

Lower Lake Elementary

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.



Bryce Brin, Assistant Principal

Principal, Lower Lake Elementary

About Our School

Lower Lake Elementary School (LLES) is located in the historical town of Lower Lake, one of the oldest towns in Lake County, a rural Northern California county. Lower Lake Elementary is transitioning to the Common Core State and working with West Ed to create rigorous CCSS units.

The school is located on Lake Street, on the previous site of the junior high school. The school has 25 regular transitional kindergarten through seventh grade classrooms, 3 classroom for Severely Handicapped students and a Learning Centers. LLE also has a state preschool, a library and a science lab. There are four areas for students to play; a black top area, a separate area with playground equipment, a kindergarten and preschool play area and a grass field. There are quiet areas for students and staff that include a patio and a garden. The facilities provide a great environment for children to learn and to play.

Contact

Lower Lake Elementary
9240 Lake St.
Lower Lake, CA 95457-0719

Phone: 707-994-5787
E-mail: bryce.brin@konocitUSD.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	Lower Lake Elementary
Street	9240 Lake St.
City, State, Zip	Lower Lake, Ca, 95457-0719
Phone Number	707-994-5787
Principal	Bryce Brin, Assistant Principal
E-mail Address	bryce.brin@konoctiusd.org
Web Site	www.konoctiusd.org/
County-District-School (CDS) Code	17640226084990

Last updated: 1/18/2017

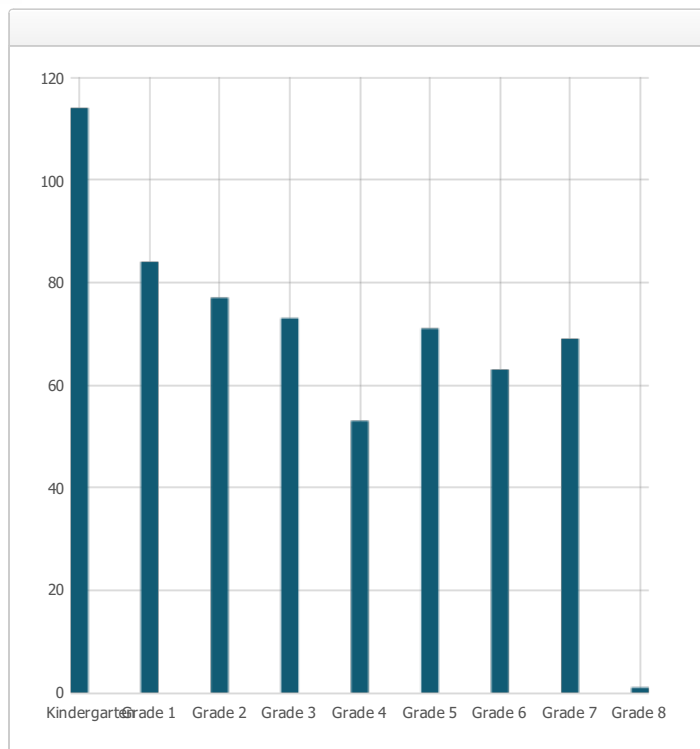
School Description and Mission Statement (School Year 2016-17)

Students at Lower Lake Elementary will be motivated to pursue learning in an environment that is safe and supportive. They will learn how to make decisions, solve problems, and be responsible for themselves and their community. Students will apply learning to new situations in preparation for a demanding and changing world. Mutual respect between students and adults will ensure that children feel good about themselves while they work toward achieving their maximum potential.

Last updated: 1/18/2017

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

Grade Level	Number of Students
Kindergarten	114
Grade 1	84
Grade 2	77
Grade 3	73
Grade 4	53
Grade 5	71
Grade 6	63
Grade 7	69
Grade 8	1
Total Enrollment	605



Last updated: 1/18/2017

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

Student Group	Percent of Total Enrollment
Black or African American	3.3 %
American Indian or Alaska Native	2.1 %
Asian	0.3 %
Filipino	0.2 %
Hispanic or Latino	40.5 %
Native Hawaiian or Pacific Islander	0.3 %
White	45.8 %
Two or More Races	5.8 %
Other	1.7 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	80.3 %
English Learners	23.5 %
Students with Disabilities	12.1 %
Foster Youth	0.7 %

Last updated: 1/27/2017

A. Conditions of Learning

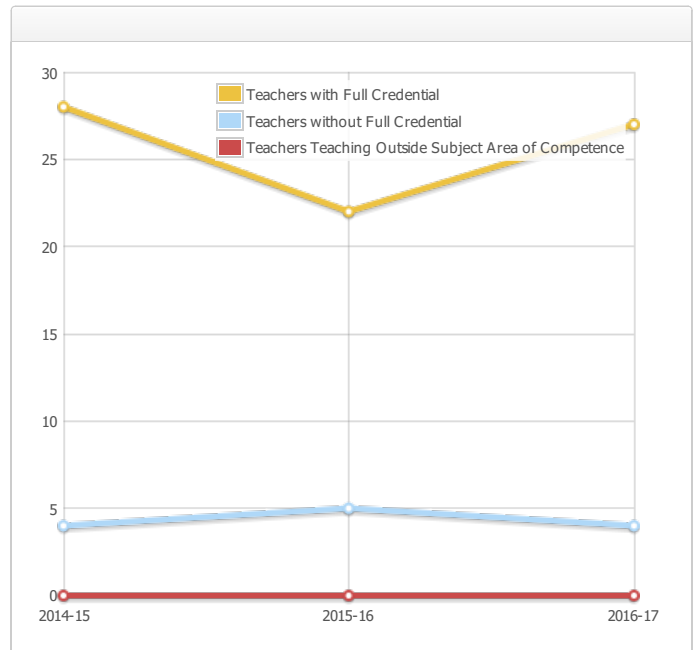
State Priority: Basic

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

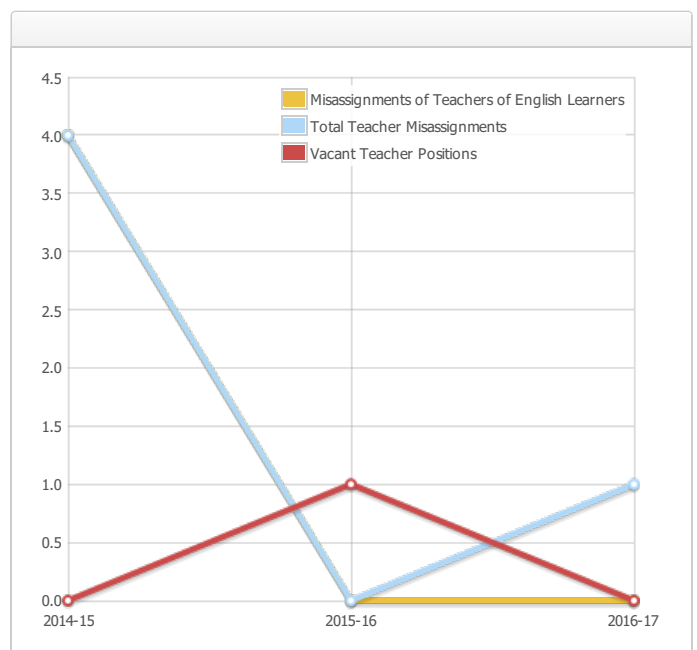
Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential	28	22	27	152
Without Full Credential	4	5	4	20
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1



Last updated: 1/31/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	4	0	0
Total Teacher Misassignments*	4	0	1
Vacant Teacher Positions	0	1	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	88.0%	13.0%
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: 1/27/2017

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.	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.	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.	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.	Yes	0.0 %
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	0.0 %

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

Last updated: 1/27/2017

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 96.67%, 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 classrooms, a multipurpose room, a library, staff room/preschool/staff workroom building and an administration office. The main portion of the school was built in 1934, which is now the staff work room and preschool. The multipurpose room was built in 1963. The first addition was built 1976, followed by the office and classroom wing added in 1985. Portables were put in place from 1990 to 2009. The library was built in 2006 from the Bond passed in 2004. There is sufficient space for students and staff.

Maintenance and Repair

KUSD maintenance staff ensures that the necessary repairs to keep the school in good repair and working order are completed in a timely manner. The Lower Lake Elementary School facilities are evaluated annually. A process is in place to effectively and efficiently have repairs made as needed during the school year as well.

Cleaning Process and Schedule -

The LEA governing board has adopted cleaning standards for all schools in the LEA. A summary of these standards is available at the school office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The classrooms are cleaned nightly at a time when the students are not present.

Deferred maintenance - none at this time.

Modernization Projects - None at this time.

New School Construction Projects - ReRoof Project

Last updated: 1/27/2017

School Facility Good Repair Status

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

**Repair Needed and
Action Taken or**

System Inspected	Rating	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	Good	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	Good	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
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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)	27.0%	18.0%	24.0%	20.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	15.0%	9.0%	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	74	73	98.7%	15.1%
Male	40	40	100.0%	15.0%
Female	34	33	97.1%	15.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	26	26	100.0%	7.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	37	36	97.3%	19.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	52	51	98.1%	15.7%
English Learners	16	16	100.0%	12.5%
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	56	56	100.0%	7.1%
Male	29	29	100.0%	3.5%
Female	27	27	100.0%	11.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	27	27	100.0%	7.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	21	100.0%	4.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	45	45	100.0%	6.7%
English Learners	18	18	100.0%	5.6%
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	70	70	100.0%	15.7%
Male	45	45	100.0%	8.9%
Female	25	25	100.0%	28.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	24	24	100.0%	8.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	30	100.0%	23.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	56	56	100.0%	12.5%
English Learners	20	20	100.0%	--
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	64	62	96.9%	29.0%
Male	38	36	94.7%	33.3%
Female	26	26	100.0%	23.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	23	23	100.0%	30.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	32	97.0%	28.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	53	51	96.2%	27.5%
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.

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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	69	68	98.6%	25.0%
Male	37	37	100.0%	18.9%
Female	32	31	96.9%	32.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	36	36	100.0%	16.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	26	100.0%	38.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	57	56	98.3%	19.6%
English Learners	16	16	100.0%	6.3%
Students with Disabilities	11	10	90.9%	10.0%
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	--	--	--	--
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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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	74	73	98.7%	11.0%
Male	40	40	100.0%	10.0%
Female	34	33	97.1%	12.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	26	26	100.0%	3.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	37	36	97.3%	16.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	52	51	98.1%	7.8%
English Learners	16	16	100.0%	6.3%
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	56	56	100.0%	1.8%
Male	29	29	100.0%	--
Female	27	27	100.0%	3.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	27	27	100.0%	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	21	100.0%	4.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	45	45	100.0%	2.2%
English Learners	18	18	100.0%	--
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	70	70	100.0%	4.3%
Male	45	45	100.0%	6.7%
Female	25	25	100.0%	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	24	24	100.0%	8.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	30	100.0%	3.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	56	56	100.0%	5.4%
English Learners	20	20	100.0%	--
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	64	63	98.4%	14.5%
Male	38	37	97.4%	19.4%
Female	26	26	100.0%	7.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	23	23	100.0%	17.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	32	97.0%	12.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	53	52	98.1%	15.7%
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	70	69	98.6%	13.0%
Male	37	37	100.0%	8.1%
Female	33	32	97.0%	18.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	36	36	100.0%	13.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	26	100.0%	11.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	58	57	98.3%	14.0%
English Learners	16	16	100.0%	6.3%
Students with Disabilities	11	10	90.9%	--
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	--	--	--	--
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

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)	60.0%	45.0%	26.0%	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	71	68	95.8%	26.5%
Male	46	43	93.5%	18.6%
Female	25	25	100.0%	40.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	25	24	96.0%	25.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	30	30	100.0%	30.0%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	57	54	94.7%	18.5%
English Learners	20	20	100.0%	10.0%
Students with Disabilities	11	8	72.7%	0.0%
Students Receiving Migrant Education Services	--	--	--	--
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

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

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	26.5%	25.0%	38.2%
7	17.5%	25.4%	11.1%

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

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)

For more information on how to become more involved at Lower Lake Elementary School, please contact the principal, Tarin Benson at (707) 994-5787.

Parents and community members are encouraged to volunteer at Lower Lake Elementary School. Lower Lake Elementary holds an annual Back to School Night and Open House. A "2nd Cup of Coffee" parent meeting is held the second Friday of every month. Family involvement nights are put on by staff. Parents receive communication about events through Parent Link all call system and email system, newsletters, and regularly updated teacher voice mail. Parents and community members volunteer in the classrooms regularly, on field trips, and campus events. We have an active PTO that is involved in all the facets of our school. Our PTO has planned school events and school fundraisers. PTO has funded classroom field trips, outside equipment, dance days, and much more. We encourage and embrace parent and community involvement. Volunteers are welcomed at Lower Lake Elementary School.

Lower Lake Elementary has developed a written Title I parental involvement policy with input from Title I parents Lower Lake Elementary School Site, ELAC, PTC with anecdotal notes over the years created the parent involvement policy. It has distributed the policy to parents of Title I students. The parent involvement policy is distributed in the student handbook and it is posted on the Internet in the SARC and a hard copy may be requested. The policy describes the means for carrying out the following Title 1 parental involvement requirements [20 USC 6318 Section 118 (a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Lower Lake Elementary School, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. Lower Lake Elementary annually holds Back to School Night.
- The school offers a flexible numbers of meetings for Title I parents, such as meetings in the morning or evening. Parents meetings are scheduled in the morning, afternoon, and evening to meet the needs of the parents.
- The school involves parents of Title I student in an organized, ongoing, and timely way, in planning, review, and improvement of the school's Title I programs and Title I parental involvement policy. The school holds parent meetings, school site council meetings, ELD/ELC meetings to receive feedback.
- The school provides parents of Title I students with timely information about Title I programs. The school provides written and verbal communication to the parents through weekly folders and connect ed parent phone calls.
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Back to School Night, Parent/Teachers conferences, Report Card Conferences, SST meetings, and ELAC meetings.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Lower Lake Elementary uses Student Study Teams that involves parents to help make educational decisions. Parents also provide input in during parent/teacher conferences.

School-Parent Compact

Lower Lake Elementary School distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conference; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities.

SCHOOL-PARENT COMPACT

FOR ACHIEVEMENT
Lower Lake Elementary School

2015 -2016

Our Goals for Student Achievement

District Goals

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

We will get there by:

1. Increasing each student's fluency and understanding in reading across all grade levels as demonstrated on the Common Core State Standards performance tasks will improve from the first trimester to the third trimester to an average level of 4 on a 5 point scale for grades K-3 and the equivalent of a B average for grades 4-8.
2. Increasing each student's competency in math computation, word problems and number operations across all grade levels as demonstrated on the Common Core State Standards performance tasks will improve from the first trimester to the third trimester to an average level of 4 on a 5 point scale for grades K-3 and the equivalent of a B average for grades 4-8.

School Goals

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

Our data shows the need to focus on the Common Core Standards in ELA and Math.

We will get there by:

1. In ELA - Increasing the proficiency level on the Common Core State Standards performance tasks to an average level of 4 on a 5 point scale for grades K-3 and the equivalent of a B average for grades 4-8 from the first to the third trimester.
2. In Math -Increasing the proficiency level on the Common Core State Standards performance tasks to an average level of 4 on a 5 point scale for grades K-3 and the equivalent of a B average for grades 4-8. from the first to the third trimester.

Teachers, Parents, Students – Together for Success

Teachers

I understand the importance of the school experience to every student and my role as educator and model. Therefore, I agree to carry out the following Responsibilities to the best of my abilities:

Teach essential skills and concepts to your child.

Strive to address the individual needs of your student.

Communicate with you regarding your student's progress through the use of conferences, weekly folders, report cards, phone calls, and letters home.

Provide a safe, positive, and healthy learning environment for your student.

Communicate homework, class work, and behavior expectations.

Evaluate and return appropriate work in a timely manner.

Parents

Some of our key at-home activities will be:

Provide a quiet place for my child to study and work with them to complete his or her homework.

Read with my child every day and talk about how the story connects with things he or she has learned.

Attend family activity nights to practice new ways to support your student.

Use the weekly progress and use their returned work to support my child's learning at home.

Support my child in the completion of his/her homework.

Review all school communications, sign and return important documents promptly.

Attend Back to School events, parent/teacher conferences, Open House, and other school events.

Support the school's/district's homework, discipline, and attendance policies.

Make sure my child is ready to learn by having adequate sleep, a healthy diet, appropriate health care and by being clean.

Consult with staff about my child.

Students

Come to school on time every day unless I am ill.

Set goals to learn new words and read every day.

Return my completed homework on time.

Return corrected work to my parents or guardians.

Be responsible for my own behavior.

Be a cooperative learner.

Take my daily/weekly student folder home to my parent(s).

Be responsible, a good citizen and take responsibility for my own behavior.

Ask for help when I need it.

Building Partnerships

Parent Meetings and Events

Back to School Night

Monthly Citizenship Assemblies

Family Game/Activity Nights

Winter Program/Spring Program

Open House

Eighth Grade Promotion

Small Group Meetings Relating to Individual Students

Parent/Teacher Conferences

Individual Education Plan (IEP) meeting for students in Special Education

Student Study Team (SST) meetings

Meetings requested by parents or staff

Parent Groups that meet regularly

School Site Council
(SSC)

Parent/Teacher/Community
Association

English Learner
Advisory Committee (ELAC)

Volunteering Opportunities

Student Tutoring

Classroom volunteers/visitations

Field trip Chaperones

Common time supervision (recesses and lunch)

* Parent involvement refers to the efforts of any caregiver who has a responsibility for caring for a child, including parents, grandparents, aunts, uncles, foster parents, step-parents, etc.

Jointly Developed

A School-Parent Compact for Achievement is an agreement that parents, students and teachers develop together. Meetings will be held each year by staff, SSC, and ELAC to review the Compact and make changes based on student needs where childcare and transportation may be provided as needed. Parents, students and teachers can contribute comments at any time. Parent surveys are sent out to all parents at the end of each school year. Included in the surveys are suggestions as to what dates/times are most convenient for parents. The compact will be provided in the parent's first language.

Building Partnerships

If you would like to volunteer, participate and/or observe in the classroom, please contact: Tarin Benson at Tarin.benson@konocitUSD.org or (707) 994-5787, extension 2654.

Communication about Student Learning

Lower Lake Elementary School is committed to frequent two-way communication with families about student learning. Some of the ways you can expect us to reach you are:

Weekly homework and information folders.

Monthly family activity nights.

Newsletters.

Parent/Teacher conferences twice per year.

Conference with teachers available as needed.

Student Study Teams

Building Capacity for Involvement

Lower Lake Elementary School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent

resource centers, to encourage and support parents in more fully participating in the education of their children.

- The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
- The school provides support for parental involvement activities requested by Title I parents.

Accessibility

Lower Lake Elementary School provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

Lower Lake Elementary School recognizes that a critical part of effective schooling is parent involvement. The school and the home cannot be looked at in isolation from one another; families and schools need to collaborate to help children adjust to the responsibilities of being successful students.

Research has shown that involvement by parents as partners in their children's education greatly contributes to positive student achievement and conduct. 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 education.
4. Parent involvement with the school is most effective when it is supportive, long-lasting, and well planned.
5. The benefits of parent involvement for students are 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, in order to ensure the quality of the schools.

The staff at Lower Lake Elementary School believes that the education of its students is a responsibility shared with parents. The school's responsibility shall be to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to reach their fullest potential.

Parents shall have the responsibility and opportunity to work with the school in a mutually supportive and respectful partnership with the goal of helping children succeed 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.

The school, to the extent practicable, shall provide parents with limited English proficiency, opportunities to fully participate in school-sponsored activities by using translation at meetings and workshops and by sending written notices and reports in a language (to the extent practicable) that parents understand.

- Parent Meetings and Events
- Back to School Night
- Program for ELD Parents/ELAC
- Report Card Conferences
- Annual Awards Assemblies
- Monthly Awards Assemblies

- Science Night
- Band Concert
- Winter Program
- Earth Day/Spring Program
- Kindergarten Round-Up
- Open House

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

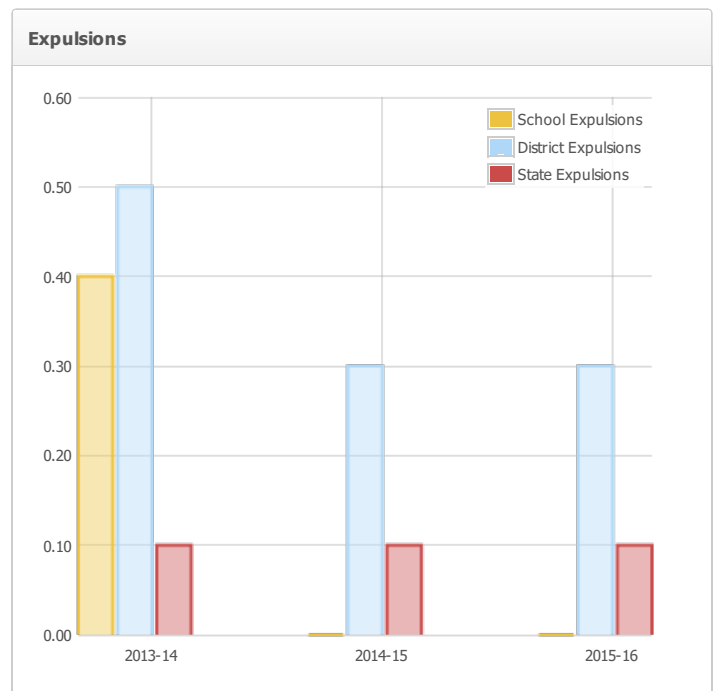
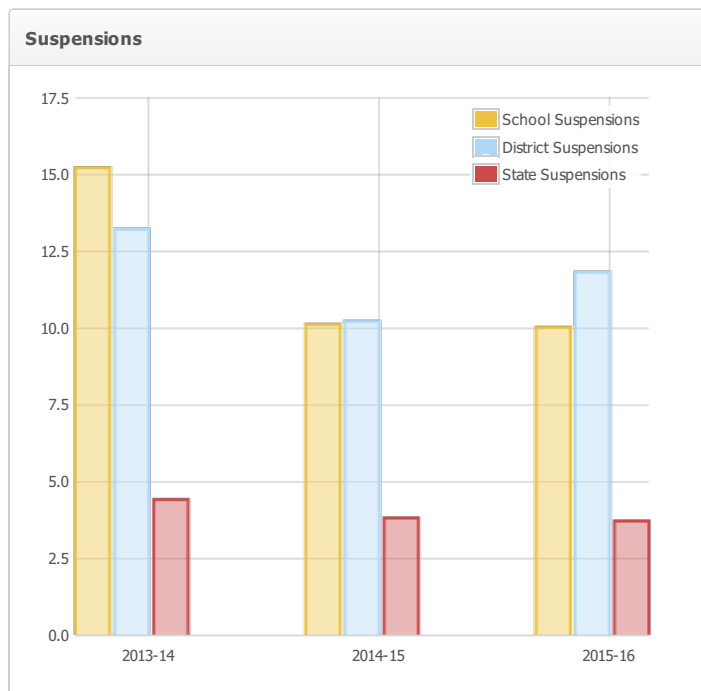
State Priority: School Climate

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	15.2	10.1	10.0	13.2	10.2	11.8	4.4	3.8	3.7
Expulsions	0.4	0.0	0.0	0.5	0.3	0.3	0.1	0.1	0.1



Last updated: 1/27/2017

School Safety Plan (School Year 2016-17)

The School Safety Plan was reviewed and revised by staff in August 2015. It contains mandated areas to be addressed by each school during school hours as well as after school sponsored programs which include the following:

Academic & Behavioral Goals –Lower Lake Elementary School fosters growth in the academic and behavioral areas through comprehensive curriculum, interventions, and following the BEST practices behavioral program. The school works in conjunction with the Safe Schools program to provide counseling services to students and assist teachers with strategies for diffusing classroom disruptions.

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 – Lower Lake 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 – Our three rules: Be Safe, Be Respectful, Be Responsible, are the center of all behavioral expectations. Training stations are set up to model the exact behaviors expected in each area of the school at least twice per school year, or more often if needed. Data is collected at the end of the year, staff reviews that data, and plans are revised. We have a site BEST team to assist with specific student behavior plans to assist teachers.

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, BEST 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 – Lower Lake 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 – Lower Lake has two crossing guards at the intersection and parking 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 or being picked up by parents and includes any After school sponsored program.

Rules & Discipline – Lower Lake has implemented the BEST Practices school wide behavior management program. All students and adults are expected to be safe, respectful, and responsible. We continue to further our BEST implementation through our Anti-Bullying Campaign, Tough Kid Research, and BEST Team behavior plans. These behavioral expectations extend to our before and after school programs.

Access to School Grounds - The campus is surrounded by a chain link fence with gates located in the front and side of the property. Front gates allow entrance to the school during the day. The side gates are kept locked during the time school is in session. 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. 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. Crosswalk Guards are stationed at the school intersection and at the bus entrance before and after school for 30 minutes.

Facilities Support Teaching and Learning - Lower Lake Elementary currently has 33 classrooms, a library with computer lab, cafeteria, staff room, preschool classroom, curriculum room and a facility where Healthy Start and counseling services are located. The playground consists of grass areas, blacktop, and playground equipment. The equipment was purchased to support physical education and health standards. Konocti Unified successfully passed a Facilities Construction Bond Initiative in 2004 which has provided us a new library/media center and eliminated outdated portables. At this time, we have enough classrooms for our teaching classrooms and some extra for special services. Our play yard for recess and PE has limited space. It makes it difficult to have recess and PE simultaneously for a school of approximately 700 students.

Facilities - Cleaning Process & Toilets - Classrooms and restrooms are scheduled to be cleaned each day after the school day has ended and student restrooms are scheduled to be 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 in 100% working condition. We are grateful for the passage of the school bond.

Last updated: 1/27/2017

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	2010-2011	2010-2011
Year in Program Improvement	Year 3	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: 1/27/2017

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	29.0	0	3	0	26.0	0	4	0				
1	22.0	0	3	0	23.0	0	3	0				
2	23.0	0	3	0	23.0	0	3	0				
3	28.0	0	2	0	22.0	1	2	0				
4	32.0	0	1	2	30.0	0	2	0				
5	33.0	0	1	1	32.0	0	3	0				
6	30.0	0	3	0	33.0	0	0	2				
Other	0.0	0	0	0	13.0	1	0	0				

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

Last updated: 1/27/2017

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	32.0	0	3	2	29.0	0	4	1				
Mathematics	33.0	0	3	2	29.0	0	4	1				
Science	33.0	0	3	2	29.0	0	4	1				
Social Science	33.0	0	3	2	29.0	0	4	1				

* 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: 1/27/2017

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	615.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	1.0	N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		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: 1/27/2017

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	\$5353.0	\$1051.0	\$4302.0	\$53893.0
District	N/A	N/A	\$2452.0	\$54679.0
Percent Difference – School Site and District	--	--	-0.1%	0.0%
State	N/A	N/A	\$5677.0	\$67348.0
Percent Difference – School Site and State	--	--	-0.1%	-0.3%

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

Last updated: 1/27/2017

Types of Services Funded (Fiscal Year 2015-16)

Title I expenditures: Supplemental Tutoring, Supplemental materials for ELA and Mathematics, Library Tech Hours, AR subscription, Library Books, materials, and rewards, Kindergarten paraprofessional support, Paraprofessional support, Materials and Supplies Professional Development, Summer school teachers, Substitutes for intervention and SST meetings to discuss student progress and interventions available.

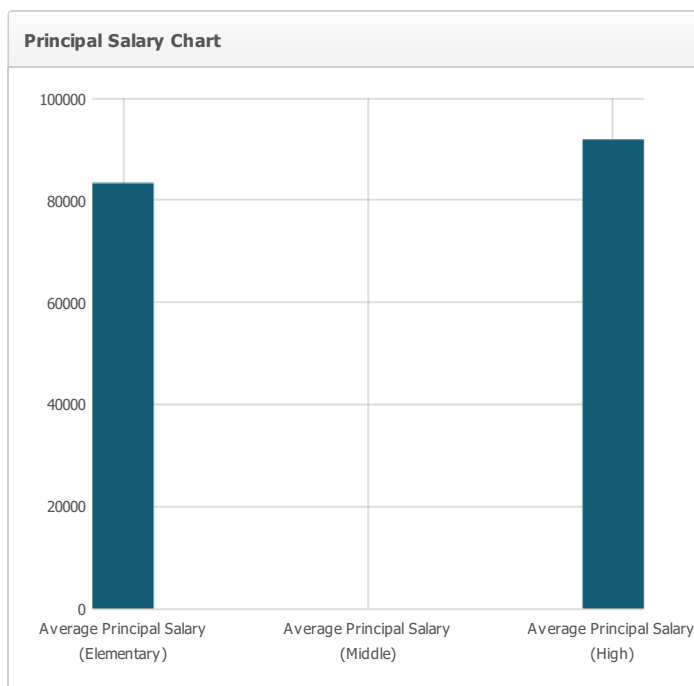
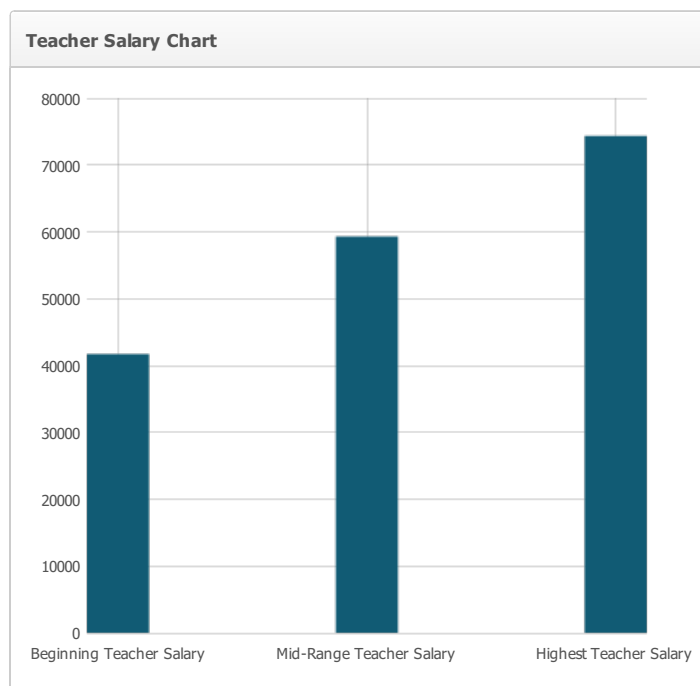
EIA Carryover and EIA/ELD: Technology-Chromebooks, equipment, laptops, supplies, printers, etc., Summer School and AOP, Professional Development, Parent meetings, and ELD training

Last updated: 1/27/2017

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: 1/27/2017

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: 1/27/2017