

Upper Lake Community Day

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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/fg/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, the county, and the state. 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.

Don Boyd

Principal, Upper Lake Community Day

About Our School

Upper Lake Community Day School (CDS) 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. CDS primarily uses online curriculum in a computer lab setting with the goal of transitioning students back into the traditional program or to an alternative program where a diploma is an option.

Contact

*Upper Lake Community Day
675 Clover Valley Rd.
Upper Lake, CA 95485-9220*

*Phone: 707-275-0840
E-mail: dboyd@ulhs.k12.ca.us*

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Upper Lake Union High
Phone Number	(707) 275-2655
Superintendent	Patrick Iaccino
E-mail Address	piaccino@ulhs.k12.ca.us
Web Site	www.ulhs.k12.ca.us

School Contact Information - Most Recent Year	
School Name	Upper Lake Community Day
Street	675 Clover Valley Rd.
City, State, Zip	Upper Lake, Ca, 95485-9220
Phone Number	707-275-0840
Principal	Don Boyd
E-mail Address	dboyd@ulhs.k12.ca.us
Web Site	www.ulhs.k12.ca.us
County-District-School (CDS) Code	17640711730175

Last updated: 1/19/2016

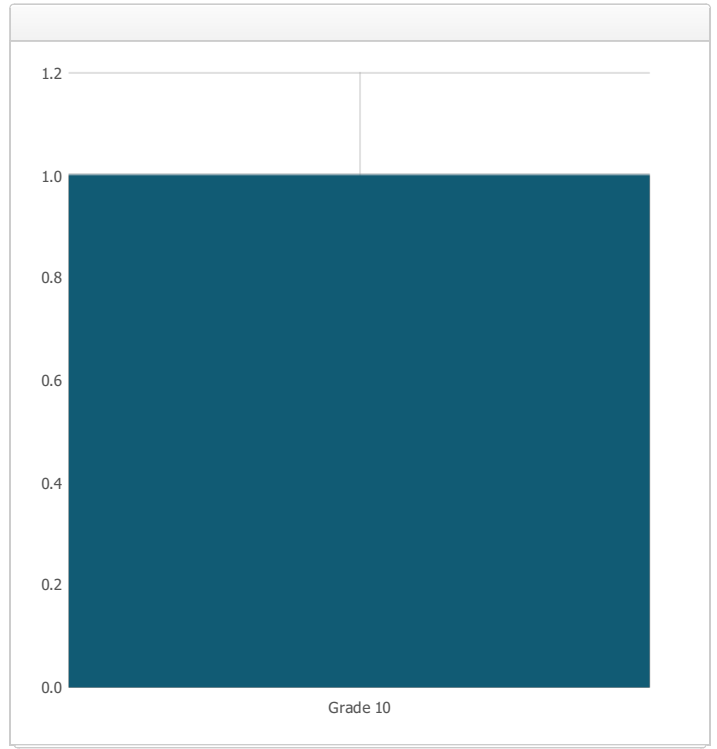
School Description and Mission Statement - Most Recent Year

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 mission to transition students back into the traditional program or to an alternative program where a diploma is an option.

Last updated: 1/19/2016

Student Enrollment by Grade Level (School Year 2014-15)

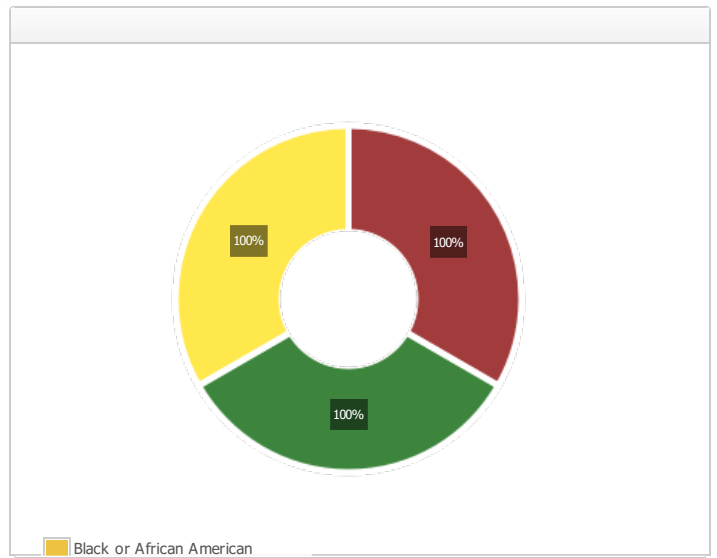
Grade Level	Number of Students
Grade 10	1
Total Enrollment	1



Last updated: 1/19/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.0 %
American Indian or Alaska Native	0.0 %
Asian	0.0 %
Filipino	0.0 %
Hispanic or Latino	0.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	0.0 %
Two or More Races	100.0 %
Socioeconomically Disadvantaged	100.0 %
English Learners	0.0 %
Students with Disabilities	100.0 %
Foster Youth	0.0 %



- 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
- Foster Youth

Last updated: 1/19/2016

A. Conditions of Learning

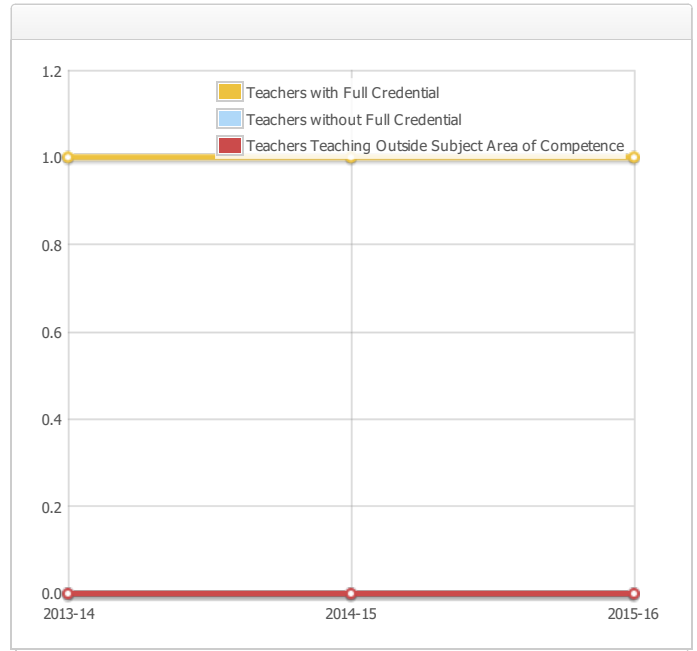
State Priority: Basic

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

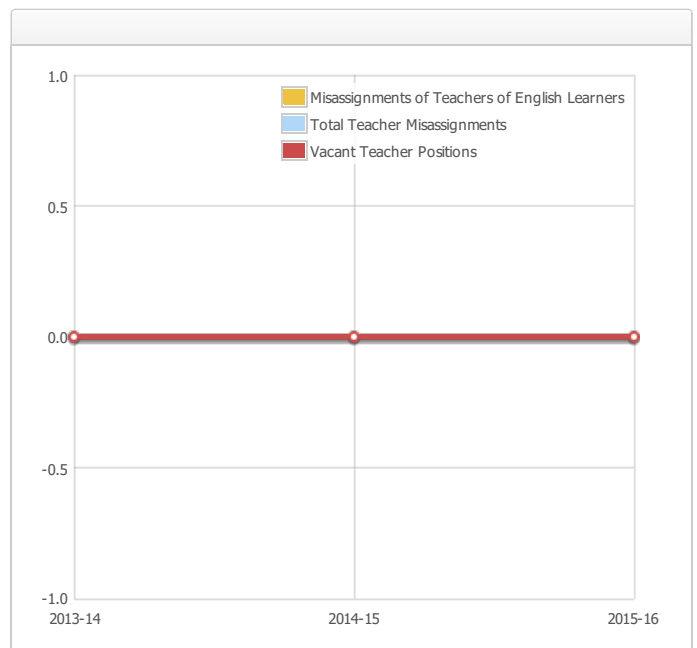
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	1	1	1	13
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/19/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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: 1/19/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	0.0%	0.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: August 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Elements of Literature/Third, Fourth, Fifth, Sixth Course, Kolt Reinhart and Winston, Inc. 2000	Yes	0.0 %
Mathematics	Algebra 1, Mcdougal Littell Algebra 2 Holt, Reinhart and Winston, Inc. Geometry Holt, Reinhart and Winston, Inc. 2008	Yes	0.0 %
Science	Biology, Chemistry, Prentics Hall 2008 Earth Science CA 2006 Physics CA AP Environmental Science, Brooks, Cole Holt Reinhart and Winston, Inc. 2009 Anatomy and Physiology, Pearson 2010	Yes	0.0 %
History-Social Science	American Government, Prentice Hall 2002 Economics, Prentice Hall 2003 World History, The American Vision CA, McGraw-Hill Glencoe, The American Pageant, Houghton Mifflin 2006	Yes	0.0 %
Foreign Language	Paso a Paso 1,2,3 Prentice Hall 2000	Yes	0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 1/19/2016

School Facility Conditions and Planned Improvements - Most Recent Year

Upper Lake Community Day School (CDS) provides a more than adequate facility that is located adjacent to the comprehensive campus. The condition and cleanliness of CDS is well above average. The inside and out of the building, as well as the grounds, are well taken care of. The facility is cleaned and maintained daily by the District maintenance department.

Last updated: 1/19/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: August 2014

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

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: August 2014

Overall Rating	Exemplary
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Last updated: 1/19/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	0.0%	40.0%	44.0%
Mathematics (grades 3-8 and 11)	0.0%	12.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/19/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	38.0%
All Students at the School	--
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: 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/19/2016

Career Technical Education Participation (School Year 2014-15)

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: 1/19/2016

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

UC/CSU Course Measure	Percent
2014-15 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

State Priority: Other Pupil Outcomes

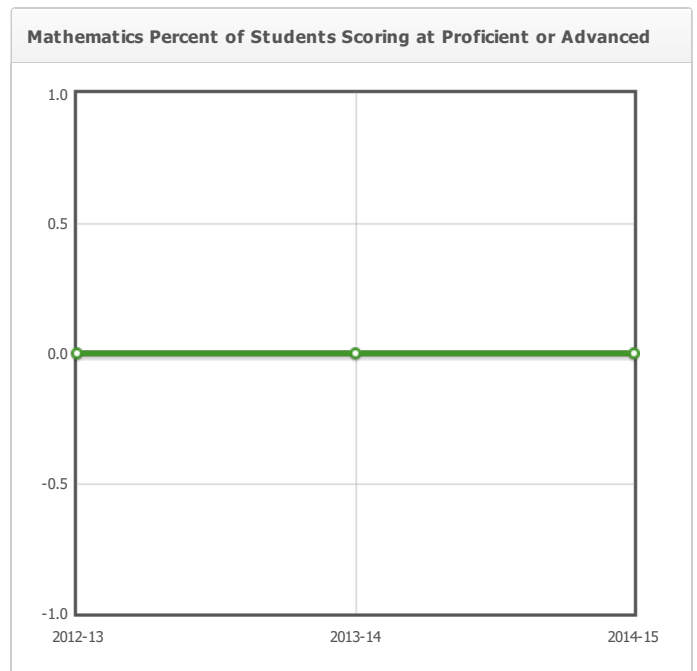
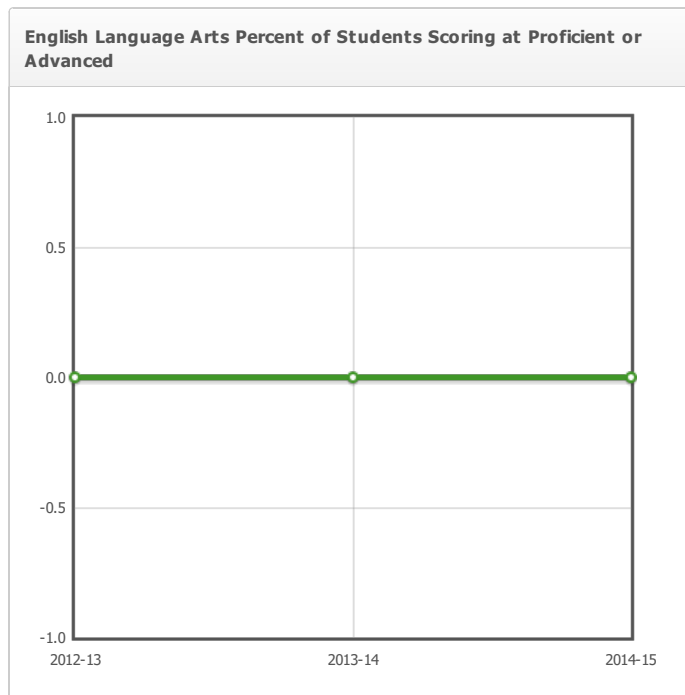
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	0.0%	0.0%	40.0%	41.0%	52.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	29.0%	40.0%	42.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/19/2016

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 - Most Recent Year

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

For more information on how to become involved, contact Don Boyd, Assistant Superintendent, at (707) 275-0840.

State Priority: Pupil Engagement

Last updated: 1/19/2016

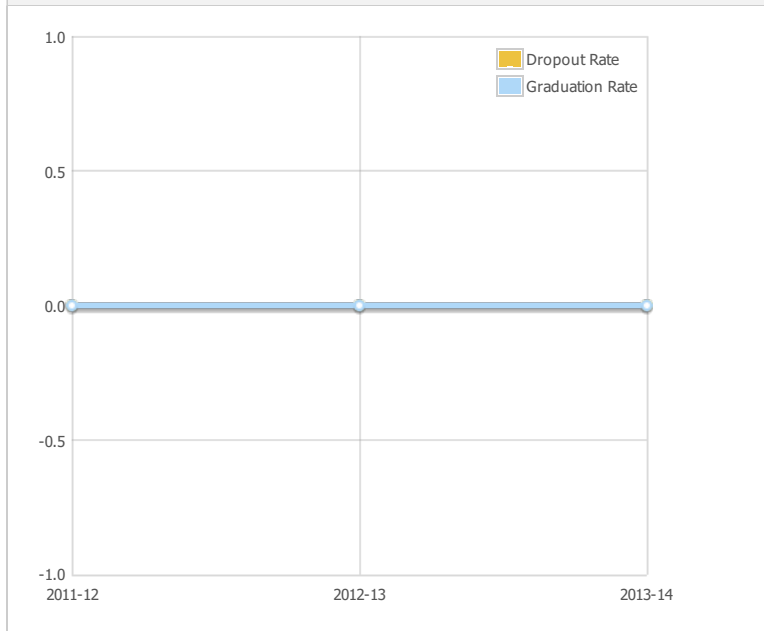
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	10.1%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	87.30	84.70	86.50	78.87	80.44	80.95

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



Last updated: 1/19/2016

Completion of High School Graduation Requirements

Student Group	Graduating Class of 2014		
	School	District	State
All Students	--	70	84
Black or African American	--	62	76
American Indian or Alaska Native	--	64	78
Asian	--	79	92
Filipino	--	90	96
Hispanic or Latino	--	72	81
Native Hawaiian or Pacific Islander	--	59	83
White	--	72	89
Two or More Races	--	74	82
Socioeconomically Disadvantaged	--	69	81
English Learners	--	38	50
Students with Disabilities	--	43	61
Foster Youth	--	--	--

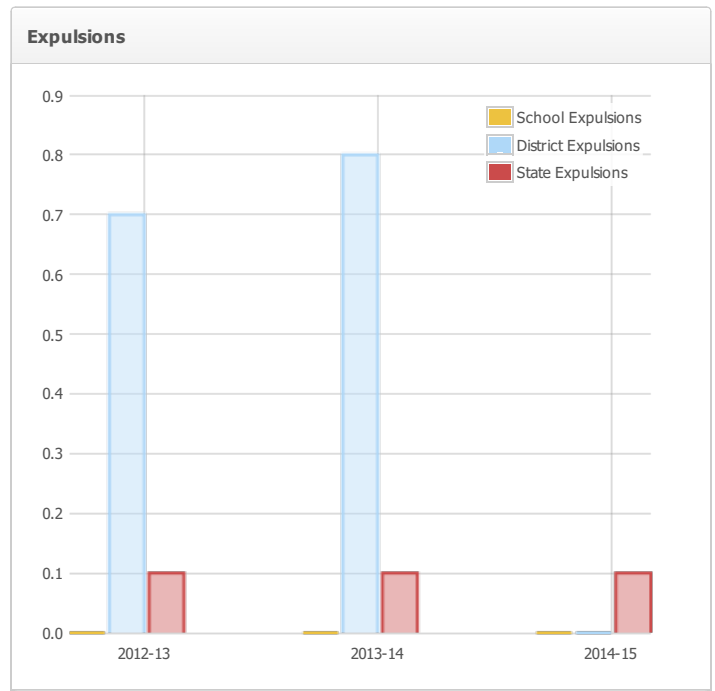
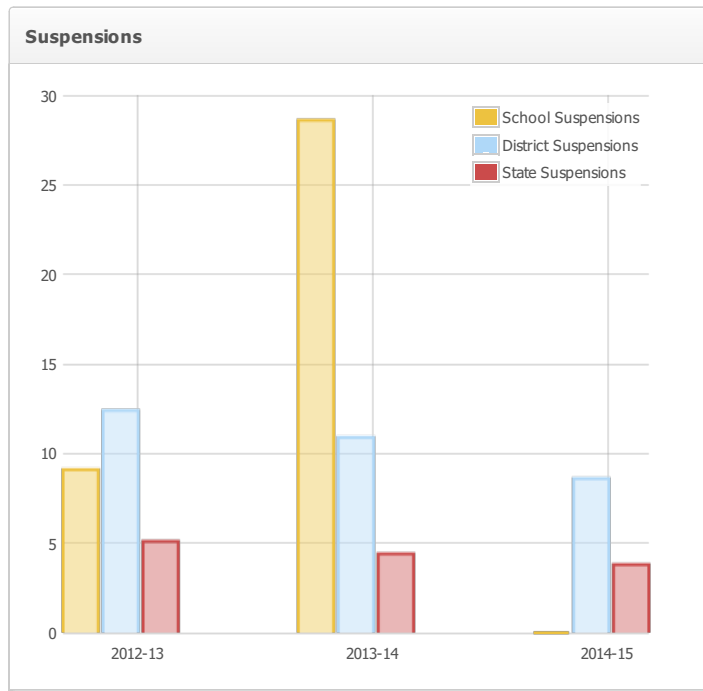
State Priority: School Climate

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	9.1	28.6	0.0	12.4	10.9	8.6	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.7	0.8	0.0	0.1	0.1	0.1



Last updated: 1/19/2016

School Safety Plan - Most Recent Year

The School Safety Plan was last reviewed on September 2014. It is kept in the Vice 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.

Last updated: 1/19/2016

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	N/A	No	
Met Participation Rate - English Language Arts	N/A	No	
Met Participation Rate - Mathematics	N/A	No	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate		Yes	

Last updated: 1/19/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		Not in PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement	N/A	0
Percent of Schools Currently in Program Improvement	N/A	0.0%

Note: Cells with NA values do not require data.

Last updated: 1/19/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	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: 1/19/2016

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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												
Mathematics												
Science												
Social Science												

* 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: 1/19/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

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

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

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

Last updated: 1/19/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$25330.0	\$1094.0	\$24236.0	\$50048.0
District	N/A	N/A	\$3489.0	\$50048.0
Percent Difference – School Site and District	N/A	N/A	44.1%	50048.0%
State	N/A	N/A	\$5348.0	\$63966.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/28/2016

Types of Services Funded (Fiscal Year 2014-15)

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

Title II (Teacher and Principal Training and Recruiting)

Title V (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 and Violence Prevention

ROP

Last updated: 1/19/2016

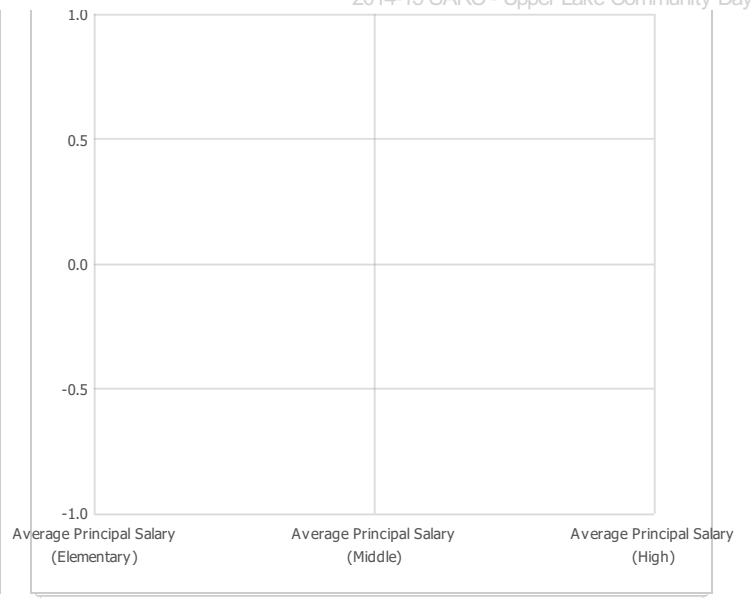
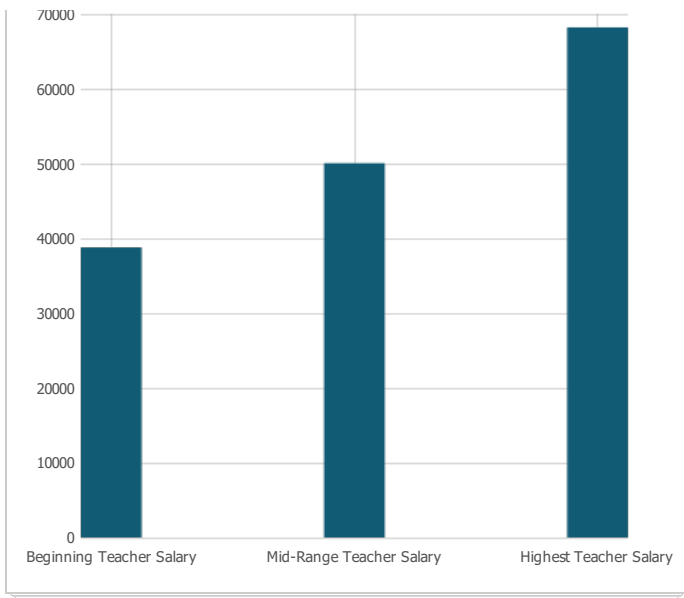
Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$38,793	\$42,003
Mid-Range Teacher Salary	\$50,048	\$60,808
Highest Teacher Salary	\$68,210	\$81,488
Average Principal Salary (Elementary)	--	--
Average Principal Salary (Middle)	--	\$103,661
Average Principal Salary (High)	--	\$106,270
Superintendent Salary	\$148,101	\$125,241
Percent of Budget for Teacher Salaries	19.0%	29.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 1/28/2016

Advanced Placement Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All Courses		--

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

*Where there are student course enrollments.

Note : AP means Advanced Placement.

Last updated: 1/19/2016

Professional Development – Most Recent Three Years

- ULHS District exists in a rural agricultural area, which limits access to many development opportunities afforded to teachers in urban areas. We therefore, have set aside a special period each Wednesday afternoon for collaborative planning and staff development. We also offer online access for teachers to connect with distance learning opportunities. Our current project is to enhance student achievement on standardized tests.

- For the previous three school years, we have dedicated two days each year to staff and professional development. Beginning in 2015-2016, five days will be dedicated to staff development.

Last updated: 1/19/2016