Lower Lake High

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/fg/aa/lc/.

- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page 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.

Jessica Taliaferro, Principal

📍 Principal, Lower Lake High

About Our School

School Mission: Lower lake High School is a dynamic learning environment where all students and adults contribute to a culture that cultivates creative, academic, literate and socially aware, 21st Century citizens. Each of us makes a commitment to excellence that produces self-motivated members of the community.

Lower Lake High School serves 840 students (8-12th grades) and is located in the southern region of Lake County, which is a rural community with beautiful scenery, friendly communities, attractions, recreation, and activities. Lower Lake High School is the only comprehensive high school in the Konocti Unified School District and our students matriculate from Burns Valley, East Lake, Lower Lake and Pomo Elementary, all of which are configured as K-7 schools. The district boundaries cover an area of approximately 400 square miles, stretching to the Colusa County line to the east, Glenhaven to the northwest, Hoberg's to the southwest, and Hidden Valley to the southeast. Each day, over 60% of the high school students are bussed to and from school.

The high school's physical plant includes the original school, which was built in 1937, along with wings added in 1952, 1974, and 1984. In 1990 the State Building Program funded the modernization of the boys' shower room, coaches' offices, and foyer to the old gymnasium. In 1993, a three-room science wing and a special education center that houses the severely handicapped class were added as a result of the same program. In 1999, a community-district partnership (led by the athletic boosters) renovated and refurbished the old gymnasium. In 2001 three additional portable classrooms were added, and the administrative offices and staff lounge were remodeled. In November 2004, the community overwhelmingly passed Measure G (71%). This bond, along with other resources, continues to assist in completing desperately needed improvements at the high school, and throughout the district. During the 2006-07 school year, we opened with four new classrooms, dedicated our new library, and added an additional two new classrooms adjacent to the library. During the 2008-09 school year, we opened our new gymnasium and in the fall of 2010, we opened our new fitness room and our new theater/drama room. The District has recently completed a new athletic field for soccer and softball, and in the winter of 2009, our baseball field was completely renovated. Our new culinary arts (cooking) facility was completed in the fall of 2011 and our new automotive shop opened in early 2012. During the 2012-2013 school year, we opened our new wellness center. In 2013-2014 we opened our new television broadcast studio, dance studio, and agriculture complex.

Lower Lake High School offers the wide range of educational, enrichment, athletic and artistic opportunities in Lake County. Lower Lake High School is an excellent choice for families and students looking to make the high school experience memorable, fun, and most of all . . . successful!

Large Selection of A-G Classes for the College Bound Student:

Advanced Placement Courses (Classroom)

Biology

United States History

English Literature

English Language and Composition

Physics

Music

Calculus

Career and Technical Education:

 Culinary

Automotive

Agriculture & FFA

Computer Applications

Computer Technology

Child Development

Photography

Television Broadcasting

Law Enforcment

Intro to Fire/Advanced Fire

Visual and Performing Art Program:

 Drama and Theater

Visual Arts Concert

Band and Jazz Ensemble

Concert Choir and Show Choir

Guitar

Marching Band

Competitive Athletics:

 Soccer, Volleyball, Football, Cross Country, Basketball, Wrestling, Track, Softball and Baseball

Honors Level Courses:

Earth Science, Biology, English I, II, III, and IV, Honors Math I, and World History.

School Wide Learning Outcomes:

Literacy: Learners have the ability to evaluate their own knowledge, access and evaluate information, to produce innovative ideas.

Work Ethic: Learning will take individual responsibility for their own learning through self-discipline and perseverance.

Critical Thinking/Reflection: Learners will apply, analyze, synthesise, and evaluate resources to create solutions to complex problems.

Collaboration: Learners will work as accountable contributing members by engaging in thoughtful discussions, appreciating diversity, and building consensus.

Presentation: Learners will effectively communicate information using a variety of formats that are appropriate and professional for a specified audience.

Vision: Lower Lake High School is a dynamic learning environment where all students and adults contribute to a culture that cultivates creative, academic, literate and socially aware 21st Century citizens. Each of us makes a commitment to excellence that produces self-motivatedmembers of the community.

Motto: Where education meets inspiration!

Single School Plan for Student Achievement 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.

Contact

Lower Lake High
9430 A Lake St.
Lower Lake, CA 95457-0799

Phone: 707-994-6471
E-mail: jessica.talifaerro@konoctiusd.org

About This School

Contact Information (School Year 2016-17)

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

School Contact Information (School Year 2016-17)	
School Name	Lower Lake High
Street	9430 A Lake St.
City, State, Zip	Lower Lake, Ca, 95457-0799
Phone Number	707-994-6471
Principal	Jessica Taliaferro, Principal
E-mail Address	jessica.talifaerro@konoctiusd.org
Web Site	www.konoctiusd.org/
County-District-School (CDS) Code	17640221735000

Last updated: 1/27/2017

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

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4. All teachers designated "Highly Qualified."

5. Create and maintain a Safe and Drug Free School.

6. All Students Will Graduate.

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

Grade Level	Number of Students
Grade 8	200
Grade 9	185
Grade 10	190
Grade 11	155
Grade 12	109
Total Enrollment	839
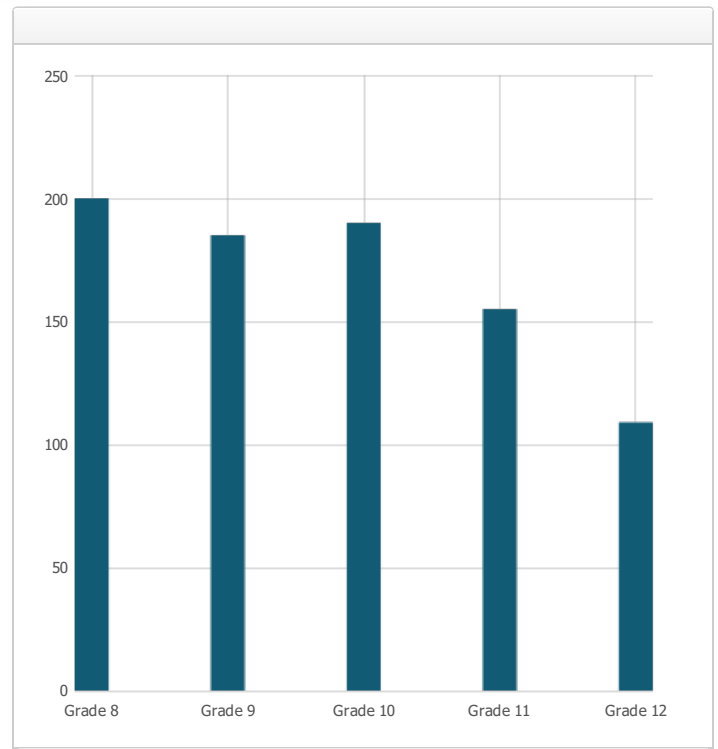
Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	4.4 %
American Indian or Alaska Native	3.3 %
Asian	0.2 %
Filipino	0.2 %
Hispanic or Latino	40.0 %
Native Hawaiian or Pacific Islander	0.4 %
White	44.9 %
Two or More Races	6.1 %
Other	0.5 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	81.9 %
English Learners	15.5 %
Students with Disabilities	14.3 %
Foster Youth	0.6 %

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	39	39	38	152
Without Full Credential	3	3	9	20
Teachers Teaching Outside Subject Area of Competence (with full credential)	3	0	0	1
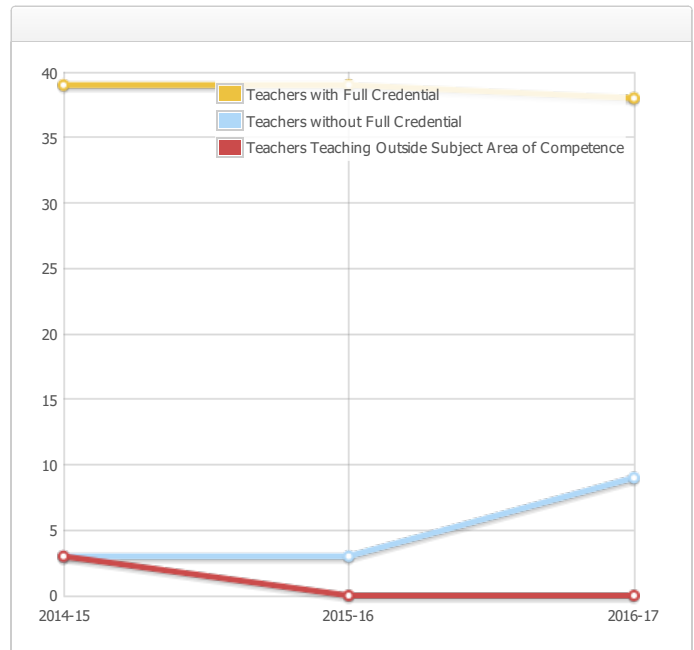
Last updated: 1/31/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	3	138	3
Total Teacher Misassignments*	3	24	1
Vacant Teacher Positions	1	1	1
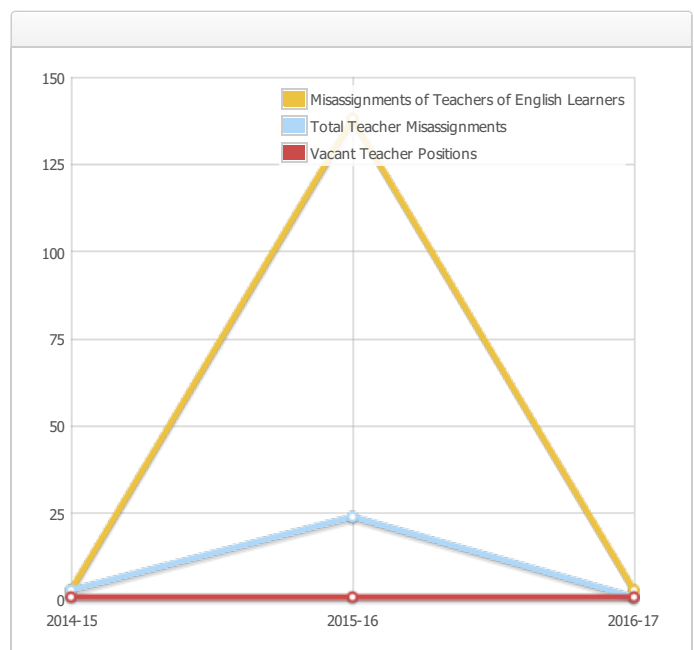
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* 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	93.0%	7.0%
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 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Literacy and Language Arts, 2003 Course 3 - Course 6 Scholastic News Bedford/St Martiin's: The Language of Composition 2008	Yes	0.0 %
Mathematics	Pearson: Algebra 2, 2014 Pearson: Geometry, 2012 Pearson: Trigonometry, 2009 Holt-McDougal: Calculus , 2003 Pearson: Common Core Math I, 2014 Prentice Hall: Course 3 Mathematics Common Core 2013 South-Western Cengage Learning: Business Math, 2010 KKUSD CCSS units of study in mathematics, 2014-2015	Yes	0.0 %
Science	Delmar Cengage: Introduction to Fire Protection, 2012 Prentice Hall: Earth Science, 2006 Pearson: Physics, 2007 McDougall Littell: Biology, 2008 Glencoe: Chemistry, 2008 KUSD CCSS Units of Study, 2014-2015	Yes	0.0 %
History-Social Science	McDougall Littell: Modern Word History, 2007 TCI: History Alive, 2008 Glencoe: United States Government, 2006 Glencoe: Economics, 2005 Prentice Hall: Psychology,2012	Yes	0.0 %
Foreign Language	Prentice Hall: Paso A Paso, 2000 Holt Reinhart: VanConmigo, 2003	Yes	0.0 %
Health	Glencoe: Health, 2012	Yes	0.0 %
Visual and Performing Arts	NA	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

School Facility Conditions and Planned Improvements

The LEA takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility survey instrument developed by the Sate of California OPSC. The results of this survey are available at the school office or at the District Office.

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 95.05%, 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 with allow the district to further enhances opportunities for students improving current facilities.

Age of School Buildings - LLHS has 41 classrooms, a cafeteria, two gyms, library, weight room, staff room, auto shop, wellness center, and fitness room. Building ages range from the District Office (on LLHS campus) built in 1937 to the newest remodel taking place in 2013.

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 High 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 district supports high cleaning standards at LLHS. Custodians clean classrooms, restrooms, and facilities daily as provided in their schedule. Custodians work with school administration to address any cleaning issue that might arise that are out of the ordinary. Classrooms are cleaned on a nightly basis as to not disrupt instruction.

Deferred Maintenance Project - not applicable at this time.

Modernization Projects - not accplicable at this time.

New School Construction Projects - Lower Lake High School Shade Structure and Bleacher Project

Last updated: 1/27/2017

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC,	Good	No written action taken

Sewer		No written action taken or planned in the FIT.
Interior: Interior Surfaces	Poor	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

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

| | Percent of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	55.0%	28.0%	24.0%	20.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	16.0%	10.0%	13.0%	9.0%	34.0%	36.0%

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

Last updated: 1/27/2017

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

ELA - Grade 3

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

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

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

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

Last updated: 1/27/2017

ELA - Grade 4

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

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ELA - Grade 5

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

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ELA- Grade 6

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

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Last updated: 1/30/2017

ELA - Grade 7

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

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

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

Last updated: 1/30/2017

ELA - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	196	183	93.4%	16.9%
Male	96	91	94.8%	16.1%
Female	100	92	92.0%	17.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	87	84	96.6%	15.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	77	68	88.3%	19.4%
Two or More Races	14	14	100.0%	30.8%
Socioeconomically Disadvantaged	167	155	92.8%	15.3%
English Learners	42	39	92.9%	5.1%
Students with Disabilities	21	18	85.7%	--
Students Receiving Migrant Education Services	13	11	84.6%	--
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: 1/30/2017

ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	151	129	85.4%	43.4%
Male	88	75	85.2%	37.7%
Female	63	54	85.7%	50.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	50	44	88.0%	32.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	84	71	84.5%	54.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	112	96	85.7%	40.0%
English Learners	17	12	70.6%	--
Students with Disabilities	22	16	72.7%	13.3%
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

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2015-16)

Mathematics - Grade 3

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

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

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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: 1/30/2017

Mathematics - Grade 4

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

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

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

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

Last updated: 1/30/2017

Mathematics - Grade 5

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

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

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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: 1/30/2017

Mathematics - Grade 6

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

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

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

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

Last updated: 1/30/2017

Mathematics - Grade 7

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

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

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

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

Last updated: 1/30/2017

Mathematics - Grade 8

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	196	180	91.8%	9.8%
Male	96	88	91.7%	10.5%
Female	100	92	92.0%	9.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	87	80	92.0%	7.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	77	69	89.6%	13.4%
Two or More Races	14	14	100.0%	14.3%
Socioeconomically Disadvantaged	167	152	91.0%	8.8%
English Learners	42	36	85.7%	2.9%
Students with Disabilities	21	18	85.7%	--
Students Receiving Migrant Education Services	13	8	61.5%	--
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	151	134	88.7%	10.0%
Male	88	78	88.6%	9.3%
Female	63	56	88.9%	10.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	50	45	90.0%	2.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	84	75	89.3%	15.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	112	98	87.5%	8.4%
English Learners	17	13	76.5%	--
Students with Disabilities	22	20	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

CAASPP Test Results in Science for All Students

	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
Subject	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	42.0%	40.0%	33.0%	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: 1/30/2017

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	388	343	88.4%	33.2%
Male	196	177	90.3%	33.9%
Female	192	166	86.5%	32.5%
Black or African American	18	17	94.4%	17.7%
American Indian or Alaska Native	11	10	90.9%	20.0%
Asian	0	0	0.0%	0.0%
Filipino	--	--	--	--
Hispanic or Latino	172	150	87.2%	32.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	150	133	88.7%	33.1%
Two or More Races	34	30	88.2%	50.0%
Socioeconomically Disadvantaged	312	273	87.5%	31.5%
English Learners	75	61	81.3%	13.1%
Students with Disabilities	56	46	82.1%	10.9%
Students Receiving Migrant Education Services	25	17	68.0%	35.3%
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: 1/30/2017

Career Technical Education Programs (School Year 2015-16)

While Lower Lake High School has offered students Career and Technical Education programs (Regional Occupation Program, Vocational Education Act-Carl Perkins) for many years, during the 2013-2014 school year we had a complete revision of these programs. Utilizing the California Partnership Academies model, we have created four "new" Career and Technical Education Pathways in the fields of 1) Medical, Health Science, Emergency Response, Child Development and Education; 2) Arts, Media and Entertainment; 3) Engineering and Architecture; and 4) Hospitality, Tourism and Recreation, Agriculture and Natural Resources .

Students enrolling in these pathways are asked to select their area of interest and concentrate their studies in these chosen areas. Levels in each of the pathways include exploratory (freshmen), beginning (sophomores), intermediate (juniors) and advanced (seniors). Each pathway has a cadre of community members who act as our partners and advisers.

Courses in these programs, all of which are open to all of our students, include Beginning, Intermediate and Advanced Auto, Auto Body Repair, Technology Core/Introduction to Computers, Mechanical Drawing/Introduction to CAD, Computer Applications 1/2 and 3/4, Introduction to Child Development, Careers With Children & Practicum, Emergency Response, Medical Technology and Terminology, Introduction and Advanced Culinary, Introduction to Baking and Pastry Making, and a varierty of Agriculture courses.

Last updated: 1/30/2017

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Last updated: 1/30/2017

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	27.7%

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)

	Percentage of Students Meeting Fitness Standards		
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

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 information on how to become more involved at Lower Lake High School, please contact the principal, Jessica Taliaferro, at (707) 994-6471, ext. 2714.

OPPORTUNITIES FOR PARENT INVOLVEMENT

Lower Lake High School has developed a written Title 1 parental involvement policy with input from Title 1 parents. The Lower Lake High School Site Council used input from ELAC members, staff, parent surveys, and anecdotal information to develop a policy to invite parental involvement. Lower Lake High School 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 Lower Lake High School. Lower Lake High School holds an annual Back to School Night, Open House, and a once per month parent meeting. Parents receive communication about events through Parent Link call system, teacher newsletters, and regularly updated teacher voice mail, Facebook, Twitter, and the school webpage. Parents and community members volunteer in the classrooms, on field trips, and campus events. We have
an active Sports Boosters, Music Boosters and Parent Group that is involved in all facets of our school. These parent groups have planned school events and school fundraisers. They have funded sporting and music events and equipment, transportation, and much more. We encourage and embrace parent and community involvement. Volunteers are welcomed at Lower Lake High School.

PARENT INVOLVEMENT POLICY, ACTIVITIES, AND CONTACT INFORMATION
Lower Lake High School 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, ELAC meetings, and Open House.

- General Parent Events & School Committees

- Periodic classroom visitations

- Athletic 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

- 10th Grade Counseling Personal Learning Plan review

- Student Study Team (SST) meetings

- Volunteering to be an athletic coach

- Drama Boosters

- Technology Committee

- College and Career Readiness Night

- 8th grade parent visits

Again, If you would like more information about our policy or the meetings/activities listed above, please stop by the office or call the principal at (707) 994-6471.

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 LLHS. 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

- Athletic events

- Visual and performing arts productions

- Individual or group parent-student-teacher conferences

- Individual Educational Learning Plans (IEPs) process

- 10th Grade Counseling Personal Learning Plan review

- Student Study Team (SST) meetings

- Volunteering to be an athletic coach

- Drama Boosters

- Technology Committee

- College and Career Readiness Night

For parents looking for more extensive or formal avenues, we encourage participation in one or more of the following:

- "English Language Advisory Committee" (ELAC) is a parent group designed to elicit parental involvement with the mission of improving student achievement among English language learners. Although state regulations only require that ELAC members meet four times per year, LLHS holds a meeting every month. Members of ELAC engage in activities such as: provide recommendations to the Principal to help the school with addressing the particular needs to their students, receive information from the district office and Principal regarding resources available to assist their children.

- "Athletic Boosters" is a parent group with the mission of ensuring sufficient funding for athletic teams in order to maintain a quality program which will continue to attract students. Athletic Boosters has an annual fund raising budget of approximately $15,000/year.

- "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

2. Assessment & Accountability

3. Support for Student Personal and Academic Growth

4. Vision and Purpose – Culture – Leadership and Staff

5. Data Collection and Analysis

LOWER LAKE HIGH SCHOOL PARENT-STUDENT-SCHOOL COMPACT FOR ACHIEVEMENT

District Goals:

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

School 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 or by calling (707) 994-6471.

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.

3. Monitoring the amount of television watched and restricting viewing to hours following homework completion.

4. Providing a quite 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 homework 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.

LOWER LAKE HIGH SCHOOL

9430 Lake Street, Post Office Box 799

Lower Lake, California 95457

(707) 994-6471

SCHOOL – PARENT COMPACT

| School Responsibilities: | Parent Responsibilities: | Student 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.	1. Monitor, and assure student attendance except for absences authorized by law.	1. Do my homework every day and ask for help when I need to.
	2. Insuring that the child completes and turns in all homework assignments as due.	2. Read at least 30 minutes every day outside of school time.
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 or by calling (707) 994-6471.	3. Monitoring the amount of television watched and restricting viewing to hours following homework completion.	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. Providing a quite place for study and providing all necessary materials for homework and project completion.	4. Attend each class everyday unless absent for a lawful reason.
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.	5. Volunteering in classrooms whenever possible and practicable.	5. Obey all school rules and state and federal laws.
		6. Follow all directions given by school personnel.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents upon request and mutual agreement.	6. Participating, as appropriate, in decisions with school personnel relating to my children's education.	7. Attend after school tutorial or study sessions, or summer intervention programs, if I am below grade level in any core academic subject area.
	7. Promoting positive use of my child's extracurricular time.	8. Give my best effort everyday.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities upon request and mutual agreement.	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, and English Learner Advisory Committee.	

Teacher Name _____   Parent Name _____   Student Name _____

Signature _____   Signature _____   Signature _____

Parent Meetings and Events:

• Back to School Night
• Weekly Student of the Month/Citizenship Awards
• Once a month parent meeting
• ELAC
• Open House

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
• After School Clubs and Class Assistance
• Field trip Chaperones
• Common time supervision (Break and lunch)

Jointly Developed
A School-Parent Compact for Achievement is an agreement that parents, students and teachers develop together. This compact will be reviewed at our next parent meeting in January 2015, to get parent, student and teacher input into the language and design of the compact. 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 the principal, Mrs. Taliaferro, at (707) 994-2272

Communication about Student Learning

Lower Lake High 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:
• Email or call the teacher
• Parent Meetings.
• School Webpage/Twitter/Facebook
• Conference with teachers available as needed

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

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

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

State Priority: Pupil Engagement
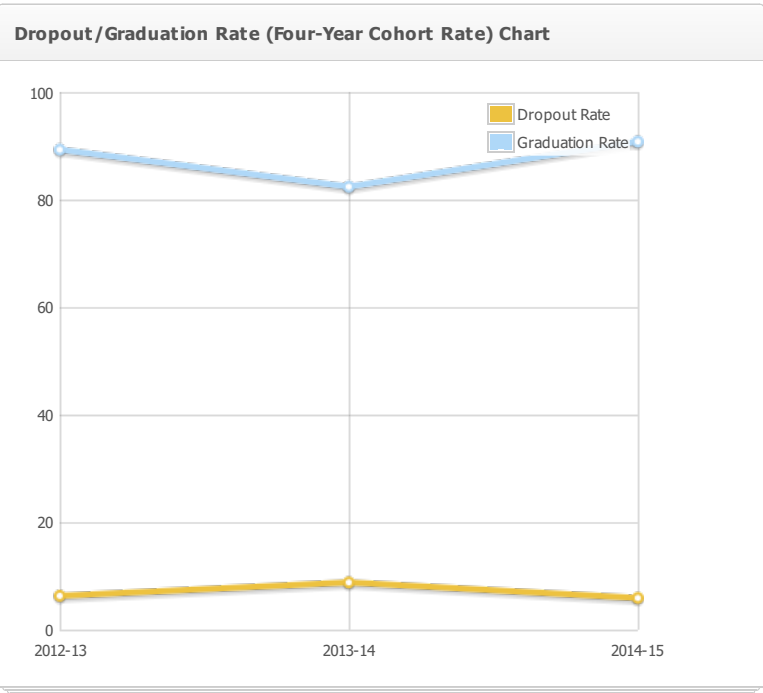
Last updated: 1/27/2017

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

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

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

	School			District			State		
Indicator	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	6.3%	8.8%	5.9%	11.7%	18.2%	14.7%	11.4%	11.5%	10.7%

| Graduation Rate | 89.30 | 82.40 | 90.80 | 85.70 | 81.50 | 70.00 | 80.44 | 80.95 | 82.27 |

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

Last updated: 1/30/2017

Completion of High School Graduation Requirements - Graduating Class of 2015

(One-Year Rate)

| Student Group	School	District	State
All Students	82	81	85
Black or African American	67	78	77
American Indian or Alaska Native	80	83	75
Asian	33	67	99
Filipino	0	0	97
Hispanic or Latino	91	86	84
Native Hawaiian or Pacific Islander	0	0	85
White	85	81	87
Two or More Races	64	65	91
Socioeconomically Disadvantaged	83	80	77
English Learners	83	71	51
Students with Disabilities	67	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

	School			District			State		
Rate	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	12.8	10.3	14.2	13.2	10.2	11.8	4.4	3.8	3.7
Expulsions	1.2	0.8	0.4	0.5	0.3	0.3	0.1	0.1	0.1
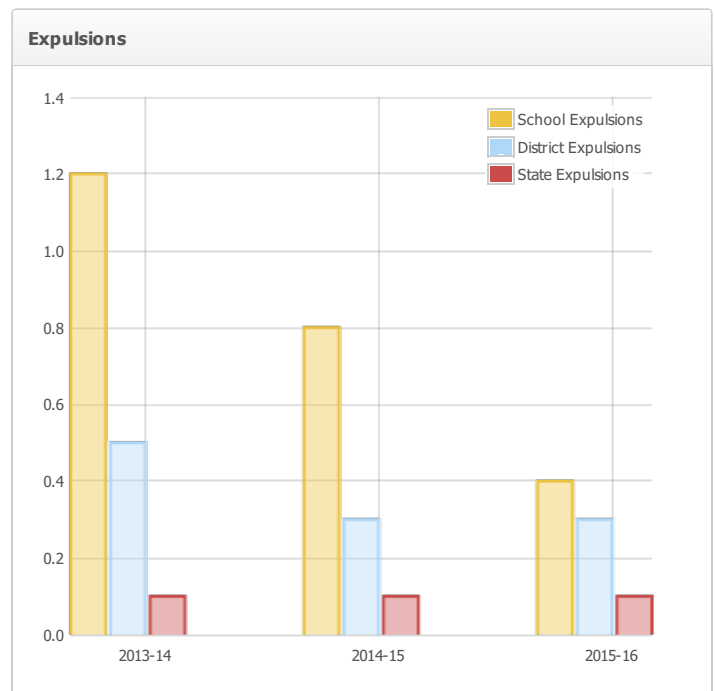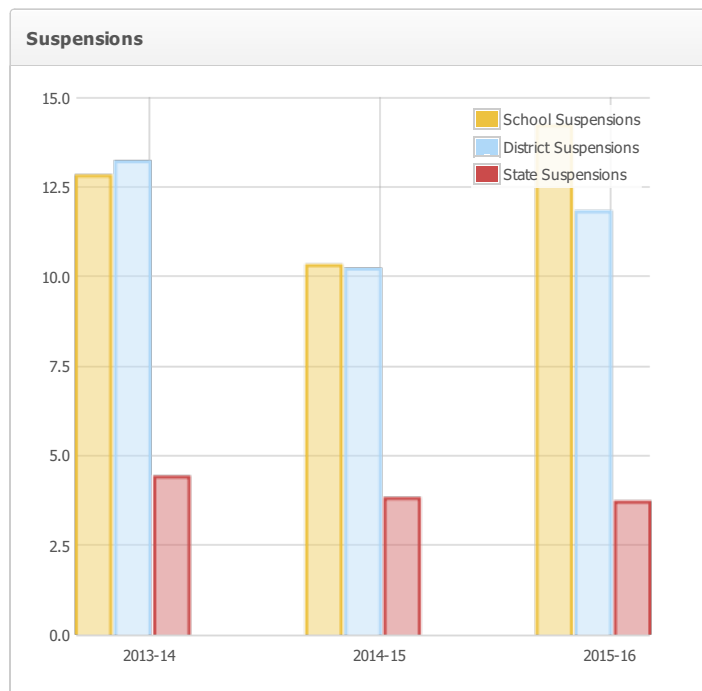
Last updated: 1/30/2017

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.

Lower Lake High School fosters growth in academic and behavioral areas through comprehensive curriculum, interventions, within a supporting environment where all students can succeed.

Lower Lake High School School Safety Plan:

Academic & Behavioral Goals – LLHS School fosters growth in the academic and behavioral areas through comprehensive curriculum, and interventions.

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 –LLHS 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 –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, 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 –LLHS 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 – LLHS has three 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 surrounded by a 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.

Facilities Support Teaching and Learning - LLHS currently has 41 classrooms, a library with media center, cafeteria, staff room, Wellness Center, Fitness Room, two gyms, and a facility 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: 1/27/2017

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 4	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)

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

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

Last updated: 1/30/2017

Average Class Size and Class Size Distribution (Secondary)

| | 2013-14 | | | | 2014-15 | | | | 2015-16 | | | |
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English	24.0	13	9	11	23.0	14	18	5				
Mathematics	24.0	11	12	3	25.0	8	16	2				
Science	27.0	6	7	8	26.0	7	14	1				
Social Science	23.0	8	13	4	22.0	12	9	4				

* 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: 1/30/2017

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	2.0	420.0
Counselor (Social/Behavioral or Career Development)	3.0	N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	0.0	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: 1/27/2017

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	$7217.0	$1416.0	$5801.0	$52092.0
District	N/A	N/A	$2452.0	$54679.0
Percent Difference – School Site and District	--	--	0.1%	-0.1%
State	N/A	N/A	$5677.0	$67348.0
Percent Difference – School Site and State	--	--	0.2%	-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)

Lower Lake High School utilizes Title I and EIA carry over funds to support a variety of educational programs designed to meet the needs of our at risk students. These programs include our Extended Learning Program which extends the educational day three days per week, the purchase of our student planners, and classroom support in the form of instructional aides, student awards, and the purchasing of new chromebooks for student use.

The Lower Lake High School Site Council meets on a bi-monthly basis during the school year to discuss programs, plan program improvement, and allocate resources to meet the needs of the school. Funds are allocated for several program improvement needs, including professional development activities.

Lower Lake High School is fully compliant with regard to the Tenth Grade Counseling program guidelines.

Last updated: 1/30/2017

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/ .

Teacher Salary Chart

Principal Salary Chart
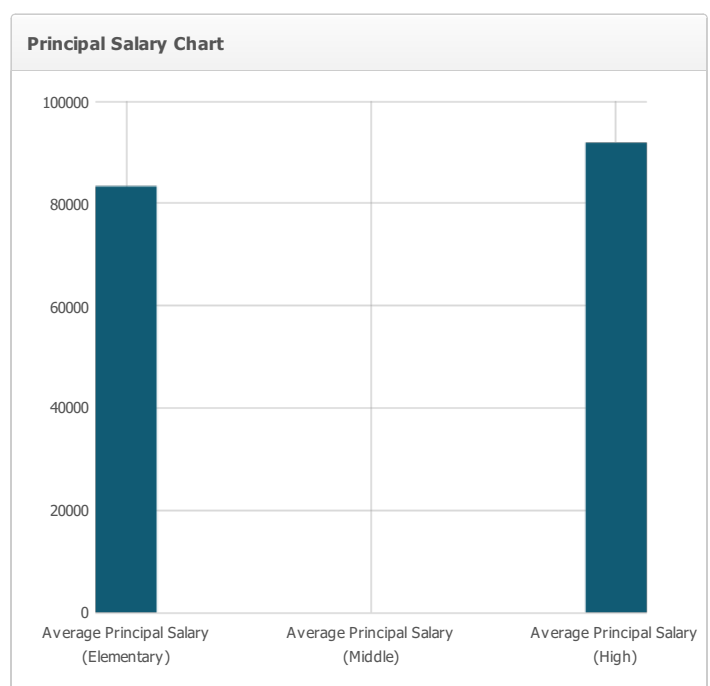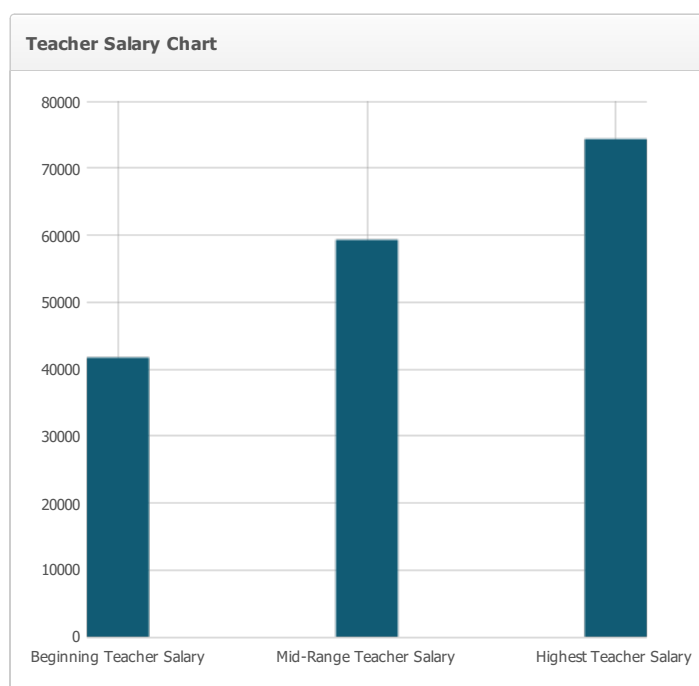
Last updated: 1/30/2017

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	1	N/A
Fine and Performing Arts	1	N/A
Foreign Language		N/A
Mathematics	1	N/A
Science	2	N/A
Social Science	1	N/A
All Courses		6.0%

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

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

Last updated: 1/27/2017

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