

# Clover Valley High (Continuation)

## California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

### Don Boyd, Director, Assistant Superintendent

Principal, Clover Valley High (Continuation)

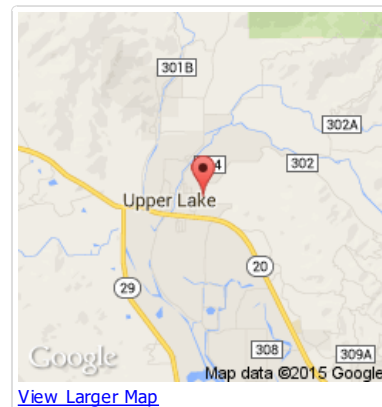
#### About Our School

Clover Valley High School is the continuation school that serves the Upper Lake High School District. The school is open 4 hours a day, 5 days a week. Students are required to attend 15 hours a week. With parent and administrative approval students may voluntarily transfer through the ULHS counseling office. Clover Valley High School primarily uses online curriculum in a computer lab setting allowing students the opportunity to earn a California high school diploma.

#### Contact

682 Clover Valley Rd.  
Upper Lake, CA 95485

Phone: 707-275-0840  
E-mail: [dboyd@ulhs.k12.ca.us](mailto:dboyd@ulhs.k12.ca.us)



## About This School

### Contact Information - Most Recent Year

| School                                   |  |
|--|--|
| <b>School Name</b>                       | Clover Valley High (Continuation)                              |
| <b>Street</b>                            | 682 Clover Valley Rd.  |
| <b>City, State, Zip</b>                  | Upper Lake, Ca, 95485  |
| <b>Phone Number</b>                      | 707-275-0840   |
| <b>Principal</b>                         | Don Boyd, Director, Assistant Superintendent                   |
| <b>E-mail Address</b>                    | <a href="mailto:dboyd@ulhs.k12.ca.us">dboyd@ulhs.k12.ca.us</a> |
| <b>Web Site</b>                          | <a href="http://ulhs.net">ulhs.net</a>                         |
| <b>County-District-School (CDS) Code</b> | 17640711730050   |

| District                         |  |
|----------------------------------|--|
| <b>District Name</b>             | Upper Lake Union High  |
| <b>Phone Number</b>              | (707) 275-2655   |
| <b>Web Site</b>                  | <a href="http://ulhs.net">ulhs.net</a>                               |
| <b>Superintendent First Name</b> | Patrick  |
| <b>Superintendent Last Name</b>  | Iaccino  |
| <b>E-mail Address</b>            | <a href="mailto:piaccino@ulhs.k12.ca.us">piaccino@ulhs.k12.ca.us</a> |

*Last updated: 12/8/2014*

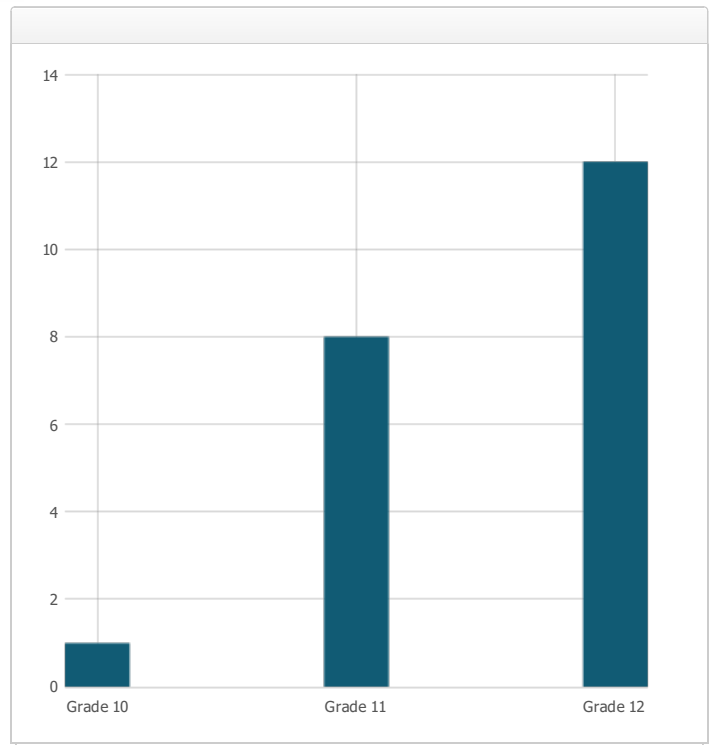
### School Description and Mission Statement (Most Recent Year)

Clover Valley High School students are stereotypically credit deficient when they arrive. Clover Valley High School's mission is to assist the students in retrieving those credits and completing the additional credits required for a CA High School Diploma.

*Last updated: 12/8/2014*

**Student Enrollment by Grade Level (School Year 2013-14)**

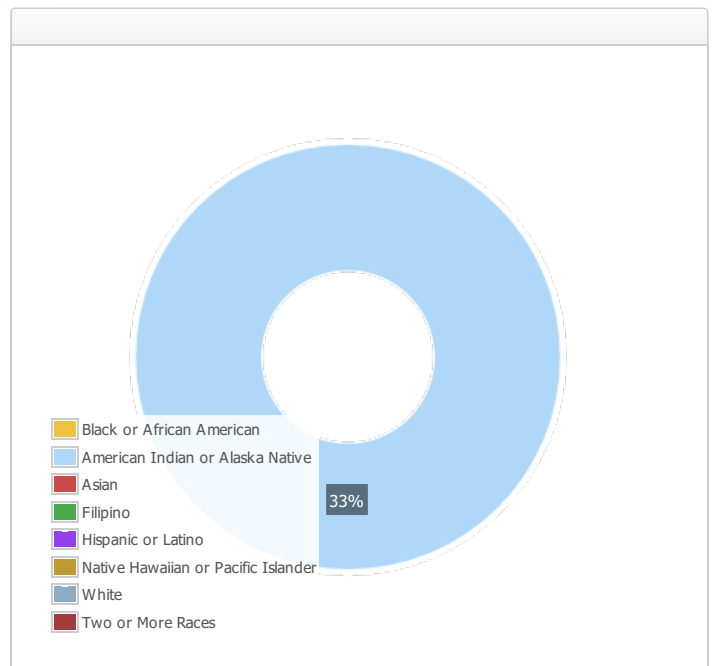
| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 10                | 1                  |
| Grade 11                | 8                  |
| Grade 12                | 12                 |
| <b>Total Enrollment</b> | <b>21</b>          |



*Last updated: 12/8/2014*

**Student Enrollment by Student Group (School Year 2013-14)**

| Group                               | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 0.0                         |
| American Indian or Alaska Native    | 33.3                        |
| 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                   | 0.0                         |
| Socioeconomically Disadvantaged     | 100.0                       |
| English Learners                    | 0.0                         |
| Students with Disabilities          | 0.0                         |



*Last updated: 12/8/2014*

## A. Conditions of Learning

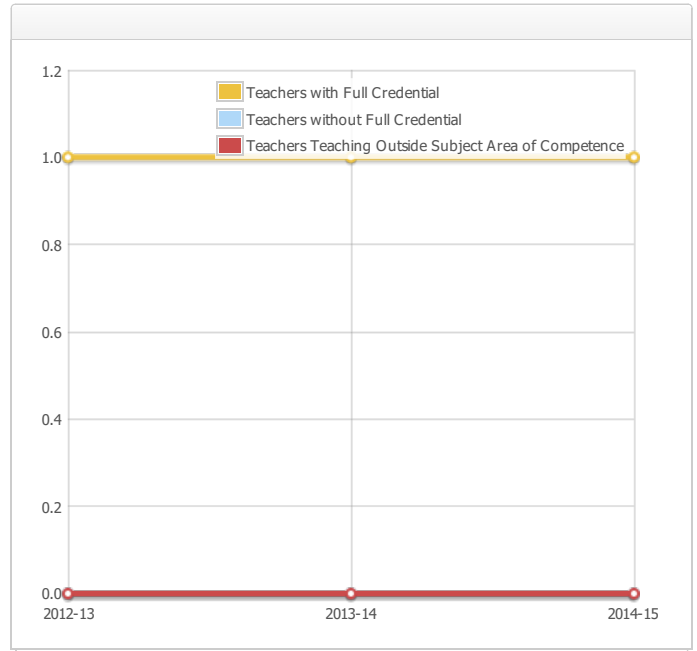
### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

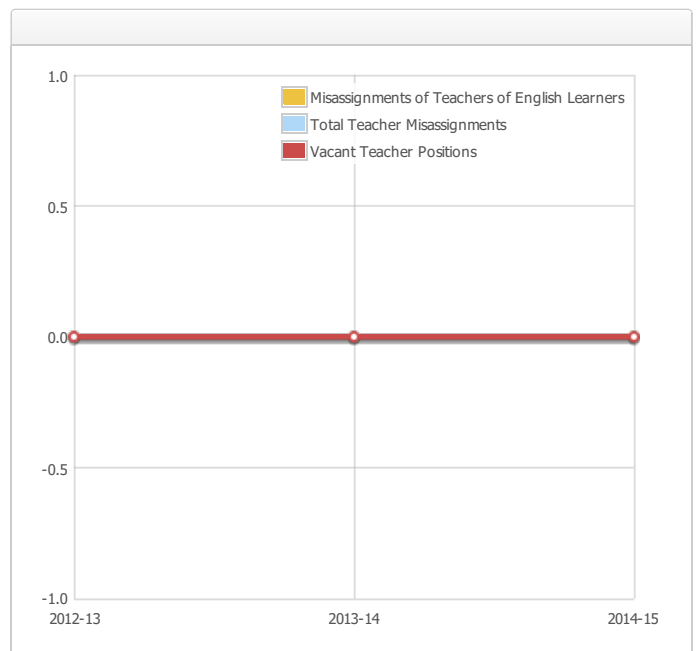
| Teachers  | School  |         |         | District |
|---|---------|---------|---------|----------|
|   | 2012-13 | 2013-14 | 2014-15 | 2014-15  |
| With Full Credential  | 1       | 1       | 1       | 12       |
| Without Full Credential   | 0       | 0       | 0       | 0        |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0       | 0       | 0       | 0        |



Last updated: 1/6/2015

#### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2012-13 | 2013-14 | 2014-15 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments*                  | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 0       | 0       |



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

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

Last updated: 12/8/2014

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)**

| 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  |
| All Schools in District          | 100  | 0  |
| High-Poverty Schools in District | 100  | 0  |
| Low-Poverty Schools in District  | 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: June 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, Holt Reinhart and Winston, Inc.  | Yes                        | 0.0  |
| Mathematics                | Algebra 1, McDougal Littell<br>Algebra 2, Holt, Reinhart and Winston, Inc.<br>Geometry, Holt, Reinhart and Winston, Inc.<br>Introductory Statistics, Prem S. Mann               | Yes                        | 0.0  |
| Science                    | Biology, Earth Science CA, Chemistry, Prentice Hall<br>Physics CA, Holt Reinhart and Winston, Inc.<br>AP Environmental Science, Brooks, Cole<br>Anatomy and Physiology, Pearson | Yes                        | 0.0  |
| History-Social Science     | American Government, Economics, Prentice Hall<br>World History, The American Vision CA, McGraw-Hill Glencoe<br>The American Pageant, Houghton Mifflin Company                   | Yes                        | 0.0  |
| Foreign Language           | Paso A Paso, 1,2,3, Prentice Hall   | Yes                        | 0.0  |
| Health                     |   |                            | 0.0  |
| Visual and Performing Arts |   |                            | 0.0  |
| Science Lab Eqpmt(9-12)    |   |                            | 0.0  |

Last updated: 12/8/2014

**School Facility Conditions and Planned Improvements - Most Recent Year**

Clover Valley Continuation High School provides a more than adequate facility that is located adjacent to the comprehensive campus. The condition and cleanliness of Clover Valley High School 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: 12/8/2014

**School Facility Good Repair Status - Most Recent Year**

Repair Needed and Action Taken or

| <b>System Inspected</b>   | <b>Rating</b> | <b>Planned</b> |
|---|---------------|----------------|
| 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**

|                |           |
|----------------|-----------|
| Overall Rating | Exemplary |
|----------------|-----------|

*Last updated: 12/8/2014*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

| Subject                       | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |         |         |          |         |         |         |         |         |
|-------------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
|                               | School   |         |         | District |         |         | State   |         |         |
|                               | 2011-12  | 2012-13 | 2013-14 | 2011-12  | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Science (grades 5, 8, and 10) |  |         |         | 37       | 32      | 49      | 60      | 59      | 60      |

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

*Last updated: 12/8/2014*

#### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

| Group   | Percent of Students Scoring at Proficient or Advanced |
|---|---|
| All Students in the LEA                       |   |
| 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 |   |

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

| Subject                | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |         |         |          |         |         |         |         |         |
|------------------------|--|---------|---------|----------|---------|---------|---------|---------|---------|
|                        | School   |         |         | District |         |         | State   |         |         |
|                        | 2010-11  | 2011-12 | 2012-13 | 2010-11  | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| English-Language Arts  | N/A  | N/A     | N/A     | 33%      | 29%     | 28%     | 54%     | 56%     | 55%     |
| Mathematics            | N/A  | N/A     | N/A     | 5%       | 6%      | 3%      | 49%     | 50%     | 50%     |
| History-Social Science | 8%   | N/A     | N/A     | 32%      | 27%     | 24%     | 48%     | 49%     | 49%     |

Note: STAR Program was last administered in 2012–13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 12/8/2014

### Academic Performance Index Ranks – Three-Year Comparison

| API Rank        | 2011 | 2012 | 2013 |
|-----------------|------|------|------|
| Statewide       |      |      |      |
| Similar Schools |      |      |      |

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 12/8/2014

### Academic Performance Index Growth by Student Group – Three-Year Comparison

| Group                               | Actual API Change 2011 | Actual API Change 2012 | Actual API Change 2013 |
|-------------------------------------|------------------------|------------------------|------------------------|
| All Students at the School          |                        |                        |                        |
| 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          |                        |                        |                        |

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 12/8/2014

### Career Technical Education Participation (School Year 2013-14)

| Measure  | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE  | 0                         |
| Percent of pupils completing a CTE program and earning a high school diploma | 0.0                       |



Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education

0.0

*Last updated: 12/8/2014***Courses for University of California and/or California State University Admission**

| <b>UC/CSU Course Measure</b>  | <b>Percent</b> |
|---|----------------|
| 2013-14 Students Enrolled in Courses Required for UC/CSU Admission        | 0.0            |
| 2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission | 0.0            |

# State Priority: Other Pupil Outcomes

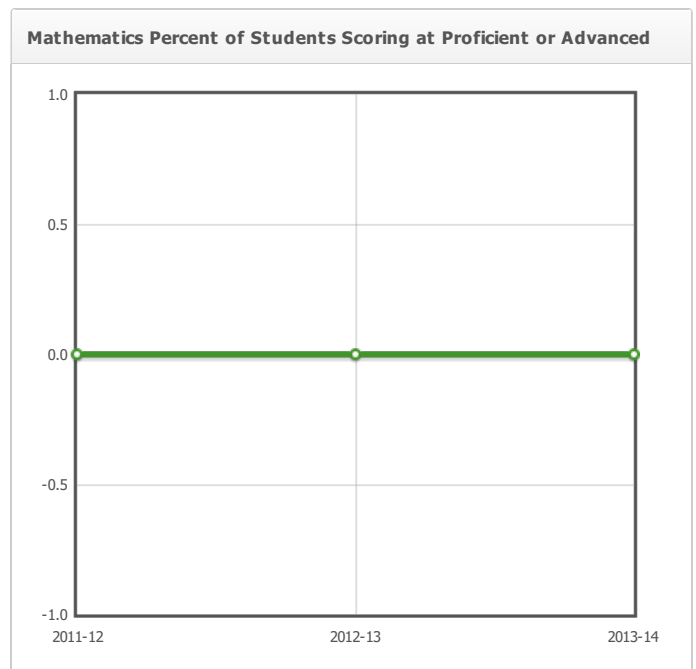
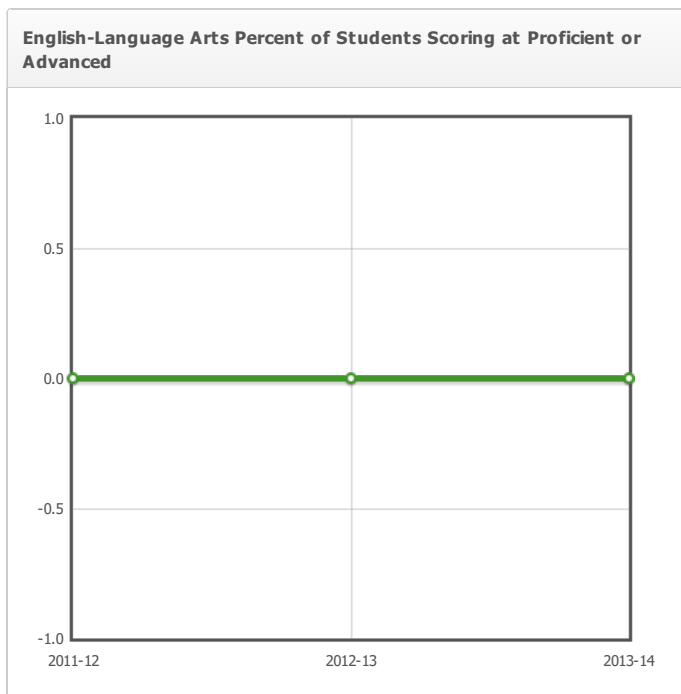
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

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

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

| Subject               | Percent of Students Scoring at Proficient or Advanced |         |         |          |         |         |         |         |         |
|-----------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
|                       | School  |         |         | District |         |         | State   |         |         |
|                       | 2011-12   | 2012-13 | 2013-14 | 2011-12  | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| English-Language Arts | N/A   | N/A     | N/A     | 49%      | 40%     | 41%     | 56%     | 57%     | 56%     |
| Mathematics           | N/A   | N/A     | N/A     | 43%      | 29%     | 40%     | 58%     | 60%     | 62%     |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



Last updated: 12/8/2014

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if applicable)**

| Group   | English-Language Arts  |                    |                  | Mathematics            |                    |                  |
|---|------------------------|--------------------|------------------|------------------------|--------------------|------------------|
|   | Percent Not Proficient | Percent Proficient | Percent Advanced | Percent Not Proficient | Percent Proficient | Percent Advanced |
| All Students in the LEA                       | 59%                    | 19%                | 22%              | 60%                    | 35%                | 5%               |
| All Students at the School                    | 0%                     | N/A                | N/A              | 0%                     | N/A                | N/A              |
| Male  | N/A                    | N/A                | N/A              | N/A                    | N/A                | N/A              |
| Female  | N/A                    | N/A                | N/A              | N/A                    | N/A                | N/A              |
| Black or African American                     | N/A                    | N/A                | N/A              | N/A                    | N/A                | N/A              |
| American Indian or Alaska Native              | N/A                    | N/A                | N/A              | N/A                    | N/A                | N/A              |
| Asian   | N/A                    | N/A                | N/A              | N/A                    | N/A                | N/A              |
| Filipino                                      | N/A                    | N/A                | N/A              | N/A                    | N/A                | N/A              |
| Hispanic or Latino                            | N/A                    | N/A                | N/A              | N/A                    | N/A                | N/A              |
| Native Hawaiian or Pacific Islander           | N/A                    | N/A                | N/A              | N/A                    | N/A                | N/A              |
| White   | N/A                    | N/A                | N/A              | N/A                    | N/A                | N/A              |
| Two or More Races                             | N/A                    | N/A                | N/A              | N/A                    | N/A                | N/A              |
| Socioeconomically Disadvantaged               | N/A                    | N/A                | N/A              | N/A                    | N/A                | N/A              |
| English Learners                              | N/A                    | N/A                | N/A              | N/A                    | N/A                | N/A              |
| Students with Disabilities                    | N/A                    | N/A                | N/A              | N/A                    | N/A                | N/A              |
| Students Receiving Migrant Education Services | N/A                    | N/A                | N/A              | N/A                    | N/A                | N/A              |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 12/8/2014

**California Physical Fitness Test Results (School Year 2013-14)**

| Grade level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 5           | N/A   | N/A                   | N/A                  |
| 7           | N/A   | N/A                   | N/A                  |
| 9           | N/A   | N/A                   | N/A                  |

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 12/8/2014

## C. Engagement

### State Priority: Parental Involvement

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

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

#### 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: 12/8/2014*

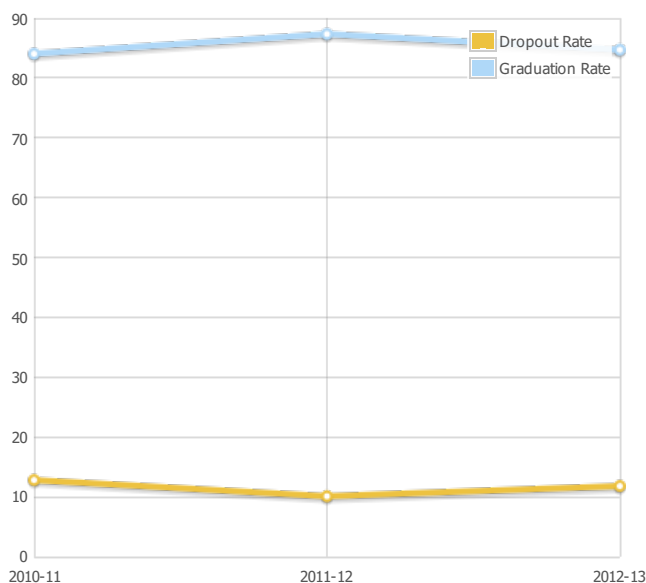
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

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

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

| Indicator       | School  |         |         | District |         |         | State   |         |         |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                 | 2010-11 | 2011-12 | 2012-13 | 2010-11  | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| Dropout Rate    | 12.8    | 10.1    | 11.8    | 12.8     | 10.1    | 11.8    | 14.7    | 13.1    | 11.4    |
| Graduation Rate | 84.04   | 87.34   | 84.71   | 84.04    | 87.34   | 84.71   | 77.14   | 78.87   | 80.44   |

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



*Last updated: 12/8/2014*

**Completion of High School Graduation Requirements**

| Group                               | Graduating Class of 2013 |          |       |
|-------------------------------------|--------------------------|----------|-------|
|                                     | School                   | District | State |
| All Students                        | 1                        |          | 84    |
| Black or African American           |                          |          | 75    |
| American Indian or Alaska Native    | 1                        |          | 77    |
| Asian                               |                          |          | 92    |
| Filipino                            |                          |          | 92    |
| Hispanic or Latino                  |                          |          | 80    |
| Native Hawaiian or Pacific Islander |                          |          | 84    |
| White                               |                          |          | 90    |
| Two or More Races                   |                          |          | 89    |
| Socioeconomically Disadvantaged     | 1                        |          | 82    |
| English Learners                    |                          |          | 53    |
| Students with Disabilities          | 1                        |          | 60    |

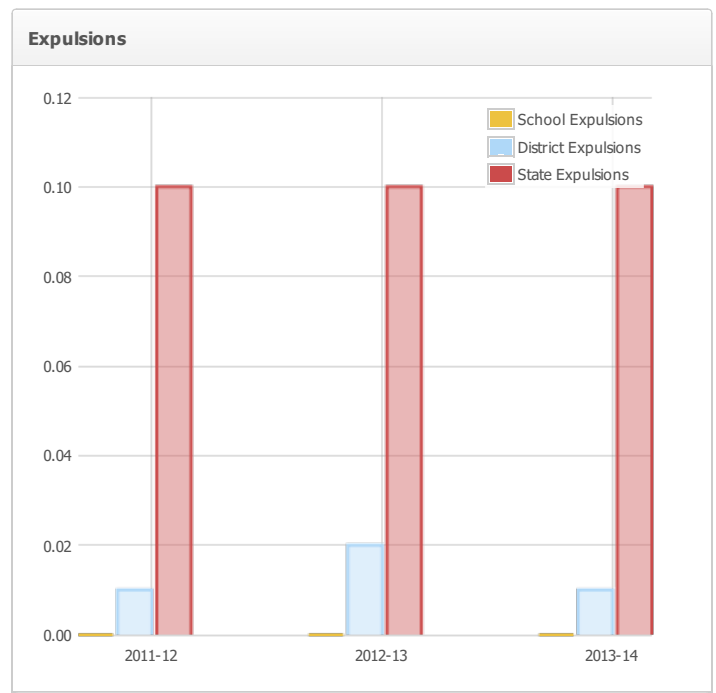
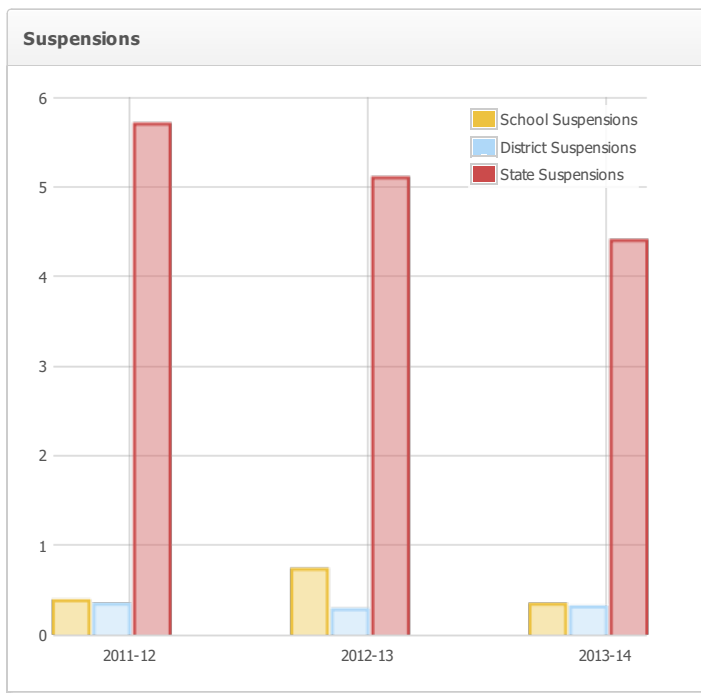
# State Priority: School Climate

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

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

## Suspensions and Expulsions

| Rate        | School  |         |         | District |         |         | State   |         |         |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|             | 2011-12 | 2012-13 | 2013-14 | 2011-12  | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Suspensions | 0.38    | 0.73    | 0.34    | 0.34     | 0.28    | 0.31    | 5.70    | 5.10    | 4.40    |
| Expulsions  | 0.00    | 0.00    | 0.00    | 0.01     | 0.02    | 0.01    | 0.10    | 0.10    | 0.10    |



Last updated: 12/8/2014

**School Safety Plan - Most Recent Year**

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The School Safety Plan was last reviewed on September 2013. 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: 12/8/2014*

## 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 2013-14)

| AYP Criteria                                   | School | District |
|--|--------|----------|
| Made AYP Overall                               | Yes    | Yes      |
| Met Participation Rate - English-Language Arts | Yes    | Yes      |
| Met Participation Rate - Mathematics           | Yes    | Yes      |
| Met Percent Proficient - English-Language Arts | Yes    | Yes      |
| Met Percent Proficient - Mathematics           | Yes    | Yes      |
| Met Graduation Rate                            | N/A    | Yes      |

*Last updated: 12/8/2014*

### Federal Intervention Program (School Year 2014-15)

| Indicator   | School | District  |
|---|--------|-----------|
| Program Improvement Status                          |        | In PI     |
| First Year of Program Improvement                   |        | 2012-2013 |
| Year in Program Improvement *                       |        | Year 2    |
| Number of Schools Currently in Program Improvement  | N/A    | 1         |
| Percent of Schools Currently in Program Improvement | N/A    | 100.0%    |

Note: Cells with NA values do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

*Last updated: 12/8/2014*



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

| Grade Level | 2011-12            |                     |       | 2012-13 |                    |                     | 2013-14 |     |                    |                     |       |     |
|-------------|--------------------|---------------------|-------|---------|--------------------|---------------------|---------|-----|--------------------|---------------------|-------|-----|
|             | Average Class Size | Number of Classes * |       |         | Average Class Size | Number of Classes * |         |     | Average Class Size | Number of Classes * |       |     |
|             |                    | 1-20                | 21-32 | 33+     |                    | 1-20                | 21-32   | 33+ |                    | 1-20                | 21-32 | 33+ |
| K           |                    |                     |       |         |                    |                     |         |     |                    |                     |       |     |
| 1           |                    |                     |       |         |                    |                     |         |     |                    |                     |       |     |
| 2           |                    |                     |       |         |                    |                     |         |     |                    |                     |       |     |
| 3           |                    |                     |       |         |                    |                     |         |     |                    |                     |       |     |
| 4           |                    |                     |       |         |                    |                     |         |     |                    |                     |       |     |
| 5           |                    |                     |       |         |                    |                     |         |     |                    |                     |       |     |
| 6           |                    |                     |       |         |                    |                     |         |     |                    |                     |       |     |
| Other       |                    |                     |       |         |                    |                     |         |     |                    |                     |       |     |

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

*Last updated: 12/8/2014*

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

| Subject        | 2011-12            |                     |       | 2012-13 |                    |                     | 2013-14 |     |                    |                     |       |     |
|----------------|--------------------|---------------------|-------|---------|--------------------|---------------------|---------|-----|--------------------|---------------------|-------|-----|
|                | 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: 12/8/2014*

**Academic Counselors and Other Support Staff (School Year 2013-14)**

| <b>Title</b>  | <b>Number of FTE* Assigned to School</b> | <b>Average Number of Students per Academic Counselor</b> |
|---|--|--|
| 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: 12/8/2014*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)**

| <b>Level</b>                                  | <b>Total Expenditures Per Pupil</b> | <b>Expenditures Per Pupil (Supplemental/Restricted)</b> | <b>Expenditures Per Pupil (Basic/Unrestricted)</b> | <b>Average Teacher Salary</b> |
|---|-------------------------------------|---|--|-------------------------------|
| School Site                                   | \$8,324                             | \$847   | \$7,477  | \$62,003                      |
| District                                      | N/A                                 | N/A   | \$6,676  | \$51,343                      |
| Percent Difference – School Site and District | N/A                                 | N/A   | 11.00%   | 18.00%                        |
| State   | N/A                                 | N/A   | \$4,690  | \$62,296                      |
| Percent Difference – School Site and State    | N/A                                 | N/A   | 38.00%   | 18.00%                        |

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

*Last updated: 1/6/2015*

**Types of Services Funded (Fiscal Year 2013-14)**

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: 12/8/2014*

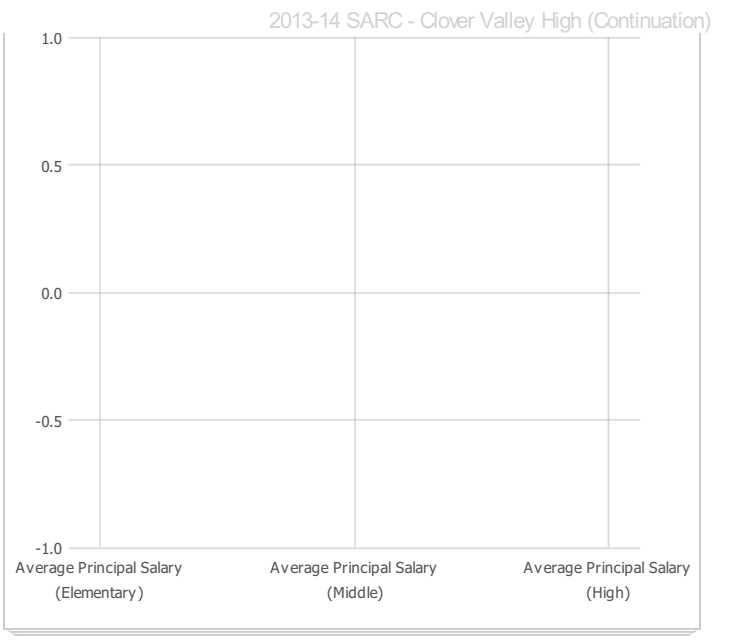
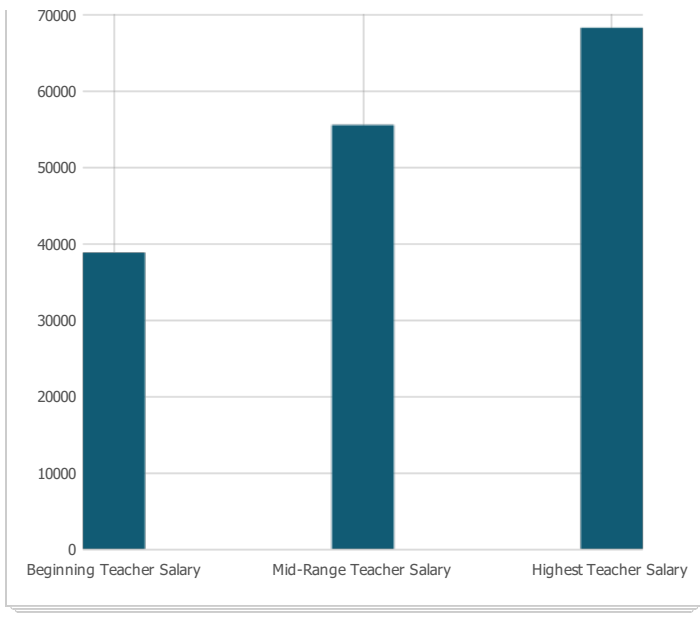
**Teacher and Administrative Salaries (Fiscal Year 2012-13)**

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$38,793        | \$40,821                                     |
| Mid-Range Teacher Salary                      | \$55,489        | \$59,345                                     |
| Highest Teacher Salary                        | \$68,210        | \$77,992                                     |
| Average Principal Salary (Elementary)         | \$00            | N/A  |
| Average Principal Salary (Middle)             | \$00            | \$100,642                                    |
| Average Principal Salary (High)               | \$00            | \$106,119                                    |
| Superintendent Salary                         | \$148,101       | \$138,050                                    |
| Percent of Budget for Teacher Salaries        | 26.0%           | 30.0%  |
| Percent of Budget for Administrative Salaries | 6.0%            | 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: 12/8/2014*

**Advanced Placement Courses (School Year 2013-14)**

| <b>Subject</b>           | <b>Number of AP Courses Offered*</b> | <b>Percent of Students In AP Courses</b> |
|--------------------------|--------------------------------------|--|
| 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.

*Last updated: 12/8/2014*

**Professional Development – Most Recent Three Years**

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- 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.

*Last updated: 12/8/2014*