Konocti Unified School District Board of Trustees in February, 2015, is home to two alternative programs of choice: the Konocti Health Magnet Program for grade seven through twelve students and the can Konocti Program for the Arts serving students in grades four through eight.

As the result of the district's successful California Career Pathway Trust grant application, the Konocti Health Magnet Program was created, originally for students in grades nine through twelve, to provide students with a secondary education focusing on healthcare occupations, while preparing them to be both college and career ready.

The Konocti Education Center 's other program, the Konocti Program for the Arts, was created in February, 2015 as an option for parents and students interested in the arts and as a means to reduce crowding at the districts for TK-8 elementary schools. At the inception of the Konocti Program for the Arts, the Board of Trustees also expanded the Konocti Health Magnet Program to include students in the seventh and eighth grades.

Beginning as a Lower Lake High School program in the fall of 2014 with 65 students, Konocti Health Magnet Program moved to the Konocti Education Center as a school in the fall of 2015 with approximately 180 students in grades seven through twelve. Instruction in the seventh and eighth grade prepares students for the rigors of the high school program while instruction in grades nine through twelve mirrors the curriculum of Lower Lake High School, the district's comprehensive high school, with some notable differences. While the graduation credit requirements (260) are identical, as are the core course credit requirements, Konocti Health Magnet Program students must complete four years of grade level specific health science courses, a minimum of six college semester units, twelve single job shadow experiences in a healthcare related occupation, two different weeklong internships in a health care related occupation, and complete a senior project, all as requirements for the Konocti Health Magnet Program diploma.

Developed primarily to address overcrowding at the district's elementary schools, the Konocti Program for the Arts was created by board action on February 4,

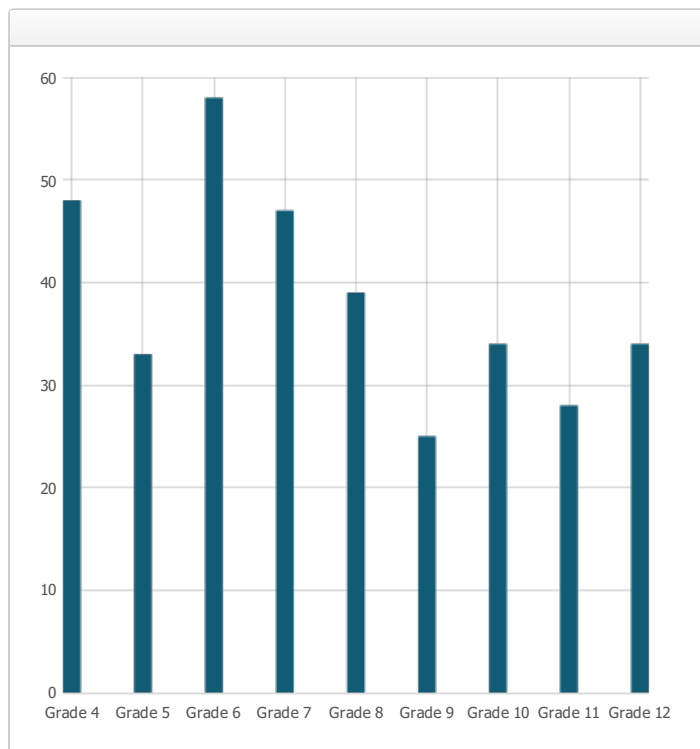
2015 as a program for grade four through eight students who have an interest in vocal or instrumental music, theater arts, art, or dance. The curriculum for the approximately 150 students is identical to the district's other elementary schools with the exception that the arts are interwoven into the core subjects and students self-select two areas of arts concentration for specialized instruction.

Located in the city of Clearlake in the southern region of Lake County, the Konocti Education Center is located on the district's former middle school campus and is ideally located between Yuba community College and St. Helena Hospital, Clearlake. A rural community, Clearlake's local economy is dependent on summer recreation based around Clearlake as well as agriculture with an increasing number of vineyards being established. The Konocti Education Center accepts students from each of the districts four elementary schools (Burns Valley, Eastlake, Lower Lake, and Pomo) and Lower Lake High School, the districts sole comprehensive high school.

Last updated: 1/31/2017

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

Grade Level	Number of Students
Grade 4	48
Grade 5	33
Grade 6	58
Grade 7	47
Grade 8	39
Grade 9	25
Grade 10	34
Grade 11	28
Grade 12	34
Total Enrollment	346



Last updated: 1/31/2017

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

Student Group	Percent of Total Enrollment
Black or African American	2.9 %
American Indian or Alaska Native	3.2 %
Asian	0.6 %
Filipino	0.0 %
Hispanic or Latino	26.6 %
Native Hawaiian or Pacific Islander	0.0 %
White	60.4 %
Two or More Races	5.5 %
Other	0.8 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	79.8 %
English Learners	4.3 %
Students with Disabilities	8.1 %
Foster Youth	0.9 %

Last updated: 1/31/2017

A. Conditions of Learning

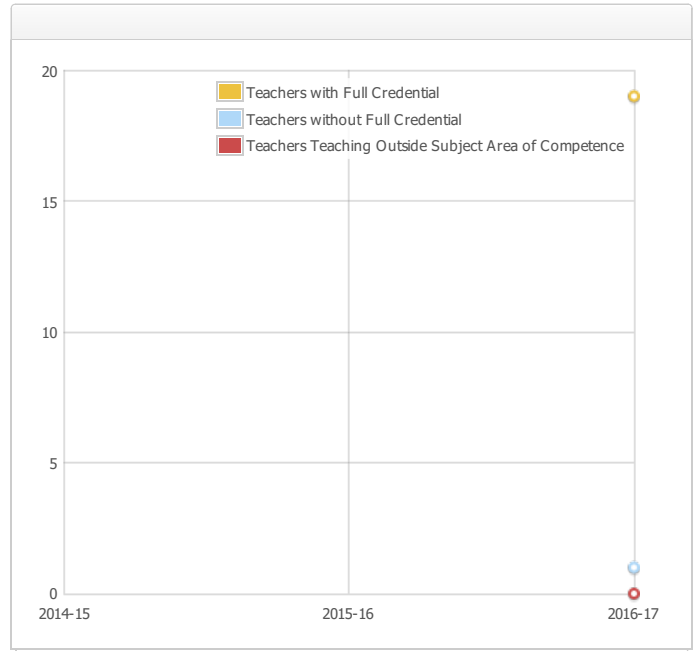
State Priority: Basic

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

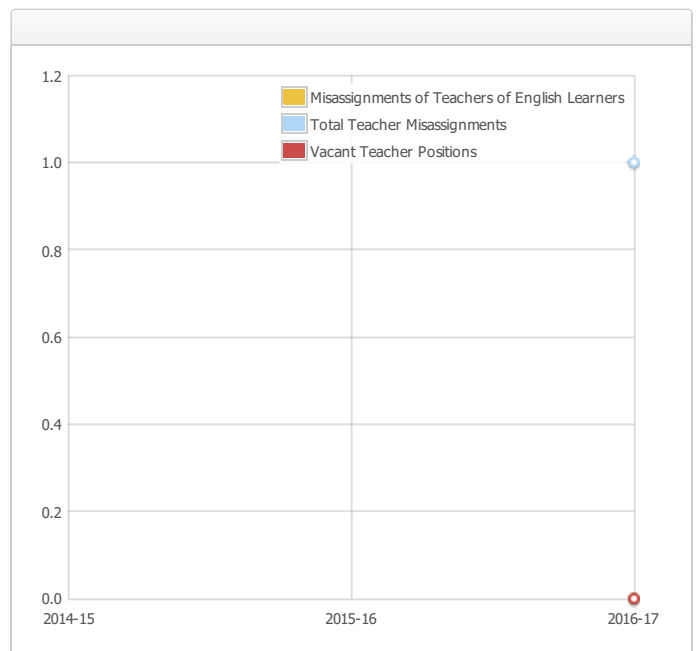
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential			19	152
Without Full Credential			1	20
Teachers Teaching Outside Subject Area of Competence (with full credential)			0	1



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
Total Teacher Misassignments*			1
Vacant Teacher Positions			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: 1/31/2017

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	92.0%	8.0%
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: 1/31/2017

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

Year and month in which data were collected: October 2015

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Scholastic News Magazines for all of Kindergarten through seventh grades. Holt Literacy and Language Arts, 2003 Course 3 - Course 6 Scholastic News Bedford/St Martin's: The Language of Composition 2008	Yes	0.0 %
Mathematics	The district has developed an instructional program consistent with the content and cycles of the curriculum frameworks for this curricular area by combining one or more instructional resources to each math unit. While these materials do not come from the state board adopted list, teachers, administration and the local school board members of LEA reviewed these materials, and built these resources to be California Common Core aligned. Pearson: Geometry, 2012, Algebra 2, 2014 Pearson: Trigonometry, 2009 Holt-McDougal: Calculus, 2003 Pearson: Common Core Math I, 2014 Prentice Hall: Course 3 Mathematics Common Core 2013 KKUSD CCSS units of study in mathematics, 2014-2015	Yes	0.0 %
Science	KKUSD CCSS Units of Study, 2014- 2015 Scholastic News Literature CCSS exemplar sets FOSS Kits and textbooks from the prior essential standards state adopted list. While these materials do not come from the state board adopted list, teachers, administration and the local school board members of LEA reviewed these materials, and built these resources to be California Common Core aligned. Prentice Hall: Earth Science, 2006 Pearson: Biology, 2008 Glencoe: Chemistry, 2008 KUSD CCSS Units of Study, 2014-2015	Yes	0.0 %
History-Social Science	Scholastic News magazines for all K - 7 grade. 6 -10 sets of CCSS Exemplars for each grade level at each school site. CCSS units including online resources. While these materials do not come from the state board adopted list, teachers, administration and the local school board members of LEA reviewed these materials, and built these resources to be California Common Core aligned. McDougal Littell: Modern World History, 2007 TCI: History Alive, 2008	Yes	0.0 %

Glencoe: United States Government, 2006
 Glencoe: Economics, 2005
 Prentice Hall: Psychology, 2012

Foreign Language	n/a		0.0 %
Health	n/a		0.0 %
Visual and Performing Arts	n/a		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 94.48%, 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.

- **Deferred Maintenance Project** - not applicable at this time.
- **Modernization Projects** - not applicable at this time.
- **New School Construction Projects** - performing art stage and installation of six portable classrooms.

Last updated: 1/31/2017

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	No written action taken or planned in the FIT.
Interior: Interior Surfaces	Fair	No written action taken or planned in the FIT.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No written action taken or planned in the FIT.
Electrical: Electrical	Good	No written action taken or planned in the FIT.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	No written action taken or planned in the FIT.
Safety: Fire Safety, Hazardous Materials	Good	No written action taken

		or planned in the FIT.
Structural: Structural Damage, Roofs	Good	No written action taken or planned in the FIT.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	No written action taken or planned in the FIT.

Overall Facility Rate

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

Overall Rating	Good
----------------	------

Last updated: 1/31/2017

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)	--	34.0%	--	20.0%	--	48.0%
Mathematics (grades 3-8 and 11)	--	13.0%	--	9.0%	--	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: 1/31/2017

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: 1/31/2017

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	50	48	96.0%	29.2%
Male	17	17	100.0%	29.4%
Female	33	31	93.9%	29.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	32	97.0%	34.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	43	41	95.4%	26.8%
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: 1/31/2017

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	29	29	100.0%	34.5%
Male	16	16	100.0%	50.0%
Female	13	13	100.0%	15.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	23	100.0%	30.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	24	24	100.0%	25.0%
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: 1/31/2017

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	58	56	96.6%	37.5%
Male	21	21	100.0%	28.6%
Female	37	35	94.6%	42.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	11	11	100.0%	9.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	36	35	97.2%	51.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	45	43	95.6%	44.2%
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: 1/31/2017

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	44	42	95.5%	28.6%
Male	17	16	94.1%	18.8%
Female	27	26	96.3%	34.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	15	15	100.0%	26.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	22	91.7%	31.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	35	34	97.1%	23.5%
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: 1/31/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	38	34	89.5%	23.5%
Male	16	15	93.8%	20.0%
Female	22	19	86.4%	26.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	22	84.6%	27.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	34	30	88.2%	20.0%
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: 1/31/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	27	24	88.9%	62.5%
Male	13	12	92.3%	66.7%
Female	14	12	85.7%	58.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	11	84.6%	72.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	21	19	90.5%	52.6%
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.

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: 1/31/2017

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.

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: 1/31/2017

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	50	48	96.0%	18.8%
Male	17	17	100.0%	23.5%
Female	33	31	93.9%	16.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	32	97.0%	21.9%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	43	41	95.4%	14.6%
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: 1/31/2017

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	29	29	100.0%	17.2%
Male	16	16	100.0%	31.3%
Female	13	13	100.0%	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	23	100.0%	13.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	24	24	100.0%	20.8%
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: 1/31/2017

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	58	56	96.6%	17.9%
Male	21	21	100.0%	23.8%
Female	37	35	94.6%	14.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	11	11	100.0%	18.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	36	35	97.2%	20.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	45	43	95.6%	20.9%
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: 1/31/2017

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	44	42	95.5%	7.1%
Male	17	16	94.1%	6.3%
Female	27	26	96.3%	7.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	15	15	100.0%	6.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	22	91.7%	9.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	35	34	97.1%	8.8%
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: 1/31/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	38	34	89.5%	3.0%
Male	16	15	93.8%	6.7%
Female	22	19	86.4%	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	22	84.6%	4.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	34	30	88.2%	3.5%
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: 1/31/2017

Mathematics - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	27	24	88.9%	4.2%
Male	13	12	92.3%	--
Female	14	12	85.7%	8.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	11	84.6%	9.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	21	19	90.5%	5.3%
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: 1/31/2017

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)	0.0%	0.0%	27.0%	0.0%	0.0%	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: 1/31/2017

**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	100	96	96.0%	27.1%
Male	48	46	95.8%	26.1%
Female	52	50	96.2%	28.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	0	0	0.0%	0.0%
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	22	22	100.0%	22.7%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	68	64	94.1%	31.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	82	78	95.1%	21.8%
English Learners	--	--	--	--
Students with Disabilities	11	11	100.0%	9.1%
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: 1/31/2017

Career Technical Education Programs (School Year 2015-16)

As the result of the district's successful California Career Pathway Trust grant application, the Konocti Health Magnet Program was created, originally for students in grades nine through twelve, to provide students with a secondary education focusing on healthcare occupations, while preparing them to be both college and career ready.

The Konocti Education Center 's other program, the Konocti Program for the Arts, was created in February, 2015 as an option for parents and students interested in the arts and as a means to reduce crowding at the districts for TK-8 elementary schools. At the inception of the Konocti Program for the Arts, the Board of Trustees also expanded the Konocti Health Magnet Program to include students in the seventh and eighth grades.

Beginning as a Lower Lake High School program in the fall of 2014 with 65 students, Konocti Health Magnet Program moved to the Konocti Education Center as a school in the fall of 2015 with approximately 180 students in grades seven through twelve. Instruction in the seventh and eighth grade prepares students for the rigors of the high school program while instruction in grades nine through twelve mirrors the curriculum of Lower Lake High School, the district's comprehensive high school, with some notable differences. While the graduation credit requirements (260) are identical, as are the core course credit requirements, Konocti Health Magnet Program students must complete four years of grade level specific health science courses, a minimum of six college semester units, twelve single job shadow experiences in a healthcare related occupation, two different weeklong internships in a health care related occupation, and complete a senior project, all as requirements for the Konocti Health Magnet Program diploma.

Last updated: 1/31/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	243
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	100.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	90.0%

Last updated: 1/31/2017

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	100.0%
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	30.0%

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

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13.8%	20.7%	24.1%
7	40.0%	11.4%	31.4%
9	30.4%	26.1%	17.4%

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: 1/31/2017

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)

The Konocti Education Center (KEC) has developed a written Single Plan for Student Achievement outlining the expenditures for Title 1 with parental involvement and input from parents. The Konocti Education Center School Site Council used input from ELAC members, staff, parent surveys, and anecdotal information to develop a policy to invite parental involvement. Konocti Education Center posts the parental involvement policy in our School Accountability Report Card, Single Plan for Student Achievement, and includes it in our yearly distribution of our Parent Handbook. Parents and community members are encouraged to volunteer at KEC. The KEC holds an annual Back to School Night, Open House, Community Health Fair Creative and Performing Arts events, Academic Awards events as well as on-going parent meetings. Parents receive communication about events through the Konocti App, Parent Link call system, teacher written communication folders (4-6), and social media platforms regularly updated, Facebook and the school webpage. Parents and community members volunteer in the classrooms, on field trips, and campus events. We have an active PTO and Boosters, Music Boosters and Parent Group that is involved in all facets of our school. These parent groups have planned, organized and participated in school events and school fundraisers. They have funded music events and equipment, transportation, and much more.

We encourage and embrace parent and community involvement. Volunteers are welcomed at the Konocti Education Center.

PARENT INVOLVEMENT POLICY, ACTIVITIES, AND CONTACT INFORMATION

Konocti Unified and the Konocti Education Center recognizes that a crucial piece of an effective school is parent involvement. The school and home must work together as a cooperative team in order to see students successfully reach their full potential as scholars and citizens. Research has shown that positive parent involvement and successful collaboration between school and parents as partners contributes immensely to student successes.

We believe:

1. Families provide the primary educational environment.
2. Parent involvement in their children's education improves student achievement.
3. Parent involvement in children's education is more important to student success than family income or parent education.
4. Parent involvement with their school is most effective when it is supportive, long-lasting, and well planned.
5. The benefits of parent involvement for students is not limited to early childhood or the elementary grades; positive benefits continue on through high school.
6. Parents need to be involved in supporting their children's education both at home and in school.

Each year parents will be invited to attend a number of regularly scheduled meetings that are planned for their convenient participation. Parents will be kept informed regarding the progress of the child in the core academic program. Through those meetings, parent will be involved on a continuing basis in the planning, review, and improvement of programs, including the parental involvement policy and the Single Plan for Student Achievement. The principal and staff will prepare timely information about curriculum, local and state assessment results, the proficiency levels students are expected to meet, and the status for the school's Annual Performance Index (API) and Adequate Yearly Progress (AYP) measures. Parents will be informed about student programs, classroom activities, and school events in an ongoing fashion. Specifically - parent involvement discussion, use of Title I funds & requirements, parent input/participation/feedback, and other timely information is given out at Back to School Night, and Open House. General Parent Events & School Committees Periodic classroom visitations, events Visual and performing arts productions, Back to School Night Open House.

Individual or group parent-student-teacher conferences Individual Educational Learning Plans (IEPs) process, individual and group counseling academic and on tract to graduate, post-secondary planning, Student Study Team (SST) meetings, Job shadow and internships, volunteering in the community, Drama Productions, College and Career Readiness Events and informal parent visits.

Parents have numerous avenues to pursue in order to be involved with their children and in the planning, organization, and support of their student's educational and social experiences at KEC. The most immediate and easiest way for our parents to participate, would be through participation in: Welcome Back Days in summer Back to School Night (August) Periodic classroom visitations Visual and Performing arts productions Individual or group parent-student-teacher conferences Individual Educational Learning Plans (IEPs) Student Study Team (SST) meetings. "School Site Council (SSC)" is a state mandated advisory group which consists of parents, students, teachers, and classified staff members. Parents are elected to this body by other parents. The primary function of School Site Council is to analyze school-wide and subgroup achievement data and to provide budgetary oversight on categorical funding expenditures to ensure that they are utilized in the most effective manner. SSC meets on a monthly basis, after school hours. Western Association of Schools Accreditation (WASC) focus groups, which are a compilation of parents, students, teachers, and classified staff members. There are five WASC focus groups which each focus on improvement of the following five aspects of the school:

1. Curriculum & Instruction 2015-16 SARC –
2. Assessment & Accountability
3. Support for Student Personal and Academic Growth
4. Vision and Purpose – Culture – Leadership and Staff
5. Data Collection and Analysis

By June 2017, all students will be at grade level or higher in both reading and math. School SPSA Goals:

1. Proficiency in Reading
2. Proficiency in Mathematics
3. English Learner Proficiency 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 children 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 child's achievement. Conferences may be initiated by parents or teachers and arranged for at Back to School Night
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports at a minimum of every six 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.
 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities upon request and mutual agreement.
- Parent Responsibilities:
1. Monitor, and assure student attendance except for absences authorized by law.
 2. Insuring that the child completes and turns in all homework assignments as due. Monitoring the amount of screen time/television watched and restricting viewing to hours following homework completion.
 4. Providing a quiet place for study and providing all necessary materials for homework and project completion.
 5. Volunteering in classrooms whenever possible and practicable.
 6. Participating, as appropriate, in decisions with school personnel relating to my children's education.
 7. Promoting positive use of my child's extracurricular time.
 8. Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail, and responding as appropriate.
 9. Serving, to the extent possible, on policy advisory groups, such as School Site Council, District Advisory Committee, English Learner Advisory Committee.

Student Responsibilities:

1. Do my work every day and ask for help when I need to.
2. Read at least 30 minutes every day outside of school time.
3. Give my parents/guardians or who is responsible for my welfare all notices and information received by me from my school every day.
4. Attend each class every day unless absent for a lawful reason.
5. Obey all school rules and state and federal laws.
6. Follow all directions given by school personnel.
7. Attend after school tutorial or study sessions, or summer intervention programs, if I am below grade level in any core academic subject area.
8. Give my best effort every day.

State Priority: Pupil Engagement

Last updated: 1/31/2017

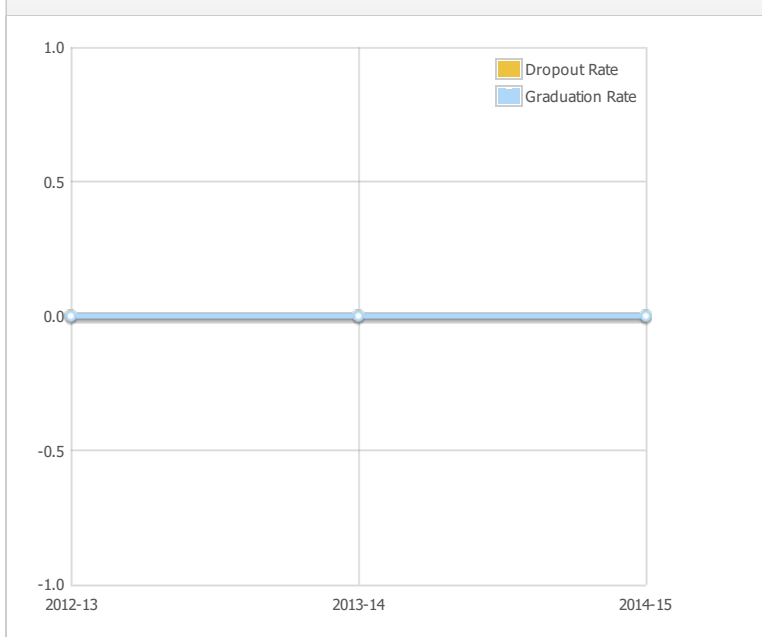
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate	0.00	0.00	0.00	85.70	81.50	70.00	80.44	80.95	82.27

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



Last updated: 1/31/2017

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

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

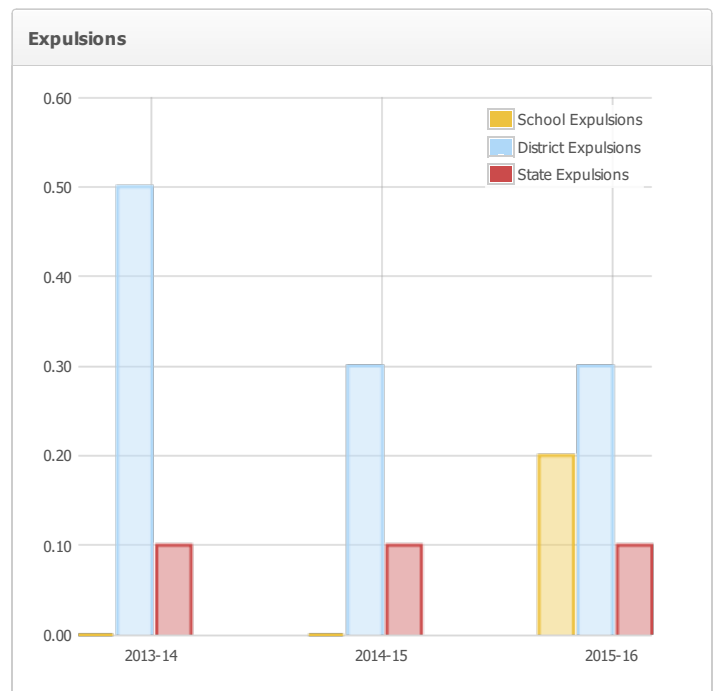
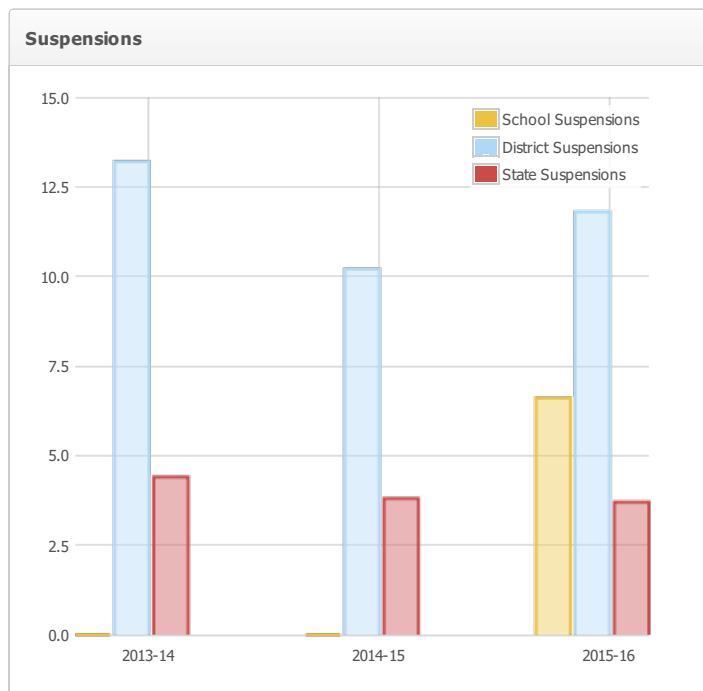
State Priority: School Climate

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	0.0	0.0	6.6	13.2	10.2	11.8	4.4	3.8	3.7
Expulsions	0.0	0.0	0.2	0.5	0.3	0.3	0.1	0.1	0.1



Last updated: 1/31/2017

School Safety Plan (School Year 2016-17)

The Safe School Plan contains mandated areas addressed by each school site and covers the instructional school day as well as the time during before and after school programs. The Konocti Education Center fosters growth in academic and behavioral areas through comprehensive curriculum, interventions, within a supporting environment where all students can succeed.

The KEC Safety Plan Addresses:

Academic & Behavioral Goals

Site Plan – This includes information which coordinates student achievement, programs, teaching strategies, facilities, and budget.

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

Disaster Procedures –KEC has regular fire drills as well as emergency procedures. These procedures are outlined in the staff handbook. The district is working with all school sites to further train and plan for disasters

Suspension/Expulsions –The Administrators at the KEC work to develop alternative to suspension and to create a restorative approach with students. A student may be suspended for an infraction of school regulations, misdemeanors, and felonies for 1-5 days. The parents/guardians of a student who is suspended will be contacted and the student may be reinstated after a parent/guardian conference. Suspension may be either "on-site supervision" or "out of school" suspension. Should a student be suspended "out of school" for due cause, they are expected, by law, to remain in the custody of their parents/guardians during or after school hours. During a period of suspension (either "on-site" or "out-of-school"), a student is not permitted to participate in or attend any extra-curricular activities. A student who has been suspended out of school is not permitted to enter school grounds unless permission has been granted by the administration.

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 Study Teams are implemented to gather appropriate resources to help students; in addition, Behavior Plans are created for students who have difficulty with behavior management and need additional support systems.

Sexual Harassment – Students are trained in Anti-Bullying methods which include sexual harassment. 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 –KEC has a dress code which requires students to be dressed in a safe and respectable manner. Specifics are outlined in the Student/Parent Handbook given to each student at the beginning of the year or upon enrollment later in the year.

Ingress/Egress – KEC has campus supervisors who watch the parking lot areas of our school, both before and after the school day. Students are reminded and rewarded for following the school rules on the way to and from school, whether walking or riding the bus and during our before and after school programs.

Access to School Grounds - The campus is partially surrounded by a fence with gates located in the front and side of the property. Visitors sign-in and are given a

visitor badge to wear during their visit.

Supervision - During the school day and before/after school, campus supervision is overseen by staff. Teachers and paraprofessionals provide supervision on the yard during recesses and lunch. The assistant principal and the principal also provide consistent oversight during times when students are out on the yard.

Facilities Support Teaching and Learning – KEC currently has 26 classrooms, a student/media center, Convention Center, cafeteria, staff room and offices where Healthy Start and other services are located.

Facilities – Cleaning Process & Toilets - Classrooms and restrooms are cleaned each day after the school day has ended and student restrooms are cleaned every two hours by custodians assigned to our school. Our grounds are maintained by our district maintenance staff on a rotating schedule. Our toilets are 100% in working condition. We are grateful for the passage of the school bond. Our campus is beautiful.

Emergency Facility Use - In the event of an emergency in the community or surrounding area, Lower Lake High School has been designated as an emergency shelter location and will cooperate with the Red Cross as requested.

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
First Year of Program Improvement		2010-2011
Year in Program Improvement		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		0						30.0		0		
5		0						30.0		0		
6		0						30.0		0		
Other		3		2				28.0		4	3	

* 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												
Mathematics												
Science												
Social Science												

* 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	1.0	425.0
Counselor (Social/Behavioral or Career Development)	0.4	N/A
Library Media Teacher (librarian)	0.5	N/A
Library Media Services Staff (paraprofessional)	0.5	N/A
Psychologist	0.3	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		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

Types of Services Funded (Fiscal Year 2015-16)

LCAP funding was distributed to help develop the following programs and services to benefit and support students include, but not limited to:

1. 1-1 Technology Implementation
2. Field Trips and off campus experiences
3. Career & College education
4. Counseling for academic, social, and emotional support.
5. School Focus - 21st Century Technology Lab
6. Teacher Professional Development - technology use, Common Core adoption, classroom strategies, engagement techniques, etc.
7. After School Program for enrichment classes, support classes, and intervention classes.

Last updated: 1/31/2017

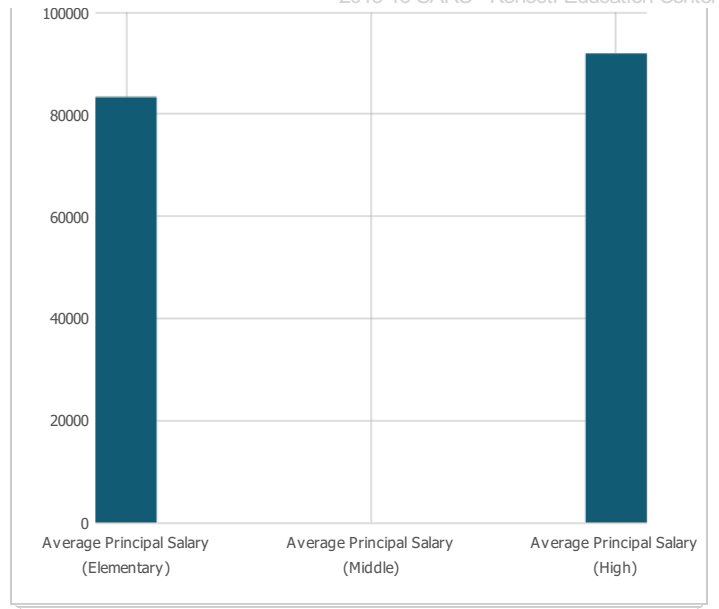
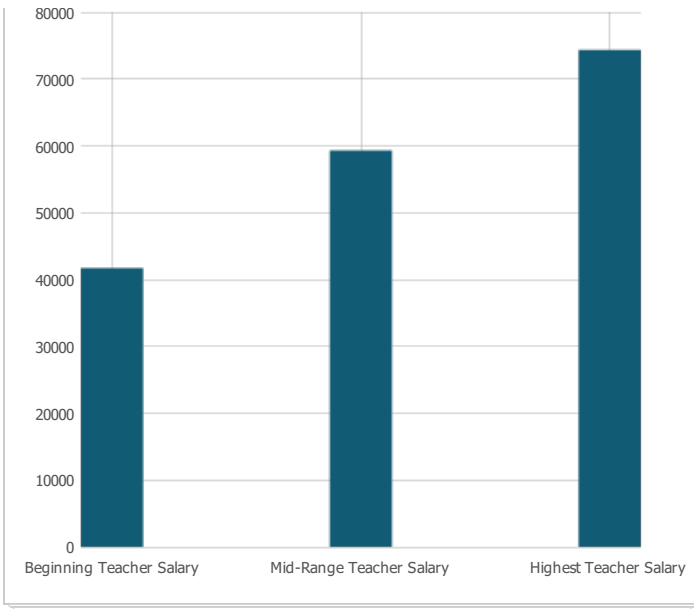
Teacher and Administrative Salaries (Fiscal Year 2014-15)

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/csl/>.

Teacher Salary Chart

Principal Salary Chart



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		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	1	N/A
All Courses		3.0%

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

Last updated: 1/31/2017