



Ukiah Independent Study Academy

1000 Low Gap Rd. • Ukiah, CA 95482 • (707) 472-5906 • Grades K-12

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Ukiah Unified School District

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District Governing Board

Megan Van Sant
Anne Molgaard
Gail Monpere
Beatriz "Bea" Arkin
Carolyn Barrett
Zoey Fernandez
Tyler Nelson

District Administration

Debra Kubin
Superintendent

School Description

Opening in August of 2013, the Ukiah Independent Study Academy (UISA) is the most recent school to join the community of the Ukiah Unified School District. UISA's current enrollment is 133 students; 33 in K-8 and 100 in 9-12 and it is staffed with 6 FTE. UISA was initially accredited in 2013-14 and received a positive 6 year renewal in 2016-17. UISA student teacher ratio mirrors the district ratios at each of the grade spans. Additional staff includes an administrative assistant to support enrollment, attendance, and registrar services and a .25 Principal who oversees UISA. In addition, the Director of Alternative Education and Special Projects supports the principal of UISA. The interest in the new school up to this point seems to be spreading primarily by word of mouth. We pride ourselves on providing a safe learning environment with dedicated, caring, credentialed teachers providing: Individualized learning, College and Career Readiness, Technology Enhanced Learning, Participation in UHS Sports, Early Graduation Option, and High School Credit Recovery. UISA is located in the "L" building, the same facility used when independent study was a program offered through UHS. The "L" building was purposely designed to accommodate and expand independent study. Each student will leave our school with essential knowledge and skills. Each student will demonstrate mastery of core academic subjects and competency and mastery of essential skills for 21st century success, which include creativity, critical thinking, communication, and collaboration.

Ukiah Independent Study Academy Vision, Mission and Learner Outcomes

Vision:

Ukiah Independent Study Academy students will become self-directed, confident, creative learners who are responsible, relevant, and productive contributors within their communities.

Mission:

Ukiah Independent Study Academy's strong academic environment fosters self-reliance and builds opportunities for meaningful student/teacher relationships. At the elementary level, UISA creates a partnership between parents, students, teachers, and the community that will inspire students, equip parents to be the most effective teachers of their children and provide the community with a flexible, public, home-based educational option. At the secondary level, UISA provides students with an alternative education that meets college and career readiness. Developed collaboratively with students and parents, our individualized learning plans for each student maximizes their unique strengths, talents, and abilities while satisfying the district's courses of study and the state standards. UISA provides enrichment opportunities to support student learning and active parent participation.

Student Learner Outcomes

We believe all students graduating from Ukiah Independent Study Academy will be prepared to meet the demands for 21st century success which includes creativity, critical thinking, communication and collaboration.

1. Self-Directed Lifelong Learners:

Set and achieve goals

Persevere

Develop responsible independence

2. Critical Thinking Problem Solvers

Develop problem-solving strategies

Distinguish fact from opinion

Connect ideas across subject matters to accomplish meaningful tasks

3. Academic Achievers

Demonstrates the ability to read, write and listen reflectively and critically

Proficient in all academic studies

Technologically literate

4. Socially Responsible

Respectful of themselves, others and the environment

Demonstrates the qualities and responsibilities of being a good citizen

Demonstrates knowledge of human diversity and understands the importance of individual differences

Reflects positive values of our community

Exhibits confidence and maturity

As the school evolved, with its own autonomy and governance through student, parent, staff and other stakeholders’ participation, the initial development of our site plan and the engagement in our WASC self-study, the above Vision, Mission and Student Learner Outcomes were created.

UISA and its stakeholders will strive to align all district and site plans with the goal of articulating programs, services and resources to enhance student learning and success in this new era of Common Core and Local Control. The graduation profile for UISA graduates will mirror what is included in the Ukiah Unified Strategic Plan Framework. UISA stakeholders developed a vision and mission statement unique to UISA that complements the district vision and mission. This occurred through the School Site Council process.

About the SARC

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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	2
Grade 1	1
Grade 2	1
Grade 3	1
Grade 4	1
Grade 5	3
Grade 6	6
Grade 7	6
Grade 8	4
Grade 9	13
Grade 10	16
Grade 11	21
Grade 12	36
Total Enrollment	111

2017-18 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	3.6
Asian	0.9
Filipino	0.0
Hispanic or Latino	26.1
Native Hawaiian or Pacific Islander	0.0
White	65.8
Socioeconomically Disadvantaged	55.0
English Learners	0.9
Students with Disabilities	9.0
Foster Youth	0.0

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

Ukiah Independent Study Academy	16-17	17-18	18-19
With Full Credential	7	7	6
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Ukiah Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	335
Without Full Credential	♦	♦	22
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School

Ukiah Independent Study Academy	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Instructional materials meet EC Sections 60040-60045 as well as the SBE guidelines.

Textbooks and Instructional Materials

Year and month in which data were collected: December 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance - CA Edition, Benchmark Education Publishers, Adopted 4/12/18 Grade 6: Study Sync, McGraw Hill School Education, Publisher, Adopted 4/12/18 Literature: Timeless Voices, Timeless Themes, Prentice Hall, Adopted 4/12/05 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0
Mathematics	Bridges In Mathematics, 2nd Edition (The Math Learning Center), Adopted 4/12/16 Macmillan McGraw Hill: California Mathematics: Concepts, Skills, and Problem Solving, Adopted 6/16/09 Course 2 (McDougal Littell, Adopted 6/8/10 Glencoe McGraw-Hill Pre-Algebra CCSS Edition (McGraw-Hill Education), Adopted 5/12/16

Textbooks and Instructional Materials
Year and month in which data were collected: December 2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Glencoe McGraw-Hill Algebra 1 CCSS Edition (McGraw-Hill Education), Adopted 5/12/16 Glencoe McGraw-Hill Geometry CCSS Edition (McGraw-Hill Education), Adopted 5/12/16 Glencoe McGraw-Hill Algebra 2 CCSS Edition (McGraw-Hill Education), Adopted 5/12/16 Calculus with Trigonometry and Analytic Geometry, Saxon, Adopted 9/13/05 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0
Science	California Science (MacMillan/McGraw -Hill), Adopted 8/12/08 Focus on Earth Science, Life Science and Physical Science (Pearson Prentice Hall CA Science Explorer), Adopted 8/12/08 (6th-8th grade) Science Explorer Earth Science, Prentice/Pearson, Adopted 9/13/05; Exploring Life Science, Prentice Hall, Adopted 4/11/95; Exploring Physical Science, Prentice Hall, Adopted 4/11/95; Chemistry (Houghton Mifflin), Adopted 6/17/08; World of Chemistry (McDougal Littell, c. 2008), Adopted 6/17/08; Prentice Hall Biology (Prentice/Pearson Ed. 2008), Adopted 6/17/08; Physics: Principles with Applications, Prentice/Pearson, Adopted 6/21/05, Environmental Science: Earth as a Living Planet, John Wiley & Sons, 6/30/09 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0
History-Social Science	History-Social Science for California, Pearson Scott Foresman, Adopted 8/07/07 History-Social Science for CA (Pearson Scott Foresman) Adopted 8/7/07 (5th grade) Glencoe California Series, Ancient Civilizations (6th grade), Adopted 6/20/06 Glencoe California Series, Medieval and Early Modern Times (7th grade), Adopted 6/20/06 Glencoe California Series, American Journey World War I (8th grade), Adopted 6/20/06 Creating America, McDougal Littell, 8/15/06 United States Government, AGS Publishing, 8/15/06, Santillana, Serie Siglo XXI, 8/15/06, World Explorer: Geography Tools and Concepts, Prentice Hall, 11/12/02; World Explorer: Western Hemisphere, Prentice Hall, 11/12/02; World Explorer: Eastern Hemisphere, Prentice Hall, 11/12/02; Modern World History, McDougal Littell 2003 CA Edition, 5/11/04; History of our World: People, Places, & Ideas, Vol. 2; History of our World: People, Places, & Ideas, Vol. 2, The Modern World, Steck-Vaughn Copyright 2004, 1/11/05; Economics, Principles in Action, Pearson Prentice Hall 2005, 1/11/05; American Government, Magruder's, 4/12/05 World History, Pacemaker Series, Globe Fearon/Pearson, Adopted 5/10/05 United States History, Globe Fearon, Adopted 4/12/05 American Government, Globe Fearon, Adopted 5/10/05 American History, Globe Fearon, Adopted 9/13/05 The American Tradition, EMC/Paradigm, Adopted 12/13/05 AP US History, American's History, Bedford/St. Martin's, 10/08/02 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0
Foreign Language	Abriendo Paso Temas y lectures, Pearson, 10/09/14 Nuevas vistas, Holt, 10/09/14 AP Edition Reflexiones by Rodriquez, Pearson, 6/18/15 Paso A Paso, Prentice Hall, Adopted 6/20/00 Espaces, Vista Higher Learning, Adopted 5/8/07 Imaginez, Vista Higher Learning, Adopted 5/8/07 Tresors du Temps, Glencoe/McGraw -Hill, Adopted 9/14/99 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0
Health	Glencoe Health, Glencoe/McGraw Hill, Adopted 9/13/05 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0
Visual and Performing Arts	ArtTalk, Glencoe (McGraw -Hill 4th Ed.), Adopted 2/12/04 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment.

Age of School Buildings

The Ukiah Independent Study Academy shares the campus with the Ukiah High School which has 88 classrooms, a multipurpose room, a library and little theater, a stadium and pool complex, and an administration building. The main campus was built in 1976. Portable classrooms were constructed in 1979 (6), 1987 (1), 1989 (1), 1996 (1), 2000 (1) and 2001 (4) for Class Size Reduction and growth of population and programs. Extensive landscape renovation was completed over the summer to beautify the area and abate issues with runoff and mud.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A web-based work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. The principal and the Director of Maintenance and Operations works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. Custodial staff work over the summer to deep clean the classrooms.

Technology Projects

Continued WiFi and camera updates have been made to accommodate technology in the classrooms.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: 9/12/2018		
System Inspected	Repair Status	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	Extensive landscape improvements were completed over the summer to eliminate mud and add attractive plantings.
Overall Rating	Exemplary	

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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	38.0	50.0	35.0	36.0	48.0	50.0
Math	13.0	13.0	24.0	24.0	37.0	38.0

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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	61	56	91.80	50.00
Male	25	24	96.00	33.33
Female	36	32	88.89	62.50
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	44	41	93.18	43.90
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	38	35	92.11	42.86
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	61	54	88.52	12.96
Male	25	23	92	4.35
Female	36	31	86.11	19.35
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	--	--	--	--
White	44	39	88.64	12.82
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	38	35	92.11	5.71
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

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 school site

Opportunities for Parental Involvement (School Year 2018-19)

There are many opportunities for parental involvement at Ukiah Independent Study Academy. We hold school-wide parent information nights such as Back to School Nights, Graduation Planning Meetings, and Financial Aid nights. In addition we welcome participation in our School Site Council Meetings, individual meetings with teachers, and any other shared events by other secondary sites. Parents are highly encouraged to attend student field trips, participate in our Hike & Bike Club outings, art workshops and science fair project groups. Parent volunteers are always welcomed at our school.

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.

School Safety Plan

Our Safe School Plan includes the following elements: Annual Statistical Report, Child Abuse Reporting, Disaster procedures, Suspensions/Expulsions, Notification of Dangerous Pupils, Sexual Harassment Policy, Dress Code Prohibiting "Gang Related" Apparel, Student/Employee Safety to and From School, Safe/Orderly Environment, Discipline Rules and Procedures, and Crisis Plan. It is updated and reviewed annually.

Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	6.9	8.8	8.7
Expulsions Rate	0.3	0.3	0.4
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.50
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	.50
Average Number of Students per Staff Member	
Academic Counselor	120

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	3.0	3.0	3.0	45	53	40						
Mathematics	3.0	2.0	3.0	20	8	19						
Science	3.0	2.0	3.0	14	22	19						
Social Science	4.0	3.0	3.0	27	41	40						

* 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.

Professional Development provided for Teachers

The primary focus for staff development is now transitioning to the common core standards- specifically, staff development efforts focus on three Common Core Standards (Reading Standards 1 and 10 and Speaking and Listening Standard 1). Additionally, the staff is focusing on instructional strategies to support student learning of Algebraic principles as per Standards F-IF Interpreting Functions. The staff is also working to further support students with achieving Common Core goals. These strategies follow the gradual release model of incorporating more collaborative opportunities in classroom instruction. Ukiah Unified has developed a Leadership Network to provide meaningful inclusion for teachers in the development of the District transition plan. This year the site Leadership Network team is participating in district-wide training with regarding Common Core lesson planning and lesson study teams. Ukiah Unified also has dedicated time for collaboration every Wednesday to help staff implement best practices and maximize learning for our students.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,421	\$47,547
Mid-Range Teacher Salary	\$64,290	\$74,775
Highest Teacher Salary	\$88,088	\$93,651
Average Principal Salary (ES)	\$105,924	\$116,377
Average Principal Salary (MS)	\$120,656	\$122,978
Average Principal Salary (HS)	\$131,246	\$135,565
Superintendent Salary	\$182,562	\$222,853
Percent of District Budget		
Teacher Salaries	34.0	35.0
Administrative Salaries	6.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

All students are provided the core program in the areas of Reading, English-Language Arts, Mathematics, Science, Social Studies, Health, Visual and Performing Arts and Physical Education. In addition, identified students receive support services through categorical funds. Specific expenditures plans are detailed in the School Plan for Student Achievement (SPSA). The SPSA is approved by the Ukiah Independent Study Academy School Site, School Site Council, and the Ukiah Unified School District Board of Trustees.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Ukiah Independent Study Academy	2014-15	2015-16	2016-17
Dropout Rate	11.4	0.0	4.3
Graduation Rate	85.7	93.8	91.3
Ukiah Unified School District	2014-15	2015-16	2016-17
Dropout Rate	6.2	4.3	4.8
Graduation Rate	84.4	91.1	85.9
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1271
% of pupils completing a CTE program and earning a high school diploma	104
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	13%

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5505	156	5349	74768
District	♦	♦	8476	\$66,303
State	♦	♦	\$7,125	\$76,522
Percent Difference: School Site/District			-45.2	12.0
Percent Difference: School Site/ State			-28.5	-2.3

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	74.8
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	9.5

* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	0	.0

Completion of High School Graduation Requirements

Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	86.9	88.7
Black or African American	100.0	66.7	82.2
American Indian or Alaska Native	100.0	91.7	82.8
Asian	0.0	87.5	94.9
Filipino	0.0	100.0	93.5
Hispanic or Latino	100.0	89.7	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	100.0	82.8	92.1
Two or More Races	0.0	100.0	91.2
Socioeconomically Disadvantaged	100.0	87.7	88.6
English Learners	75.0	74.4	56.7
Students with Disabilities	100.0	60.8	67.1
Foster Youth	0.0	55.6	74.1

Career Technical Education Programs

Ukiah Independent Study Academy (UISA) students have access to the same Career Technical Education (CTE) offerings and programs as Ukiah High School students, as UISA is housed on the Ukiah High School campus. In our continuing effort to prepare students for both postsecondary education/training and to enter the workforce, UISA is very fortunate to be able to offer a courses from the 15 career pathways offered through Ukiah Unified School District's CTE programs, in addition to the traditional A-G academic path. The focus of Ukiah Unified School District CTE programs is career preparation in general, as well as, industry specific skills. Below is a complete listing of the CTE programs available to UISA students. Exploring Computer Science, Project in Computer Science, Clothing/Fashion Design , Advanced Clothing/Fashion Design (District) Auto Tech I , Auto Tech II , Advanced Auto, Beginning Machine Shop, Advanced Machine Shop Welding, Advanced Welding, Beginning Woodwork, Advanced Woodworking, Computer Assisted Drafting, Child Development, Careers with Children, Health Support Services: Scrubs, Extreme Responders, Medical Interpreter, Photography, Advanced Photography, Sustainable Agriculture, Farm Animal/Vet Practice, Horticulture, Floriculture.

A four tiered structure has been developed in order track students' progress toward completing CTE pathways. With use of this data, students are counseled in how to best complete CTE pathways.

Participation measures are completed by Ukiah High School. The district collects information regarding placement of students who complete programs in employment, post secondary education or the military.

Each CTE program has an Advisory Committee which works with our CTE pathways' instructors to maintain current industry standards and involves local business partnerships. A concerted effort is in place to identify, and implement industry recognized student certification programs for each pathway. Students currently earn certifications from Cisco, Automotive Service Excellence (ASE), American Red Cross, and the American Heart Association.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. 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.