

Upper Lake Community Day School

School Accountability Report Card



GRADES 9-12

675 Clover Valley Road Upper Lake, CA 95485

Phone: (707) 275-9117 Fax: (707) 275-0208

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Patrick A. Iaccino, Principal

2010-11 School Accountability Report Card
Published During the 2011-12 School Year

Principal's Message

Upper Lake Community Day School provides educational options for those students who have been expelled, are pre-expellable, are in the School Attendance Review Board (SARB) process, or who have been referred by probation. The school is a small, low enrollment, success-based program. It is our goal to transition students back into traditional program or to an alternative program where a diploma is an option.

Parental Involvement

The school is an alternative setting for students of the Upper Lake High School District. Most students are placed by expulsion order or by county SARB and probation. Parents are encouraged to be a part of their child's education through Back to School night and Classroom activities.

We maintain a philosophy that parental involvement is a cornerstone for our student's success. We make every attempt to involve parents in our student's education.

For more information on how to become involved, contact Don Boyd, Director of Alternative Education, at (707) 275-0840.

School Safety

The School Safety Plan was last reviewed on September 2010. It is kept in the Assistant Principal's Office at ULHS. The purpose of the plan is to provide for the safety of students and staff, documentation of student location, and access to students by parents during an emergency. It addresses preparedness for earthquake, fire, flood, intruders, and terrorist activities and drills to ensure the same. Other areas addressed by the plan include visitor sign-in requirements, first aid training for staff, and requirements of the State of California.

Upper Lake Community Day School follows the District's safety plan.

Professional Development

Upper Lake Community Day School has an adequate budget for staff development. They have regular professional development from OdysseyWare online curriculum.

For the previous three school years, we have dedicated one day each year to staff and professional development.

Student Enrollment by Group

Upper Lake CDS	
Socioeconomically Disadvantaged	100%
English Learners	0.0%
Students with Disabilities	33.3%

"It is our goal to transition students back into traditional program or to an alternative program where a diploma is an option."

Upper Lake Union High School District

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In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.





Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Upper Lake CDS	
Currency of Textbook Information	
Data Collection Date	08/2011



Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.

Suspension and Expulsion Rates			
Upper Lake CDS			
	08-09	09-10	10-11
Suspension Rates	1.444	0.714	0.231
Expulsion Rates	0.111	0.143	0.000
Upper Lake UHSD			
	08-09	09-10	10-11
Suspension Rates	0.422	0.024	0.339
Expulsion Rates	0.033	0.026	0.026

Textbooks and Instructional Materials

The textbooks are adopted from the most recent local governing board approved list and are consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education. Every student, including English Learners, has access to their own textbooks and

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Elements of Literature Fourth, Fifth and Sixth Course, Holt Reinhart and Winston Inc.	2000
Mathematics	Algebra 1, McDougal Littell	2008
Science	Earth Science, Prentice Hall	2006
Science	Biology, Globe Prentice Hall	2008
History-Social Science	World History/ Modern Times, McGraw-Hill Glencoe	2006
History-Social Science	The American Vision Ca. Edition, McGraw-Hill Glencoe	2006
History-Social Science	American Govt./ Economics, Prentice Hall	2002

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing board approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Does every student, including English Learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials:

Upper Lake CDS	
Subject	Percentage Lacking
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%
Science Laboratory Equipment (Grades 9-12)	0%

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair, or poor condition. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status			
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/Fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall Summary of Facility Conditions			Exemplary
Date of the Most Recent School Site Inspection			09/09/2011
Date of the Most Recent Completion of the Inspection Form			09/09/2011

School Facilities

Upper Lake Community Day School is in a self-contained classroom located on ULHS property that has a kitchen and restroom facilities. The students have access to playing fields and courts.

ULHS was established in the very early 1900s but the school has just completed renovation and/or replacement of the major buildings representing about 95% of the instructional area. There is now a brand new library, new cafeteria, six new classrooms, and a new administrative area along with a 13-year old gym. Several other permanent classrooms have been completely modernized. A new music building is scheduled for construction during the next year on the ULHS campus.

Most of the ULHS campus is Internet and cable connected. Four computer labs are available to students in classrooms and the library. The new library houses 6,000 volumes including reference materials. The school is Americans with Disabilities Act (ADA) compliant.

There is also a football field with bleachers and separate fields for baseball, soccer, and softball.

A crew of four custodians—one during the day and four in the afternoons and evenings—ensure that the ULHS campus maintains a sparkling presence in the community. The school recently finished construction of an outdoor shade structure for students. Additional school fencing was added to secure certain areas of the school. The Community Day School building on ULHS property is a very new and clean building and it is cleaned every day.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2011-12 school year, the District budgeted \$23,494.00 for the Deferred Maintenance Program. This represents .06% of the District's general fund budget.

Adequate Yearly Progress

Adequate Yearly Progress Criteria				
	Upper Lake CDS		Upper Lake UHSD	
Met Overall AYP	Yes		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	Yes	No	No
API	**		No	
Graduation Rate	▲		Yes	

School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas Systems and Pipes, Sewer, Mechanical Systems (heating, ventilation, and air conditioning),
- **Interior:** Interior Surfaces (floors, ceilings, walls, and window casings)
- **Cleanliness:** Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)
- **Electrical:** Electrical Systems (interior and exterior)
- **Restrooms/Fountains:** Restrooms, Sinks/Drinking Fountains (interior and exterior)
- **Safety:** Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)
- **Structural:** Structural Condition, Roofs
- **External:** Windows/Doors/Gates/Fences, Playgrounds/School Grounds

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in these four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percentage of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The table displays whether or not the school and district met each of the AYP criteria and made overall AYP for 2010-11. For more information, visit www.cde.ca.gov/ta/ac/ay/.

** The API indicator for AYP cannot be determined when there are fewer than 50 valid test scores.

▲ The school is not required to meet the graduation rate criteria for AYP because there were fewer than 50 students in the graduation denominator (graduates plus dropouts).

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program aims to identify strengths and weaknesses to improve student learning. STAR consists of several key tests that are designed for the student's age and individual needs. These tests include: the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test. The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the STAR program including tests, participation, groups, and scores by grade level, please visit <http://star.cde.ca.gov/>.

STAR Results for All Students: Three-Year Comparison

The Standardized Testing and Reporting (STAR) results are evaluated and compared to state standards using the following five performance levels: **Advanced** (*exceeds state standards*); **Proficient** (*meets state standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet state standards in that content area. The tables show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring at Proficient or Advanced Levels									
	Upper Lake CDS			Upper Lake UHSD			California		
	08-09	09-10	10-11	08-09	09-10	10-11	08-09	09-10	10-11
English-Language Arts	❖	❖	❖	40%	37%	33%	49%	52%	54%
Mathematics	❖	❖	❖	8%	9%	5%	46%	48%	50%
Science	❖	❖	❖	37%	38%	30%	50%	54%	57%
History-Social Science	❖	❖	❖	26%	41%	32%	41%	44%	48%

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring at Proficient or Advanced Levels				
Group	Spring 2011 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the District	33%	5%	30%	32%
All Students at the School	❖	❖	❖	❖

Federal Intervention Program

Districts and schools receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate) can enter into Program Improvement (PI). Each additional year that the district or schools do not meet AYP results in advancement to the next level of intervention. This table displays the 2011-12 Program Improvement status for the school and district. For more information, please visit www.cde.ca.gov/ta/ac/ay/.

Federal Intervention Program		
	Upper Lake CDS	Upper Lake UHSD
Program Improvement Status	Not In PI	Not In PI
First Year of Program Improvement	❖	❖
Year in Program Improvement	❖	❖
Number of Schools Identified for Program Improvement		0
Percent of Schools Identified for Program Improvement		0%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy. Therefore, no group data is available for Upper Lake Community Day School.

❖ Not applicable.



Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of the schools within California. API is measured on a scale from 200 to 1,000. This score reflects the school, district or a student group's performance level, based on the results of statewide testing. The state has set an API score of 800 as the statewide target.

The annual API reporting cycle consists of the Base and Growth API. The Base API data is released one year after testing occurs (i.e. The 2010 Base is calculated from results of statewide testing in spring 2010, but is not released until May 2011). Growth API, released following the Base API, calculates test results taken from the most recent school year (i.e. The Growth API is calculated from results of statewide testing in spring 2010 and released in August 2010). Therefore, for the 2010-2011 API reporting cycle, the 2010 Base indicator and 2011 Growth indicator are used.

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API Base reports. A school's "statewide API rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools API rank" reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available. Upper Lake Community Day School is an Alternative Schools accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served.

Scores are not shown when the number of students tested is 10 or less, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, no group data is available for Upper Lake Community Day School.

To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf and the API overview guide at www.cde.ca.gov/ta/ac/ay/documents/overview11.pdf.

API Testing

Assessment data is reported only for numerically significant groups. To be considered numerically significant for the API, the group must have either: (1) at least 50 students with valid STAR Program scores who make up at least 15% of the total valid STAR Program scores, or (2) at least 100 students with valid STAR Program scores.



API Growth by Student Group

This table displays, by student group, first, the 2011 Growth API at the school, district, and state level followed by the actual API change in points added or lost for the past three years.

API Growth by Student Group — 2011 Growth API and Three Year Comparison

Group	2011 Growth API						Upper Lake CDS — Actual API Change		
	Upper Lake CDS		Upper Lake UHSD		California		08-09	09-10	10-11
	Number of Students	Growth API	Number of Students	Growth API	Number of Students	Growth API			
All Students	3	■	247	661	4,683,676	778	*	*	*
Black or African American	■	■	2	■	317,856	696	*	*	*
American Indian or Alaska Native	■	■	20	548	33,774	733	*	*	*
Asian	■	■	8	■	398,869	898	*	*	*
Filipino	■	■	0	■	123,245	859	*	*	*
Hispanic or Latino	■	■	61	679	2,406,749	729	*	*	*
Native Hawaiian or Pacific Islander	■	■	0	■	26,953	764	*	*	*
White	■	■	146	661	1,258,831	845	*	*	*
Two or More Races	■	■	10	■	76,766	836	*	*	*
Socioeconomically Disadvantaged	■	■	176	631	2,731,843	726	*	*	*
English Learners	■	■	4	■	1,521,844	707	*	*	*
Students with Disabilities	■	■	23	436	521,815	595	*	*	*

■ Data are reported only for numerically significant groups.

* This API is calculated for a small school, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The *Fitnessgram*® is the designated PFT for students in California public schools put forth by the State Board of Education. PFT measures six key fitness areas:

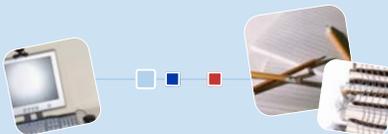
1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the *Fitnessgram*®. To protect student privacy, scores are not shown when the number of students tested is 10 or less. Therefore, no data is available for Upper Lake Community Day School. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf/.



Career Technical Education Programs

Career technical education programs are not available at Upper Lake Community Day School.



Admission Requirements for California's Public Universities

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

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

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

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

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

Course Enrollment for UC/CSU Admission

The table displays two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission for the most recent year for which data is available. For more detailed information, visit <http://dq.cde.ca.gov/dataquest/>.

University of California and California State University Admission	
	Upper Lake CDS
Percentage of Students Enrolled in Courses Required for UC/CSU Admission in 2010-11	0.0%
Percentage of Graduates Who Completed All Courses Required for UC/CSU Admission in 2009-10	0.0%

California High School Exit Exam Results

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California. Students are first tested in tenth grade and have multiple chances to retake the test if the student does not pass the first time. The grade 10 results of this exam are also used to determine AYP for high schools as required by the federal NCLB law. The CAHSEE has two sections: English-language arts and Math. For the purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient.

District CAHSEE Results: English-Language Arts and Mathematics

This table displays the percentage of students, by subject, achieving at each performance level in English-language arts and mathematics for the most recent testing period for the district. School scores are not shown when the number of students tested is 10 or less, either because the number of students tested is too small for statistical accuracy or to protect student privacy. Therefore, only district scores are displayed.

Percentage of Students Achieving at Each Performance Level			
	All Students in the District		
	Not Proficient	Proficient	Advanced
English-Language Arts	54%	25%	21%
Mathematics	64%	31%	5%

Completion of High School Graduation Requirements

This table shows the percentage of students (who began the 2010-11 school year in the 12th grade) who met all local graduation requirements for receiving a high school diploma including having passed both the English-language arts and mathematics portions of the CAHSEE or received a local waiver or state exemption. Please note state results are not available. For more information, please visit www.cde.ca.gov/ta/tg/hs.

Completion of High School Graduation Requirements		
Group	Graduating Class of 2011	
	Upper Lake CDS	Upper Lake UHSD
All Students	❖	80.0%
Black or African American	❖	100.0%
American Indian or Alaska Native	❖	100.0%
Asian	❖	100.0%
Filipino	❖	❖
Hispanic or Latino	❖	100.0%
Native Hawaiian or Pacific Islander	❖	❖
White	❖	100.0%
Two or More Races	❖	100.0%
Socioeconomically Disadvantaged	❖	100.0%
English Learners	❖	❖
Students with Disabilities	❖	100.0%

Graduates and Dropouts

This table displays the graduation and one-year dropout rates for the most recent three-year period for which data is available. Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

Graduate and Dropout Rates						
	Graduation Rate			1-year Dropout Rate		
	07-08	08-09	09-10	07-08	08-09	09-10
Upper Lake CDS	❖	❖	❖	❖	❖	❖
Upper Lake UHSD	79.81%	81.13%	83.48%	5.1%	3.3%	3.8%
California	80.21%	78.59%	80.44%	4.9%	5.7%	4.6%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information not available.

"The school is an alternative setting for students of the Upper Lake High School District."

Advanced Placement Courses

No information is available for Upper Lake Community Day School regarding advanced placement (AP) courses offered.



Types of Services Funded

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

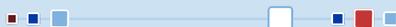
- Title I (Basic Grant)
- Title II (Teacher & Principal Training & Recruiting)
- Title IV (Safe and Drug-Free Schools and Communities)
- Economic Impact Aid-Limited English Proficient (EIA-LEP)
- Beginning Teacher Support and Assessment (BTSA)
- Hourly Programs (extended day/year education)
- Special Education
- School Library Grant
- AB 825 Pupil Retention Block Grant
- AB 1113 School Safety & Violence Prevention
- ROP



Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff	
Academic Counselors: FTE and Ratio	
Number of Academic Counselors	1.0
Ratio of Students Per Academic Counselor	3:1
Support Staff	
Social/Behavioral or Career Development Counselors	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	1.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (non-teaching)	0.0



NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Upper Lake UHSD	Upper Lake CDS		
Teachers	10-11	08-09	09-10	10-11
With Full Credential	17	1	1	1
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence		1	1	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Upper Lake CDS		
	09-10	10-11	11-12
Teacher Misassignments of English Learners	1	1	1
Total Teacher Misassignments	1	1	1
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2010-11 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tg.

No Child Left Behind Compliant Teachers		
	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
Upper Lake CDS	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	100%	0%
Low-Poverty Schools in District	✧	✧

✧ Not applicable.

Financial Data

The financial data displayed in the SARC is from the 2009-10 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit www.cde.ca.gov/ds/fd/cs and www.cde.ca.gov/ds/fd/ec.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note the district salary data does not include benefits.

District Salary Data		
Category	Upper Lake UHSD	Similar Sized District
Beginning Teacher Salary	\$38,032	\$39,811
Mid-Range Teacher Salary	\$54,401	\$58,757
Highest Teacher Salary	\$66,873	\$77,146
Average Principal Salary (High School)	◇	\$101,665
Superintendent Salary	\$123,354	\$129,619
Teacher Salaries — Percent of Budget	25%	29%
Administrative Salaries — Percent of Budget	8%	5%

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Upper Lake CDS	\$0	\$52,556
Upper Lake UHSD	\$4,933	\$52,556
California	\$5,455	\$61,647
School and District — Percent Difference	*	+0.0%
School and California — Percent Difference	*	-17.3%

◇ Information not available.

* A percentage cannot be calculate when one of the number is 0 (site unrestricted sources per pupil).

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
Upper Lake CDS	
Total Expenditures Per Pupil	\$22,264
Expenditures Per Pupil From Restricted Sources	\$22,264
Expenditures Per Pupil From Unrestricted Sources	\$0
Annual Average Teacher Salary	\$52,556



Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



"It is our goal to transition students back into traditional program or to an alternative program where a diploma is an option."

Upper Lake Community Day School

School Accountability Report Card



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Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English Learners. Additionally, Ed-Data in partnership with the CDE, provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools. More information can be found at www.ed-data.k12.ca.us/Pages/Home.aspx.

All data accurate as of December 2011.