

# Upper Lake High

## 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.

## Patrick Iaccino, Superintendent/Principal

 Principal, Upper Lake High

### About Our School

Upper Lake High School was founded in the town of Upper Lake, California in 1916. The Upper Lake Union High School District is comprised of ULHS, a comprehensive high school, Clover Valley High School, the districts' continuation high school, the Community Day School as well as an adult education program.

Upper Lake High School District will become a Unified K-12 District starting July 1 2016. The Unification was approved by the California State Board of Education in November, 2015.

### Contact

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

*Phone: 707-275-2338  
E-mail: [piaccino@ulhs.k12.ca.us](mailto:piaccino@ulhs.k12.ca.us)*

# About This School

## Contact Information - Most Recent Year

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

School Contact Information - Most Recent Year	
<b>School Name</b>	Upper Lake High
<b>Street</b>	675 Clover Valley Rd.
<b>City, State, Zip</b>	Upper Lake, Ca, 95485-9220
<b>Phone Number</b>	707-275-2338
<b>Principal</b>	Patrick Iaccino, Superintendent/Principal
<b>E-mail Address</b>	<a href="mailto:piaccino@ulhs.k12.ca.us">piaccino@ulhs.k12.ca.us</a>
<b>Web Site</b>	<a href="http://ulhs.net">ulhs.net</a>
<b>County-District-School (CDS) Code</b>	17640711737006

*Last updated: 1/19/2016*

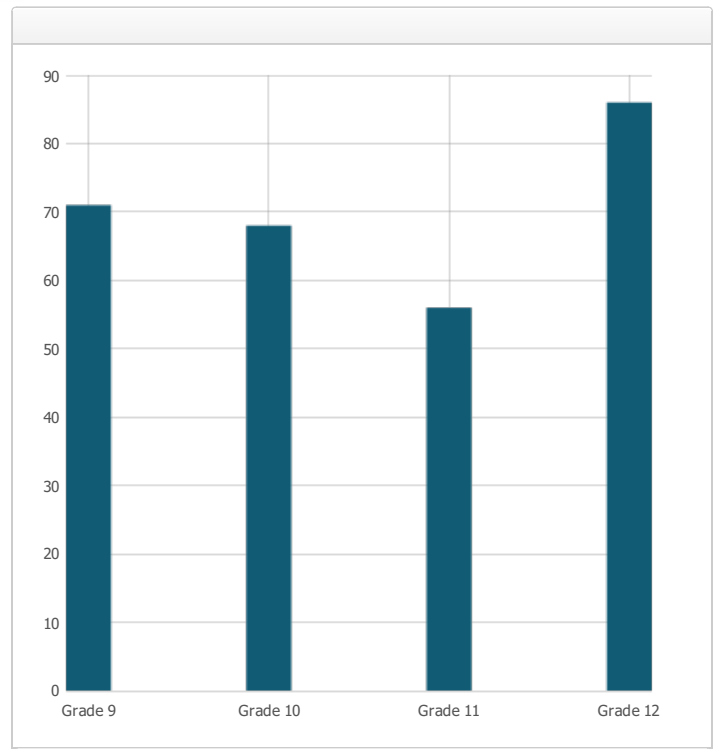
## School Description and Mission Statement - Most Recent Year

The mission of Upper Lake Union High School (ULHS) is to help students acquire the knowledge, positive attitudes, and skills necessary to become healthy, active, productive and compassionate citizens; and to help students become lifelong learners who responsibly manage change and thereby have a positive impact on their communities, their country and the world.

*Last updated: 1/19/2016*

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

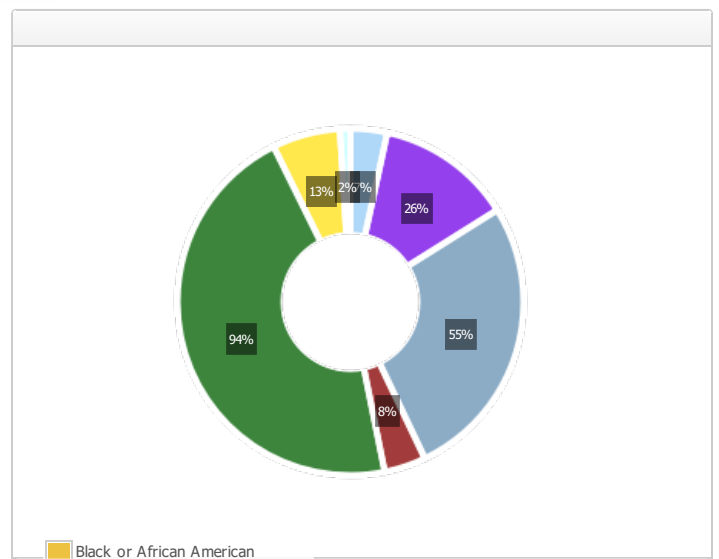
Grade Level	Number of Students
Grade 9	71
Grade 10	68
Grade 11	56
Grade 12	86
<b>Total Enrollment</b>	<b>281</b>



Last updated: 1/19/2016

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

Student Group	Percent of Total Enrollment
Black or African American	0.4 %
American Indian or Alaska Native	7.5 %
Asian	0.7 %
Filipino	0.4 %
Hispanic or Latino	26.7 %
Native Hawaiian or Pacific Islander	0.4 %
White	55.5 %
Two or More Races	8.2 %
Socioeconomically Disadvantaged	94.0 %
English Learners	0.7 %
Students with Disabilities	13.9 %
Foster Youth	2.5 %



Last updated: 1/19/2016

## A. Conditions of Learning

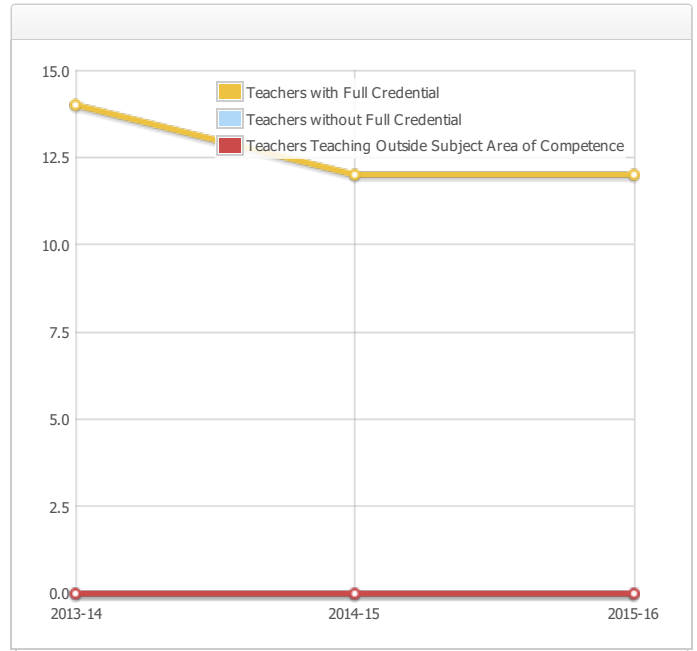
### State Priority: Basic

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

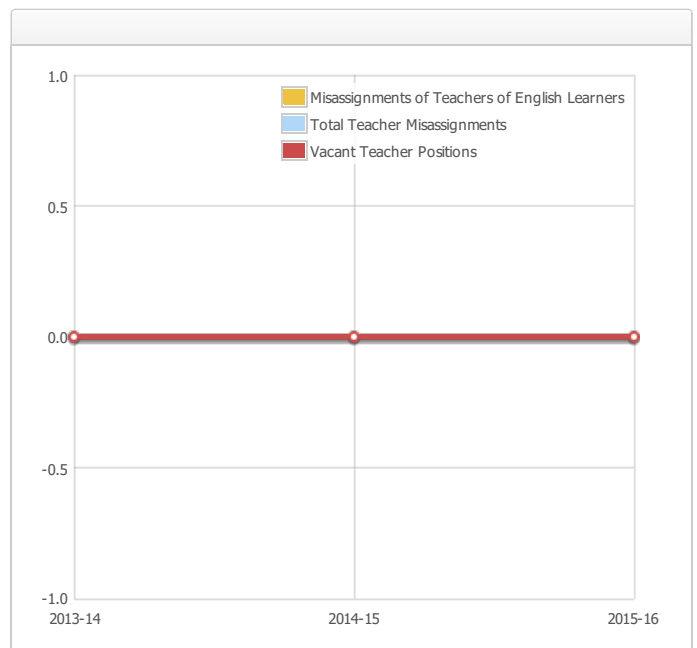
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	14	12	12	13
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



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

ULHS has been on this site since the very early 1900s. In the early 2000s we completed renovation and/or replacement of our major buildings, representing about 95% of the instructional area. A recently new library, new cafeteria, six new classrooms, and a new administrative area results in a spectacular small school. Several other permanent classrooms have been completely modernized. All of the campus is Internet connected. Two computer labs are available to students and teachers. In addition, there are seven portable computer labs available. The school is Americans with Disabilities Act (ADA) compliant. We have an athletic field with bleachers and separate fields for baseball, and softball. The school has an outdoor shade structure for students.

**Safety:** Students are supervised on the school grounds by school staff and administration from 7:30 a.m. 30 minutes prior to the start of school, to 3:35 p.m. 30 minutes after school is dismissed. Lunchtime is a closed campus, with the exception of approved seniors. Additional school fencing was added to secure certain areas of the school. The entire campus is provided with surveillance cameras and signs are posted that indicate such. Visitors entering the campus must sign in at the office and obtain a visitors pass that they are required to wear when on the school site. Signs are in place on the perimeter of the campus informing visitors of this requirement. Students and parents must check students out in the office when leaving during the day.

**Cleaning:** A crew of four maintenance/custodians—two during the day and two in the afternoons and evenings—ensure that the campus maintains a sparkling presence in the community. The custodians provide daily cleaning of each classroom, as well as all student accessed facilities. The three maintenance workers work closely with administration to prioritize written maintenance requests in order to ensure a quick response to facility needs. All toilets are in working order and restrooms are cleaned daily.

The Facilities Inspection Tool (FIT) was completed on 8/22/15 with a rating of Excellent

*Last updated: 1/19/2016*

## School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: August 2015

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 2015

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)	43.0%	40.0%	44.0%
Mathematics (grades 3-8 and 11)	13.0%	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*

## ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	--	--	--	--	--	--	--
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	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/19/2016



## ELA - Grade 11

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	54	49	90.7%	31.0%	27.0%	27.0%	16.0%
Male	54	26	48.1%	31.0%	31.0%	23.0%	15.0%
Female	54	23	42.6%	30.0%	22.0%	30.0%	17.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	54	2	3.7%	--	--	--	--
Asian	54	1	1.9%	--	--	--	--
Filipino	54	3	5.6%	--	--	--	--
Hispanic or Latino	54	13	24.1%	0.0%	38.0%	38.0%	23.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	54	28	51.9%	39.0%	18.0%	25.0%	18.0%
Two or More Races	54	2	3.7%	--	--	--	--
Socioeconomically Disadvantaged	54	46	85.2%	30.0%	26.0%	28.0%	15.0%
English Learners	54	1	1.9%	--	--	--	--
Students with Disabilities	54	3	5.6%	--	--	--	--
Students Receiving Migrant Education Services	54	1	1.9%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/19/2016

**Mathematics - Grade 11**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	54	48	88.9%	52.0%	35.0%	10.0%	2.0%
Male	54	25	46.3%	44.0%	40.0%	12.0%	4.0%
Female	54	23	42.6%	61.0%	30.0%	9.0%	0.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	54	2	3.7%	--	--	--	--
Asian	54	1	1.9%	--	--	--	--
Filipino	54	3	5.6%	--	--	--	--
Hispanic or Latino	54	12	22.2%	42.0%	42.0%	8.0%	8.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	54	28	51.9%	50.0%	39.0%	11.0%	0.0%
Two or More Races	54	2	3.7%	--	--	--	--
Socioeconomically Disadvantaged	54	45	83.3%	53.0%	33.0%	11.0%	2.0%
English Learners	54	1	1.9%	--	--	--	--
Students with Disabilities	54	3	5.6%	--	--	--	--
Students Receiving Migrant Education Services	54	1	1.9%	--	--	--	--
Foster Youth	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/19/2016*

**California Standards Tests 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	33.0%	49.0%	42.0%	31.0%	48.0%	38.0%	59.0%	60.0%	56.0%

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

**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	42.0%
Male	38.0%
Female	44.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	42.0%
Native Hawaiian or Pacific Islander	--
White	51.0%
Two or More Races	--
Socioeconomically Disadvantaged	39.0%
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 Programs (School Year 2014-15)

ULHS pursues an active involvement in Regional Occupational Programs including a four-year sequence of computer courses providing preparation for A+ Certification.

Upper Lake High School offers Computer Technology and Agriculture courses that are focused on career and work preparation. Courses conducted by the Regional Occupational Program include: Computer Applications; Computer Science; Computer Services; Publications; Agriculture Mechanics; and Forestry. The Computer Technology and Agriculture courses are aligned with applicable model curriculum standards. Computer Technology offers a three-course sequence: Computer Applications, Computer Science, and Computer Service.

ULHS has had an Agriculture program for many years, Upper Lake High School's Agriculture program has an informal advisory committee comprised of community members and agricultural-based organizations.

The Alternative Energy and Sustainable Agriculture (AESA) program through the California Partnership Academy began during the 2012/13 school year.

Upper Lake High School continues to offer and develop classes and programs that are integrated with the Standards-based curriculum. Academic courses and Career Technical courses are offered throughout the school day. Students are encouraged to avail themselves of the opportunity to take at least one of the several CTE course offerings, at some point in their high school career, in preparation for the challenges faced in today's work world.

Upper Lake High School offers career assessments and career exploration programs through the administration of the ASVAB, Career Cruising, and the College Going Initiative. Teachers, in concert with the county ROP Director, provide students with the opportunity to job shadow, visit career fairs, participate in skill competitions, and attend conferences.

*Last updated: 1/19/2016*

## Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	226
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	22.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

*Last updated: 1/20/2016*

## 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	94.7%
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	26.6%

# State Priority: Other Pupil Outcomes

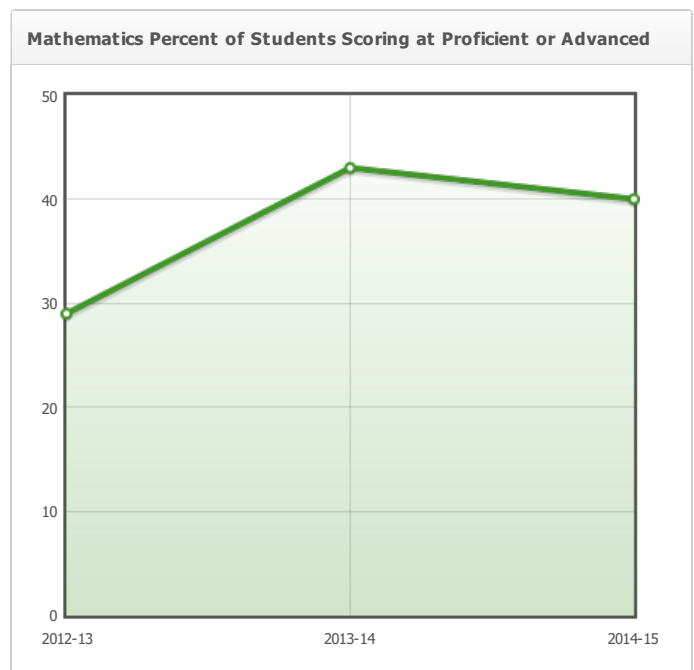
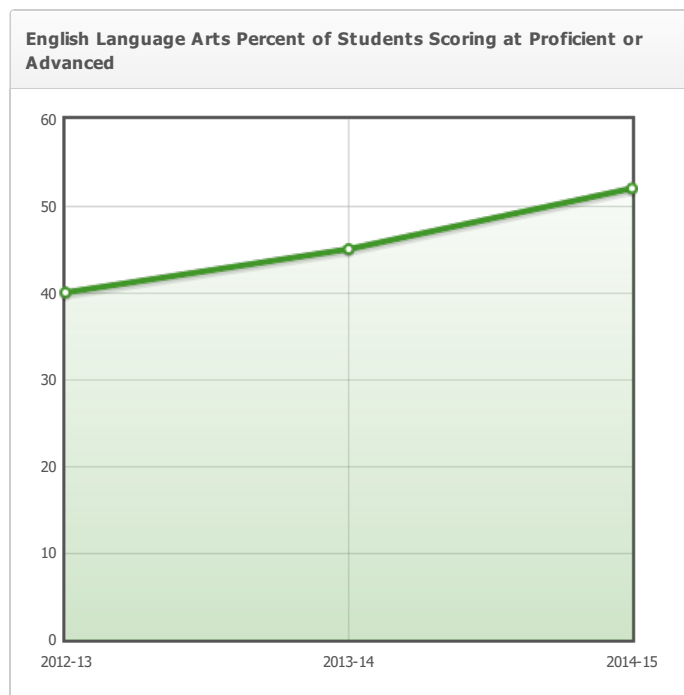
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- 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	40.0%	45.0%	52.0%	40.0%	41.0%	52.0%	57.0%	56.0%	58.0%
Mathematics	29.0%	43.0%	40.0%	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

**California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15) (if****applicable)**

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	48.0%	21.0%	30.0%	58.0%	28.0%	13.0%
All Students at the School	48.0%	21.0%	30.0%	60.0%	27.0%	13.0%
Male	64.0%	20.0%	16.0%	68.0%	27.0%	5.0%
Female	35.0%	23.0%	42.0%	53.0%	27.0%	20.0%
Black or African American	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	40.0%	27.0%	33.0%	53.0%	33.0%	13.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	43.0%	20.0%	37.0%	52.0%	33.0%	15.0%
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	51.0%	22.0%	27.0%	60.0%	30.0%	11.0%
English Learners	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students Receiving Migrant Education Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

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 Physical Fitness Test Results (School Year 2014-15)**

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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: 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

School Site Council (SSC): The SSC provides a platform for parental and student input directly into the mainstream of ULHS. This group is routinely consulted regarding school change processes and financial decisions directly affecting students. SSC is the point group for the school's Single Plan for Student Achievement/WASC and collaboratively leads, with administration, instructional program changes to enhance the school's API. It is responsible for the allocation of many categorical funds.

For more information on how to become involved, contact Patrick Iaccino, Superintendent/Principal, at (707) 275-2655.

Upper Lake High School Booster's Club: The primary goal of the ULHS Booster's Club is to encourage and reward student participation at ULHS. Responsibilities include fund raising and other activities deemed appropriate for the benefit of ULHS programs. Funds are allocated 30% to athletics, 30% to curricular programs, and 30% to extracurricular programs. The remaining funds are available for use pursuant to the discretion of the membership. The Club must maintain a \$3,000 minimum ending balance each year.

For more information on Upper Lake High School Booster's Club, please contact Patrick Iaccino, at (707) 275-2655.

### State Priority: Pupil Engagement

*Last updated: 1/19/2016*

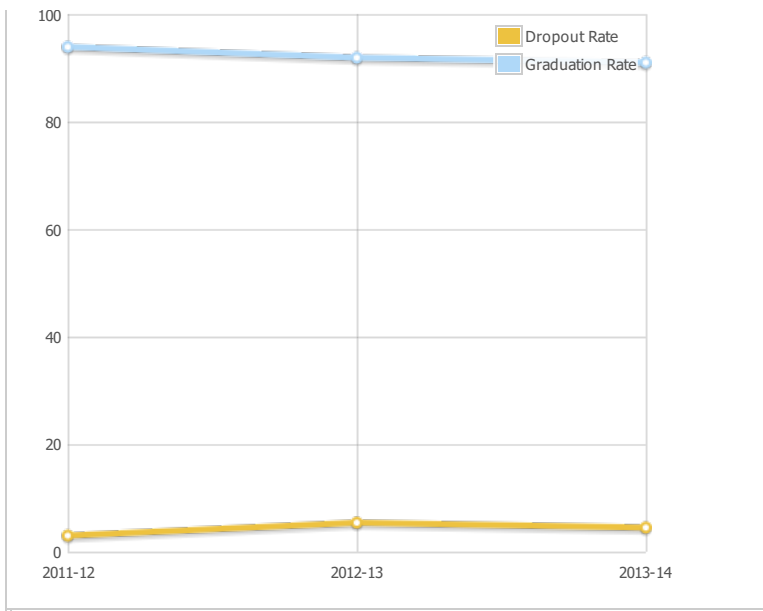
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- 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	3.0%	5.4%	4.5%	10.1%	11.8%	9.5%	13.1%	11.4%	11.5%
Graduation Rate	93.90	91.90	91.00	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**

<b>Student Group</b>	<b>Graduating Class of 2014</b>		
	<b>School</b>	<b>District</b>	<b>State</b>
All Students	88	79	84
Black or African American	0	0	76
American Indian or Alaska Native	88	40	78
Asian	100	100	92
Filipino	86	0	96
Hispanic or Latino	0	88	81
Native Hawaiian or Pacific Islander	70	0	83
White	79	82	89
Two or More Races	0	100	82
Socioeconomically Disadvantaged	40	74	81
English Learners	100	0	50
Students with Disabilities	0	67	61
Foster Youth	--	--	--

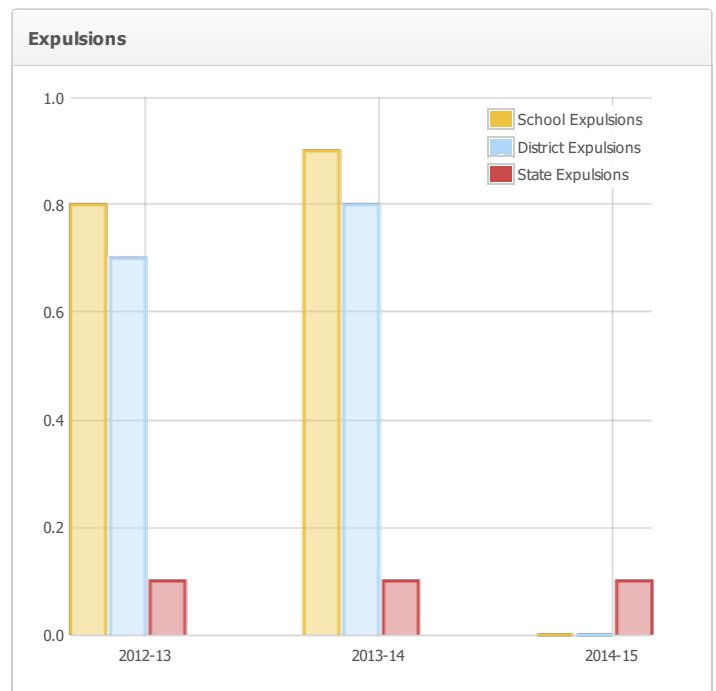
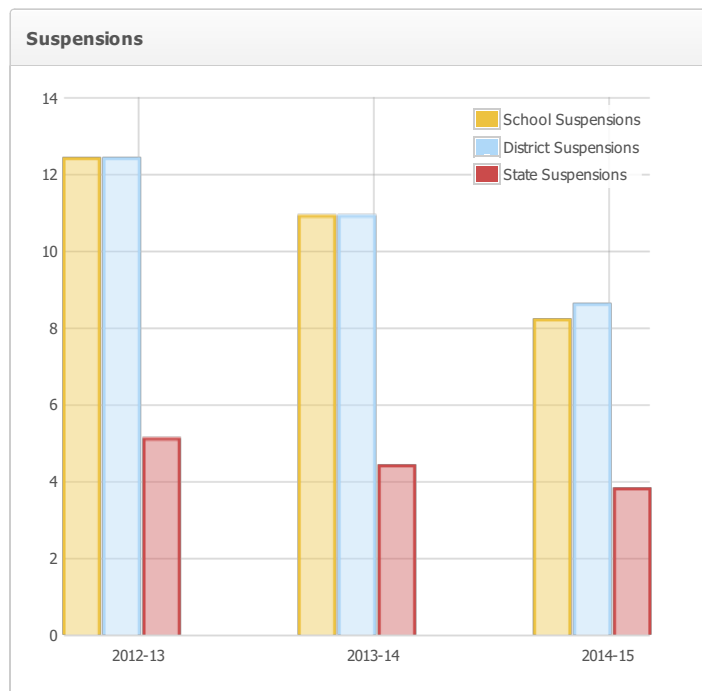
# State Priority: School Climate

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	12.4	10.9	8.2	12.4	10.9	8.6	5.1	4.4	3.8
Expulsions	0.8	0.9	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	Yes	No	
Met Participation Rate - English Language Arts	Yes	No	
Met Participation Rate - Mathematics	Yes	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	Yes	

*Last updated: 1/19/2016*

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	Not in PI
First Year of Program Improvement	2012-2013	2012-2013
Year in Program Improvement	Year 1	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 (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	27.0	2	10		23.0	5	5	2	25.0	5	4	2
Mathematics	27.0	2	7	2	22.0	7	3	3	20.0	9	4	
Science	24.0	5	7		21.0	8	5		19.0	6	3	1
Social Science	27.0	2	6	1	21.0	7	3	1	19.0	8	4	

\* 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	1.0	281.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.2	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	\$7661.0	\$140.0	\$7521.0	\$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 I (Basic Grant)

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*

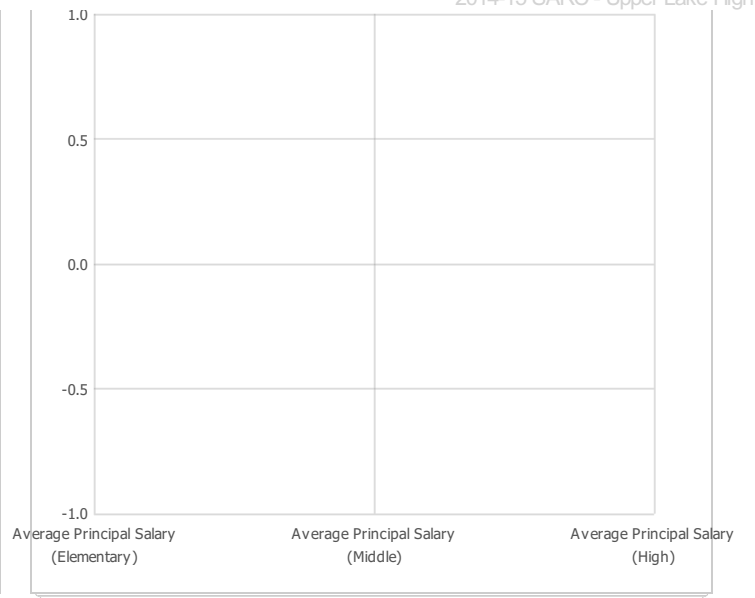
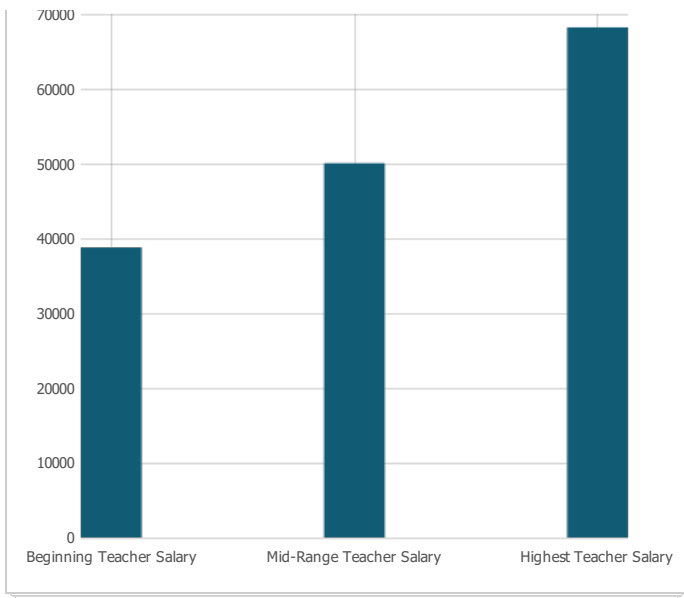
**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

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	0	N/A
English	1	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	1	N/A
Social Science	0	N/A
All Courses	2	1.1%

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 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 2015/16 there will be 5 days of staff development.

*Last updated: 1/19/2016*