

**Upper Lake LEA Plan
SINGLE PLAN FOR STUDENT ACHIEVEMENT
WASC ACTION PLANS
LCAP-PRIORITIES**

Upper Lake High School
Upper Lake Union High School District

County-District-School (CDS) **Code17-64071-1737006**

Date of this revision: February 2014

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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Upper Lake Union High School District

Board Review/Revision February 12, 2014
The District Governing Board approved this revision of the School Plan on: March 12, 2014.

2/25/2014

Our Mission Statement

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

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Action Plan Annual Review Cycle

Goal I: For Improving Student Achievement in English Language Arts/Reading: The school will provide the most recent standards aligned instructional program, including accelerated and remedial interventions, for daily use in each classroom by every student.

Required Data Review	Desired Outcomes	Results
*Master Schedule *Benchmark assessments *CAHSEE results *Smarter Balance (SB) *Grades in courses *AP/EAP results	*CELDT results *Read Naturally *OdysseyWare *Staff training log	*Pass/Prof-CAHSEE *(C) or better in course work *(SB) baseline score improvement *Common Core alignment (ELA) *Set benchmarks for reading *Fewer students needing intervention

<u>Strategies</u>	<u>Tasks</u>	<u>Responsible Party/Leadership</u>	<u>Timeline</u>	<u>Budget</u>
1.1 ULHS will move towards a Common Core standards based curriculum	1.1.1 Inventory of Materials	All English Department Staff Leadership: Department Chair	2013-14 school year	N/A
	1.1.2 Research Common Core based instruction materials	All English Department Staff Leadership: Department Chair	2013-14 school year	Common Core Res 7405 \$400.00 Substitute costs
	1.1.3 ELA instructors will attend Common Core training	The ELA Department	August 2013	Teacher Quality Res 4035 \$3,900.00
	1.1.4 Purchase materials	Teachers Leadership: Administration	Summer 2014	Common Core – 7405 \$4,345.00 Title 1 – 3010 \$4,345.00
	1.1.5 Teachers create pacing guides aligned to the Common Core Standards	English Department Leadership: Superintendent	Summer 2014 and ongoing	Common Core Res 4035 \$2,000.00
	1.1.6 Contract with LCOE to provide support in staff development	Administration	Summer 2014	Teacher Quality - 4035 \$2,000.00 Title 1 Res 3010 \$2,000.00

1.2 Develop intervention programs for students who are 2 or more years behind in grade level.	1.2.1	Assess incoming 8th grade students for appropriate placement in intervention course	All English Department Staff Leadership: Vice Principal Counselor	Summer 2014	Title 1 Res 3010 .2 FTE Counselor \$11,341.00 Salary \$3,936.00 Benefits
	1.2.2	Expand the Read Naturally program	English Department Leadership: Administration	2014 school year	Title 1 Res 3010 Software licenses \$2,000.00
	1.2.3	Examine benchmark data to determine intervention needs	English Department Leadership: Department Chair Counselor	2014 school year and ongoing	Title 1 Res 3010 Part of .2 FTE Counselor Duties
	1.2.4	Breakout groupings based on level for intervention	English Department Leadership: Department Chair	Summer 2014	N/A
	1.2.5	Training sessions on how to use intervention materials most effectively	English Department Leadership: Department Chair/ Administration	Summer 2014	Title 1 Res 3010 \$2,500.00
	1.2.6	Adjust schedule to accommodate intervention program and Summer School Session	School counselor Leadership: Administration	Start of school year and at the start of each semester	Title 1 Res 3010 Summer Sch. Teacher, Clerical Support, Janitorial Support \$7,376.00 Salaries \$1,058.00 Benefits
	1.2.7	Reassess students to determine if they can be graduated out of the intervention program	English Intervention Leader/ School counselor Leadership: Department Chair	Semester of the current school year	Teacher Qual. Res 4035 Sub Costs \$300.00
	1.2.8	Renew on-line program OdysseyWare for use as an appropriate intervention option and for Summer School	Department Chair Leadership: Vice Principal	Summer 2014 and ongoing with A-G approval	Title 1 Res 3010 \$10,458.00

1.3 Evaluate benchmark assessments to determine best practices and modes of addressing standards and student needs	1.2.9	Support of English Learners as determined On CELDT	Counselor Department Chair	October of Each year	Reap Res 4126 Rosetta Stone \$500.00	
	1.3.1	Keep abreast of appropriate methods of training in areas such as ERWC, AP, Intervention	English Department Leadership: Department Chair	Annual review	N/A	
	1.3.2	Establish annual evaluation of benchmark assessments given (quarter/semester)	English Department Leadership: Department Chair	Each quarter and semester (see evaluation guideline)	N/A	
	1.3.3	End of the year evaluation of progress to determine placement and intervention (if needed) for the next year	English Department, School counselor Leadership: Department Chair	End of year report to Board	N/A	
	1.4 All English teachers and the Special Education teacher will attend Common Core professional development events	1.4.1	The department and administration will research opportunities for Common Core (LCOE) professional development	English Department Leadership: Department Chair	Establish Timeline with LCOE this summer 2014	N/A
		1.4.2	Each department member will attend a minimum of one professional development event a year	Vice Principal	Annual and ongoing	Teacher Quality Res 4035 \$3,750.00 Title 1 Res 3010 \$3,750.00
		1.4.3	ELA department will work with core/elective departments to develop cross-curricular units that support the Common Core Standards	Department Chair Leadership: Vice Principal	2014-15 school year	N/A

LCAP/LCFF Narrative:

Through the development of Goal I to improve student achievement in English Language Arts/Reading we agreed to the implementation of four specific strategies to meet the needs of all of students from those with special need to the most gifted. Each of these strategies are supported by a number of task with an assigned monitor. Sections are supported by data as needed. Under the guidelines of the eight state priorities, the following have been addressed:

CONDITIONS OF LEARNING:

Priority 1 Basic services. This is addressed in that all teachers are Highly Qualified and assigned to appropriate courses. All students have equal access to instructional materials that are standards aligned and grade level appropriate. For the past eight years the facility has received a top rating under the Williams requirement.

Priority 2 Implementation of Common Core State Standards (CCSS). Staff has been through professional development that supports the CCSS. The district and school is dedicated to appropriate staff development in support of CCSS. The school has contracted with the County Office of Education for additional Common Core training and support for the 2014-15 school year.

Priority 7 Course Access. ELA is a four year graduation requirement from high school. We offer students a traditional track of English courses (A-G) approved as well as AP English 11/12. For students who seek an alternative to this we provide other options to meet the English requirements including on-line courses (**See Master Schedule Offerings**).

PUPIL OUTCOMES:

Priority 4 Student Achievement. Student achievement is the number one priority of this goal. Performance on state and local assessments, results on AP/EAP exams, meeting A-G requirements, EL support, special needs support, the schools overall performance on (API-AYP) are factors that determine the rate of success for all students (**See attached Data Sheet**).

Priority 8 Other Student Outcomes. This outcome is addressed with the development of benchmark assessments that address the Common Core Standards and school goals. How students perform on the California High School Exit Exam and the new Smarter Balance assessments are addressed in this goal as well. Local data including course grades and on-line coursework is reviewed to determine student success (**See attached Data Sheet Benchmark Assessments**).

ENGAGEMENT:

Priority 3 Parent Involvement. Through the annual evaluation and report to stakeholders keeps the parent involved providing input to course adjustments and intervention options.

Priority 5 Student Engagement. The support of each strategy through the development of the task that provide support for students and staff, encourages students to be engaged. Courses that are aligned to Common Core Standards and address real life challenges are the base to any students success. By keeping students involved leads to the lowering of dropout rates and increased graduation rates. Providing students with options to meet graduation requirements that go beyond the traditional classroom is a strength of the school and its' staff.

Priority 6 School Climate. With student support programs, increased engagement, comes an improved school climate. Through specific course interventions to summer school support and a year round credit retrieval students are kept on track for graduation. In addition on-line opportunities support core course instructors and provide additional elective course choices for all students.

Budget

Goal II: (Proficiency in Mathematics) For improving student achievement in math: The school will provide the most recent standards aligned instructional programs including accelerated and remedial interventions, for daily use in each classroom by every student.

Required Data Review		Desired Outcomes		Results
*Benchmarks	*AP/EAP results	*Increase in Prof. rates	*Increase parent involvement	
*CAHSEE pass/prof. rates	*Summer Sch.	across subject by grade		
*Smarter Bal. results	*After Sch. prog.	*Incoming students assessed	*Increase parent awareness of benchmarks	
*Grades in Courses	*OdysseyWare	for summer program		
*GPA by course		*Decrease numb. of students failing Alg I-II		
*ASCEND Math Data				

<u>Strategies</u>	<u>Tasks</u>	<u>Responsible Party/Leadership</u>	<u>Timeline</u>	<u>Budget</u>
2.1 ULHS will implement Common Core Curriculum	2.1.1. Contract with a common core curriculum provider to help design Common Core units, pacing guides And lesson plans	Math Department Lake County Office of Education Leadership: Superintendent	Spring of 2014 and ongoing	Common Core – 7405 Amt TBD
	2.1.2 Establish an Intervention course offered to students during the structured day	Math Department Leadership: Vice Principal	Spring 2014 and reviewed annually	N/A
	2.1.3 Use and evaluate Ascend Math online intervention program	Math Department Department Chair Leadership: Administration	Spring 2014 and ongoing	Title 1 – 3010 Test \$384.00 Training \$500.00 Annual License \$5,010.00
	2.1.4 Schedule and teach intervention courses (CAHSEE prep, Algebra-essentials)	Department Chair	2013-14 school year and reviewed	Title 1 – 3010 \$11,361.00 Salary \$5,362.00 Benefits
	2.1.5 Establish approved SES Providers for additional support	Math Department Leadership: District and school Administration LCOE	Spring 2014	Title 1 – 3010 \$13,374.00

2.2 Over time, realistic, written, shared pacing guides will be established for all math courses.	2.1.6 Math Department staff will attend appropriate professional development as needed	Math Department Leadership: Department Chair	2013-14 school year and ongoing to meet Common Core requirements	Common Core – 7405 Teacher Quality – 4035 Title 1 – 3010 \$3,967.00
	2.2.1 Contract with LCOE to facilitate the creation of pacing guides that align with the Common Core	Math Department Leadership: Department Chair	2014-15 school year	Common Core – 7405 \$2,000.00 Title 1 – 3010 \$2,000.00
	2.2.2 Create written plans for pacing for each course	Math Department Leadership: Department Chair LCOE	2014-15 school year and ongoing	N/A
	2.2.3 Review guides each semester to ascertain instructional progress based on Common Core State Standards	Math Department/Chair Leadership: Administration	Fall 2014	N/A
	2.2.4 Each year, as local measures of achievement are collected (and state testing when available) provide time to revisit the pacing schedules in light of recent data	Math Department Leadership: WASC Leadership Committee	2014-15 and ongoing	N/A
	2.2.5 On a quarter/semester basis review Benchmark data to determine student need and adjust schedules	Math Department Counselor Leadership: Administration	Spring 2014 and quarterly	N/A

2.3 ULHS will evaluate existing materials and curriculum to decide if new programs are needed.	2.3.1 Determine if the current curriculum and materials are Common Core aligned (Possible new programs)	Math Department Lake County Office of Education	2014-15 school year	N/A
	2.3.2 Explore the possibility of moving to a more integrated approach.	Math Chair/Department Leadership: Administration	2014-15 school year LCOE-contract	N/A
2.4 Establish a guideline for appropriate staff development	2.4.1 Staff will attend appropriate professional development activities related to Common Core and intervention	Math Department Lake County Office of Education	2013-14 school year and annually	Common Core – 7405 Title 1 – 3010
	2.4.2 Staff will coordinate activities with feeder district staff grades 7-8	Administration	2014-15 school year	N/A
	2.4.3 Hold joint staff meetings To coordinate Common Core Standards training	Staff from both Districts LCOE	Summer 2014 204-15 school year	N/A

LCAP/LCFF Narrative:

Goal II is to support proficiency in math for all students in course subjects. Students will be supported through approved CCSS aligned textbooks, materials, supplemental materials, in core academic courses as well as intervention and supplemental educational services. In the WASC involvement process the team developed four strategies supported by a number of tasks that align the LEAP-SPSA-WASC and LCAP plan. The team has worked in coordination with subject specialist at the Lake County Office of Education in support of student achievement in the design of these tasks. Under the guidelines of the eight state priorities the following have been addressed:

CONDITIONS OF LEARNING:

Priority 1 Basic Services. All math teachers are highly qualified under NCLB and state guidelines. Instructional aides and Para-educators all meet state and local requirements for the program. Instructional materials including textbooks are standards aligned. With the onset of CCSS the team will begin to review and adopt materials that meet Common Core Standards. The school has a student center that is accessible to the math staff and our on-line intervention program ASCEND MATH.

Priority 2 Implementation of Common Core State Standards (CCSS). English Language Arts and math teachers have been provided with Common Core training during the summer of 2013. A number of instructors have attended a variety of professional development work shops focused on the Common Core. Additional support is being provided from the County Office of Education in both ELA and math. Being a very small school we currently have one EL student. All staff are qualified to teach EL students.

Priority 7 Course Access. All students have access to all courses taught, including intervention courses as well as on-line courses. Students have a four year plan that helps them outline their path through high school. Special need students are served through the IEP process and appropriate courses are followed for each individual school.

PUPIL OUTCOMES:

Priority 4 Student Achievement. Math is a subject area of concern for the Upper Lake High School District. Over the past few years our proficient levels on STAR are far below the state level. After three years of a steady increase in our API from 603 to 723 we have seen a drop in the past four years to an API of 651. This prompted the school to provide Intervention courses in Algebra I and Geometry. Our students have performed well on the High School Exit Exam and the school also provides an Intervention for the CAHSEE as well. We provide after school tutoring for all students in math, with transportation provided to those in need. We have a very small number of EL students (one) for the 13-14 school year and have additional support for special needs students through a daily Learning Lab setting. Algebra Essentials is a course that targets areas of need for these students as well. (See attached Data Sheet for Math Outcomes).

Priority 8 Other Student Outcomes. Benchmarks-AP-EAP are priority areas reviewed by the district and school. In addition to this data the school site reviews fail rates by subject area, student GPA data, and provides Targeted Instruction and Assessment on-line through the ASCEND Math Intervention course. Currently (80) students are provided with additional math support. The school uses math Common Core aligned workbooks for all students in Algebra I and II. Through Title I funds math is supported with two intervention courses, a full time instructional aide and an after school tutoring program. (See Semester Data 2013-14 school year).

Budget

LCAP/LCFF-continued:

ENGAGEMENT:

Priority 3 Parent Involvement. Parent and community involvement was promoted through the WASC self study process. In addition the school held special parent nights to seek additional input as well as gathering information through a schoolwide survey. Parents were invited to send suggestions via the school web site at ulhs.net. All information gathered was provided to parents as well in the schools quarterly newsletter. The LEAP-SPSA-WASC-LCAP plan was made available to all parents, students, staff and board through the schools web site, school newsletter, board meetings and approved through the School Site Council and Board of Education. Additional time was set aside to discuss the plan with the parent advisory and student advisory. In addition parents are encouraged to use the school's Parent Portal through Aeries. This keeps them up to date on their students' progress in math as well as any course they are enrolled in. Should they have questions parents/guardians are encouraged to use the website where all e-mail addresses are available to them. Upon request students, or parents can request a Student Study Team appointment or issues can be discussed in the students IEP, for special needs students.

Priority 5 Student Engagement. Student engagement is critical to their success not only in math but in all subject areas. Students have access to intervention courses and tutors in math and English on a daily basis. Staff is available before and after school for students who show interest and need help. This information is provided to all parents and guardians as well through a variety of means. Students who have truancy issues are dealt with through the schools SARB process and the school offers Saturday School to make up for an all day absence. The district has a continuation school for students who need to make up credits and get back on track for graduation. The school offers year-round credit retrieval through our on-line program OdysseyWare. We meet the graduation requirements set by the state and Federal government as outlined under AYP. In the past two years we have implemented an adult education program to help students who are 18 or older and would like to pursue a high school diploma. More students are using the After School tutoring program for intervention support and homework help. Students access the HUB a community based outreach program during after school hours as well. A handful of students are support students for middle school students during the day and after school.

Priority 6 School Climate. The school expels very few students, and for the students who are we offer a Community Day School setting. School suspensions vary by year and we use detention, after school, Saturday School and in-school suspension as other means of discipline. The school offers support to all students through the intervention math courses, ASCEND math, tutoring, and the After School program. Upper Lake High School has a strong technology base and all students have access to computers through the schools three computer labs, and five laptop carts supporting over one hundred portable computers. Students have access to the Student Center in the morning before school, during lunch and after school on a daily basis.

Goal III: For improving student achievement: The district will provide professional development opportunities, for all staff, that supports the goals of the Single School Plan, WASC, and the Local Control Plan. The district will provide the appropriate staff development related to the Common Core State Standards.

Required Data Review	Desired Outcomes	Results
<ul style="list-style-type: none"> *List of local/state professional development opp. *MOU with LCOE to establish appropriate trainings. *Access to webinars for professional development. *Report from staff on learned outcomes. 	<ul style="list-style-type: none"> *All staff have access to attend appropriate staff Development opportunities. *Students have access to a highly qualified staff Who use the most up to date strategies. *The Common Core State Standards are Implemented in all classrooms. 	

<u>Strategies</u>	<u>Tasks</u>	<u>Responsible Party/Leadership</u>	<u>Timeline</u>	<u>Budget</u>
3.1 Provide ELA and math staff development as it relates to the Common Core and the Single Plan for Student Achievement (SPSA).	3.1.1 Administration researches and makes recommendations for ELA and math staff development (WEST-ED) or LCOE	Administration Leadership: Superintendent/ Principal	Spring 2014	N/A
	3.1.2 Departments research staff development opportunities for ELA and math personnel LCOE	Department members Leadership: Department Chairs	Spring and Summer 2014	N/A
	3.1.3 Attend LCOE and Marymount College Common Core trainings	Administration Leadership: Department Chairs	Summer 2013	Teacher Quality – 4035 \$3,900.00
	3.1.4 Professional development attendees will report back to the entire staff about the training and key concepts learned	Attendees Leadership: Department Chairs	Fall 2013 and Summer 2014	N/A

3.2 Develop online resources for Common Core implementation	3.1.5 Provide additional training for all staff in the development of Common Core units and assessments	Departmental staff Leadership: Department Chairs	2014-15 school year and ongoing	Common Core – 7405 Teacher Quality – 4035 \$5,000.00
	3.1.6 Provide time for staff to develop and implements cross-curricular units	Departmental staff Leadership: Administration	2014-15 school year and ongoing as needed	Common Core – 7405 Teacher Quality – 4035 Subs \$800.00
	3.2.1 Send links to district webmaster for inclusion on the school website	Core Subject Department Chairs Leadership: Vice Principal	Fall 2014 revise as needed	N/A
	3.2.2 Research and link available webinars for instructional staff about the Common Core	Department Chairs, Counseling department, Vice Principal Leadership: Administration	Spring 2014 and Summer 2014	TBD
	3.2.3 Review OdysseyWare courses for use by students for credit retrieval and additional courses and Summer School	Counselor, Department Chairs Leadership: Vice Principal	Sumner 2014 revisions from OdysseyWare	N/A

3.3 Research assessment tools to measure student achievement as it pertains to the Common Core state standards and the Single Plan for Student Achievement (SPSA)	3.3.1 Review existing programs and software	Department Chairs Leadership: Administration	Spring 2013	N/A
	3.3.2 Invite companies to make presentations and trainings about their student data programs and services	Department Chairs, Counselor, Site Data Tech Lake County Office of ED. Leadership: Administration	Summer Fall 2014-with review of Smarter Balance	N/A
	3.3.3 Teachers learn to more effectively use the software/assessment programs already in place (Aeries)	All staff	Fall of 2014	Teacher Quality – 4035 \$800.00
3.4 Develop Common Core resources through articulation and collaboration	3.4.1 Provide release time for collaboration and visitation of classrooms	All staff Leadership: Administration	Fall 2014 and ongoing	Common Core – 7405 \$1,000.00 Subs
	3.4.2 Schedule articulation and collaboration meetings with feeder schools	Administration Leadership: Superintendent	Summer 2014 and ongoing	N/A
	3.4.3 Provide release time to visit similar schools who are implementing the Common Core State Standards	Department Chairs, Co	2014-15 school year	Common Core – 7405 \$800.00 Subs

LCAP/LCFF Narrative:

With the onset of the Common Core State Standards, and the new state assessment system "Smarter Balance", it is critical that ALL staff be provided with opportunities to attend appropriate professional development conferences, workshops, and on-line webinars to keep up to date with the latest strategies and programs for their areas of expertise. Goal three outlines this process for certificated and classified staff as it relates to the success of All students. The district has contracted with the Lake County Office of Education for support specific to Common Core training in curriculum related issues as well as the development of updated Benchmark assessments.

CONDITIONS OF LEARNING:

Priority 1 Basic Services. Staff development is provided on a continual basis in support of HQT stae and federal guidelines. Paraprofessional requirements are addressed as well. On-line professional development for a variety of classified positions and some certificated positions is provided through Keenan Safe Schools Portal.

Priority 2 Implementation of Common Core State Standards (CCSS). Through a variety of sources including, professional development conferences, workshops, meetings, and on-line course work or webinars all staff have numerous opportunities to attend appropriate staff development. Specific to the Common Core State Standards the district has provided funds for a number of staff members to attend summer institutes designed around the implementation of the Common Core. The County Office of Education has contracted with Upper Lake High School District to provide ongoing staff development through the 2014-15 school year. The district has emphasized articulation time with the feeder schools as it relates to student outcomes and the need for improvement. Additional training is provided using the Aeries Student Information System to support student outcomes. The district is in the process of researching its' best option for a district wide assessment system that can be used by all staff.

Priority 7 Course Access. The school counselor is provided with ample opportunities regarding professional development around course access for all students. Being a small school district the counselor has a number of job requirements that lend support of this examples being, ELD Director, oversight of the Student Study Team process, attends all IEP's of special needs students, and is the district CAHSEE and state assessment coordinator.

PUPIL OUTCOMES:

Priority 4 Student Achievement. The main focus of staff development is to support student achievement outcomes. From the implementation of the Common Core Standards to the development of common Benchmark Assessments, the focus of staff development is on the students. Over the past couple of years our main focus has been on math and will continue to be the same for the upcoming year. Our students have historically underperformed in math all subject areas (**See math Data**). With support from the County Office of Education we have targeted math and ELA for staff development and the Common Core. The WASC process has provided us an opportunity to discuss more in-depth our student outcomes and areas of the most need.

Priority 8 Other Student Outcomes. A variety of student outcome data was reviewed through the self-study including, graduation rates, dropout rates, GPA, attendance, discipline (suspension-expulsion) data, Academy Data (students at-risk), as well as community data. All of this provided us a true picture of what our students are up against regarding academic success. Staff development is critical to the success of our students as it provides a closer look at how to develop and implement appropriate lessons, assessments and motivational support to all students. Over the next three to five years how this data is used will change not only the curriculum but how we as a staff interact with student, parents and the community at large.

Budget

LCAP/LCFF-continued:

ENGAGEMENT:

Priority 3 Parent Involvement. Staff development that centers around parent involvement focuses on the use of the school's student information system Aeries. The use of the Parent Portal is vital to parents having daily access to how their student is performing around; classroom assignments, homework, test scores and attendance. It is critical that staff course information be up to date and available to parents.

Priority 5 Student Engagement. A staff that is trained on the latest strategies and course standards is more likely to engages students in the academic content. The focus of goal III is to provide this support to all staff in all curriculum areas. Through the use of technical staff development students are able to access the most up to date software that supports learning in the classroom.

Priority 6 School Climate. With teachers that are highly qualified and supported through appropriate staff development comes a staff that is willing to use the most up to date strategies, lending to better student involvement and a more positive school climate.

Goal IV: For improving student achievement: Increase parent involvement that supports student academic achievement of the Common Core State Standards, and the Schoolwide Learner Outcomes.

Required Data Review	Desired Outcomes	Results
<ul style="list-style-type: none"> *Parent at school events. *Parent use of Aeries Parent Portal. *Board meeting attendance. *Attendance at parent nights and Open House. *Percent of parents using e-mail system (newsletter) 	<ul style="list-style-type: none"> *Increase in the number of involved parents. *Increase in the number of parents using Aeries Parent Portal to track student outcomes. *More parents involved in Parent Advisory. 	

<u>Strategies</u>	<u>Tasks</u>	<u>Responsible Party/Leadership</u>	<u>Timeline</u>	<u>Budget</u>
4.1 Create a specific process for parent involvement	4.1.1 Revise parent involvement policy to reflect how parents will contribute to the school and include these policies in enrollment packets, on the websites and other appropriate publications	Superintendent/Principal Leadership: School Board	Summer 2014	Title 1 Res 3010 \$104.00 mailings and Printing
	4.1.2 Identify information and training necessary for full parent inclusion (assessment, standards, grade-level benchmarks, academic assistance with homework)	Principal, Teachers, Parents Leadership: Principal	Spring 2013 and ongoing	Title 1 – 3010 Light Refreshments for Meetings. \$100.00
	4.1.3 Continue to produce a calendar of events for parents and the community and publish it in the school newsletter, on the website and include links in social media to where the calendar can be found	District Secretary/Webmaster, ASB Advisor Athletic Director Leadership: Superintendent	2013-14 school year	Title 1 Res 3010 \$100.00 mailings and Printing

4.2 Increase the use of technology to communicate with parents.	4.1.4 Survey parents on an annual basis as to determine the most effective ways to interface with parents and get them involved	Registrar, School Counselor Leadership: Vice Principal	2013-14 school year and annually	Title 1 – 3010 Survey Monkey \$200.00
	4.1.5 Expand the use of the All-Call system to remind parents of important dates and events	Vice Principal Leadership: Principal	2014-15 school year	N/A
	4.1.6 Continue to hold evening meetings by class to inform parents of options for communicating with school, review school plan	Administration, Counselor	2013-14 school year and ongoing	Title 1 – 3010 Light Refreshments \$100.00
	4.2.1 Develop a policy as to when and how staff will use electronic media (text, Facebook, Twitter, email, etc.) to communicate with parents	Department, Chairs, Vice Principal, Principal, Parent Advisory Committee Leadership: School board	Summer 2014	N/A
	4.2.2 Continue with system to text messages to communicate with parents/guardians	School secretary, Vice Principal, Principal Leadership: Principal	2-13-14 school year	N/A
	4.2.3 Continue to update system to use email to communicate with parents/guardians	School Secretary, Vice Principal, Principal Leadership: Principal	2013-14 school year and annually	N/A
	4.2.4 Amend the parent enrollment form to include a check box for receiving information via text and for being invited to subscribe to the ULHS Facebook page.	District Secretary, Vice Principal, Principal, Guidance Department Leadership: Principal	Summer 2014	Title 1 Res 3010 \$100.00 printing and mailing costs

LCAP/LCFF Narrative:

Through the self-study process parent involvement has once again become not only a school goal but a main focus for the staff. This has always been an area of concern as many parents work and it is difficult to attend school functions. The district is located in a small rural town and transportation is an issue as well. The school and district continue to find ways to communicate with parents and keep them apprised of school events and student needs and success. The school has very few EL students (1) for the 2013-14 school year. Special needs students and their parents meet with staff through the IEP process ,and other students can apply for a Student Study Team process if needed. The school has an active School Site Council, and the principal holds monthly parent and student advisory meetings. Parents have access to the Aeries Parent Portal, and the district sends information home through a mass e-mail program, quarterly news letters, the marquee, and the All Call phone system. During the summer there is a weeklong registration program, for all parents and their student. The school holds special parent nights as well as an Open House during the Spring.

CONDITIONS OF LEARNING:

Priority 1 Basic Services. NA.

Priority 2 Implementation of Common Core State Standards (CCSS). The school provides information to parents/guardians that help explain the Common Core Standards, Benchmark Assessments, and the newly adopted assessment system Smarter Balance. As a Program Improvement School year II the district provides school choice as well as Supplemental Educational Services (SES) to interested parents. The superintendent/principal holds special parent evenings to discuss Program Improvement, Smarter Balance, SES and Intervention services, school data, and to encourage input around the schools' goals and the eight state priorities under LCFF.

Priority 7 Course Access. During the registration process in the Spring of each year students and parents are provided information pertaining to course offerings and options for their student for the upcoming year. Each students has a Four Year Academic Plan and meets one on one with the school counselor to review their plan and make adjustments as needed. The school is an Upward Bound School, which encourages students to take course work that will provide them an opportunity to become a four year college student. Currently there are (60) students in the program. The school is also a California Partnership Academy school and students who are in the program are exposed to some of the most exciting and up to date information on Alternative Energy and Sustainable Agriculture offered in the state. There are many options for our students and parents can access this through our website at ulhs.net or come see the programs in action at Open House in the Spring.

PUPIL OUTCOMES:

Priority 4 Student Achievement. Parent involvement has a direct correlation to student achievement. In the 2011-12 school year the school district invested in the Parent Portal through Aeries our student information system. Parents are provided training annually on access to the system so they can keep current on their students' progress. Through a district wide e-mail system, All Call, and quarterly newsletters parents are reminded of events, and opportunities centered around student achievement. Special evenings are calendared for parents to receive information specific to their student, as well as updates on Common Core and the new state assessment system. All information is kept current on the school website at ulhs.net. Parents are encouraged to come to parent advisory meetings held monthly and School Site Council meetings held quarterly or as needed. Additionally the school provides information through our Facebook page.

Budget

LCAP/LCFF-continued:

Priority 8 Other Student Outcomes. Staff is encouraged to keep the Parent Portal Information current as this is the best way for parents to see how their students are progressing. This includes information on homework, missing assignments, attendance, and student grades as well as their students' transcript. Parents may request informal meeting time and a more formal meeting through the Guidance Department and the Student Study Team conference. Teachers are available on site during their conference period and can be reached by phone or e-mail through the schools website.

ENGAGEMENT:

Priority 3 Parent Involvement. This goal is specific to parent involvement. The two strategies Create a process for parents to be involved and Increase the use of technology to communicate are supported by a number of tasks in defining this goal. The district over the past several years has increased the number of ways by which we communicate. We have added a quarterly newsletter, the All Call system, e-mail support, Parent Portal, ULHS website and a Parent Advisory Committee. Parent involvement is critical to the success of our students. We encourage parent to attend events and post messages on our Marquee daily. We hold special meetings to discuss issues and gather input prior to making decisions. We promote parent input through the advisory meetings and through the School Site Council meetings.

Priority 5 Student Engagement. With increased parent support there is increased student success. Graduation rates improve dropout numbers decrease, and the overall success rates improve.

Priority 6 School Climate. Other options that the district and school reviewed is the funding of additional support positions. The school board set aside funds for a School Resource Officer (SRO) to help with communication efforts regarding student attendance as well as suspension and expulsion. This will have a positive impact on the school climate as well as having support for the local community. The district in coordination with the Lake County Office of Education has opened the "HUB" a community based program that has shared office space for a number of county based programs from including Healthy Start, McKinney-Vento, Redwood Children Services, Foster Youth, and Behavioral Health. We continue to look for additional programs who would be interested in providing services through the HUB.

Goal V: School will develop an assessment monitoring system for data collection, analysis and utilization to drive instruction and better inform staff, parents, students and the community pertaining to student success, and areas of need.

Required Data Review	Desired Outcomes	Results
*Benchmark assessments. *Local data (attendance, GPA, suspension-expulsion credit retrieval, summer program). *STAR/CAHSEE results *Smarter Balance results (TBD) *Aeries Analytics program review.	*Data analysis to staff in a timely manner. *Data simplified for interpretation for staff, parents, students. *Data available for SSC for review and revise plan. *One assessment program familiar and used by all staff.	

<u>Strategies</u>	<u>Tasks</u>	<u>Responsible Party/Leadership</u>	<u>Timeline</u>	<u>Budget</u>
5.1 Upper Lake High School will use benchmark assessment data in the core subject areas of ELA, math, science and social studies more efficiently to provide our students with better re-teaching opportunities to improve learning and meet the Common Core State Standards.	5.1.1 Benchmark assessments in all core subject areas will be modified and updated on a regular basis and will reflect the Common Core standards 5.1.2 Development of new benchmark assessments will include non-traditional testing approaches such as products, projects, labs based on the Common Core State Standards 5.1.2 Benchmark assessments will be administered and results evaluated on a quarterly basis by core subject area teachers, and reviewed with staff and Board	Core subject teachers Leadership: Department Chair LCOE Core subject teachers Leadership: Department Chairs LCOE Teachers Leadership: Department Chair	Spring 2014 with LCOE support in Summer 2014 Summer 2014 and ongoing in 2014-15 school year 2014-15 school year and ongoing	Common Core – 7405 \$2,500.00 Title 1 – 3010 \$2,500.00 N/A N/A

<p>5.2 The district will contract with appropriate outside entities to help develop and build new curriculum that reflect the Common Core State Standards as well as adopt a program to monitor and report student assessment information.</p>	<p>5.1.3 LCOE will be used to help modify benchmark assessment, evaluate results and provide additional staff training</p>	<p>Lake County Office of Education subject specialists Departments Leadership: Superintendent</p>	<p>Summer 2014</p>	<p>Common Core – 7405 Teacher Quality – 4035 TBD</p>
	<p>5.1.4 Benchmark assessment results will be evaluated and compared on a quarterly basis in department meetings. Strategies for re-teaching are discussed and implemented as needed</p>	<p>Teachers Administration Leadership: Department Chair</p>	<p>2014-15 school year and ongoing</p>	<p>N/A</p>
	<p>5.2.1 Research and Contract with data monitoring system (e.g. Aeries Analytics, other) for curriculum building</p>	<p>Administration Leadership: Superintendent</p>	<p>Spring 2014</p>	<p>Common Core – 7405 Teacher Quality – 4035 TBD</p>
	<p>5.2.2 Departments will analyze, assess and review information on a quarterly basis</p>	<p>Teachers, Department Chairs Leadership: Administration</p>	<p>2014-15 school year and ongoing</p>	<p>N/A</p>
	<p>5.2.3 All teachers will be trained in areas needed to help evaluate, assess, and recommend intervention strategies</p>	<p>Teachers, department Chairs Leadership: Administration</p>	<p>Summer 2014 and ongoing</p>	<p>Teacher Quality - 4035 TBD</p>

<p>5.3 Staff development will be encouraged and provided to support student data analysis and interpretation in relation to the Common Core State Standards.</p>	<p>5.3.1 All staff are trained on the usage of Aeries Student Information System. Additional training provided through LCOE regarding student assessments</p> <p>5.3.2 Develop intervention classes, after school programs, online intervention programs to support student achievement</p> <p>5.3.3 Teachers will be supported in attending professional development related to the Common Core State Standards and how to best assess student progress</p>	<p>Teachers, appropriate classified personnel, administrators LCOE Leadership: Administration</p> <p>School Counselor, Teachers, Department Chairs Leadership: Administration</p> <p>Teachers Leadership: Administration</p>	<p>Spring 2014 and 2014-15 school year</p> <p>Second semester 2013-14 school year and ongoing</p> <p>2013-14 school year and ongoing</p>	<p>Common Core – 7405 Teacher Quality – 4035 TBD</p> <p>Title 1 – 3010 After School Teacher \$1,350.00 Salary \$190.00 Benefits After School Driver \$756.00 Salary \$178.00 Benefits Instructional Aide \$7,875.00 Salary \$1,873.00 Benefits</p> <p>Common Core – 7405 Teacher Quality – 4035 Title 1 – 3010 TBD</p>
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<p>5.4 Upper Lake High School will provide updates on benchmark assessment data to the parents and the community.</p>	<p>5.4.1 Use multiple ways to communicate with parents including email, school website, all-call system, etc to send updates on student performance</p>	<p>Technology Coordinator, Administration Leadership: Administration</p>	<p>2013-14 school year and ongoing</p>	<p>N/A</p>
	<p>5.4.2 Provide information for parents and community on after school programs, intervention courses, and Supplemental Ed. Services</p>	<p>School Counselor Leadership: Administration</p>	<p>Second semester 2013-14 school year and ongoing</p>	<p>Title I (TBD)</p>
	<p>5.4.3 The core subject teachers will present the results of the benchmark assessment data to the school board on an annual basis with follow up to parents</p>	<p>Teachers, Department Chairs Leadership: Administration</p>	<p>2013-14 school year and annually</p>	<p>N/A</p>

LCAP/LCFF Narrative:

Goal V centers on developing a system of data collection that supports goals 1 through four and provides a simple way to track data for staff students and parents. The four strategies support a revised Benchmark system, establish additional staff development support and communicate with parents and students outcome data as it relates to the success of their student. This Goal is the foundation in support of everything we are trying to accomplish regarding the Common Core and student learner outcomes. The challenge will be our ability to implement a simple yet effective system that is used by all stakeholders and is easy to review and make modifications to.

CONDITIONS OF LEARNING:

Priority 1 Basic Services. Currently the district has in place a system through CALPADS/CBEDS/OPUS that tracks certification of all staff including instructional staff, ROP staff and Para-Educators. With the approval of the Common Core Standards students will have access to aligned materials in all appropriate courses, including textbooks, materials, and technology access. Our Facilities are more than adequate to support the state assessment system that will include on-line testing capability for well over 100 students in a single setting.

Priority 2 Implementation of Common Core State Standards (CCSS). NA

Priority 7 Course Access. NA

PUPIL OUTCOMES:

Priority 4 Student Achievement. With a revised data system the staff will be able to better track thus support student learning outcomes. With revised Benchmark Assessments aligned to the Common Core, and Smarter Balance Assessments Data will be reviewed on a quarterly basis providing staff, students, and parents a clearer picture of the needs of each student. State as well as local data will help us better prepare additional support systems for All students from special needs to the most gifted, in a timely manner. With improved data staff will be better equipped to design on-line support programs where needed. The ability to better assess students will encourage students to seek out help rather than wait to attend summer school to make up credits.

Priority 8 Other Student Outcomes. Additional student outcomes such as Benchmark Assessments, attendance data, discipline referrals, credits earned, GPA's, and data specific to course disciplines can be reviewed in a timely manner providing additional information for the counselor in the development of the Four Year Plan. Through the WASC process a series of Learner Outcomes were established that support student academic success and provide support to students in becoming college and career ready. Graduation requirement were reviewed and additional requirements added in support of A-G requirements as well as on-line courses.

Budget

ENGAGEMENT:

Priority 3 Parent Involvement. Only provides staff support in analyzing data to better inform parents of student outcomes.

Priority 5 Student Engagement. Provides staff with timely assessment data that will help students in need of intervention in a timely matter thus providing students with a better understanding of their own academic needs. Student will be better equipped to use the support systems including on-line course work as well as on-line intervention support, as needed. The more effective staff and students are with the data the more success a student will experience leading to higher graduation rates, fewer failed courses, fewer students needing credit retrieval courses to stay on track.

Priority 6 School Climate. Review of student data either academic or personal/social only helps those who work with students on a daily basis make informed decisions in support of those who need it the most. The school is invested in developing the best school climate that supports student academic and social success. Through the approval of an SRO and the development to the HUB project we are committed to providing our students the best setting, with options for success. The school district has alternative programs in support of students graduating. We offer a continuation setting for students 16 and older who are behind in credits. The district supports a community school for expelled youth and an adult ed program for 18 year olds wanting a diploma. This program is available to any member of our community as well.

Upper Lake Union High School District
2013-14 Title 1 Budget Narrative

Object Code	Amount	Description
8000 Revenue	70,394.00 40,934.00	2013-14 Title 1 Entitlement 2012-13 Title 1 Deferred Revenues
Total Revenues	111,328.00	

1000 Certificated Personnel	Amount	Description
	11,361.00	.1667 FTE P Holt, Math Teacher - Teaching 1 period of intervention math .1667 FTE J Ritter, Math Teacher - Teaching 1 period of intervention math
	1,650.00	After-school Program Teacher 66 days @ \$25.00 per day extra duty
	5,226.00	Summer School Teacher
	11,341.00	.2 FTE R Carter - Counselor
Total Certificated Personnel	29,578.00	

2000 Classified Personnel	Amount	Description
	7,875.00	Title 1 Instructional Aide for Math Department 7.5 Hrs per day, 100 pd days @ \$10.50 per hour
	756.00	Bus Driver for After-school program 54 days @\$14.00 per hour
	1,060.00	Summer School Clerical Assistant
	1,095.00	Custodial Services for Summer School
Total Classified Personnel	10,786.00	

Total Personnel	40,364.00	
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3000 Employee Benefits	Amount	Description
	5,362.00	Statutory benefits and District contribution to health benefits for 2 .1667 FTE teachers of 1 period intervention math
	232.00	Statutory benefits for After-school program teacher
	1,411.00	Statutory benefits for Math Dept Instructional Aide
	3,936.00	Statutory benefits and District contribution to health benefits for .2 FTE counselor
	178.00	Statutory benefits for After-School program driver
	731.00	Statutory benefits for Summer School Teacher
	128.00	Statutory benefits for Summer School Clerical Assistant
	258.00	Statutory benefits for Summer School Custodian
Total Benefits	12,236.00	

4000 Books and Supplies	Amount	Description
	22,253.00	Instructional Supplies Used for Intervention Math program, math workbooks, OdesseyWare program for independent study and continuation school
	704.00	Set Aside for Parental Outreach
Total Books and Supplies	22,957.00	

5000 Services and Other	Amount	Description
Operating Expenses	13,374.00	Set Aside for SES activities
	6,500.00	Consultant Services with LCOE for intervention support
	10,717.00	Set Aside for Professional Development Used for math teacher professional development, software training etc.
Total Services and Other	30,591.00	

7000 Indirect Costs	5,180.00	Indirect Costs @ 4.88%, District approved indirect rate
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Total 2013-14 Title 1 Budget	111,328.00	
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Month	Action	Data		Report to	Product
July	Collect Data	*Benchmarks *CCSS Test Data *Grades *Attendance *Smarter Bal	*GPA *Credits *Graduation *CAHSEE *Online Credits	*School Board *Post Notes on Website	
August	Review Data and LEAP/SPSA/WASC/LCAP	*Benchmarks *CCSS Test Data *Grades *Attendance *Smarter Bal	*GPA *Credits *Graduation *CAHSEE *Online Credits	*Public School Site Council *School Board *Post Notes on Website *WASC/Leadership	Proposed Revision/Approval of the plans for the new school year (if necessary)
September	Adoption of Revised plan	Review of analysis of above data and proposed plan revisions		*School Board	Revised LEAP/SPSA/WASC/LCAP Plan
October	1 st Quarter Review/Revision	*Benchmarks *Grades *Attendance		*School Board *Post Notes on Website	Revision or adjustment if needed
November	Continued Implementation of Plan				
December	Continued Implementation of Plan				
January	1 st Semester Data Collection. Review and Revision of LEAP/SPSA/WASC/LCAP	*Benchmarks *Grades *Attendance	*GPA *Credits *Graduation *CAHSEE 11-12 *Online Credits	*School Board *Post Notes on Website	Revision or adjustment if needed
February	Continued Implementation of Plan	*Benchmarks *Grades *Attendance	*GPA *Credits *Graduation *CAHSEE 11-12 *Online Credits	*Public School Site Council *School Board *Post Notes on Website *WASC Leadership	Proposed Revision/Approval of the plans for the new school year
March	3 rd Quarter Review and Revision	*Benchmarks *Grades *CAHSEE grade 10 census		*School Board *Post Notes on Website	Revised LEAP/SPSA/WASC/LCAP
April	Continued Implementation of Plan				
May	2 nd Semester Review	*Benchmarks *Grades *Attendance *Smarter Bal	*GPA *Credits *CAHSEE 11-12		

June	Final Review of Plan Effectiveness	*Benchmarks *State Test Data *Grades *Attendance *SAT/ACT/EAP	*GPA *Credits *Graduation *CAHSEE *College Placement	*School Board *Post Notes on Website	Summary Report on overall plan effectiveness, what worked, what needs further development, what we learned Proposed Revision/Approval of the plans for the new school year
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Review and revision of plans is primarily the function of the WASC Leadership/ULHS Curriculum Committee and Administration with input from ULHS Faculty and Staff, Public, School Board and School Site Council.