

# Upper Lake Community Day

## 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, Teacher

Principal, Upper Lake Community Day

#### About Our School

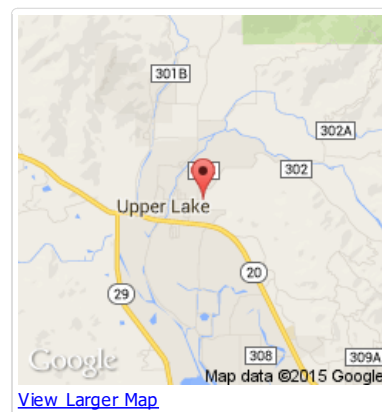
Upper Lake Community Day School (CDS) provides educational options for those students who have been expelled, are pre-expellable, are in the School Attendance Review Board (SARB) process, or who have been referred by probation. The school is a small, low enrollment, success-based program. CDS primarily 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

675 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>	Upper Lake Community Day
<b>Street</b>	675 Clover Valley Rd.
<b>City, State, Zip</b>	Upper Lake, Ca, 95485
<b>Phone Number</b>	707-275-0840
<b>Principal</b>	Don Boyd, Teacher
<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>	17640711730175

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*

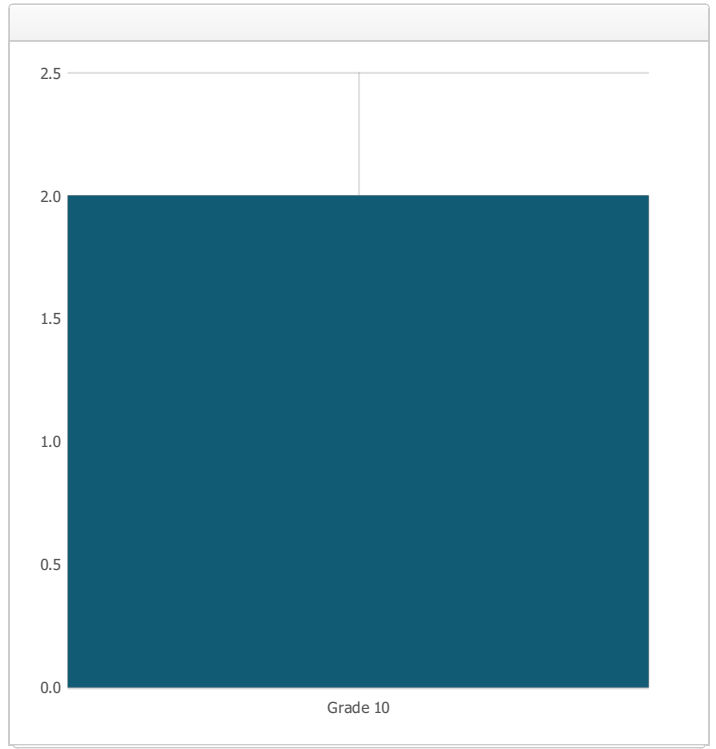
### School Description and Mission Statement (Most Recent Year)

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: 12/8/2014*

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

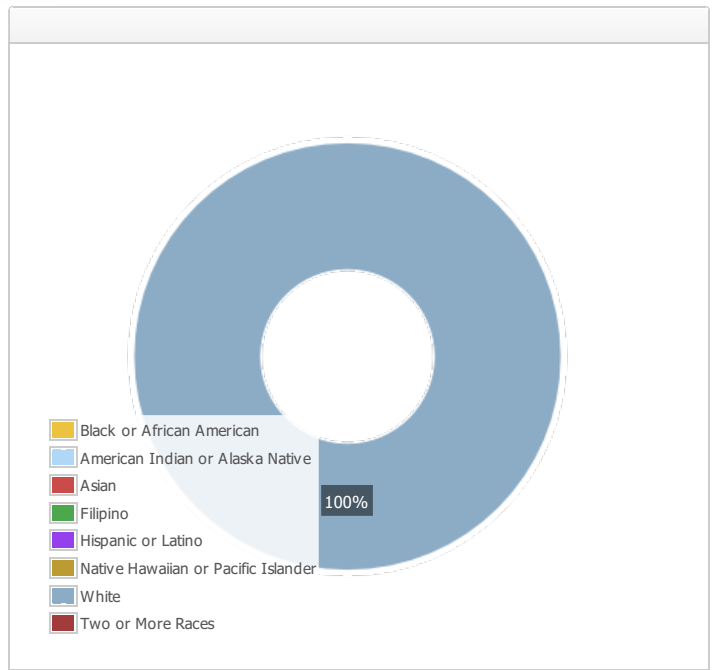
Grade Level	Number of Students
Grade 10	2
Total Enrollment	2



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	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	0.0
Native Hawaiian or Pacific Islander	0.0
White	100.0
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

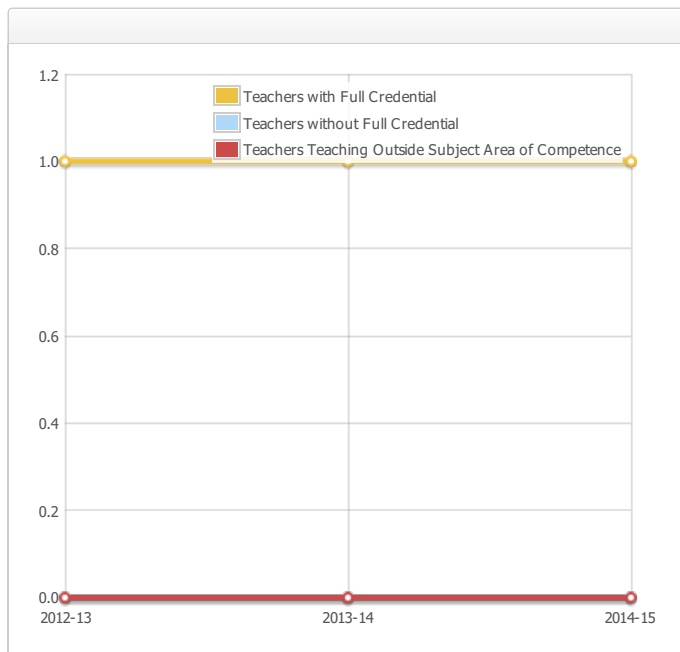
### State Priority: Basic

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

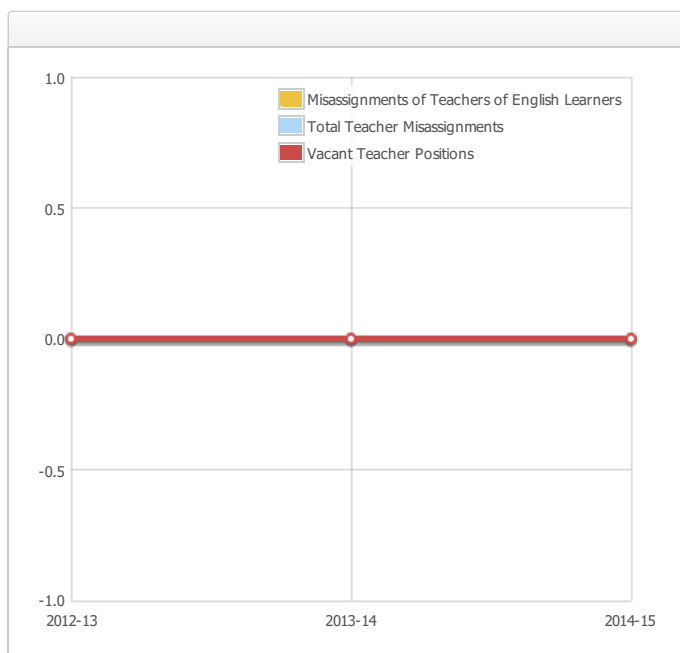
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	1	1	1	12
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



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 Algebra 2, Holt, Reinhart and Winston, Inc. Geometry, Holt, Reinhart and Winston, Inc. Introductory Statistics, Prem S. Mann	Yes	0.0
Science	Biology, Earth Science CA, Chemistry, Prentice Hall Physics CA, Holt Reinhart and Winston, Inc. AP Environmental Science, Brooks, Cole Anatomy and Physiology, Pearson	Yes	0.0
History-Social Science	American Government, Economics, Prentice Hall World History, The American Vision CA, McGraw-Hill Glencoe 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**

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: 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
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*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	49
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	N/A	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**

UC/CSU Course Measure	Percent
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	

# State Priority: Other Pupil Outcomes

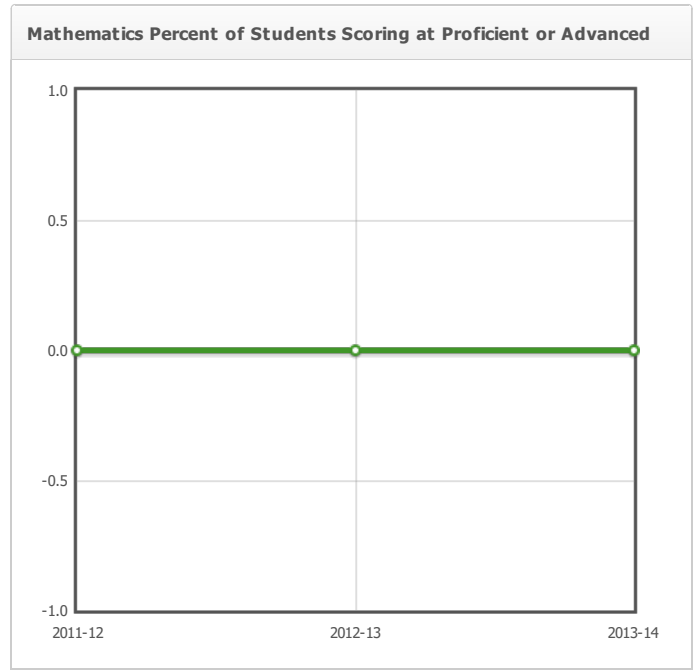
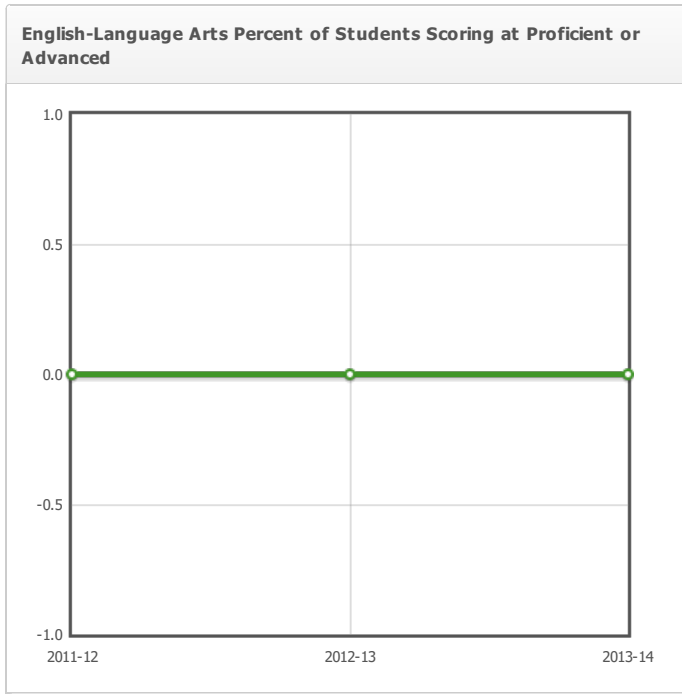
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- 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 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: 12/8/2014*

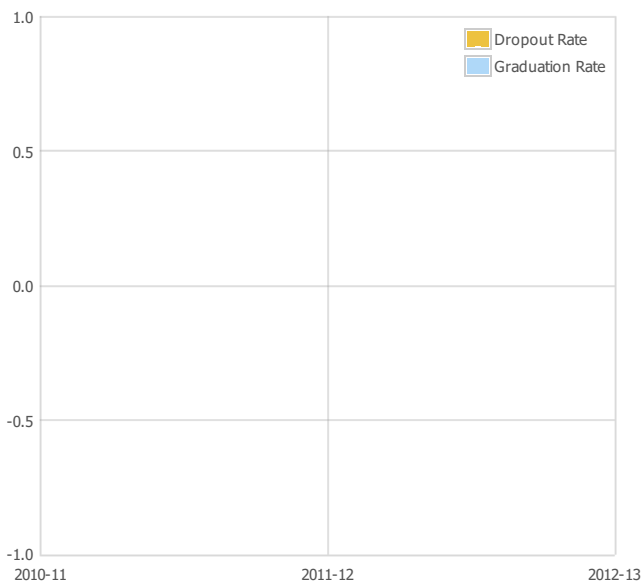
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- 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									
Graduation Rate				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			
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			

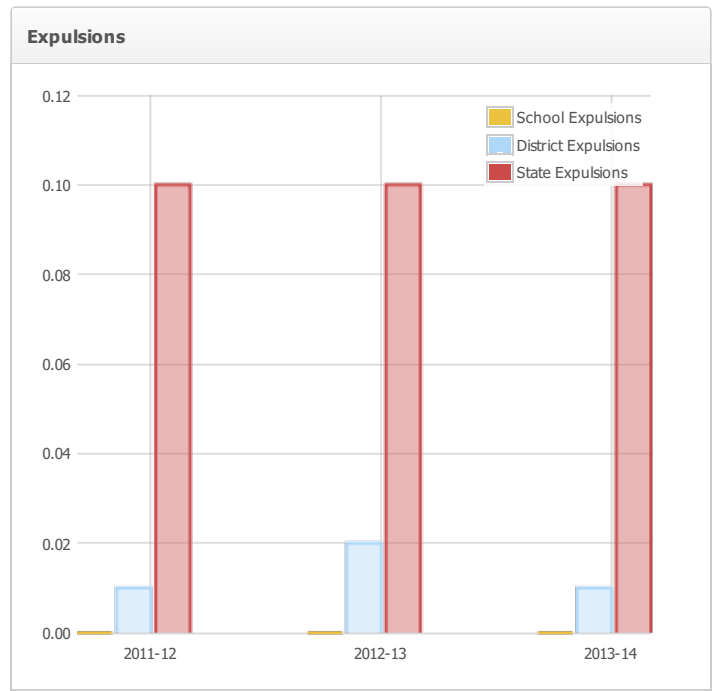
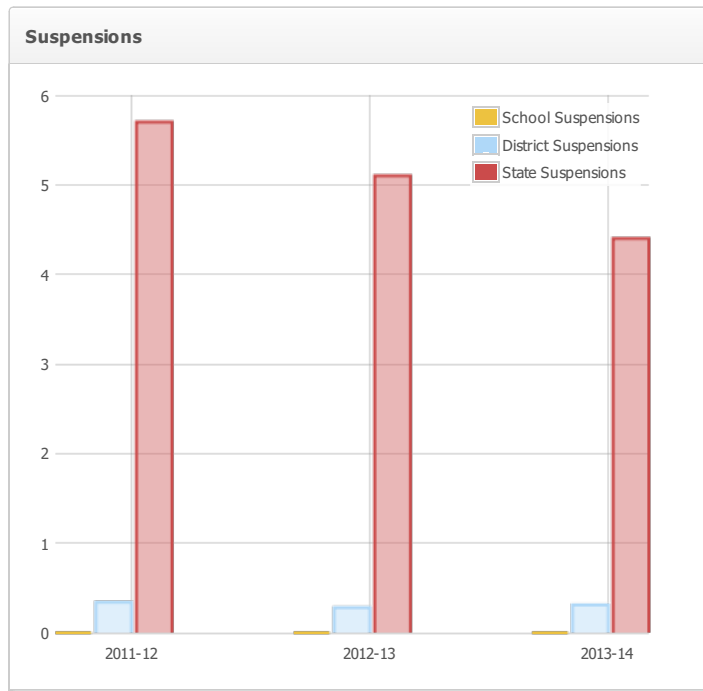
# State Priority: School Climate

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	0.00	0.00	0.00	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	No	Yes
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	Yes
Met Percent Proficient - Mathematics	No	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	\$25,233	\$25,233	N/A	\$28,344
District	N/A	N/A	\$6,676	\$51,343
Percent Difference – School Site and District	N/A	N/A	0.00%	45.00%
State	N/A	N/A	\$4,690	\$62,296
Percent Difference – School Site and State	N/A	N/A	0.00%	55.00%

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*

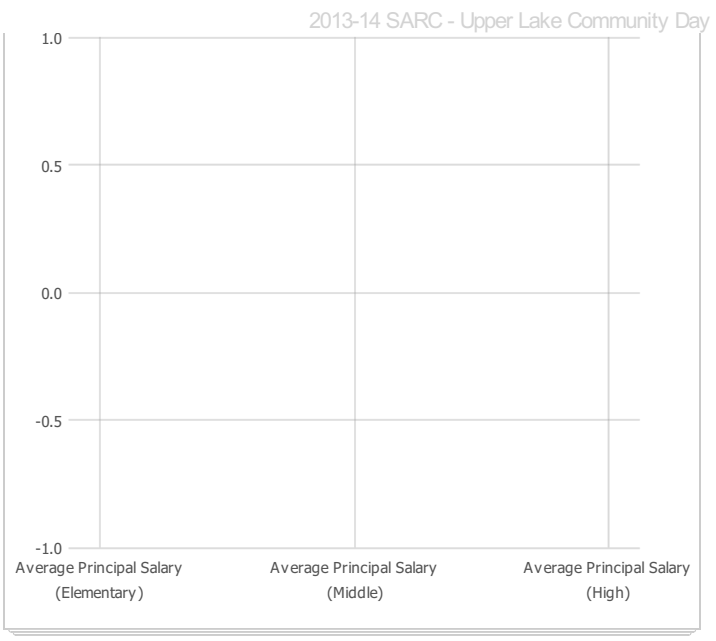
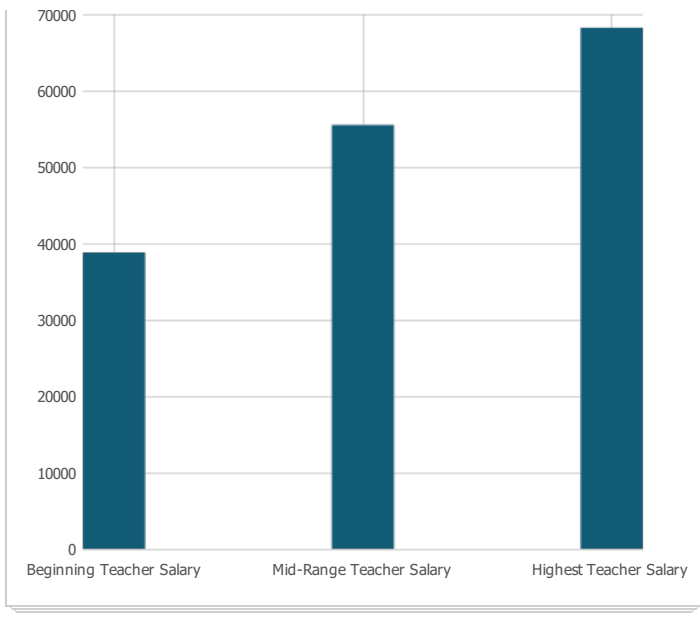
**Teacher and Administrative Salaries (Fiscal Year 2012-13)**

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*