

Natural High (Continuation)

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.



Nicole Wells, Principal

Principal, Natural High (Continuation)

About Our School

Welcome to the 2017-18 school year! In my first year as Principal of Natural Continuation High School, I find it an honor to work with such a dedicated staff, and students who are unique in their abilities. At Natural Continuation High School, we strive to provide an opportunity for students to be successful and continue their learning in a setting that is comfortable and appropriate for students' individual needs.

Education is a passion of mine that I hope to continue as administrator in the alternative education setting. The goal for this year is for me to get to know our alternative education programs, students and families, to dive into new adventures in curriculum and community involvement and to focus on student achievement by helping students identify their full potential as they become young adults in society.

I am committed to building our program, creating new and exciting opportunities for learning and developing ongoing relationships and supports for our Natural Continuation High School students and families.

Contact

Natural High (Continuation)
100 Lange St.
Lakeport, CA 95453-3297

Phone: 707-262-3013
E-mail: nwells@lakeport.k12.ca.us

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Lakeport Unified
Phone Number	(707) 262-3000
Superintendent	April Leiferman
E-mail Address	aleiferman@lakeport.k12.ca.us
Web Site	www.lakeport.k12.ca.us

School Contact Information (School Year 2017-18)	
School Name	Natural High (Continuation)
Street	100 Lange St.
City, State, Zip	Lakeport, Ca, 95453-3297
Phone Number	707-262-3013
Principal	Nicole Wells, Principal
E-mail Address	nwells@lakeport.k12.ca.us
County-District-School (CDS) Code	17640301730019

Last updated: 12/20/2017

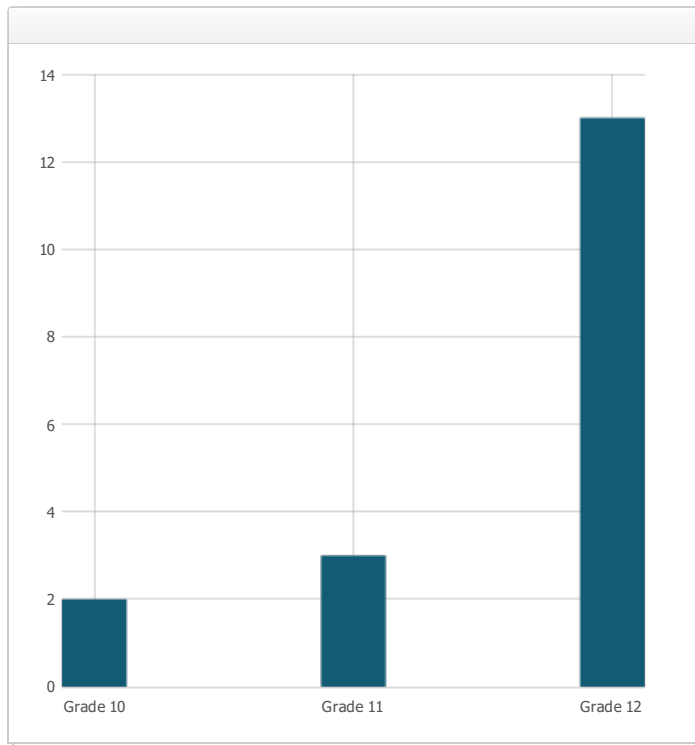
School Description and Mission Statement (School Year 2017-18)

Natural High School was established in 1973 under the authority of California Education Code Section 48436ff. The mission of Natural Continuation High School is to provide all students with the opportunity for successful learning experiences, to foster feeling of confidence and self-worth by establishing a respectful learning community where students are provided the instructional methods to fit the learning rates and styles of all, to promote close working relationships between home, school and community and to celebrate the successes of students.

Last updated: 12/19/2017

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

Grade Level	Number of Students
Grade 10	2
Grade 11	3
Grade 12	13
Total Enrollment	18



Last updated: 12/19/2017

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

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	27.8 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	16.7 %
Native Hawaiian or Pacific Islander	0.0 %
White	55.6 %
Two or More Races	0.0 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	72.2 %
English Learners	0.0 %
Students with Disabilities	38.9 %
Foster Youth	0.0 %

Last updated: 12/19/2017

A. Conditions of Learning

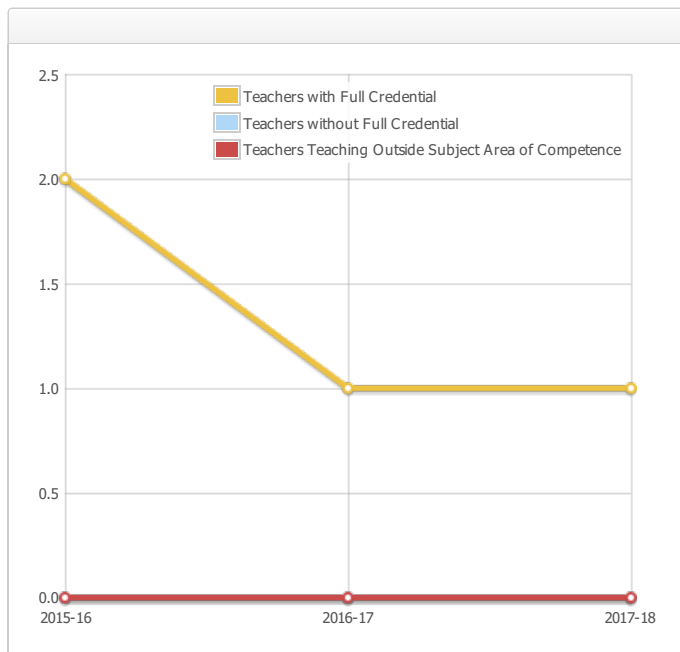
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

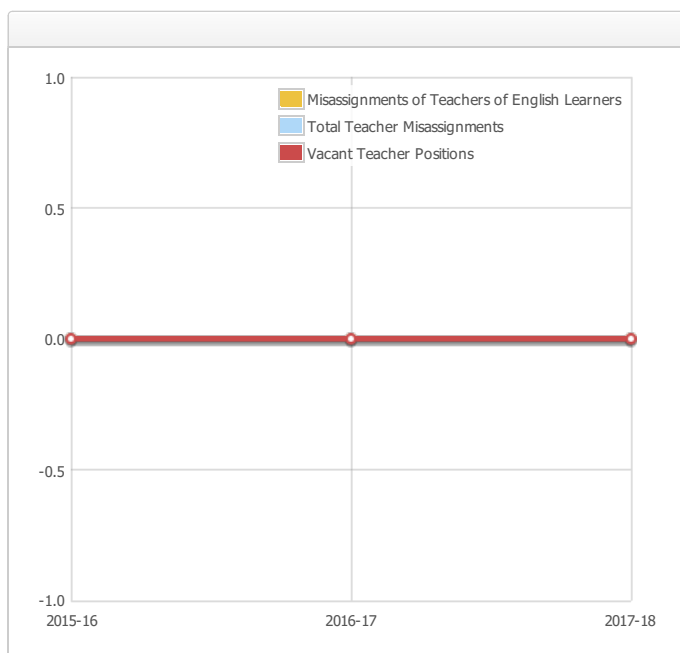
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	2	1	1	72
Without Full Credential	0	0	0	8
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/20/2017

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	0



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

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

Last updated: 12/20/2017

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

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Odysseyware-web based AGS English	Yes	0.0 %
Mathematics	Odysseyware-web based AGS Mathematics Supplement with the following: Keys to Algebra (McGraw Hill) Pre-Algebra (Prentice Hall) Algebra 1 (Prentice Hall)	Yes	0.0 %
Science	Odysseyware-web based Physical Science (American Guidance Service, Inc.) Earth Science (American Guidance Service, Inc.) Environmental Science (American Guidance Service, Inc.) Biology (American Guidance Service, Inc.)	Yes	0.0 %
History-Social Science	Odysseyware-web based Supplement with the following: World History (American Guidance Service, Inc.) US History (American Guidance Service, Inc.) American Government (American Guidance Service, Inc.)	Yes	0.0 %
Foreign Language	Odysseyware-web based	Yes	0.0 %
Health	Odysseyware-web based ASG Health	Yes	0.0 %
Visual and Performing Arts	Odysseyware-web based	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.

Last updated: 12/27/2017

School Facility Conditions and Planned Improvements

Natural Continuation High School meets all standards for safe and adequate conditions as of October 25, 2017 as evaluated by the Lakeport Unified School District Director of Maintenance, Operations and Transportation. No needed repairs noted on report. No necessary actions to be taken at this time.

Last updated: 12/20/2017

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	No needed repairs noted on report. No necessary actions to be taken at this time.
Interior: Interior Surfaces	Good	No needed repairs noted on report. No necessary actions to be taken at this time.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	No needed repairs noted on report. No necessary actions to be taken at this time.
Electrical: Electrical	Good	No needed repairs noted on report. No necessary actions to be taken at this time.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	No needed repairs noted on report. No necessary actions to be taken at this time.
Safety: Fire Safety, Hazardous Materials	Good	No needed repairs noted on report. No necessary actions to be taken at this time.
Structural: Structural Damage, Roofs	Good	No needed repairs noted on report. No necessary actions to be taken at this time.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	No needed repairs noted on report. No necessary actions to be taken at this time.

Overall Facility Rate

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

Overall Rating	Exemplary
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Last updated: 12/20/2017

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)	10%	0%	37%	38%	48%	48%
Mathematics (grades 3-8 and 11)		0%	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: 12/20/2017

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students		--	81.82%	--
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 (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: 12/19/2017

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students		--	81.82%	--
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 (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: 12/19/2017

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%	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: 12/19/2017

Career Technical Education Programs (School Year 2016-17)

At Natural Continuation High School we offer many academic classes throughout the curriculum that will help students gain workforce preparation and vocational education knowledge and experiences. Students have regular instruction and support in the areas of writing, mathematics, listening and speaking, technology and other workplace skill building opportunities.

Students also have the ability in to enroll in online or on campus courses through our local community colleges.

Last updated: 12/22/2017

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	0
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	0.0%

Last updated: 12/22/2017

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 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: 12/19/2017

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)

Parent Involvement Policy: Lakeport Alternative Education Center's staff believe family involvement is important to the development and success of students. Building relationships and involvement by families is a goal of our administration and staff to assist in understanding of how to improve the achievement and success of their children. We offer various opportunities to communicate and/or meet with school personnel and families are encouraged to participate in their child's education in a number of ways.

Lakeport Alternative Education Center will provide materials to families in order for them to work with their children to improve their children's achievement. We share information with families regarding school information and events happening in our program. We integrate parental involvement in a variety of ways and regularly encourage and support families to stay involved. An alternative education school site council consisting of parents, guardians, and student advocates has been established for the 2017-18 school year for the purpose of fostering school improvement and student achievement at Natural Continuation High School.

Accessibility: Lakeport Alternative Education Center will provide opportunities for the participation of parents and families with limited English proficiency, disabilities or parents of migratory students, including and providing information about school reports in an appropriate format.

An alternative education school site council consisting of parents, guardians, and student advocates has been established for the 2017-18 school year for the purpose of fostering school improvement and student achievement at Natural Continuation High School. We also hold a Back to School Night in the Fall and an Open House in the Spring of each school year. We encourage families to attend these events in a safe comfortable environment to mingle with other families and staff, gather any information regarding programs or upcoming events or opportunities in Lakeport Unified School District or Lakeport community and meet with teachers and administration regarding academic achievement.

State Priority: Pupil Engagement

Last updated: 1/11/2018

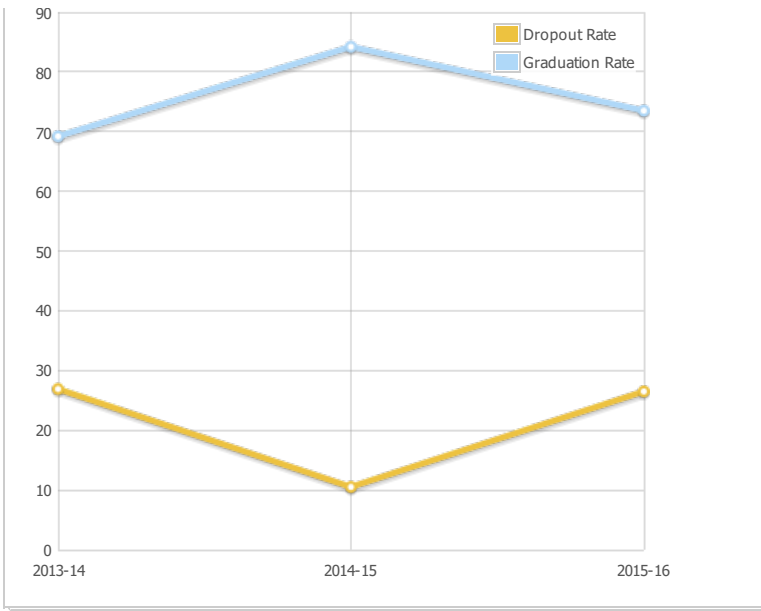
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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	26.9%	10.5%	26.5%	7.6%	3.8%	8.5%	11.5%	10.7%	9.7%
Graduation Rate	69.2%	84.2%	73.5%	89.5%	93.9%	91.5%	81.0%	82.3%	83.8%

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



Last updated: 12/19/2017

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

Student Group	School	District	State
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	0.0%	100.0%	94.4%
Filipino	0.0%	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	100.0%	100.0%	91.0%
Two or More Races	0.0%	100.0%	90.6%
Socioeconomically Disadvantaged	100.0%	100.0%	85.5%
English Learners	100.0%	100.0%	55.4%
Students with Disabilities	100.0%	100.0%	63.9%
Foster Youth	0.0%	100.0%	68.2%

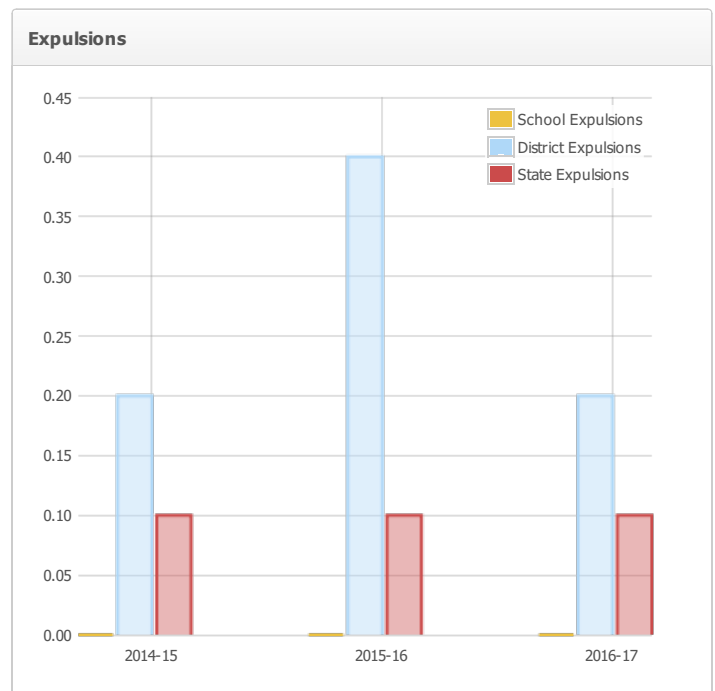
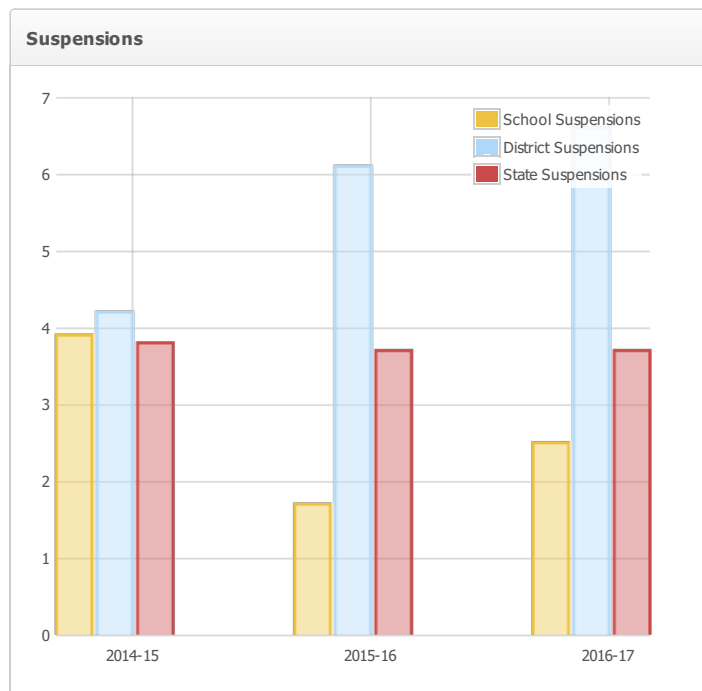
State Priority: School Climate

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	3.9%	1.7%	2.5%	4.2%	6.1%	6.6%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.2%	0.4%	0.2%	0.1%	0.1%	0.1%



Last updated: 12/19/2017

School Safety Plan (School Year 2017-18)

The main goal of Lakeport Unified School District is to provide students and staff members with a safe teaching and learning environment free of violence, drugs and fear. The framework of this goal is a comprehensive District/School Safety Plan that is regularly reviewed and updated by a district-wide group of safety committee members dedicated to ensure student and staff safety. The LUSD Safety Committee reviews safety concepts, protocols, procedures, drills and training are routinely practiced.

The Lakeport Alternative Education Center's (Natural Continuation High School) safety plan is reviewed annually with all staff members. Procedures for earthquakes, lockdowns, intruders, and fires are reviewed and discussed. Practice for these are held regularly. Earthquake and/or fire drills are held regularly following the Lakeport Elementary School schedule, lockdown/intruder drills are held districtwide twice yearly. There is an emergency procedures guidelines and safety backpack located in each classroom containing emergency supplies. The safety plan includes both scheduled classroom time as well as time students are in transit to or from school via district transportation.

Academic and Behavior Goals-All students, staff and guests are expected to be respectful and safe while on campus. There are five basic rule of conduct referred to as the "5 A's": Attendance, Achievement, Abuse, Attitude, and Alcohol & other drugs. Attendance includes maintaining a 90% attendance rate. Achievement includes the student demonstrates the ability to show adequate academic progress by completing all assignments and tasks in a timely manner as designated by classroom teacher, and to the best of his/her ability. Abuse refers to the students ability to refrain from engaging in verbal, physical and/or psycho-emotional abuse directed at another. Attitude refers to the student showing respect to all classmates, school, staff and self. Alcohol & other drugs includes students refraining from possessing and/or using illicit substances while in attendance at LAS. Smoking or use of other tobacco products are also prohibited as well. Site Plan-This includes information that coordinates academic achievement, programs, teaching strategies, facilities and budget.

Child Abuse-All staff receive training at the beginning of each school year pertaining to mandated reporting.

Disaster Procedures-NHS has regular emergency and fire drills to practice proper and safe procedures. Procedures are outlined in the LAEC safety plan.

Suspension/Expulsion-Suspensions and expulsions follow district and school guidelines, while following appropriate ed code.

Notification of Dangerous Pupils-NHS follows ed code S49079 to ensure all staff are made aware when a student is in danger to himself or others.

Sexual Harassment-All staff receive training at the beginning of each school year pertaining to sexual harassment in the workplace and educational setting. Staff training includes a final test through Keenan Assessment Systems. All reports of sexual harassment are taken seriously, investigated and handled immediately.

Dress Code-Specifics of the school dress code are addressed in the Lakeport Alternative Education Center Handbook. Students shall wear appropriate clothing and/or clothing accessories that do not distract from the teaching/learning process.

Ingress/Egress-Lakeport Alternative School students are transported by parents/guardians or self as this is a homeschool program and schedules vary for students. Lakeport Unified School District does have a School Resource Officer who is on campus to support in parking lot congestion and direction.

Rules/Discipline-All students, staff and guests are expected to be respectful and safe while on campus. There are five basic rules of conduct referred to as the "5 A's": Attendance, Achievement, Abuse, Attitude, and Alcohol & other drugs.

Access to School Grounds-All visitors are asked to check in with the school office.

Supervision-During the school day the grounds/classroom is supervised by teaching staff.

Facilities-Classroom and restrooms are cleaned regularly by district/site custodial staff outside of the scheduled work time by students and staff. All grounds/classrooms are maintained and cleaned by our district maintenance staff. Facilities are currently in proper working condition.

Last updated: 1/4/2018

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: 12/20/2017

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: 12/20/2017

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	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Mathematics	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Social Science	0.0	0	0	0	0.0	0	0	0	0.0	0	0	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: 12/20/2017

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	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.1	N/A
Social Worker	0.0	N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.2	N/A
Other	0.0	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: 12/21/2017

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	\$9049.0	\$554.0	\$8495.0	\$68591.0
District	N/A	N/A	\$7407.0	\$60312.0
Percent Difference – School Site and District	N/A	N/A	13.7%	12.9%
State	N/A	N/A	\$6574.0	\$62381.0
Percent Difference – School Site and State	N/A	N/A	25.5%	9.5%

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

Last updated: 12/20/2017

Types of Services Funded (Fiscal Year 2016-17)

Instructional materials and professional development activities/opportunities.

General Fund:\$3,950

Purpose: Purchase of classroom and office supplies, pay rental on Xerox copy machine, purchase of copy paper, Odysseyware

Lottery Instructional Materials: \$1,296

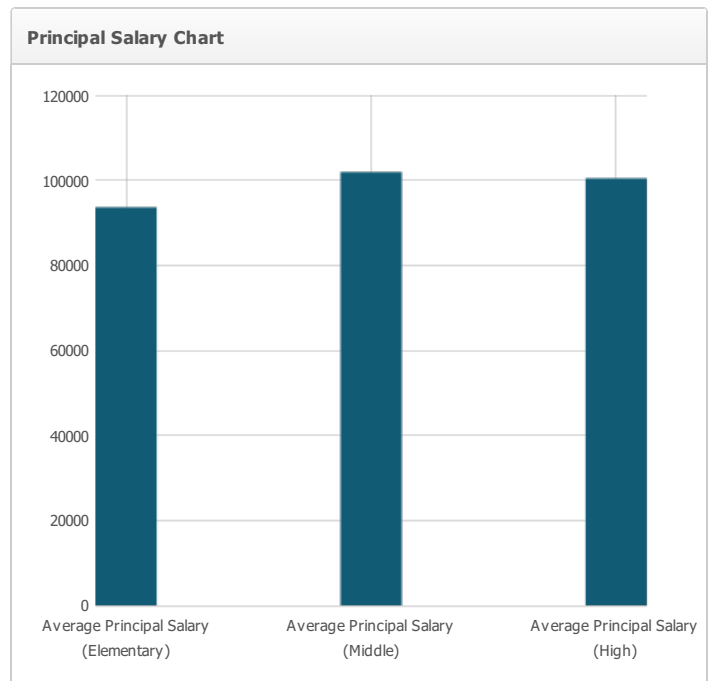
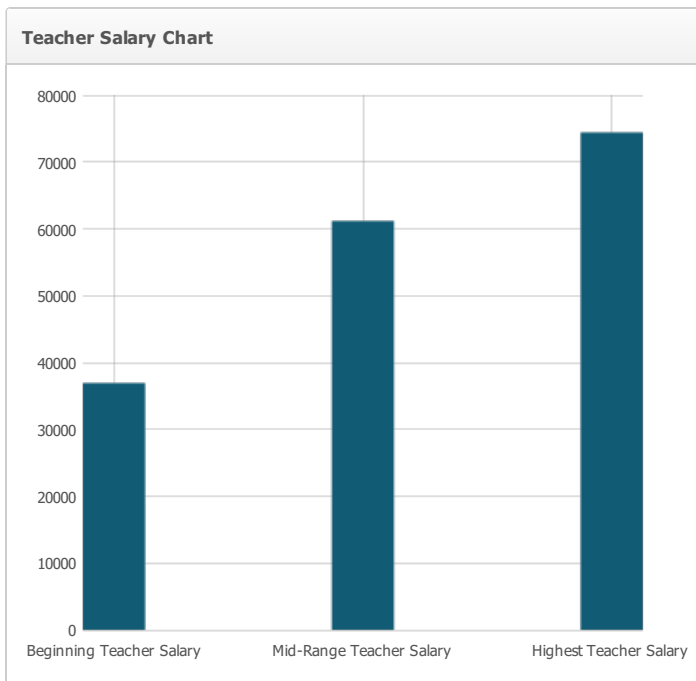
Purpose: Textbooks and supplies for student use, Odysseyware

Last updated: 1/8/2018

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: 12/20/2017

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	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

Last updated: 12/20/2017

Professional Development

2015-16

For the 2015-16 school year, Lakeport Unified School District designated five staff development days prior to the start of student contact days. Teachers participated in required annual trainings including sexual harassment training, mandated reporter training and bloodborne pathogens training. Trainings also included use and progress monitoring from Measurement of Academic Progress online assessment system along with California Smarter Balanced Assessment.

2016-17

For the 2016-17 school year, Lakeport Unified School District designated five staff development days prior to the start of student contact days. Teachers participated in required annual trainings including sexual harassment training, mandated reporter training and bloodborne pathogens training. Technology focused staff development occurred throughout the school year districtwide.

2017-18

For the 2017-18 school year, Lakeport Unified School District has designated six school calendar days that have been dedicated to professional development for certificated staff. Four of these days were prior to contact with students and two others scheduled during the year, October and March. On these days staff participated in mandatory sexual harassment training, mandated reporter training, and bloodborne pathogens training. There were other training opportunities available in the areas of district radio etiquette, Aeries attendance and grading system, and professional development related to behavioral supports and systems to use in the classroom/on school grounds.

Further, all staff are encouraged to participate in additional professional development opportunities of choice, including job alike site visits and appropriate curriculum conferences. Optional professional development opportunities are made available throughout the school year for classified personnel.

Last updated: 1/4/2018