



LOWER LAKE HIGH SCHOOL

LIMITED-TERM PROGRESS REPORT

9430 Lake Street

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Konocti Unified School District

March 26 – 27, 2012

Accrediting Commission for Schools

Western Association of Schools and Colleges

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Section I: Introduction and Basic Student/Community Profile Data, including Summary of Data (updated Chapters I and II of the school's last full self-study report)

Include the following:

- **A general description of the school**
- **Schoolwide student goals**
- **Student demographics**
- **Faculty/staff demographics**
- **An analytical summary of disaggregated and interpreted student achievement data since the last full self-study**
- **Show growth or change for the entire school and designated subgroups of students**
- **Note the status of the school with respect to governing authority expectations, e.g., program improvement school, year three; Academic Performance Index (API); audit and resulting corrective action plan integrated into the single school plan. (*Utilize the current student/community profile and summary that has been updated annually since the last full visit and other annual progress reports.*)**

Lower Lake High School (LLHS) currently serves approximately 740 ninth through twelfth grade students and is located in Lower Lake, in the southern region of Lake County, which is a rural community. The local economy is dependent on summer recreation based around Clear Lake as well as agriculture with an increasing number of vineyards being established. Lower Lake High School is the only comprehensive high school in the Konocti Unified School District and receives its students from Burns Valley, East Lake, Lower Lake and Pomo Elementary Schools and Blue Heron Alternative School. The original school was built in 1937 and the physical plant has been upgraded and added to periodically since this time.

The ethnic breakdown of the LLHS student body from fall of 2010 CBEDS data is as follows: White (not Hispanic) = 56%, Hispanic = 29%, African American = 5%, American Indian = 4%, Two or More = 3%, and the remaining students are Asian, other, or not reported. As of fall 2010, the predominate language at home for 82% of the students is English and for 17% of the students it is Spanish. In this current (2011 – 2012) school year 16% of the students are in Special Education and for the previous (2010 – 2011) school year 12.4% were English Language Learners. Students participating in the Free and Reduced Lunch Program make up 72% of the overall student population from 2010 - 2011 data.

During the 2010 – 2011 school year, the Lower Lake High School student-teacher ratio was 20.4:1 and the average class size was 24.1 students. The staff included two administrators, one counselor, 38.2 FTE teachers and 28 classified staff members.

20 students (19%) out of 105 graduates from the class of 2011 completed all CSU/UC a to g requirements compared to 21.5% for Lake County. There were 10 recorded dropouts for the 2010 – 2011 school year, the one year dropout rate was 1.3% (3.5% county, 4.6% state), and the four year dropout rate was 7% (14.3% county, 17.4% state).

Our graduation rate for the 2009 – 2010 school year (Class of 2010) was 84.7% compared to 80.6 for the county and 80.5 for the state.

Adequate Yearly Progress

2009

English-Language Arts
Target 44.5 %
Met all percent proficient rate criteria? No

Mathematics
Target 43.5 %
Met all percent proficient rate criteria? No

GROUPS	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2009 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2009 AYP Criteria
Schoolwide	177	73	41.2	Yes	SH	177	65	36.7	Yes
African American or Black (not of Hispanic origin)	13	3	23.1	--		13	3	23.1	--
Hispanic or Latino	44	13	29.5	--		43	11	25.6	--
White (not of Hispanic origin)	111	52	46.8	Yes		113	47	41.6	Yes
Socioeconomically Disadvantaged	142	52	36.6	No		143	44	30.8	No
English Learners	35	7	20.0	--		35	7	20.0	--
Students with Disabilities	31	3	9.7	--		30	3	10.0	--

2010

English-Language Arts
Target 55.6 %
Met all percent proficient rate criteria? No

Mathematics
Target 54.8 %
Met all percent proficient rate criteria? No

GROUPS	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2010 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2010 AYP Criteria
Schoolwide	172	70	40.7	No		172	60	34.9	No
Black or African American	10	--	--	--		10	--	--	--
Hispanic or Latino	43	14	32.6	--		44	15	34.1	--
White	103	47	45.6	No		102	39	38.2	No
Socioeconomically Disadvantaged	143	55	38.5	No		142	44	31.0	No
English Learners	34	10	29.4	--		35	10	28.6	--
Students with Disabilities	35	4	11.4	--		35	3	8.6	--

2011

English-Language Arts
Target 66.7 %
Met all percent proficient rate criteria? No

Mathematics
Target 66.1 %
Met all percent proficient rate criteria? No

GROUPS	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2011 AYP Criteria	Alternative Method	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2011 AYP Criteria
Schoolwide	222	94	42.3	No		223	88	39.5	No
Black or African American	9	--	--	--		9	--	--	--
Hispanic or Latino	62	23	37.1	Yes	SH	62	23	37.1	Yes
White	130	62	47.7	No		131	53	40.5	No
Socioeconomically Disadvantaged	172	73	42.4	No		172	65	37.8	No
English Learners	41	13	31.7	--		41	13	31.7	--
Students with Disabilities	31	3	9.7	--		32	3	9.4	--

Student Achievement Data

California Standards Test (CST) Proficiency Levels (Percentages): **English/Language Arts**

English/Language Arts	Year	Grade 9				Grade 10				Grade 11			
		08	09	10	11	08	09	10	11	08	09	10	11
Proficient or Above		35	43	46	42	25	31	31	40	28	35	31	38
Advanced		11	19	15	15	7	10	12	11	12	8	14	15
Proficient		24	24	31	27	18	21	19	29	16	27	17	23
Basic		31	32	32	29	37	37	42	40	31	35	28	30
Below Basic		19	18	18	19	21	18	17	15	21	17	19	16
Far Below Basic		14	7	4	11	17	14	10	6	20	12	21	16

California Standards Test (CST) Proficiency Levels (Percentages): **Mathematics**

Mathematics	Year	General Math				Algebra I				Geometry			
		08	09	10	11	08	09	10	11	08	09	10	11
Proficient or Above		5	-	0	0	6	5	12	5	12	5	10	16
Advanced		0	-	0	0	0	1	0	0	1	0	0	2
Proficient		5	-	0	0	6	4	12	5	11	5	10	14
Basic		24	-	10	0	2	22	29	21	19	27	34	32
Below Basic		45	-	33	14	51	56	45	51	57	49	44	39
Far Below Basic		26	-	57	86	22	17	14	23	13	19	12	13

California Standards Test (CST) Proficiency Levels (Percentages): **Mathematics (cont.)**

Mathematics	Year	Algebra II				Summative			
		08	09	10	11	08	09	10	11
Proficient or Above		4	0	4	8	27	-	17	13
Advanced		0	0	1	1	7	-	0	0
Proficient		4	0	3	7	20	-	17	13
Basic		18	6	19	21	47	-	28	50
Below Basic		37	47	48	41	27	-	50	31
Far Below Basic		41	47	24	29	0	-	6	6

California Standards Test (CST) Proficiency Levels (Percentages): **Science**

		Earth Science				Biology			
Science	Year	08	09	10	11	08	09	10	11
Proficient or Above		21	31	29	31	22	26	33	46
Advanced		4	6	6	10	3	9	11	13
Proficient		17	25	23	21	19	17	22	33
Basic		33	36	39	39	44	37	42	35
Below Basic		20	15	17	15	14	24	14	12
Far Below Basic		26	18	16	15	20	13	11	7

California Standards Test (CST) Proficiency Levels (Percentages): **Science (cont.)**

		Chemistry				Physics			
Science	Year	08	09	10	11	08	09	10	11
Proficient or Above		17	24	2	29	0	-	33	0
Advanced		0	2	0	3	0	-	33	0
Proficient		17	22	2	26	0	-	0	0
Basic		36	46	64	57	67	-	67	33
Below Basic		26	18	14	10	33	-	0	67
Far Below Basic		21	12	19	4	0	-	0	0

California Standards Test (CST) Proficiency Levels (Percentages): **History/Social Science**

		World History				U.S. History			
History/Soc. Sci.	Year	08	09	10	11	08	09	10	11
Proficient or Above		15	13	24	20	31	33	20	31
Advanced		2	2	7	7	9	8	4	10
Proficient		13	11	17	13	22	25	16	21
Basic		21	31	38	27	28	34	19	26
Below Basic		21	25	11	20	23	19	24	14
Far Below Basic		43	30	26	33	18	15	37	16

California English Language Development Test (CELDT) Annual Assessment

Number and Percent of Students at Each Overall Performance Level

2009 - 2010

Performance Level	9	10	11	12	Total
Advanced	15 (38.0%)	7 (22.0%)	10 (40.0%)	4 (29.0%)	36 (32.0%)
Early Advanced	13 (32.0%)	16 (50.0%)	7 (28.0%)	7 (50.0%)	43 (39.0%)
Intermediate	10 (25.0%)	6 (19.0%)	3 (12.0%)	3 (21.0%)	22 (20.0%)
Early Intermediate	2 (5.0%)	3 (9.0%)	3 (12.0%)	(0.0%)	8 (7.0%)
Beginning	(0.0%)	(0.0%)	2 (8.0%)	(0.0%)	2 (2.0%)
Number Tested	40 (100.0%)	32 (100.0%)	25 (100.0%)	14 (100.0%)	111 (100.0%)

Number and Percent of Students at Each Overall Performance Level

2010-2011

Performance Level	9	10	11	12	Total
Advanced	2 (7.0%)	10 (33.0%)	13 (43.0%)	6 (26.0%)	31 (27.0%)
Early Advanced	12 (40.0%)	12 (40.0%)	8 (27.0%)	6 (26.0%)	38 (34.0%)
Intermediate	10 (33.0%)	5 (17.0%)	5 (17.0%)	8 (35.0%)	28 (25.0%)
Early Intermediate	4 (13.0%)	2 (7.0%)	2 (7.0%)	1 (4.0%)	9 (8.0%)
Beginning	2 (7.0%)	1 (3.0%)	2 (7.0%)	2 (9.0%)	7 (6.0%)
Number Tested	30 (100.0%)	30 (100.0%)	30 (100.0%)	23 (100.0%)	113 (100.0%)

Cumulative Average Daily Attendance

Percentage of Students Attending	<u>2007/08</u>	<u>2008/09</u>	<u>2009/10</u>	<u>2010/11</u>
	89%	87%	92%	92%

Expulsion, Suspension, and Truancy Information

Year	Enrollment	Number Initial Truants	Truancy Rate	Violence/Drug Expulsion	Violence/Drug Suspension	Total Persistently Dangerous Students	Total Expulsions	Total Suspensions
2008-09	778	677	87.02	8	115	0	11	278
2009-10	749	795	106.14	18	136	2	19	216
2010-11	782	740	94.63%	23	175	0	24	269

CAHSEE – Sophomores, Initial Administration

February 2009

Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
# Tested	Math	182	26	38	2	145	37
Passing	Math	131 (72%)	6 (23%)	25 (66%)	-	95 (66%)	36 (97%)
# Tested	ELA	175	24	39	2	137	38
Passing	ELA	125 (71%)	6 (25%)	17 (44%)	-	91 (66%)	34 (89%)

February 2010

Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
# Tested	Math	173	32	35	3	139	34
Passing	Math	119 (69%)	6 (19%)	21 (60%)	-	92 (66%)	27 (79%)
# Tested	ELA	169	31	33	3	137	32
Passing	ELA	122 (72%)	8 (26%)	19 (58%)	-	94 (69%)	28 (88%)

February 2011

Tested or Passing	Subject	All Students	Special Education Students	English Learner (EL) Students	Reclassified Fluent-English Proficient (RFEP) Students	Economically Disadvantaged	Not Economically Disadvantaged
# Tested	Math	225	31	32	10	172	51
Passing	Math	165 (73%)	8 (26%)	20 (63%)	-	126 (73%)	38 (75%)
# Tested	ELA	220	29	32	10	168	50
Passing	ELA	161 (73%)	7 (24%)	21 (66%)	-	124 (74%)	36 (72%)

Advanced Placement Exam Results

Year	Grade 12 Enrollment	Grades 11 + 12 Enrollment	Number of Exam Takers	Exams Score = 1	Exams Score = 2	Exams Score = 3	Exams Score = 4	Exams Score = 5
2007-08	152	327	28	8	17	11	3	2
2008-09	153	305	28	8	16	6	5	0
2009-10	119	280	19	5	9	10	2	0

SAT Results

Year	Grade 12 Enrollment	Number Tested	Percent Tested	Critical Reading Average	Math Average	Writing Average	Total . =1,500 Number	Total . =1,500 Percent
2007-08	152	16	10.53	538	489	518	11	68.8%
2008-09	153	25	16.34	495	506	475	12	48.0%
2009-10	119	18	15.13	487	502	458	6	33.3

Teacher Credentials

Teachers	School		
	2008-09	2009-10	2010-11
With Full Credential	33	33	41
Without Full Credential	2	2	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2010-11)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
This School	100 %	0%

Analysis of Student Academic Achievement Data

The analysis of our student academic achievement data reveals:

- Our Hispanic student population continues to grow
- A high percentage of our students qualify for free or reduced price lunch
- We have an unacceptably high percentage of students identified as initial truants and an equally high rate of truancy, even though our ADA rate has increased from 87% to 92% during the past three years
- Expulsions and suspensions, both for drugs and violence and total students, are increasing
- A low percentage of our students sit for the SAT prior to graduation.
- Our student pass rate for Advanced Placement exams is low
- We are maintaining a low student to teacher ratio and small average class sizes
- The number of students completing the UC/CSU a to g requirements is increasing
- We have a low student dropout rate, especially when compared to the county and state
- Our sophomore students consistently pass the CaHSEE on their first attempt at a rate in the low 70 percentage range
- Our student CST scores are on an upward trend in all subject areas except mathematics
- Our API has increased 61 points over the last three years.

Historically, Lower Lake High School API has ranged from a low of 545 in 2001 to our current high of 688. In fact, Lower Lake High School has attained record high APIs in each of the last three years with growths of 44 points in 2009, 3 points in 2010, and last year's growth of 14 points. This amounts to a three year API growth of 61 points.

At the beginning of the 2010 – 2011 school year, the API for Lower Lake High School was 674 and we, as a school, set a growth target of 700. This was an ambitious goal for us, and although we did not reach our goal, we did increase our API by 14 points and moved to an API of 688. Our goal this year remains at 700.

Conclusions

This analysis of the data has led us to the following conclusions:

1. Via our work implementing Dennis Parker's Strategic Schooling strategies, we are improving our focus on teaching the California State Content Standards by:
 - a. Providing all students and teachers with individual copies of the content standards
 - b. Providing all students and teachers with copies of released CST test questions
 - c. Having weekly standards check-offs for the standards covered each week
 - d. Using released test questions, incorporated with curricular questions, in benchmark exams
 - e. Aligning all common courses to pacing calendars and common benchmark exams
 - f. Identifying standards being taught on assignments and student handouts
2. We need to develop new strategies to address our student attendance and truancy issues
3. We need to increase our counseling services, both preventative and intervention, to assist students in making good choices with regards to drugs and violence
4. We need to continue to encourage all students to sit for the PSAT and SAT tests
5. We need to increase the rigor of our Advanced Placement courses and create an Honors level World Cultures and U.S. History course to prepare students for AP U.S. History
6. We need to continue to encourage all students to enroll in courses that meet all UC/CSU a to g requirements and to complete all a to g requirements
7. We need to pre-test our freshmen students in order to assess their readiness to successfully complete the initial administration of the CaHSEE and provide intervention assistance for those students not yet demonstrating readiness for these tests

8. We need to provide curricular, instructional strategy, and test taking strategies assistance to our mathematics teachers and students and insure that the curriculum being taught is aligned with the curriculum being assessed
9. A majority of our ELL students are either early advanced or advanced
10. As a result of failing to meet AYP achievement targets, Lower Lake High School is in Program Improvement, Year 2 (PI 2)

Further, we need to continue to assess, align and refine our core curriculum to ensure alignment with state content standards.

Staff additionally identified the following critical academic needs:

1. All students need continued support to increase their proficiency in all core subject areas through instructional programs, staff professional development activities and use of ongoing student achievement monitoring systems.
2. All Lower Lake High School curricula need to be continually reexamined to ensure alignment with state content standards. Benchmarks and other assessments, both formative and summative, needs to be incorporated in all core subjects to more closely monitor student attainment of the standards. Course grades for students also need to be more dependent on student attainment of state content standards.
3. Lower Lake High School intervention programs need to be strengthened in order to assist students in their attainment of state content standards. This intervention will be for students who are unable to demonstrate proficiency based solely on their participation in the regular instructional program.

Goals (In Common with the Single School Plan for Student Achievement)

Goal # 1:

Students, both individually and by subgroup, will improve in English-Language Arts and Math to meet the AYP and API goals.

Objective #1:

Ensure that all students, regardless of ethnicity, language, program, course of study or socioeconomic status, meet the California State Standards in all English-Language Arts and mathematics courses. This will be measured, in part by increasing the number of students who score proficient or above on the CST and CaHSEE by three percentage points in the 2011-2012 school year.

Goal # 2:

English Language Learning students will meet the AYP and API goals as well as improve on their individual CELDT English Language Proficiency tests.

Objective #2:

Ensure that all English Language Learner students acquire the necessary language skills to succeed in a rigorous educational program and improve on their AYP, API, and CELDT assessments.

Goal # 3:

Lower Lake High School will provide an educational environment which fosters mutual respect and a desire to learn for all students. This environment will be safe and drug free.

Objective #3:

Increase the percentage of students who show a desire for learning and report feeling safe on campus and having caring adults on campus. Reduce the number of students earning grades of D or F, improve student attendance and increase the number of positive responses reported on the California Health Kids' survey and parent and student surveys.

Goal #4:

All Lower Lake High School students will graduate.

Objective #4:

Lower Lake High School will diagnostically create an intervention plan for each student and their individual needs. Intervention plans will be reflected in the school's master schedule and in individual student schedules.

Section II: Significant Developments

Provide the following:

- Include a description of any significant changed or developments, i.e., program additions since the last full visit, changes in student enrollment, staffing changes.
- Describe the impact these developments have had on the school and/or specific curricular programs.

Standards/Frameworks/Blueprint Binders

Prior to the start of the 2009/10 school year, all teachers were provided with a binder containing their course specific standards, frameworks and blueprints. Teachers new to LLHS also are provided with these binders. In the fall of the 2010/11 and 2011/12 school years, all students received copies of their course specific standards and released CST test questions. This has facilitated the practice of reinforcing standards to be taught/learned with both teachers and students and serves as a regular reminder of the importance of mastering all content standards. These documents also prove to be useful in completing our mid-year standards checks in order to ensure 100% coverage prior to the CST administrations.

Strategic Schooling

The entire Konocti Unified School District has adopted Dennis Parker's Strategic Schooling strategies. These strategies include providing all students with copies of the standards and released test questions and having them check-off those standards that were covered during the week each Friday. Other strategies include aligning the curriculum with the CSTs (target teaching), identifying students close to advanced a performance level on the CSTs and building a relationship with them (target students), and recognizing students for their achievements. We have set a target of attaining a 700 API score and have mounted a campaign to inform the students. Finally, we are planning the initiation of a pleasure reading program to promote literacy on campus. Combined, these strategies help us maintain our focus on teaching all of the content standards and providing individual attention to student performance and teacher accountability.

Block Schedule/Collaboration Time

Beginning with the 2009/10 school year, the Board approved our request to implement a schedule that includes twenty-five block days on Wednesday and twenty-five block/collaboration days on Thursdays. The block schedule allows more time for in-depth class work, science labs, and a change of pace in instruction. The collaboration days have provided staff with time to align the curriculum to the standards, develop pacing calendars and benchmark exams, and review and discuss student assessment results. We have also benefited from the use of this time by receiving training in the development of teacher web pages, the use of the Black Board Connect phone system, the creation of our homework policy, the revision of our daily bell schedule and the discussion of other schoolwide issues and/or concerns such as WASC documents, our Single School Plan for Student Achievement, our schoolwide safety plan, etc.

Student Advisory Classes

An additional feature of our new bell schedule was the creation of student Advisory classes. These grade specific classes that meet on collaboration days are small in size (approximately 20:1) and facilitate the development of closer adult/student relationships. It is in Advisory that students develop and review their four-year plans, have individual teacher-student test and grade/progress report chats, set personal goals for learning, and experience a variety of life-skills instruction.

Academic Awards Night

At the conclusion of each semester, we recognize students for a variety of achievements at an Academic Awards Night in the gym. Students receive a personalized invitation and parents receive a phone call inviting their attendance. Students receive a block double “L” letter embroidered with “Academics” for their initial recognition and a star for each subsequent award. Students are recognized for any honor roll designation, for an advanced score or increasing a performance level on any CST test, and for perfect or improved semester attendance. These award nights have proven to be very popular with both our students and their parents and provide encouragement and incentives for students to maintain their focus on academic achievement.

Curriculum Coach

The Board authorized the employment of a Curriculum Coach who works with core academic teachers on curricular, instructional, and Strategic Schooling strategies and issues.

Triand

LLHS has purchased a subscription to Triand. This online service provides staff with a simple means to create standards aligned student assessments and to receive detailed disaggregated reports on student assessment results. This tool has been a tremendous asset in the development of benchmark exams. As our teaching staff becomes more technologically proficient, an increasing number are relying on this tool to assess their teaching and student learning and to make modifications in curriculum and instruction based on student learning results.

Homework Liaison

The School Site Council has funded the employment of a Homework Liaison. This employee receives referrals from teachers for students not completing their assignments and then telephones the students parents to a) inform them of the referral, b) notify the parents that the student will be scheduled to attend a lunch-time homework detention, and c) schedule the student into a homework detention. As this progress report is being written, we do not have sufficient data to evaluate the effect of this practice on student achievement.

Noon Tutorial

Students seeking additional assistance for any of their courses are encouraged to attend our non tutorial program in the College and Career Center on Tuesday, Wednesday or Thursday.

ESS-Full-inclusion

With few exceptions, we have eliminated individual classes for special education students and have fully included them into our regular education classes with support being provided by ESS teachers and paraprofessionals. Our Education Support Service (special education) students API increased 39 points after the first year of this strategic implementation.

Reading Intervention Classes

We have created Reading Intervention classes and populated them with students who score Far Below Basic or Below Basic on the English/Language Arts CST. The first year after the creation of these courses, our E/LA CST scores rose significantly. We have adopted Scholastic's Read 180/System 44 curricula to address the needs of our reading deficient students. Plans are being prepared to open mathematics and English/language arts intervention classes in the fall of 2012 for students not yet ready to pass one or both sections of the California High School Exit Exam.

Credit Recovery Classes

With the decline of the District's budget, and subsequent loss of after school and summer school programs, we have created credit recovery courses in English and mathematics. We are also seeking the means to create science and history credit recovery classes as a means to remediate our reluctant or struggling students in these subjects.

Attendance Policy

In the spring of 2010, the Board adopted a new policy that bases the number of credits earned in a course to the students' attendance. One credit is earned for every fifteen days of student attendance (provided the student is passing the course) with a maximum of five credits earned for each class per semester. Students with perfect or improved semester attendance earn one dollar of school credit per day to be applied toward the cost of field trips, activities, or school related expenses.

Study Island

This on-line educational program is used to provide students an opportunity to prepare for exams or to regain course credits lost due to excessive absences under the Board's credit for attendance policy.

Additional Honors Classes

In order to increase the level of rigor in our core academic classes and not teach to the lowest common denominator, we created additional honors level courses. These include Honors English III, Honors English IV, Honors Earth Science and Honors Biology and are in addition to our previously existing Honors English I and Honors English II courses.

AP Biology

We have created and scheduled an Advanced Placement Biology class in our master schedule. This AP course is in addition to our pre-existing AP U.S. History and AP English Language and Literature classes

Career Center Move

To better meet the needs of our students, and to increase the level of communication and articulation between the College, Career Center and our Guidance Office, we have relocated our College and Career Center adjacent to the Guidance Office.

EETT Grant

Funds from this competitive grant were used to purchase new servers, giving us the capacity to offer the Aeries Parent Portal to parents of our students. This capacity allows parents to track, either via phone or the internet, their students' grades, assignments, attendance, or other information contained on our student information database. Funds from this grant also allowed us to purchase Black Board Connect, an automated telephone communication device that can be used by individual teachers to communicate with the parents/guardians of their students.

Wellness Center Grant

This \$500,000 federal grant is being used, in cooperation with the St. Helena Hospital, to establish a student/community health center on the campus of Lower Lake High School. With a projected opening date of June, 2013, this center will serve to meet the health needs of our students on campus and will improve our student attendance.

S3 Counseling Grant

This grant of \$125,000 per year for three years is focused on improving the culture and climate of Lower Lake High School and is based on the needs identified from data collected via the Healthy Kids survey and the School Climate Report Card survey. Our focus areas for this grant are 1) Developing high expectations and caring relationships; 2) Improving school connectedness; 3) Reducing physical and emotional violence victimization; and 4) Reducing harassment and bullying.

Data Walls

This additional strategy, via Dennis Parker, calls for the displaying of achievement data and calls for every classroom to have student achievement data posted prominently. In our first year using this strategy, we are at nearly 100% participation. We have also created a schoolwide subject area achievement data wall in our staff room in order to ensure that all staff had access to, and is reminded about, our school's performance data as measured by the California Standards Tests.

Teacher and Student Test Chats

In the second year of implementation, this practice calls for the principal to conduct test chats with core academic teachers to review the teachers' students CST performance for the prior year and to establish evaluative goals for the ensuing school year. Core content area teachers and Advisory teachers conduct similar test chats with their students and ask, "How did you do, how do you want to do this year, and what are you going to do differently to attain your desired results?"

Target Students

Another second year strategy, teachers review their current students' achievement data and identify students who are near the threshold of attaining a higher performance level on a CST. The names of these students are submitted to the principal and both the teacher and principal meet with the students so identified, try to establish positive relationships with them, and encourage them to perform their best on the next test administration.

Section III: Ongoing School Improvement

Provide the following:

- A description of the school's procedures for the implementation and monitoring of the single schoolwide action plan.
- Comment as needed on the integration of plans into one single schoolwide action plan.
- Include how annual progress reports, as well as this midterm progress report, have been prepared and whether they were presented to the governing board.
- **Provide a copy of the current schoolwide action plan as well as copies of the schoolwide action plan for all years since the last full self-study. The assumption is that the plan has been modified and updated annually based on progress and changes.**

Following the last full WASC visit, staff prioritized the committee's Key Issues and began to address each item in accordance with the timelines established in our Action Plan. Our report of progress is listed in Section IV of this document (below) and our Action Plan (original and updated copies) is found in the appendix of this document.

Our action plan is monitored regularly by the site principal, curriculum coordinator, and staff and at least annually by the superintendent and governing board, via either board meeting reports or written correspondence.

We have tried, albeit without complete success, to merge our action plan with our Single School Plan for Student Achievement. While our Single School Plan has a much narrower focus on improving student academic achievement and ensuring every student graduates, our action plan is more broad and encompasses a wider spectrum of our school improvement efforts, although this too is primarily focused on student academic achievement. While the goals of the Single School Plan are included in our action plan, our governing board sees these as two separate, measurable documents.

Each year, the action plan is updated and reviewed by staff and the school site council, posted to our school's webpage, and presented to the governing board as a written report with highlights given in an oral report.

WASC documents, from full self-studies to midterm progress reports, are prepared by the school's leadership team with input from the staff, students, site council, and parents. These too are presented to the governing board as written and oral reports.

Section IV: Schoolwide Action Plan Progress

Provide the following:

- Comment on the accomplishment of each schoolwide action plan section; cite evidence including how each area has impacted student achievement, i.e., accomplishment of one or more of the schoolwide learning results and academic standards.
- In each schoolwide action plan section, reference which critical areas of follow-up have been addressed. (The school's action plan should have incorporated all the critical areas of follow-up or major recommendations that were stated in the last full visiting committee report. If critical areas for follow-up were not included in the action plan, indicate what actions have been taken to address those issues.)

Goal #1: The curricula of Lower Lake High School, beginning with the core academic subjects (English/Language Arts, Mathematics, Science and History/Social Science) will be aligned with the California State Content Standards and common assessments will be developed and employed throughout the year to measure student progress toward the attainment of the standards.

Objective #1: Ensure that all students attain the California State Content standards in English/language arts, mathematics, science, and history/social science courses as measured by increasing the number of students who score proficient or above on the California Standards Tests and California High School Exit Exam by three (3) percentage points in each of the 2008-09, 2009-10, 2010-11, and 2011-12 school years.

Specific Actions

- 1.1 Staff will conduct a review of the LLHS curricula to ensure alignment with the California State Standards.

Beginning in the 2008-2009 school year, staff utilized Board approved collaboration time to align our curricula with the California State Content Standards. We see this task as never being fully completed as our curriculum is constantly changing, evolving and being adjusted to meet student needs, and we continue to utilize departmental collaboration time to work on this task. Department meeting minutes are kept on file in each department and in the principal's office.

- 1.2 Teachers will develop a standards based instructional pacing calendar to provide consistency among grade levels and assurance that standards are covered.

Beginning with the 2010-2011 school year, instructional pacing calendars for common courses are developed at the beginning of the school year and refined as the year progresses. Copies are on file with each department and in the principal's office.

- 1.3 Teachers will develop and implement standards-based common course specific benchmark assessments with EduSoft which will be administered at least once per grading period.

This remains a work in progress. Several courses in each department have created and administered benchmark exams, but this has not yet been developed into a schoolwide practice for all courses, even though we do require final exams for all courses at the end of each semester. EduSoft has largely been abandoned in favor of Triand.

- 1.4 Staff will be provided hard copies of annual student performance data (CST, CaHSEE, PFT, AP, SAT, etc.)

Each August (or when new data becomes available), teachers are provided with hard copies of student assessment results. Master copies are maintained in the administrative offices, as well as electronically in our student information database.

- 1.5 Staff will receive professional development in the use of EduSoft and all student assessment data will be placed in the software application.

Staff did receive EduSoft training in August preceding the 2010-2011 school year. However, EduSoft has largely been abandoned in favor of Triand. Staff has received training in Triand and receives regular inservice training with regard to its use.

- 1.6 Students not meeting grade level standard expectations will be strongly encouraged to attend Extended Learning Program classes, the Extended Learning Program Tutorial, or summer school.

With the loss of funding for our afterschool programs, we have created a number of new Response to Intervention programs. These include lunch tutorial (voluntary), lunch homework detention (mandatory), Study Island for credit recovery (less than five credits), Credit Recovery English and math classes (five or more credits), and Read 180 for struggling readers.

- 1.7 Staff will develop and implement intervention courses for students not attaining the score of Basic or above in English-Language Arts and mathematics.

We have successfully implemented Credit Recovery classes for both subjects and have implemented a Reading Intervention program for students scoring Far Below and Below Basic on the E/LA CSTs. We continue to explore means of providing an intervention course for mathematics.

1.8 Departmental collaboration meetings will be scheduled on the school master calendar for the purpose of assessment results review and analysis and to modify instruction.

Departmental collaboration days are scheduled on the school's master schedule and bell schedule calendar.

Student Achievement Data

California Standards Test (CST) Proficiency Levels (Percentages):

		Grade 9				Grade 10				Grade 11			
English/Language Arts	Year	08	09	10	11	08	09	10	11	08	09	10	11
Proficient or Above		35	43	46	42	25	31	31	40	28	35	31	38

		General Math				Algebra I				Geometry			
Mathematics	Year	08	09	10	11	08	09	10	11	08	09	10	11
Proficient or Above		5	-	0	0	6	5	12	5	12	5	10	16

		Algebra II				Summative			
Mathematics	Year	08	09	10	11	08	09	10	11
Proficient or Above		4	0	4	8	27	-	17	13

		Earth Science				Biology			
Science	Year	08	09	10	11	08	09	10	11
Proficient or Above		21	31	29	31	22	26	33	46

		Chemistry				Physics			
Science	Year	08	09	10	11	08	09	10	11
Proficient or Above		17	24	2	29	0	-	33	0

		World History				U.S. History			
History/Soc. Sci.	Year	08	09	10	11	08	09	10	11
Proficient or Above		15	13	24	20	31	33	20	31

Progress Toward Meeting Goal:

While we are not making the steady growth as stated in our goal (3% per year), all of our student CST scores, except math and U.S. History, have increased significantly over the past four administrations

Goal #2: Lower Lake High School will provide an educational environment which fosters mutual respect and a desire to learn for all students. This environment will be safe and drug free.

Objective #2: Increase the percentage of students who show a desire for learning and report feeling safe on campus and having caring adults on campus. Reduce the number of students earning grades of D or F, improve student attendance and increase the number of positive responses on the California Healthy Kids' survey and parent and student surveys. Decrease the number of referrals, suspensions and expulsion recommendations.

Specific Actions

- 2.1 Lower Lake High School will sponsor Challenge Day activities. Participants will be selected by staff and follow-up activities will be planned. Staff participants will self select and/or be chosen by the principal's cabinet.

Lower Lake High School sponsors two Challenge Days annually. This has been a highly effective program in improving the culture/climate of the school.

- 2.2 School administration will organize staff leaders into a Principal's Cabinet and Council to offer advice and discuss actions leading to an improved campus culture.

The principal has established a Cabinet and a Council. The Cabinet consists of himself, the assistant principal, the counselor, the curriculum coach, the administrative secretary, the registrar, and the Career & College Center Technician. The Council consists of himself and the eight department chairs: English, mathematics, science, history/social science, visual and performing arts, career and technical education, physical education and education support services. The Cabinet meets weekly and the Council meets monthly and we discuss a variety of topics related to school and student academic achievement improvement.

- 2.3 The principal will organize student leaders into a Student advisory Committee to offer advice and discuss actions leading to an improved campus culture.

The principal has established a Student Advisory Committee. This group meets bi-weekly to discuss school culture/climate improvement strategies and actions.

- 2.4 Staff will be trained in the most recent behavioral intervention and student motivation techniques in order to reduce the number of student disciplinary referrals, suspensions, and grades of D or F.

While no formal trainings have occurred, staff regularly discusses strategies to improve student behavior and motivation. These discussions have led to the creation of our progressive discipline policy, our in-school suspension program,

our noon tutorial, our homework liaison position and our noon homework detention program, among others.

- 2.5 Staff will discuss, develop and implement programs to provide an alternative to school suspension and student transfers to alternative educational programs.

We have developed and implemented several Response to Intervention strategies. These include credit recovery classes for English and mathematics, the use of Study Island for remediation and credit recovery due to excessive absences, CaHSEE intervention classes, reading intervention and Read 180 classes, our noon tutorial and homework detention programs, and our commitment to Dennis Parker's Strategic Schooling practices.

- 2.6 In addition to administering the Healthy Kids' survey, staff will develop student and parent surveys in order to collect baseline data. The survey will be re-administered on a regular basis in order to measure our progress.

We are in the process of finalizing our parent and student surveys in preparation for a spring, 2012 administration.

- 2.7 The school will actively seek parental involvement by utilizing Connect-Ed, the electronic message board, and the reinstatement of the school's newsletter.

We have reached out to our parents/guardians using all of these strategies and have also used an advertisement in our local newspaper, The Lake County Record Bee, to inform them of upcoming events and activities at Lower Lake High School and to invite their participation.

- 2.8 Quarterly Town meetings will be held to recognize the accomplishments of students and staff, including exemplary behavior, academic achievement, and perfect attendance.

We have abandoned this action item in favor of more formal Academic Award Nights. However, we are discussing the feasibility of bringing back regular awards assemblies later this school year.

- 2.9 Extra-curricular activities will be organized as incentives to reward students for perfect attendance.

We now offer cash-school credit incentives for perfect and improved attendance and recognize students who attain monthly perfect attendance with key chains and other tokens of appreciation and recognition.

Cumulative Average Daily Attendance

Percentage of Students Attending	<u>2007/08</u>	<u>2008/09</u>	<u>2009/10</u>	<u>2010/11</u>
	89%	87%	92%	92%

Expulsion, Suspension, and Truancy Information

Year	Enrollment	Number Initial Truants	Truancy Rate	Violence/Drug Expulsion	Violence/Drug Suspension	Total Persistently Dangerous Students	Total Expulsions	Total Suspensions
2008-09	778	677	87.02	8	115	0	11	278
2009-10	749	795	106.14	18	136	2	19	216
2010-11	782	740	94.63%	23	175	0	24	269

Progress Toward Meeting Goal:

We have been making steady progress toward improving our school’s learning environment. Discipline incidents, while in decline, have risen again. However, we attribute this to a variety of factors, including our desire to raise our expectation for all students. Additionally, student grades have fluctuated, but our API has gained 61 points in the past three years. Overall, our consensus is that we are making steady growth albeit not as quickly as we’d like.

Goal #3: All Lower Lake High School students will graduate.

Objective #3: Students’ progress toward completion of their four year plans, created during the first semester of the freshman year, will be reviewed annually. A diagnostic intervention plan will be created and implemented for each student failing to demonstrate adequate yearly progress toward graduation completion of the plan. Intervention plans will be reflected in the school’s master schedule and in individual student schedules.

Specific Actions

3.1 Four year plans for the completion of high school will be developed for all freshmen and incoming upper classmen.

All students create and/or update their four-year plans at the beginning of each semester in their assigned Advisory classes.

3.2 Staff will annually review students’ progress toward meeting the goals of their four year plans.

Advisory teachers complete this task with their students at the beginning of each semester.

- 3.3 Staff will collaboratively create a master schedule that addresses each student’s needs.

The master scheduling process begins each year in February. Primarily completed by the principal, counselor and department chairs, all staff are encouraged to provide input, either to their department chair or directly to the principal.

- 3.4 Quarterly Town meetings will be held to recognize the accomplishments of students and staff, including exemplary behavior, academic achievement, and perfect attendance.

We have abandoned this action item in favor of more formal Academic Award Nights. However, we are discussing the feasibility of bringing back regular awards assemblies later this school year.

- 3.5 Field trips and other activities will be organized as incentives to reward students for perfect attendance.

We now offer cash-school credit incentives for perfect and improved attendance and recognize students who attain monthly perfect attendance with key chains and other tokens of appreciation and recognition.

- 3.6 Site staff will work with the District to seek funding for a drug and alcohol counselor and intervention programs.

Lower Lake High School has received a Safe and Supportive Schools grant for \$125,000 per year for three years and will be pursuing AODS counseling with a part of these funds.

SCHOOL TOTALS:	Dropouts Gr.9 (2006-07)	Dropouts Gr.10 (2007-08)	Dropouts Gr.11 (2008-09)	Dropouts Gr.12 (09-10)	Dropouts Gr.9 (2006-07) through Gr.12 (09-10)	Grade 12 Graduates (09-10)	Graduation rate*
Lower Lake High	6	4	2	7	19	105	84.7
<u>District Total:</u>	14	12	4	8	38	164	81.2
<u>County Total:</u>	35	32	34	50	151	626	80.6

Progress Toward Meeting Goal:

While most of these items require annual attention, Lower Lake High School has substantially met this Action Plan goal.

Section V: Schoolwide Action Plan Refinements

Provide the following:

- **Comment on the refinements that have been made to the schoolwide action plan since the last full self-study visit to reflect schoolwide progress and/or newly identified issues.**

Staff at Lower Lake High School have always viewed our Action Plan as a continuum, not a finish line, as we are always seeking improvements to our school, our programs, and our students' academic achievement results.

As such, we are constantly updating the Action Plan, whether formally edited or simply by exploring new methods or strategies to implement.

A prime example of this is our embracement of Dennis Parker's Strategic Schooling Strategies and their focus on teaching students the California State Content Standards. While we did not formally incorporate this new strategy into our Action Plan, we have implemented it to improve students' academic achievement results, thereby addressing the goals within the Action Plan.

Therefore, most of the adjustments made in our practices are reflected in our progress report, if not in our Action Plan.

Appendix

- **Copy of the current action plan as well as copies of the schoolwide action plan for all years since the last full self-study.**
 - I. Action Plan – Lower Lake High School, 2009-2010 School Year
 - II. Action Plan – Lower Lake High School, 2010-2011 School Year
 - III. Action Plan – Lower Lake High School, 2011-2012 School Year