

# Ukiah High School

1000 Low Gap Rd. • Ukiah, CA 95482 • (707) 472-5750 • Grades 9-12

Gordon Oslund, Principal

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[http://www.edline.net/pages/Ukiah\\_High](http://www.edline.net/pages/Ukiah_High)

## 2016-17 School Accountability Report Card Published During the 2017-18 School Year



### Ukiah Unified School District

511 South Orchard Ave.  
Ukiah, CA 95482  
(707) 472-5000  
[www.uusd.net](http://www.uusd.net)

#### 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

Ukiah High School is the only comprehensive high school serving the community of Ukiah in the heart of Mendocino County. The 1650 students of UHS are served by 80 teachers, 5 counselor/deans, 3 assistant principals and 1 principal. Demographically, the school's student body is 48% Latino, 43% White and 4% Native American. Socio-economically, 65% of the students qualify for free and reduced lunch. These figures represent significant change from six years ago, when the Latino population comprised 33% of the students and 40% of the students received free and reduced lunch services. 14% of our students are English Learners and an additional 23% are reclassified as fluent English language proficient. 11% of UHS students are designated as special education students. Student attendance and graduation data exceed state averages. A-G course completion equals the county and regional levels. In the Spring of 2015, Ukiah High School completed the accreditation process through the Western Association of Schools and Colleges (WASC) and received a six-year accreditation.

### Vision Statement

Our students will impact our world by learning to apply skills, knowledge, and compassion in real life, unpredictable situations.

### Mission

As part of the Western Association of Schools and Colleges accreditation process the school developed Expected School-wide Learning Results that serve as the mission.

### Students graduating from Ukiah High School will be:

#### Critical Thinkers who

- Can identify, organize, analyze, and synthesize data solutions to make decisions and solve problems constructively.
- Can take information from many sources and identify complexities and discrepancies in the information.

#### Academic Achievers who

- Meet or exceed California's standards in all subjects.
- Assess their strengths and needs, set appropriate goals, develop an academic plan, and use effective strategies to achieve success.

#### Effective Communicators who

- Speak with a command of Standard English.
- Utilize appropriate technology.
- Read and understand grade-level-appropriate material.
- Write coherent and focused text.
- Listen effectively.

#### Responsible, Respectful and Productive Citizens who

- Respect self, others and property.
- Take responsibility for own learning and behavior. Contribute time, energy, and talents to improve the quality of life for themselves, school and the community.

## 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 <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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	438
Grade 10	462
Grade 11	369
Grade 12	332
<b>Total Enrollment</b>	<b>1,601</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	4.4
Asian	1.2
Filipino	0.6
Hispanic or Latino	47.7
Native Hawaiian or Pacific Islander	0.2
White	42.8
Two or More Races	1.7
Socioeconomically Disadvantaged	63.8
English Learners	14.7
Students with Disabilities	11.3
Foster Youth	1.3

## 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 High School	15-16	16-17	17-18
With Full Credential	75	71	78
Without Full Credential	0	5	4
Teaching Outside Subject Area of Competence	0	0	0
Ukiah Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	311
Without Full Credential	♦	♦	26
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Ukiah High School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	2	0	1

\* "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 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: December 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Literature: Timeless voices, Timeless Themes, Prentice Hall, Adopted 4/12/05 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0
Mathematics	Glencoe McGraw-Hill Pre-Algebra CCSS Edition (McGraw-Hill Education), Adopted 5/12/16 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 Algebra/Trigonometry (Addison-Wesley, Prentice Hall), Adopted 4/11/00 Advanced Mathematics, An Incremental Development (Saxon), Adopted 4/12/05, Saxon Calculus with Trigonometry and Analytic Geometry (Saxon 2002), Adopted 9/13/05 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0
Science	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 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0
History-Social Science	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 Patterns of Interactions, 10/13/16 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, America's History, Bedford/St. Martin's, 10/08/02 The Western Heritage Since 1300 Revised AP Edition 11th, Pearson, 6/13/17 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0
Foreign Language	Abriendo paso Temas y lecturas, 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 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0
Health	Glencoe Health, Glencoe/McGraw Hill, Adopted 9/13/05 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: December 2017**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Visual and Performing Arts</b>	ArtTalk, Glencoe (McGraw-Hill 4th Ed.), Adopted 2/120/04 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

**General**

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**

This school 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. Due to a local bond, the campus has been fully modernized over the last decade. During the modernization a complex of ten additional modular classrooms on permanent foundations were constructed. The scope of work included building updates to compliment the educational program's needs, new roofing, wall systems, electrical, ventilation, heating, replacement rollup doors and new communications and fire alarm systems. Major infrastructure work including replacement of electrical, water and gas mains as well as storm drain and sewer repairs. The stadium was extensively renovated including the installation of an all-weather track. Extensive renovation to all classroom buildings began in the summer of 2007 and continued through 2015 when the final gymnasium renovations were completed.

**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.

**Deferred Maintenance Projects**

Major storm water mitigation and campus beautification project will be implemented in the summer of 2018.

**Identified Needs**

During the process of developing the district's master facility plan and within the WASC accreditation process the following major facility infrastructure needs were determined to have a high priority: upgraded science laboratory facilities, artificial turf athletic field surface; campus-wide landscaping.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 9/12/2017**

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 9/12/2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

**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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

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	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	47	50	39	43	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	49	59	36	35	48	48
Math	20	28	23	24	36	37

\* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	18.5	26	31.1

\* 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.

**2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	397	383	96.5	49.6
Male	220	213	96.8	47.9
Female	177	170	96.1	51.8
American Indian or Alaska Native	20	18	90.0	38.9
Hispanic or Latino	203	198	97.5	37.4
White	152	147	96.7	65.3
Socioeconomically Disadvantaged	264	257	97.4	39.7
English Learners	56	53	94.6	3.8
Students with Disabilities	41	37	90.2	29.7
Students Receiving Migrant Education Services	19	19	100.0	21.1

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2016-17 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	350	336	96	59.1
Male	188	179	95.21	52.25
Female	162	157	96.91	66.88
Black or African American	--	--	--	--
American Indian or Alaska Native	11	10	90.91	60
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	180	173	96.11	47.09
White	143	137	95.8	74.45
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	213	200	93.9	47.24
English Learners	65	59	90.77	17.24
Students with Disabilities	32	28	87.5	7.14
Students Receiving Migrant Education Services	27	24	88.89	58.33
Foster Youth	--	--	--	--

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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	351	332	94.59	28.1
Male	188	176	93.62	24
Female	163	156	95.71	32.69
Black or African American	--	--	--	--
American Indian or Alaska Native	11	10	90.91	20
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	181	173	95.58	23.12
White	143	133	93.01	34.09
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	214	198	92.52	22.22
English Learners	66	59	89.39	3.39
Students with Disabilities	33	28	84.85	7.41
Students Receiving Migrant Education Services	27	24	88.89	20.83
Foster Youth	--	--	--	--

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 schoolsite.

#### Opportunities for Parental Involvement (School Year 2017-18)

Parent involvement is welcome at Ukiah High School. To meet the needs of diverse parents making the transition from elementary to secondary school, UHS offers varied opportunities to contribute to the school. The School Site Council (SSC) serves as the most accessible and critical policy body for parents, students and staff. Meeting monthly, all critical school issues work through the SSC. Other critical policy bodies include the English Learner Advisory Council (ELAC), Title I, Title VII, Career Technical Education Advisory Council and Advisory Committees, and MESA Board. Numerous co-curricular and extra-curricular volunteer groups exist, including: Boosters; athletic teams, academic competition teams, and Band Boosters. Parents also volunteer in classrooms, usually in the capacity of guest speakers. Parents are a critical support group for the weeklong Homecoming effort. Finally, parent involvement is most common as supporters attending art and athletic events.

#### 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. The School Safety Plan is approved annually by the School Site Council and available on-line.

### Suspensions and Expulsions

School	2014-15	2015-16	2016-17
Suspensions Rate	7.06	5.41	7.12
Expulsions Rate	0.98	0.24	0.29
District	2014-15	2015-16	2016-17
Suspensions Rate	7.5	6.87	8.75
Expulsions Rate	0.39	0.28	0.25
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

#### 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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	2007-2008
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	11	
Percent of Schools Currently in Program Improvement	73.3	

#### Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	5.0
Counselor (Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	1.2188
Psychologist	1.0
Social Worker	0.0
Nurse	0.8
Speech/Language/Hearing Specialist	0.4
Resource Specialist	0.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	394

\* 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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	24	24	23	24	24	29	35	35	42	11	11	8
Mathematics	25	25	23	13	13	14	37	37	38	3	3	7
Science	26	26	26	5	5	12	29	29	14	5	5	11
Social Science	25	25	25	13	13	13	28	28	20	7	7	12

\* 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 includes implementation of common core standards, technology, and development of effective Professional Learning Communities (PLC's - teachers meeting together for staff development activities and examination of student work). Ultimately the goal is to ensure that students can engage in the transfer of learning. This is the process of working beyond surface knowledge and deeper understanding to gain the skills to apply that knowledge in new situations.

Common Core staff development specifically focuses on three Common Core Standards (Reading Standards 1 and 10, Speaking and Listening Standard 1, and Writing Standard 1). Additionally, the staff is focusing on instructional strategies to support achieving Common Core goals. These strategies follow the gradual release model of incorporating more collaborative opportunities in classroom instruction. All of these activities are developed with the support of the campus English Learner Coordinator to support EL students in all classes.

Ukiah High School has allocated the equivalent of 1.0 FTE (Full Time Equivalent) teachers to facilitate technology training and assist teachers with instructional technology strategies on a daily basis. An additional .5 FTE teacher is allocated to support students designated as English Learners (EL).

Increasing effectiveness of the PLC process has emerged from the Ukiah Unified has developed Leadership Network to provide meaningful. This year the site Leadership Network team is participating in training with Innovative Ed regarding PLC development. The Ukiah High School Leadership Team works collaboratively to develop staff development plans and trainings. The administration and Site Council also work collectively to determine goals for staff development in the School Site Plan. Last year the staff also used significant staff development time to complete the Western Association of Schools and Colleges accreditation process, including the development of an Action Plan to guide staff development for the next several years.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,604	\$46,511
Mid-Range Teacher Salary	\$64,549	\$73,293
Highest Teacher Salary	\$88,440	\$92,082
Average Principal Salary (ES)	\$100,315	\$113,263
Average Principal Salary (MS)	\$107,423	\$120,172
Average Principal Salary (HS)	\$114,746	\$131,203
Superintendent Salary	\$176,945	\$213,732
Percent of District Budget		
Teacher Salaries	36%	36%
Administrative Salaries	7%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,251	\$1,208	\$5,043	\$76,377
District	♦	♦	\$4,698	\$66,898
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			7.3	14.2
Percent Difference: School Site/ State			-23.3	2.6

\* Cells with ♦ do not require data.

### 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. Additionally, Ukiah High School has maintained a significant investment in CTE programs. In addition, identified students receive support services through categorical funds. Specific expenditures plans are detailed in the Single Plan for Student Achievement (SPSA). The SPSA is approved by the Ukiah High School Leadership Team, the Ukiah High School Site Council, and the Ukiah Unified School District Board of Trustees.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Ukiah High School	2013-14	2014-15	2015-16
Dropout Rate	10.6	3.5	3.4
Graduation Rate	86	93.67	93.44
Ukiah Unified School District	2013-14	2014-15	2015-16
Dropout Rate	14	6.2	4.3
Graduation Rate	77.91	84.4	91.11
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	668
% of pupils completing a CTE program and earning a high school diploma	19.9
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	50.0

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	94.35
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	35.02

\* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		◆
English	2	◆
Fine and Performing Arts		◆
Foreign Language	3	◆
Mathematics	3	◆
Science	1	◆
Social Science	4	◆
All courses	13	15.7

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	86.09	86.77	87.11
Black or African American	100	100	79.19
American Indian or Alaska Native	95	83.33	80.17
Asian	66.67	66.67	94.42
Filipino	100	100	93.76
Hispanic or Latino	88.82	86.3	84.58
Native Hawaiian/Pacific Islander	100	100	86.57
White	82.24	86.58	90.99
Two or More Races	88.89	100	90.59
Socioeconomically Disadvantaged	72.34	74.6	63.9
English Learners	77.78	74.55	55.44
Students with Disabilities	89.01	86.36	85.45
Foster Youth	66.67	75	68.19

### Career Technical Education Programs

Career Technical Education (CTE) Programs:

Ukiah High School received a state CTE Incentive Grant. This is the second year of the three year grant. A complete plan and budget for this grant is available from the district office. This grant is coupled with allocations from the federal Carl Perkins CTE grant and the state Agriculture Incentive Grant. The following provides a general overview of CTE programs.

Ukiah High School is very fortunate to maintain excellent CTE facilities and offer a comprehensive variety of CTE programs. The focus of all of our CTE programs is career preparation in general as well as industry specific skills. Additionally, CTE teachers work with the general faculty during the Wednesday staff development hour. In 2016-17 CTE teachers have participated in staff development activities to support evidence based writing as prescribed in Common Core State Standard. Our CTE goals defined in the WASC Action Plan have been reiterated by the new state student success goals: all students will complete A-G and/or CTE graduation requirements. This goal will drive pathway development that includes appropriate dual and concurrent enrollment in Mendocino College classes. Students also have access to community job shadowing with the goal of developing internships. Below is a complete listing of the UHS CTE programs, which served over 700 students.

Computers Technology: Introduction to Computer Literacy / Career Exploration, Computer Science I, STEM Computer Science  
 Clothing/Fashion Design, Advanced Clothing/Fashion Design  
 Auto Tech I, Auto Tech II, Advanced Auto  
 Beginning Machine Shop  
 Welding, Advanced Welding  
 Woodworking (Introductory, beginning 2015-16)  
 Child Development, Careers with Children  
 Health Support Services: Scrubs, Extreme Responders  
 Theatre Tech I, Theatre Tech II, Advanced Theatre Tech  
 Photography, Advanced Photography  
 Agricultural Biology, Introduction to Agriculture Science, Veterinary Practices, Horticulture

In addition to our CTE programs, Ukiah High School also offers a Work Experience and Workability programs. Business owners, Mendocino Community College representatives and the Work Experience coordinator provide after school employment training on scheduled Wednesdays. Students completing the training earned a certificate that assured a job interview with a local employer.

To assure equitable access to all students, counselors, teachers and administrators proactively recruit in each program. Special population students are recruited and encouraged to enroll in non-traditional classes by teachers, counselors and our Work Experience coordinators. On a yearly basis, teachers are reminded of the need to better serve our special population students during faculty and ROP meetings.

Serving as primary advisors to our Ukiah High School CTE and Work Experience programs are the following people:

Carla Dieffenbach,	Raley's
Jim Howlett,	CTE Coordinator
Dennis Aseltyne,	Mendocino County CTE Director
Shawna Todd,	Todd Brothers Vineyard
Hoss Malone,	Brutacao
Jim Milovina,	Milovina Vineyards

### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.