



Ukiah Independent Study Academy

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

Christy Pedroncelli Smith, Principal

cpedroncelli@uusd.net

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



Ukiah Unified School District

511 South Orchard Ave.
Ukiah, CA 95482-3411
(707) 472-5000
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

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 118 students; 23 in K-8 and 95 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 Principal of Alternative Education whose responsibilities include oversight at 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 <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
Kindergarten	1
Grade 1	2
Grade 2	1
Grade 3	1
Grade 4	1
Grade 5	3
Grade 6	5
Grade 7	3
Grade 8	8
Grade 9	9
Grade 10	19
Grade 11	31
Grade 12	35
Total Enrollment	119

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	4.2
Asian	0.8
Filipino	0
Hispanic or Latino	25.2
Native Hawaiian or Pacific Islander	0
White	66.4
Two or More Races	0.8
Socioeconomically Disadvantaged	50.4
English Learners	5.9
Students with Disabilities	5.9
Foster Youth	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	15-16	16-17	17-18
With Full Credential	6	7	7
Without Full Credential	0	0	0
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 Independent Study Academy	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	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)

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 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>California Excursions, Houghton Mifflin Harcourt School Publishers, Adopted 5/10/11 Literature (McDougal Littell), Adopted 5/10/11 (7th-8th grade) and Adopted 4/10/12 (6th grade) Literature, McDougal Littell, Adopted 4/10/12 Literature: Timeless voices, Timeless Themes, Prentice Hall, Adopted 4/12/05</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0</p>
Mathematics	<p>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 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</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0</p>
Science	<p>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</p>

Textbooks and Instructional Materials
Year and month in which data were collected: December 2016

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	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 lecturas, Pearson, 10/09/14 Nuevas vistas, Holt, 10/09/14 AP Edition Reflexiones by Rodriguez, 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)

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

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. Four temporary portable classrooms will be installed in February 2006 to house students during the upcoming renovation. A complex of ten additional modular classrooms on permanent foundations were constructed during the first phase of modernization to serve as temporary housing beginning in the fall of 2007 during the second and third modernization phases. They will remain as permanent housing after completion of the modernization.

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.

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	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Multiple light tubes failed.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
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

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	47	38	36	35	48	48
Math	13	13	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.

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	27	25	92.6	40.0
Female	17	16	94.1	43.8
White	20	18	90.0	44.4

* 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.

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	30	40	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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	18.2	18.2	27.3

* 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.

**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	60	52	86.67	38.46
Male	30	27	90	29.63
Female	30	25	83.33	48
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	19	16	84.21	50
White	38	33	86.84	30.3
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	32	26	81.25	38.46
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.

**School Year 2016-17 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	60	52	86.67	13.46
Male	30	27	90	11.11
Female	30	25	83.33	16
American Indian or Alaska Native	--	--	--	--
Hispanic or Latino	19	16	84.21	12.5
White	38	33	86.84	15.15
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	32	26	81.25	3.85
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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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	2014-15	2015-16	2016-17
Suspensions Rate	0.6	Not Available	Not Available
Expulsions Rate	0.0	Not Available	Not Available
District	2014-15	2015-16	2016-17
Suspensions Rate			
Expulsions Rate			
State	2014-15	2015-16	2016-17
Suspensions Rate			
Expulsions Rate			

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	Not in PI	In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement		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	0
Counselor (Social/Behavioral or Career Development)	0
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	0
Other	0
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+		
	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	3	16	3	16	3	45						
Mathematics	3	7	3	7	3	20						
Science	2	9	3	9	2	14						
Social Science	2	16	4	16	2	27						

* 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 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 training with Innovative Ed 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 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/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,129	\$27	\$5,102	\$75,010
District	♦	♦	\$4,698	\$66,898
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			8.6	12.1
Percent Difference: School Site/ State			-22.4	0.7

* 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. 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 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	2013-14	2014-15	2015-16
Dropout Rate	100	11.4	0
Graduation Rate	0	85.71	93.75
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

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	75.42
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	21.21

* Where there are student course enrollments.

Completion of High School Graduation Requirements

Group	Graduating Class of 2016		
	School	District	State
All Students	100	86.77	87.11
Black or African American	0	100	79.19
American Indian or Alaska Native	50	83.33	80.17
Asian	0	66.67	94.42
Filipino	0	100	93.76
Hispanic or Latino	100	86.3	84.58
Native Hawaiian/Pacific Islander	0	100	86.57
White	100	86.58	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	50	74.6	63.9
English Learners	0	74.55	55.44
Students with Disabilities	100	86.36	85.45
Foster Youth	0	75	68.19

Career Technical Education Programs

As a new school housed at in the “L” Building on the Ukiah High School (UHS) campus, UISA students have access to the same CTE offerings and programs as UHS students. 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 comprehensive list of sequenced 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. 21st Century Skills, 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, Welding, Advanced Welding, Beginning Woodwork, Computer Assisted Drafting,

Child Development, Careers with Children, Health Support Services: Scrubs, Extreme Responders, Medical Interpreter, Theatre Tech I, Theatre Tech II, Advanced Theatre Tech, Play Performance, Photography , Advanced Photography, Agriculture/Ag. Business, Farm Animal/Vet Practice.

Participation measures are completed by Ukiah High School. The district collects information regarding placement of students who complete programs in employment, postsecondary education or the military. Advisory Committee works with our CTE pathways instructors to maintain current industry standards and involves local business partnerships.

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.