

# Clear Lake High School

## California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 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 and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

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



### Jill Falconer, Principal

Principal, Clear Lake High School

#### About Our School

Welcome to the 2017-18 school year. It is with a great deal of enthusiasm that I embark on my first year as Principal of Clear Lake High School. I enjoy meeting new students and getting reacquainted with my former TMS students. My goal this year to empower students to achieve their full potential both academically and socially. I am confident that CLHS has all the components needed to engage and challenge our students to reach their goals.

Our high school has a rich history of academic, athletic and artistic success which dates back over one hundred years. The Lakeport community has many reasons to be proud of CLHS and its alumni. We are grateful to the families and local organizations that support our goal of student success. Resources provided by The Clear Lake High School Sports Foundation, The CLHS Booster Club and the Lakeport Enhanced Education Foundation (LEEF) enhance our students' academic and extracurricular experiences at CLHS. We believe that our students' connections to our school and our community will play a lasting role in the adults that they become. The excellent staff of teachers, counselors, administrators, and support personnel at CLHS is dedicated to helping our students develop and achieve their individual goals. Administrators and counselors have an open door policy for students with school related concerns or personal issues. We value all feedback and encourage our members of our educational community to approach us with ideas and can contribute to our vision of creating an environment that fosters inclusion and community to ensure all students have the opportunities to be college and career ready.

I am committed to strengthening our programs in the upcoming years. Through teamwork and valuing outside perspectives believe that we can advance our mission and create a positive learning environment for all of our students. We recognize that having a variety of classes and clubs helps our students find the place that they feel connected. We hope to continue to expand our opportunities to ensure that every child can find that place of connection. In the spring we will be opening the new central kitchen and eating area for students that will also allow us to build a Hospitality and Tourism Career Technical Education Program for students in the coming school year. For the first time in three years we will have a musical production that will bring back lost opportunities for students. And, as always we are open to new clubs and student organizations. This year we have added two new clubs: Outdoor Club and Drama Club.

#### Contact

Clear Lake High School  
350 Lange St.  
Lakeport, CA 95453-3297

Phone: 707-262-3010  
E-mail: [jfalconer@lakeport.k12.ca.us](mailto:jfalconer@lakeport.k12.ca.us)

## About This School

### Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
<b>District Name</b>	Lakeport Unified
<b>Phone Number</b>	(707) 262-3000
<b>Superintendent</b>	April Leiferman
<b>E-mail Address</b>	<a href="mailto:aleiferman@lakeport.k12.ca.us">aleiferman@lakeport.k12.ca.us</a>
<b>Web Site</b>	<a href="http://www.lakeport.k12.ca.us">www.lakeport.k12.ca.us</a>

School Contact Information (School Year 2017-18)	
<b>School Name</b>	Clear Lake High School
<b>Street</b>	350 Lange St.
<b>City, State, Zip</b>	Lakeport, Ca, 95453-3297
<b>Phone Number</b>	707-262-3010
<b>Principal</b>	Jill Falconer, Principal
<b>E-mail Address</b>	<a href="mailto:jfalconer@lakeport.k12.ca.us">jfalconer@lakeport.k12.ca.us</a>
<b>Web Site</b>	<a href="http://clearlakehighschool.wixsite.com/clearlakehi">http://clearlakehighschool.wixsite.com/clearlakehi</a>
<b>County-District-School (CDS) Code</b>	17640301732304

*Last updated: 1/1/2018*

### School Description and Mission Statement (School Year 2017-18)

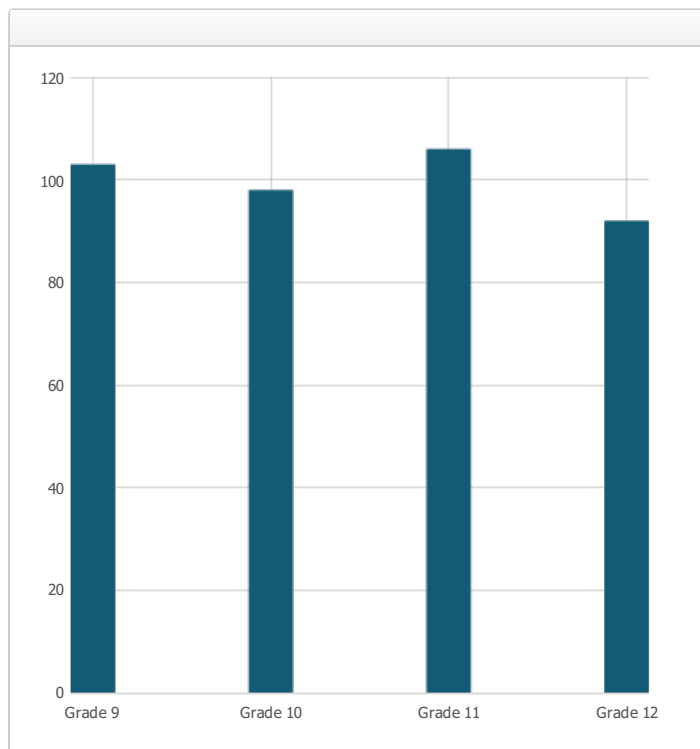
First established in 1901, Clear Lake High School was located at its present site in 1965 in Lakeport, California and is part of the Lakeport Unified School District. Clear Lake High School is the only comprehensive high school in the district, which includes one elementary school, one middle school (grades 4-8) one Community Day School (grades 6-10), on continuation high school and one alternative school (home school and long term independent study). The school campuses are adjacent to each other on one piece of property. Lakeport is the county seat of Lake County and is located approximately 100 miles northeast of San Francisco on the shores of the largest, natural freshwater lake in California. Lake County surrounds Clear Lake with mountainous terrain and small rural communities. Agriculture is our main industry in Lake County. Pears, walnuts and wine grapes are our largest crops. Being located just north of the famous Napa County wine region, we are growing in the quality of grapes grown and wine produced here.

As a part of preparations for our upcoming WASC (Western Association of School and Colleges) Accreditation process we have revised our Vision and Mission Statements this year. Our Vision is that Clear Lake High School will provide an environment that fosters inclusion and community to ensure all students have the opportunities to be college and career ready. The Mission of CLHS for the 2017-18 school year is to maintain effective learning environments in all classrooms in order to increase student engagement and achievement and to continue to expand our elective offerings with an emphasis on college and career readiness.

*Last updated: 1/1/2018*

### Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	103
Grade 10	98
Grade 11	106
Grade 12	92
<b>Total Enrollment</b>	<b>399</b>



Last updated: 1/1/2018

### Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.0 %
American Indian or Alaska Native	7.0 %
Asian	1.5 %
Filipino	1.8 %
Hispanic or Latino	28.3 %
Native Hawaiian or Pacific Islander	0.0 %
White	53.9 %
Two or More Races	5.8 %
Other	0.7 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	49.6 %
English Learners	2.8 %
Students with Disabilities	11.3 %
Foster Youth	0.5 %

Last updated: 1/1/2018

## A. Conditions of Learning

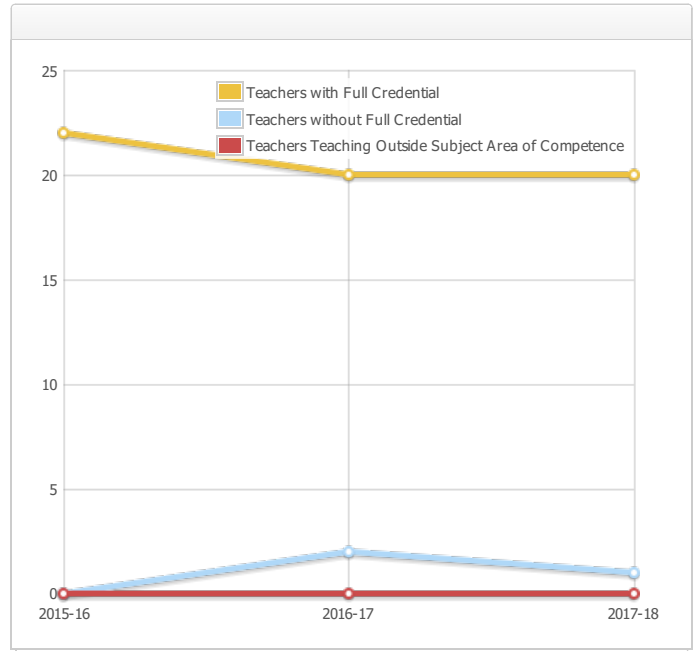
### State Priority: Basic

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

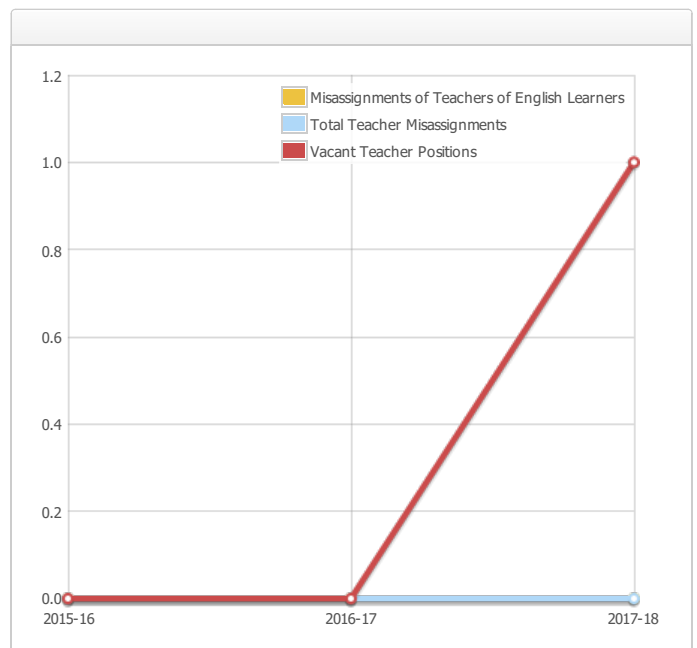
Teachers	School		District	
	2015-16	2016-17	2017-18	2017-18
With Full Credential	22	20	20	72
Without Full Credential	0	2	1	8
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/7/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	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: 12/7/2017

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which the data were collected: September 2017

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	McDougal Littell, Language of Literature, Grades 9-11  Expository Reading and Writing Course. Semester One and Semester Two, California State University, copyright 2014	Yes	0.0 %
Mathematics	Algebra Essentials Prentice Hall, copyright 2012  Algebra I Prentice Hall, copyright 2001  Geometry, McDougall Littell, copyright 2004  Applied Business Mathematics, Southwestern Educational Publishing, Copyright 1997  Algebra II Prentice Hall Copyright 2004  Pre-Calculus, Pearson Prentice Hall, copyright 2006  AP Calculus, Pearson Prentice Hall, copyright 2007	Yes	0.0 %
Science	Biology, California Edition Prentice Hall, copyright 2012  AP Biology Pearson, copyright 2011  Chemistry California Edition Prentice Hall, copyright 2007  Conceptual Physics Prentice Hall, copyright 2007  Earth Science California Edition Holt, copyright 2007	Yes	0.0 %
History-Social Science	Modern World History California Edition McDougall Littell, copyright 2016  The Americans California Edition McDougall Littell, copyright 2003  AP US History America Pageant, McDougall Littell, copyright 2004  American Government Prentice Hall, copyright 2001  Economics Pearson, copyright 2016	Yes	0.0 %
Foreign Language	Dime Uno Heath, copyright 1997  Dime Dos Heath, copyright 1997  Realidades Level 3 Prentice Hall, copyright 2004	Yes	0.0 %
Health	Health: Making Life Choices McGraw Hill, copyright 2010	Yes	0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/7/2017

## School Facility Conditions and Planned Improvements

The Clear Lake High School campus has adequate classroom space to support teaching and learning. Construction began in November 2017 on the new central kitchen and eating area for students. Our future projects passed by a recent Bond include a fitness center, refurbished tennis courts and the construction of a new swimming pool. The District employs two full time custodians at CLHS to keep the facility clean and report any unsafe conditions. In addition there is one district maintenance worker to address maintenance and safety concerns. In October 2017 the Director of Maintenance Operations and Transportation completed an inspection of the facility and the results of this inspection identified an overall rating of exemplary.

*Last updated: 1/1/2018*

## School Facility Good Repair Status

Year and month of the most recent FIT report: October 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: October 2017

Overall Rating	Exemplary
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*Last updated: 12/7/2017*

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	60%	59%	37%	38%	48%	48%
Mathematics (grades 3-8 and 11)	42%	26%	29%	27%	36%	37%

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: 12/7/2017*



**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	101	101	100.00%	59.41%
Male	49	49	100.00%	51.02%
Female	52	52	100.00%	67.31%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	24	24	100.00%	50.00%
Native Hawaiian or Pacific Islander				
White	59	59	100.00%	62.71%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	44	44	100.00%	50.00%
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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 12/7/2017*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2016-17)**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	101	101	100.00%	25.74%
Male	49	49	100.00%	22.45%
Female	52	52	100.00%	28.85%
Black or African American	--	--	--	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	24	24	100.00%	20.83%
Native Hawaiian or Pacific Islander				
White	59	59	100.00%	27.12%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	44	44	100.00%	18.18%
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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 12/7/2017*

## CAASPP Test Results in Science for All Students

### Grades Five, Eight and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	62.0%	51.0%	62.0%	59.0%	56%	54%

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 12/7/2017*

### Career Technical Education Programs (School Year 2016-17)

Clear Lake High School has two guidance counselors who help students prepare for college or vocational school. We require students to meet with these counselors to develop an individualized set of goals and a plan to achieve these goals in four years. We encourage all students to take SAT and ACT college admission tests.

We offer Advanced Placement courses in numerous subjects that enable students to earn college credit, depending on their scores on the AP exam. CLHS hosts an extremely successful and well-attended career fair each spring. We bring together over 50 local businesses and community members to provide information to students about careers and other post high school opportunities.

Many academic classes throughout the curriculum include workforce preparation skills. Students have regular instruction in STEM, digital technologies, writing, applied mathematics, speaking, technical reading, and other workplace skills.

Our high school offers courses intended to help students prepare for the world of work. These career technical education (CTE) courses, formerly known as vocational education, are open to all students. Teachers align their curriculum and instruction to meet the CTE Model Standards. All CLHS students must complete two semesters of a Career Technical Education program in order to graduate. Students have the opportunity to enroll in one of three CTE pathways: Building and Construction Trades; Cabinetry, Millwork and Woodworking. Health Science and Medical Technology; Health Care Operational Support Services and Information and Communication Technologies; Information and Support Services.

To meet the needs of special education students 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 through the WorkAbility Program. Students work with job coaches to develop skills and are often placed in job shadow assignments and receive pay for their work.

At Clear Lake High School the clarification of person goals and having the necessary academic preparation for pursuing them are stressed throughout the four year program. Success in meeting these objectives is partially reflected in the directions students take upon graduation. We are utilizing the College and Career Readiness Block Grant to fund our AVID, Advancement Via Individual Determination, which is a proven vehicle for assisting high school students be prepared for college and career.

*Last updated: 1/1/2018*

**Career Technical Education Participation (School Year 2016-17)**

<b>Measure</b>	<b>CTE Program Participation</b>
Number of Pupils Participating in CTE	186
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	11.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	22.0%

*Last updated: 12/8/2017***Courses for University of California (UC) and/or California State University (CSU) Admission**

<b>UC/CSU Course Measure</b>	<b>Percent</b>
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	95.2%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	44.6%

# 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 2016-17)

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

Last updated: 12/8/2017

## C. Engagement

### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2017-18)

For more information about how to become more involved at Clear Lake High School, please contact Jill Falconer, Principal at (707) 262 3010. A copy of this SARC is available online for printing or a paper copy may be requested at the school office and will be provided at no cost.

**Parent Involvement Policy:** The staff at CLHS believes that parent involvement is an important component for student academic success. We follow the Lakeport Unified School District board policy on parent involvement. We review the policy each year at our School Site Council meetings and make it available to all parents.

**Accessibility:** CLHS will provide full opportunities for the participation of parents of limited English Proficiency, parents with disabilities and parents of migratory students. We will provide information and school reports required in a format and, to the extent practicable, in a language that the parents understand. Our new student information system allows parent to select their language of choice and the system will translate all available information and communication to the parent in that language. We use the Communication Loop from the student information system in addition to facebook, snapchat, email, and the parent portal to communicate with our parents.

**Parent Education:** CLHS will provide training and materials to help parents work with their children to improve their achievement. We also provide ongoing parent education about post high school opportunities including college, military and other career training programs.

**Opportunities for Involvement:** 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 for the school. The CLHS Booster Club offers opportunities for parents to support all aspects of the school, both curricular and extra curricular. The Clear Lake High School Sports Foundation supports all athletic teams and programs at the school. The Lakeport Enhanced Education Foundation (LEEF) supports and coordinates programs district wide. The District English Learner Advisory Committee (DELAC) provides an opportunity for parents of English Learners and Migrant Education Program students to share their input and learn more about the school program. Parents and community members are invited to assist with class, club and school activities (homecoming floats, dances, field trips and drama productions).

### State Priority: Pupil Engagement

*Last updated: 1/2/2018*

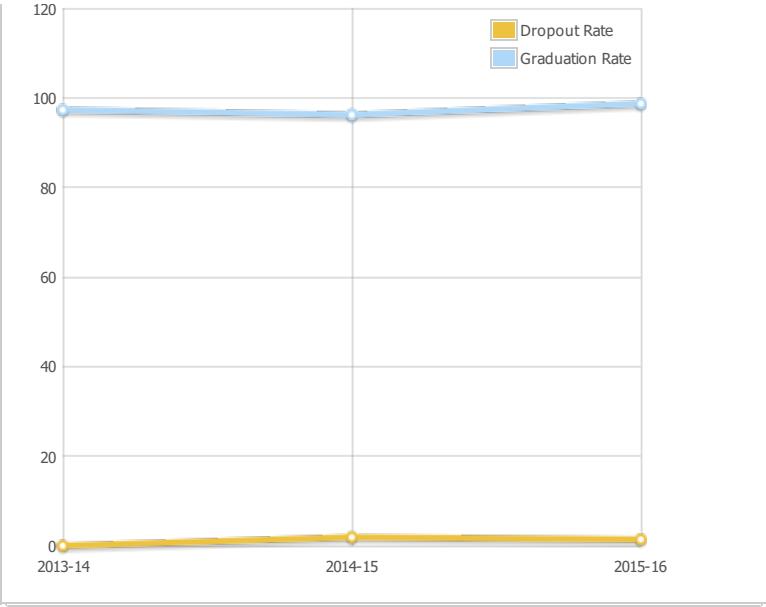
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	1.9%	1.4%	7.6%	3.8%	8.5%	11.5%	10.7%	9.7%
Graduation Rate	97.3%	96.2%	98.7%	89.5%	93.9%	91.5%	81.0%	82.3%	83.8%

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



Last updated: 12/8/2017

**Completion of High School Graduation Requirements - Graduating Class of 2016****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	100.0%	100.0%	87.1%
Black or African American	0.0%	100.0%	79.2%
American Indian or Alaska Native	100.0%	100.0%	80.2%
Asian	100.0%	100.0%	94.4%
Filipino	100.0%	100.0%	93.8%
Hispanic or Latino	100.0%	100.0%	84.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	86.6%
White	97.9%	100.0%	91.0%
Two or More Races	100.0%	100.0%	90.6%
Socioeconomically Disadvantaged	100.0%	100.0%	85.5%
English Learners	0.0%	100.0%	55.4%
Students with Disabilities	100.0%	100.0%	63.9%
Foster Youth	100.0%	100.0%	68.2%



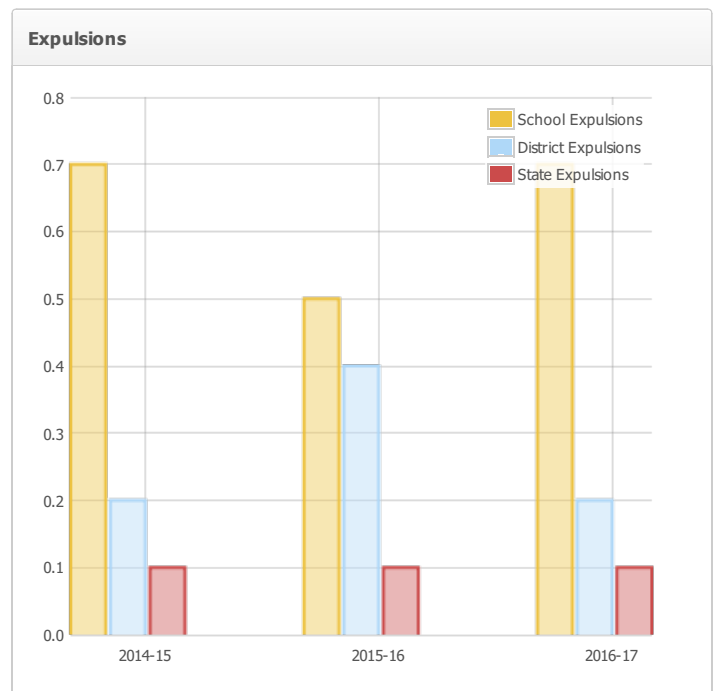
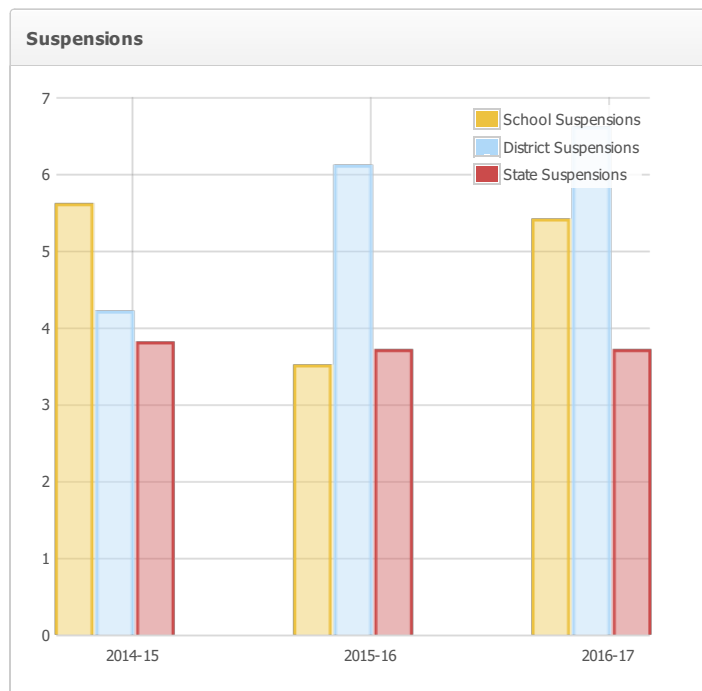
# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	5.6%	3.5%	5.4%	4.2%	6.1%	6.6%	3.8%	3.7%	3.7%
Expulsions	0.7%	0.5%	0.7%	0.2%	0.4%	0.2%	0.1%	0.1%	0.1%



Last updated: 12/8/2017

## School Safety Plan (School Year 2017-18)

The comprehensive School Safety Plan is reviewed annually by the District Safety Committee and approved by the School Site Council. It was last reviewed by the District Safety Committee at the October 2017 meeting and the School Site Council reviewed and approved it at their December 2017 meeting. Components of the plan outline procedures for a variety of emergencies including fire, earthquake, armed intruder, etc. Teachers all have received specific assignments and evacuation routes are mapped out in every classroom and office. Drills are conducted several times a year and the staff reviews the outcome to improve response time.

The following mandated areas are covered in the School Safety Plan:

**Child Abuse** - All staff receives training at the beginning of each school year in mandated reporter responsibilities.

**Emergency Plan** - Each classroom and office has an Emergency Plan Flip Chart that outlines the steps to take in the case of various emergencies/disasters.

**Notification Of Dangerous Pupils** - CLHS follows ed code 49079 which ensures teachers and staff are made aware when a student is a danger to themselves or others. Staff is notified via email or in writing.

**Sexual Harassment** - All employees are required to take a Sexual Harassment training and pass a test indicating their understanding. All employees are provided with the school board policies relating to Sexual Harassment and all reports are handled in a prompt and professional manner. Dress Code - CLHS has a dress code which requires students to be dressed in a safe and respectable manner. Specifics are provided in the Student Handbook which is distributed to and reviewed by each student in one of their classes.

Rules and Discipline - All rules and discipline consequences are in the student handbook and are reviewed at the start of each school.

Access to School Grounds - All visitors must check in and sign in at the office which is located at the front of the school.

Supervision - During the school day and before and after school, campus supervision is overseen by staff. Teachers and paraprofessionals provide supervision on the during lunch and break times.

*Last updated: 1/1/2018*

## 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 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	100.0%

*Last updated: 12/8/2017*

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

Grade Level	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

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

*Last updated: 12/8/2017*

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

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22.0	9	12	0	20.0	9	12	0	20.0	9	6	0
Mathematics	21.0	12	7	0	20.0	11	7	0	22.0	9	5	1
Science	17.0	10	9	0	19.0	8	9	0	15.0	8	2	0
Social Science	21.0	7	12	0	21.0	7	10	0	26.0	2	10	0

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

Last updated: 12/8/2017

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2.0	200.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 12/8/2017

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6926.0	\$888.0	\$6038.0	\$61980.0
District	N/A	N/A	\$7407.0	\$60312.0
Percent Difference – School Site and District	N/A	N/A	-20.4%	2.7%
State	N/A	N/A	\$6574.0	\$62381.0
Percent Difference – School Site and State	N/A	N/A	-8.5%	-0.6%

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

Last updated: 12/8/2017

**Types of Services Funded (Fiscal Year 2016-17)****General Fund - \$63,630**

Purpose: Purchase classroom and lab supplies, pay for athletic transportation, pay rental on Xerox copy machine, purchase copy paper, extra duty pay for lunchtime activity supervision.

**Special Education - \$244,253**

Purpose: To support Special Education students. Funds salaries for teachers and paraprofessionals.

**Lottery Instructional Materials - \$16,200**

Purpose: Textbooks and supplies for student use and library books.

**Perkins Career Tech - \$11,041**

Purpose: Purchase materials for CTE classes: Woodshop, Computers and Health Services.

**CTE Incentive Grant - \$85,569**

Purpose: Purchase materials for CTE classes: Woodshop, Computers and Health Services. Also to purchase start up materials for the new Hospitality and Culinary Pathway

**College and Career Readiness Block Grant - \$75,000**

Purpose: Training and implementation of the Advancement Via Individual Determination Program.

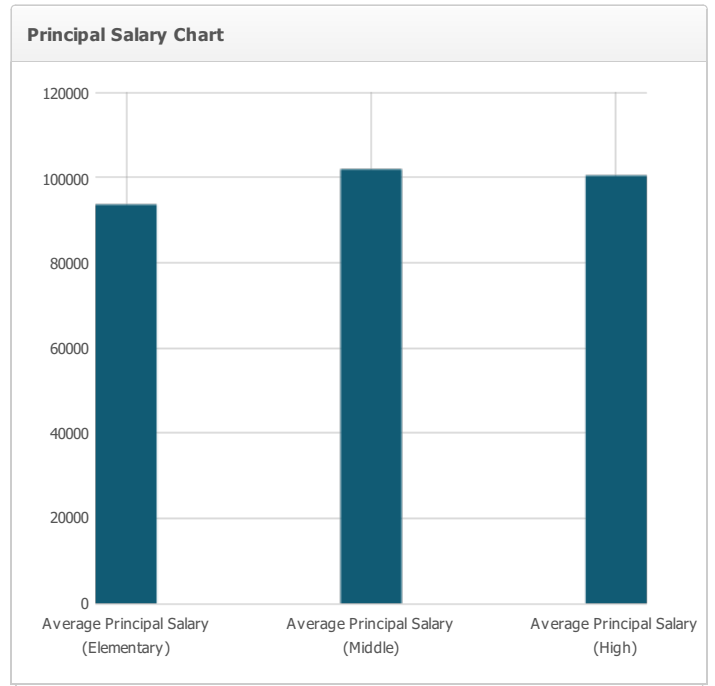
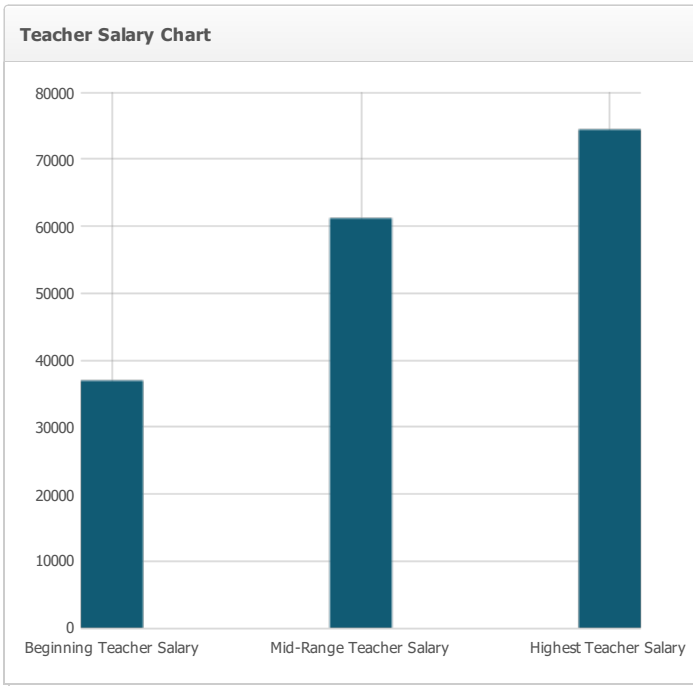
*Last updated: 1/4/2018*

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,928	\$41,164
Mid-Range Teacher Salary	\$61,173	\$61,818
Highest Teacher Salary	\$74,415	\$84,567
Average Principal Salary (Elementary)	\$93,625	\$96,125
Average Principal Salary (Middle)	\$101,911	\$103,336

Average Principal Salary (High)	\$100,434	\$101,955
Superintendent Salary	\$157,829	\$126,855
Percent of Budget for Teacher Salaries	35.0%	32.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

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



Last updated: 12/8/2017

**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	1	N/A
All Courses	5	12.9%

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

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

*Last updated: 12/8/2017*

**Professional Development****2015-2016**

There were five days of staff development prior to the start of the student contact days. The teachers participated in all required annual trainings including, sexual harassment, mandated child abuse reporting, and bloodborne pathogens. Trainings were also provided on the implementation of the Measures of Academic Growth online assessment system and the new California State English Language Arts Standards. During this year the bell schedules were changed to allow for 45 minutes each week of teacher collaboration time. During this staff development time, the teachers reviewed student assessments and had introductory staff development on implementing Google Classroom. Two teachers attended the AP Summer Institutes.

**2016-17**

There were five days of staff development prior to the start of the student contact days. The teachers participated in all required annual trainings including, sexual harassment, mandated child abuse reporting, and bloodborne pathogens. Trainings were also provided on the implementation of Instructional Norms, Project Criss and student engagement. During the weekly 45 minutes collaboration time staff development continued for the implementation of google classroom and student engagement. One Teacher attended the AP Summer Institute. The new Assistant Principal attended trainings on discipline and legal issues surrounding discipline. The staff had the opportunity to be paid for online training done on their own time. The Edubadger online learning system provided trainings in google classroom as well as in other interactive computer systems. Unfortunately, few teachers took advantage of this staff development opportunity. Teachers were also provided iPads and received training in the ways to use them in the classroom.

**2017-18**

Prior to the start of school three teachers, one counselor and two administrators attended the AVID summer institute for three days and two teachers attended the AP Summer Institute in their subject area: English. During the 2017-18 school year the number of district wide staff development days was increased to six, with four being before the start of school and two during the school year in October and April. There were four days of staff development prior to the start of the student contact days. During these days, teachers participated in all required annual trainings including, sexual harassment, mandated child abuse reporting, and bloodborne pathogens. Teachers received training on the new student information system, Aeries and Aeries Gradebook. Training was also provided to prepare for the upcoming WASC self study and visitation. During the October staff development day, training was provided on the new Dashboard accountability system and on implementing AVID schoolwide. There was also training on Aeries Communication Tool and a gradebook refresher training.

*Last updated: 1/1/2018*