

**Clear Lake High School**  
*2011 California Distinguished School*  
**School Accountability Report Card**  
*Reported Using Data from the 2011–12 School Year*  
*Published During 2012–13*

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. 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 additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

## II. About This School

### Contact Information (School Year 2012–13)

School		District	
<b>School Name</b>	Clear Lake High	<b>District Name</b>	Lakeport Unified
<b>Street</b>	2508 Howard Ave.	<b>Phone Number</b>	(707) 262-3000
<b>City, State, Zip</b>	Lakeport, CA, 95453	<b>Web Site</b>	<a href="http://www.lakeport.k12.ca.us">www.lakeport.k12.ca.us</a>
<b>Phone Number</b>	(707) 262-3010	<b>Superintendent</b>	Erin Smith-Hagberg
<b>Principal</b>	Steve Gentry, Principal	<b>E-mail Address</b>	esh@lakeport.k12.ca.us
<b>E-mail Address</b>	<a href="mailto:sgentry@lakeport.k12.ca.us">sgentry@lakeport.k12.ca.us</a>	<b>CDS Code</b>	17 64030 1732304

## School Description and Mission Statement (School Year 2012-13)

First established in 1901, Clear Lake High School was located at its present site in 1965 in Lakeport, California, and is a part of the Lakeport Unified School District. Clear Lake High School is the only comprehensive high school in the district, which includes one elementary school, one middle school (grades 4-8), one Community Day School (grades 6-10), one continuation high school, and one alternative school (home school and independent study). The school campuses are adjacent to one another. Lakeport is the county seat of Lake County that is approximately 100 miles northeast of San Francisco and characterized by mountainous terrain. Its major topographical feature is Clear Lake-- the state's largest, natural fresh water lake.

### Our Mission

The mission of Clear Lake High School is to provide all students the opportunity to graduate with a solid foundation that will enable them to have multiple options for their future.

#### Pathway

To reach our mission we will:

- Provide an academic foundation providing A-G rigor, student support, and counseling that is standards-based and student-centered with ongoing assessment.
- Create an environment that encourages staff, students, and parents (all educational stake-holders) to work as a team sharing decision-making responsibilities while respecting and honoring one another.
- Provide a clean, safe, supportive environment that involves community, parents, staff, and students.
- Identify and support students needing help.
- Develop and provide professional growth opportunities to improve instructional techniques and methodologies.
- Encourage creativity across the curriculum.
- Provide a variety of extra curricular and co-curricular activities.

#### Expected School-Wide Learning Results

Masters of essential skills evidenced by students who:

- Use mathematical operations, speak, read, and write at grade level standards.
- Pass school and state tests.
- Use effective, collaborative skills while functioning in various group roles.
- Develop an awareness and practice good physical and emotional health.

Creative problem solvers evidenced by students who:

- Use critical thinking in problem solving.
- Demonstrate their capacity as self-directed learners.
- Specify well-defined and realistic goals, identify constraints, generate alternatives, and select viable options to meet the goals.
- Use effective strategies for learning.

Effective communicators evidenced by students who:

- Listen, interpret and respond to verbal messages in an appropriate manner
- Speak with clarity and coherence that demonstrates solid reasoning and perspective
- Read, comprehend, analyze and respond in a variety of ways to grade-level material across the curriculum
- Write with clarity and coherence using standard mechanics and grammar.
- Use technology to gather, organize, and present information.

Responsible citizens evidenced by students who:

- Contribute time, energy, and talents to improve the quality of life in their school and community.
- Demonstrate positive and productive citizenship.
- Contribute to maintaining a clean and safe school environment.
- Exhibit self-discipline and accept individual and group responsibility.

Quality Producers as evidenced by students who:

- Plan and create intellectual, artistic, and physical works.
- Display high standards of attendance and punctuality.
- Demonstrate a positive work ethic.

## Opportunities for Parental Involvement (School Year 2012-13)

Parents have several opportunities to become involved at Clear Lake High School. The School Site Council solicits new members annually and meets monthly. The SSC reviews programs, policies, and funding. The Clear Lake High School Booster Club offers opportunities for parents to support all aspects of the school—curricular (art, English, science), co-curricular (drama and music), and extracurricular (athletics and clubs). The Lakeport Enhanced Education Foundation (LEEF) supports and coordinates projects district-wide. The District English Learner Advisory Committee (DELAC) provides an opportunity for parents of non-native speaking students and migrant students. In general, parents volunteer to assist with class, club, and school activities (homecoming floats, dances, field trips, drama productions, etc.) In 2011, parents and community members formed the CLHS Sports Foundation to support the athletic program as district funds have declined; and in 2012 parents and community members formed a Band Boosters Club to support music at the high school.

## Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students
Grade 9	163
Grade 10	109
Grade 11	113
Grade 12	114
<b>Total Enrollment</b>	<b>499</b>

## Student Enrollment by Subgroup (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	1.0%
American Indian or Alaska Native	4.4%
Asian	.8%
Filipino	.8%
Hispanic or Latino	24.3%
Native Hawaiian or Pacific Islander	0.4%
White	61.2%
Two or More Races	6.8%
Socioeconomically Disadvantaged	50.4%
English Learners	6.6%
Students with Disabilities	9%

## Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010-11 Number of Classes*			Avg. Class Size	2011-12 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24.5	7	11	0	22.6	8	12	0	26.2	4	10	5
Math	22.94	9	8	1	24.1	7	10	0	24.6	3	15	0
Science	23.12	9	8	0	24.8	4	12	0	25.0	2	15	0
Social Science	24.62	5	8	0	24.6	5	6	3	27.0	2	10	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.

### III. School Climate

#### School Safety Plan (School Year 2011–12)

Safety, cleanliness, and maintenance of facilities are a high priority in the school and district. In surveys conducted in the spring of 2011, 89.5% of the parents felt that “Clear Lake High School is a safe, efficient, and effective learning environment.” When the students were surveyed, over 80.8% agreed that they felt safe at school.

A comprehensive School Safety Plan was adopted in 1998 and is reviewed annually. There is a District Safety Committee that meets to review the policies and practices of all sites. Components of the plan outline procedures for a variety of emergencies; including, fire, earthquake, armed intruder, etc. Teachers have been given specific assignments and routes have been mapped for each class to take. Drills are conducted several times a year, and the staff reviews the outcome to improve response time.

In light of the School Safety Plan, alarms have been upgraded, door locks have been improved, telephones were installed in all classrooms, and facilities have been modified to provide a safer environment. In 2006-2007, all room and outside speakers were checked and repaired where necessary to enable the administration to make “all call” announcements during drills. In 2008-2009, classroom curtains were repaired or replaced to provide window coverage when appropriate.

#### Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2010-11	District 2011-12
Suspensions	14%	18%	17%	17%	14%
Expulsions	1%	1%	1%	1%	.8%

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

### IV. School Facilities

#### School Facility Conditions and Planned Improvements (School Year 2011–12)

The campus has adequate classroom space to support teaching and learning. Over the years, the number of classrooms has increased as the student population grew. The high school was built in 1965. Seven relocatable classrooms were added from 1990-2000 and an eighth in 2003. In November of 2001, the community passed a bond measure to finance new construction throughout the district and a modernization project at the high school that included renovating science labs and classrooms and making classrooms and restrooms ADA compliant. The modernization was begun in the summer of 2004 and completed by winter 2005. The construction of a performing arts venue, music, and choral classrooms was begun in the summer of 2004 and completed in the spring 2006. With completion, two additional classrooms became available to the high school. One was used for ELD classes, and the other is used for PE classes, cheerleading and wrestling practice after school, and a place for students to eat before school and at lunch. As the school population declined, the ELD program was moved to a more standard classroom on campus, convenient to both high school students and middle school students. Two classrooms are currently used for only part of the day, and one relocatable behind the gym has become a drama classroom with a small stage.

The Student Council has been responsible for several projects on campus. In 2006-2007, the area adjacent to the stadium and upper parking lot was landscaped, a major project, reducing a serious erosion problem and significantly beautifying that section of the campus. In 2007-2008, the planters in the quad were replanted with more attractive foliage; and benches, tables, and trash receptacles were added. Students from the Life Science and Biology classes repaired the greenhouse, replacing panels and cutting back growth around the building. Students in the Advanced Art classes have painted several murals in the hallways above the lockers, in the girls' locker room, and on the wall outside the art room to enhance the environment. In the late summer of this year (2011) the newly formed Sports Foundation repainted all the buildings at the Stadium as its first major project. In the summer of 2012, the relocatable classrooms were painted.

## School Facility Good Repair Status (School Year 2012–13)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X			
<b>Interior:</b> Interior Surfaces		X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X			
<b>Electrical:</b> Electrical		X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains		X			
<b>Safety:</b> Fire Safety, Hazardous Materials		X			
<b>Structural:</b> Structural Damage, Roofs		X			
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences		X			Tennis courts are in need of resurfacing.
<b>Overall Rating</b>	<b>X</b>				

Note: Cells shaded in black do not require data. Data derived from annual inspection by Director of Maintenance and Transportation using Facility Inspection Tool.

## V. Teachers

### Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
<b>With Full Credential</b>	25	25	25	79.5
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	1	1	1	n/a

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments*</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

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

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011-12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

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
<b>This School</b>	95%	5%
<b>All Schools in District</b>	100%	0%
<b>High-Poverty Schools in District</b>	100%	0%
<b>Low-Poverty Schools in District</b>	100%	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 25 percent or less in the free and reduced price meals program. 95% = 4 sections of 81 total core sections.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	1	499
<b>Counselor (Social/Behavioral or Career Development)</b>	0	
<b>Library Media Teacher (librarian)</b>	0	
<b>Library Media Services Staff (paraprofessional)</b>	1	
<b>Psychologist</b>	.33	
<b>Social Worker</b>	0	
<b>Nurse</b>	.33	
<b>Speech/Language/Hearing Specialist</b>	0	
<b>Resource Specialist (non-teaching)</b>	0	
<b>Other</b>	0	

Note: Cells shaded in black 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.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Year and month in which data were collected: September 2012**

All textbooks are adopted by the Governing Board.

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	% students lacking own assigned copy
Reading/Language Arts	English I McDougal Littell, <i>Language of Literature</i> , Grade 9, 2005 English II McDougal Littell, <i>Language of Literature, Grade 10</i> , 2002, 2006 English III/AP McDougal Littell, <i>Language of Literature, American Lit</i> , 2002 English IV McDougal Littell, <i>Language of Literature, British Lit</i> , 2006	N/A	0%
Mathematics	Algebra I/IB/Essentials Prentice Hall, <i>Algebra I California Ed</i> , 2001 Geometry McDougal Littell, <i>Geometry: Applying, Reasoning, Measuring</i> , 2004 Algebra II Prentice Hall, <i>Algebra 2</i> , 2004 Math Analysis McGraw Hill, <i>Functions, Statistics, and Trigonometry</i> , 2010 PreCalculus Pearson/Prentice Hall <i>Precalculus</i> 2006 AP Calculus Pearson/Prentice Hall <i>Calculus (AP Edition)</i> 2007 Business Math, <i>Applied Business Math</i> , Southwestern, 1995	N/A	0%
Science	Prentice Hall, <i>Biology CA Ed.</i> , 2007 Pearson, <i>AP Campbell Biology</i> , 2011 Prentice Hall, <i>Chemistry: CA Ed</i> , 2007 Prentice Hall, <i>Conceptual Physics</i> , 2009 Holt, California Student Ed. <i>Earth Science</i> , 2007.	N/A	0%
History-Social Science	McDougal Littell, <i>Modern World History: Patterns of Interaction California Pupil's Edition</i> 2006 McDougal Littell, <i>The Americans</i> , 2003 McDougal Littell, <i>American Pageant (AP)</i> , 2004 Prentice Hall, Magruder's <i>American Government</i> , 2001 Prentice Hall, <i>Economics</i> , 2003	N/A	0%
Foreign Language	Heath, <i>Dime Uno</i> , 1997 Heath, <i>Dime Dos</i> , 1997 Prentice Hall, <i>Realidades Level 3</i> , 2004	N/A	0%
Science Laboratory Equipment (grades 9-12)	Biology - 5 sinks with water faucet and 2 gas outlets 1 ADA compliant lab station w/sink and water 17 Laptop computers, 2 desktop computers, 13 Microscopes, 8 mechanical balances, 14 dissecting kits, 5 hot plates, 4 electrophoresis chambers, 2 microscope cameras Chemistry/Physics - 6 dual lab stations each with one sink, 4 gas outlets, 2 water faucets 1 ADA compliant lab station w/sink and water, 12 laptop computers, 12 sets lab ware (breakers, tubes, etc.)	N/A	0%

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010-11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$4880	\$424	\$4456	\$50136
District			\$5459	\$53,078
Percent Difference – School Site and District			-18%	-6%
State			\$5455	\$57,948
Percent Difference – School Site and State			-18%	-13%

Note: Cells shaded in black do not require data.

**Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2011-12)

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II.	
<b>Title IA</b>	\$47,972
<i>Purpose: To support socio/economically disadvantaged students.</i>	
<b>Title III</b>	\$3,682
LEP Students	
<i>Purpose: To support Limited English Proficient students</i>	
<b>Title IID Technology</b>	\$1,589
<i>Purpose: To promote school improvement by long-term professional development in technology.</i>	
<b>REAP (Rural Education Assistance Program)</b>	\$14,720
<i>Purpose: To address more effectively the academic needs of students.</i>	
<b>TIER III Flex Funds</b>	\$144,720
<i>Purpose: Unrestricted</i>	
Total amount of state and federal categorical funds allocated	\$212,683



## Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$31,080	\$38,099
Mid-Range Teacher Salary	\$51,486	\$55,582
Highest Teacher Salary	\$62,631	\$71,884
Average Principal Salary (Elementary)	\$70,200	\$88,790
Average Principal Salary (Middle)	\$83,720	\$93,519
Average Principal Salary (High)	\$88,783	\$95,671
Superintendent Salary	\$122,720	\$115,401
Percent of Budget for Teacher Salaries	38.00%	34.00%
Percent of Budget for Administrative Salaries	7.00%	7.00%

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

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

### Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
<b>English-Language Arts</b>	57%	53%	59%	50%	51%	55%	52%	54%	56%
<b>Mathematics</b>	23%	28%	36%	42%	45%	49%	48%	50%	51%
<b>Science</b>	69%	70%	62%	58%	65%	67%	54%	57%	60%
<b>History-Social Science</b>	46%	48%	51%	46%	51%	56%	44%	48%	49%

Note: District and State averages are for grades 2 – 11, not grades 9 – 11.

## Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	55%	49%	67%	56%
All Students at the School	59%	36%	62%	51%
Male	59%	38%	68%	61%
Female	58%	34%	50%	36%
Black or African American	-	-	-	-
American Indian or Alaska Native	53%	23%	-	-
Asian	-	-	-	-
Filipino	-	-	-	-
Hispanic or Latino	51%	31%	39%	42%
Native Hawaiian or Pacific Islander	-	-	-	-
White	64%	39%	75%	55%
Two or More Races	57%	36%	0%	75%
Socioeconomically Disadvantaged	53%	31%	53%	44%
English Learners	-	-	-	-
Students with Disabilities	12%	4%	-	-
Students Receiving Migrant Education Services	-	-	-	-

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.

### California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

### California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English- Language Arts	53%	69%	55%	54%	67%	51%	54%	59%	56%
Mathematics	55%	56%	53%	53%	53%	50%	54%	56%	58%

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.

## California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	49%	29%	22%	50%	34%	15%
All Students at the School	45%	32%	23%	47%	36%	17%
Male	44%	40%	16%	43%	40%	17%
Female	45%	18%	36%	53%	29%	18%
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino	61%	26%	13%	54%	38%	8%
Native Hawaiian or Pacific Islander						
White	35%	38%	27%	37%	40%	23%
Two or More Races						
Socioeconomically Disadvantaged	56%	24%	20%	53%	38%	10%
English Learners						
Students with Disabilities	100%	0%	0%	100%	0%	0%
Students Receiving Migrant Education Services						

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.

## California Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	12.10%	24.30%	55.00%

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.

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the

100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	7	8	7
Similar Schools	4	6	5

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	30	-1	2
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	83	-26	-5
Native Hawaiian or Pacific Islander			
White	20	2	11
Two or More Races			
Socioeconomically Disadvantaged	65	-28	7
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	334	791	1,072	790	4,664,264	788
Black or African American	3		15	748	313,201	710
American Indian or Alaska Native	15	679	100	675	31,606	742
Asian	4		11	876	404,670	905
Filipino	4		13	881	124,824	869
Hispanic or Latino	83	740	256	747	2,425,230	740
Native Hawaiian or Pacific Islander	1		4		26,563	775
White	200	816	634	820	1,221,860	853
Two or More Races	22	835	32	807	88,428	849
Socioeconomically Disadvantaged	158	744	603	743	2,779,680	737
English Learners	27	556	133	691	1,530,297	716
Students with Disabilities	28	422	156	641	530,935	607

## Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

## Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	No	No

## Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page:

<http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		33.3%

Note: Cells shaded in black do not require data.

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information* Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

#### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores

- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

## Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Dropout Rate	-	7.2	5.4	-	11.1	10.0	-	16.6	14.4
Graduation Rate	-	90.09	91.30	-	82.96	84.55	-	74.72	76.26

Note: The 2009-10 graduation data are calculated using the 4-year cohort graduation rate. The new cohort rate should not be compared to the 2007-08 and 2008-09 NCES graduation rates.

## Completion of High School Graduation Requirements

This table displays, by student group, **the percent of students** who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	95%	Not available	N/D
Black or African American	75%	Not available	N/D
American Indian or Alaska Native	100%	Not available	N/D
Asian	-	Not available	N/D
Filipino	-	Not available	N/D
Hispanic or Latino	100%	Not available	N/D
Native Hawaiian or Pacific Islander	100%	Not available	N/D
White	94%	Not available	N/D
Two or More Races	-	Not available	N/D
Socioeconomically Disadvantaged	100%	Not available	N/D
English Learners	100%	Not available	N/D
Students with Disabilities	100%	Not available	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

## Career Technical Education Programs (School Year 2011-12)

All Clear Lake High students must complete two semesters of a Career Technical Education course to graduate. Students have the opportunity to enroll in four Career Pathways: Media and Design Arts (Photography, Digital Arts, Desktop Publishing, Graphic Design); Cabinet Making and Wood Products (Woodworking, Adv. Wood Working, ROP Cabinetmaking); Information Support and Services (Computer Applications, Advanced Computer Applications, Profession Computer Applications); and Health Sciences Support Services (Intro to Health Careers, Health Technician I and II).

To meet the needs of special student populations in regard to their preparation to enter the work force, the school collaborates with the Lake County Office of Education in creating viable transition plans. Students work with job coaches to develop skills and are often placed in work sites.

At Clear Lake High the clarification of personal goals and having the necessary academic preparation for pursuing them are stressed throughout the four (4) year program. Success in meeting these objectives is partially reflected in the directions students take upon graduation. Following is a brief review of the post graduation plans of the graduates for the past ten years, which clearly illustrates that the majority of our graduates are seeking to continue their education.

Year	#Grads	Attending	Percent	Joining	Percent	# Grads Going	Percent
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		Coll/Univ/Trade	of Total	Military	of Total	to Work/Undecided	of Total
2003	79	70	89%	4	5%	5	6%
2004	103	95	92%	3	3%	5	5%
2005	77	68	88%	2	3%	8	10%
2006	81	73	90%	2	2%	5	6%
2007	100	89	89%	1	1%	7	7%
2008	94	84	89%	2	2%	8	9%
2009	101	83	82%	3	3%	15	15%
2010	102	91	89%	7	7%	4	4%
2011	85	71	84%	11	13%	2	2%
2012	109	85	78%	9	8%	14	13%

### Career Technical Education Participation (School Year 2011–12)

Measure	CTE Program Participation
Number of pupils participating in CTE	275
Percent of pupils completing a CTE program and earning a high school diploma	100%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	10%

### Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2011-12 Students Enrolled in Courses Required for UC/CSU Admission	50.9%
2010-11 Graduates Who Completed All Courses Required for UC/CSU Admission	41.7%

### Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		
English	2	
Fine and Performing Arts		
Foreign Language		
Mathematics	1	
Science	1	
Social Science	1	
All courses	5	2.7%

Note: Cells shaded in black do not require data.

\*Where there are student course enrollments.

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Three days within the 185-day school calendar are dedicated to district-wide staff development.. The recent focus for Professional Development has been the implementation of Project CRISS strategies (strategies that center on student engagement, reflective thinking, vocabulary acquisition, discussion, organization, and writing). Individual teachers have attended a variety of professional development activities; including, Smart Board technology, California State Science Conferences, AVID Summer Institutes, SDAIE training, and curriculum workshops.