

LAKE COUNTY OFFICE OF EDUCATION
Office of the Superintendent

**School Plan for Student Achievement
Clearlake Creativity School**

ISSUE:

Each year schools across the state complete a School Plan for Student Achievement (SPSA) to identify how the school will engage in Local Control and Accountability Plans.

BACKGROUND/PREVIOUS BOARD ACTIVITY:

While a SPSA was completed for Clearlake Creativity School during the 2016-2017 school year, it was not brought to the board.

DISCUSSION:

This SPSA was completed with input from LCOE, school principal and the community.

FISCAL, STAFFING, AND FACILITIES:

No impact on fiscal, staffing or facilities.

SUPERINTENDENT'S RECOMMENDATION:

The County Superintendent of Schools recommends approval of the SPSA for Clearlake Creativity School.

Report prepared by: Shelley Tan

School Plan for Student Achievement (SPSA) and Annual Evaluation Template

[Addendum 1:](#) Regulatory requirements

[Addendum 2:](#) General instructions.

[Appendix A:](#) Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#) [Note: this text will be hyperlinked to California School Dashboard web page: Essential data to support completion of this SPSA. Please analyze the school's full data set.

School Name

Clearlake Creativity School

Contact Name and Title

Shelley Tan, Principal

Email and Phone

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THE STORY: Briefly describe the students and community and how the school serves them.

The Lake County Office of Education serves a relatively isolated, rural area in northern California. Lake County has approximately 65,000 residents, approximately 9,000 are school-age children. The Lake County Office of Education operates two special schools for students from across Lake County. The Clearlake Creativity School (CCS) provides educational opportunities for students in kindergarten through twelfth grade with emotional disabilities.

Lake County communities have many challenges. During the past three years our county has experienced three wild fires. These fires destroyed homes and businesses and forced the cancelation of school in several of our districts. This past winter we dealt with extremely heavy rains, resulting in Clear Lake rising above flood level – again resulting in the displacement of students. Additionally many Lake County residents are economically disadvantaged with an overall poverty rate of 20.5% compared to California’s 15.3%. In Lake County 82% of students have experienced at least one event on the Adverse Childhood Experiences report.

While Lake County has experienced a number of challenges, our students and families remain committed to this county, many of them rebuilding after the fires and flood. Tourism is on the increase with new shops, wineries and restaurants opening. Our communities, families and students are resilient, recognizing the importance of education.

Clearlake Creativity School:

Clearlake Creativity students come from districts across Lake County. They are referred through the IEP process and are only accepted if they have been diagnosed with emotional disturbance and are not successful in their home school. Before students are enrolled at CCS, the student, parent/guardian and school staff meet to discuss student enrollment.

For the past year, each class at CCS has been staffed with a teacher, paraprofessional and a rehab specialist. For the 2017-18 school year, Creativity School is proud to have added a school psychologist at .8FTE. Students at Clearlake Creativity School report feeling safe and connected at school. Besides IEP meetings, CCS staff stay connected to student’s families through daily phone calls, weekly progress reports and quarterly family celebrations.

Foster and Expelled Youth:

The Lake County Office of Education has served foster youth since 1998. Our COE Foster Youth Services Coordinating Program serves every foster youth in Lake County, providing education reviews and referrals for academic supports. We have an Executive Advisory Council (EAC) which works to identify system needs,

capacity building and interagency collaboration. We serve our youth individually and coordinate services with districts and agencies.

Our Foster Youth Services Coordinating Program (FYSCP) has been highly effective in helping our foster youth graduate, as we provide countywide academic oversight for our foster youth, supporting their academic success. In the 2016-17 school year we identified and served 75 unduplicated students.

The Lake County Office of Education has developed and continues to implement an approved Expelled Youth Plan, available locally upon request.

Our Foster and Expelled Youth Services programs will continue to work on finding appropriate placements for some of our most at-risk students.

SPSA HIGHLIGHTS: Identify and briefly summarize the key features of this year's SPSA.

This will be the first year that the Clearlake Creativity School will be included in the Lake County Office of Education LCAP. Our focus will be on strengthening the academic program at CCS and engaging our stakeholders in meaningful ways at the school site.

Foster and Expelled Youth Services continue to work on strengthening our programs – including the addition of appropriate foster youth placements in Lake County.

NEEDS ASSESSMENT -- REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward SPSA goals, local self-assessment tools, stakeholder input, or other information, what progress is the school proudest of, and how does the school plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for student groups, including low-income students, English learners, homeless youth, and foster youth have led to improved performance for these students.

CCS is a very small school, therefore no data is available on the State Indicators on the CA School Dashboard. Even without data on the Dashboard, we track our students through their GPA, credit accrual, behavior referrals, attendance and dual/concurrent enrollment.

GREATEST PROGRESS

Creativity School:

- CCS averages between 20 to 27 students at any one time
- New standards-aligned materials have been purchased
- ALL staff attended a two-day TIERS training to start the school year and work to implement the TIERS system
- Three students transitioned from CCS back to their home school during the school year

Referring to the California School Dashboard, identify any state indicator for which overall performance was in the "Red" or "Orange" performance category. Additionally, identify any areas that the school has determined need significant improvement based on review of school or district data. What steps is the school planning to

take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Without CA School Dashboard data, LCOE reviews student data related to each of the state metrics and several additional local goals.

We recognize needs related to:

- *student achievement in ELA for all students
- *student achievement in mathematics for all students
- *professional development for all teachers in standards-based instruction and student engagement
- *attendance
- *mental health services
- *school stability, especially for Foster Youth
- *additional Foster Youth placements in Lake County

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. Additionally, identify any areas in which the school has determined there are significant performance gaps based on review of local performance indicators or other school data. What steps is the school planning to take to address these performance gaps?

PERFORMANCE GAPS

While we have no dashboard data for student subgroups at LCOE schools, we know that the Clearlake Creativity School students and county Foster Youth are behind many of their peers in regards to academics, school engagement and social/emotional indicators. Compared to non-foster youth or students enrolled at comprehensive sites we need to address issues related to:

- chronic absenteeism
- EL progress and reclassification
- credit completion
- academic performance in ELA and in mathematics

SUPPLEMENTAL SERVICES

If not previously addressed, identify the two to three most significant ways that the school will use federal categorical funds to provide supplemental services for eligible, at-risk students, including low-income students, English learners, homeless youth, and foster youth.

At Creativity School, the addition of the following will lead to greater success for all students:

- psychologist/mental health therapist
- TIERS professional development and support for all staff
- partnerships to provide wrap-around services

ANNUAL EVALUATION and NEEDS ASSESSMENT

SPSA Year Reviewed 2017-18

Complete a copy of the following table for each of the school's goals from the prior year's SPSA. Duplicate the table as needed.

Goal 1	LEA GOAL: Provide continued, expanded, 21st Century learning opportunities for students.
	SCHOOL GOAL: Provide continued, expanded, 21st Century learning opportunities for students.

State and or Local Priorities Addressed by This Goal	STATE <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8
	LOCAL_2H _____

Annual Measureable Outcomes

EXPECTED

- Services will be coordinated through the Workability Program to match student interest with possible career aspirations. Students will have an opportunity at the appropriate age to work in local businesses and gain employment skills.
- Increase individual student performance on SBAC assessments by 5% annually
- Credit Recovery as measured by ILP completion rates
- Investigate and plan to create a pathway offered to students for CCR (College and Career Readiness)
- Williams- Maintain access to and implementation of CCSS aligned curriculum and materials for all students
- CELDT and Reclassification (CELDT is given when EL students enroll- rates measured locally)

ACTUAL

- A Career Exploration program was started and is in its infancy. The first semester of concurrent enrollment was unsuccessful however several students are concurrently enrolled in a career exploration class at the local community college second semester. This proved to be more successful.
- Individual student performance improved by 3% annually
- Credit Recovery – 35% of students did not complete all ILP assignments
- CCR Pathway – A pathway for college and career is generated for students through student interest surveys, in partnership with the Workability Program through LCOE and student transition goals in their IEP's.
- Implementation of standards-aligned curriculum – 0% of students without standards-aligned curriculum – reported to local board on _____.
- CELDT and Reclassification – one EL student was tested on CELDT or Reclassified for the 17-18 school year
- A pre-post assessment in mathematics and language arts was given to gather baseline data.

- Unit/course Completion toward graduation- measured locally by ILP completion rates
- Pre-post assessment scores in ELA and Math- individual student scores increase by 5% points (ex: 65%-70% etc.) annually

(N/A: EAP, API, A-G requirements and AP)

New CA Standards curriculum was purchased as well as 1:1 chromebooks assuring all students have access to technology and the curriculum.

Pre-post assessment scores were given. Results TBD.

ACTIONS/SERVICES

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> • Utilize e-learning CCSS curriculum (i.e. <i>MobyMax</i> (P2, 4) • New leveled literacy materials purchased • Copier cost 	<p>ACTUAL</p> <ul style="list-style-type: none"> • <i>MobyMax</i> subscription purchased • Fountas and Pinnell - Leveled literacy program purchased • Copy costs have exceeded budget allotted for school year. Copy machine routinely breaks down. Looking for solution for 2018-2019 school year.
Expenditures	<p>BUDGETED</p> <ul style="list-style-type: none"> • <i>MobyMax</i> budgeted • Copier Cost - 0124-5800 - \$4400 	<p>ESTIMATED ACTUAL</p> <ul style="list-style-type: none"> • <i>Moby Max</i> 1100 - \$299 • Copy Machine Lease – 0124 - \$5400

Action

2

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> • Develop and/or increase job shadow and job placement opportunities. (P4, 2H) • Develop and implement variable completion opportunities i.e. A-G, alternative completion (GED, CHSPE) 	<p>ACTUAL</p> <ul style="list-style-type: none"> • As students meet eligibility requirements they are referred to job placements through work ability. • Completion of IEP goals and alternative school settings were offered to students as appropriate
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	(P 4, P7, P8, 2H)	
Expenditures	BUDGETED <ul style="list-style-type: none"> Cost covered in staff salary: Teacher/Aid 	ESTIMATED ACTUAL <ul style="list-style-type: none"> 0124 - \$89,000; 6387 - \$14,638 0100 - \$189,400; 3010 - \$12,800; 6387 - \$6,500

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

At the beginning of the year all students were given a math and English Language Arts assessment to establish baseline data. Students will be given the same test in the spring in order to monitor growth. This was part of the comprehensive plan to focus students both on their academic as well as social and emotional growth. The Clearlake Creativity School partnered with the Workability Program in order to afford students greater opportunities to explore college and career opportunities beyond CCS. As students met requirements of the TIERS program used by CCS, they were transitioned back to their home high schools in a general education setting. The staff at CCS has focused on increased engagement for students, and new standards-based curriculum was purchased with a focus on project based learning that could be used with all students. *MobyMax* was installed, and IEP's were closely monitored for each student. Behavior Intervention Plans (BIPs) were updated or created, with the goal of each student having a current BIP to help monitor and enforce desired behaviors, in concert with the TIERS program.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

Behavior Intervention Plans would be updated as students had annual IEP's. For students entering CCS late in the year or having annuals late in the year, there was not as much of an opportunity to implement the BIPs as students who entered with a BIP or had annual IEP's in the fall. Next year this should not be a problem as everyone will enter with a BIP and students already in CCS will begin the year with one in place.

Baseline assessment data for ELA and math was one of many measures used to monitor student academic growth. The effectiveness of using these formative assessment tools has been proven. Unfortunately spring benchmark assessments have not yet been given at the time of this report.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Alternative programs including *Moby Max* and SBAC test prep were made available to students and enforced at staff meetings.

The cost of the copy machine lease was underestimated on the original budget so we went over in that category.

Suspension rates initially rose during the beginning of the 2017 - 2018 school year more than predicted. Although many alternatives to suspension were utilized, threats to staff or other students made in house consequences impossible. The number of suspensions fell as the year continued, showing that many students were benefitting from the therapy and social emotional skills being taught in the program.

Goal 2

LEA GOAL:

Address the needs of Foster Youth to remedy challenges and prevent additional challenges when possible to ensure academic success.

SCHOOL GOAL:

Address the needs of Foster Youth to remedy challenges and prevent additional challenges when possible to ensure academic success.

State and or Local Priorities Addressed by This Goal

STATE 1 2 3 4 5 6 7 8
 COE: 9 10
 LOCAL _____

Annual Measureable Outcomes

EXPECTED

- Minimize the number of school placement changes - Reduce school placement changes by 3%. FYS (Foster Youth Services) has been tracking the number of school changes of all foster youth. We keep Social Workers informed about how school changes effect academic outcomes with foster youth
- Increase individual school attendance by 3% FYS monitors attendance by receiving attendance data twice yearly for foster youth. We have implemented a mentoring program to keep

ACTUAL

- **Year 1, 2014-15, baseline data** - cumulative 1.5 school placement changes averaged for all youth. **Year 2, 2015-16** - data shows a slight improvement with an average of 1.3 school placements. **Year 3, 2016-17** – 83.4% attendance rate. Data shows 21 out-of-county youth move into Lake County schools. This increased our cumulative count. This year our youth had 1.46 school placement changes.
- **Year 4, 2017-18, baseline data** - It will not be possible to calculate

students engaged in their academics
 All students at CCS have ESY (Extended School Year) on their IEPs. As such, all students are eligible for summer school. Summer school is a 4 week program for four hours a day, which gives students additional opportunities to continue the structure they had during the school year and to retain any pro social skills and behaviors that they learned during the year.

the positive attendance rate of all youth from the beginning of school year until June 1st. **Year 2, 2015-16** - attendance was calculated with the end date of April 1st and our attendance rate was 95%, meeting our 3% LCAP goal. **Year 3, 2016-17** - cumulative attendance was 95%.

- **Year 1, 2014-15** - Extended School year had 9 enrolled and 5 active students. **Year 2, 2015-16** - Extended School Year had 9 enrolled and 7 active students. **Year 3, 2016-17** - cannot be calculated until the end of July 2017. **Year 4, 2017 -18** - cannot be calculated until the end of June 2018.

ACTIONS/SERVICES

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED	ACTUAL
<ul style="list-style-type: none"> • Provide professional development and support around the needs and laws related to Foster Youth for district and school site Foster Youth liaisons • Coordinate Healthy Start support for Foster Youth • Investigate professional development on Educational Issues for Child Welfare Social Workers 	<p>Shared legislative email updates with District Liaisons focused on transportation for school stability: September 19, 2016 ESSA Update September 19, 2016 CA Dept of Ed DataQuest October 12, 2016 CDSS All County Letter 16-84 Requirements and Guidelines for Creating and Providing a Child and Family Team, New CCR legislation November 29, 2016 ESSA Update – Final Regulations State Plan First Draft Updates January 23, 2017 ESSA Update #6 Letter to LEA’s and New Guidance Documents from ED February 24, 2017 ESSA Update #7 Stakeholder Meeting Update and CPAG Meeting</p> <p>FYSCP held the first semi-annual Executive Advisory Council meeting on October 12th to discuss ESSA Transportation Plan for foster youth, CCR and DataQuest. Transportation and the new requirements under CCR will help with school stability. Members include CWS Director, Lake County Superintendent of Schools, Assistant Superintendent of Schools, District Liaisons, Foster Family Agency Staff, Lake County Probation Officers, District Liaisons,</p>

Education Liaisons, LCOE Director School and District Support and foster youth

FYSCP presented at the Secondary Principals meeting December 6, 2016, on school stability and educational rights for foster and probationary youth

An inter-agency training was provided by Lake County Probation Department for the Continuum of Care Reform Act on January 11, 2017. This new legislation goes into effect next year will hopefully increase school stability.

March 9, 2017 FYSCP held its annual District Liaison Summit with the focus on the CCR. CWS staff presented basic information about the legislation.

March 14, 2017 provided AB854 training to Upper Lake Middle School Administration staff.

Our FYSCP team met and will continue to meet the second Thursday of every month. Professional development on case management services is provided.

BUDGETED

CWS Foster Youth Local funding
Resource code 9366

2900 (Other Classified Salaries) \$24,215

3000 (Employee benefits) \$10,525

4300 (Supplies and Materials) \$3,500

5200 (Travel to school sites) \$3,518

7310 (Indirect Cost transfer) \$63,476

ESTIMATED ACTUAL

CWS Foster Youth Local funding
Resource code 9366

2900 (Other Classified Salaries) \$24,215

3000 (Employee benefits) \$10,525

4300 (Supplies and Materials) \$3,500

5200 (Travel to school sites) \$3,518

7310 (Indirect Cost transfer) \$63,476

Expenditures

Action
2

Actions/Services

PLANNED
Provide student support for academic success:

- Partner with Child Welfare Services
- Coordinate completion and accuracy of FY student files
- Provide education reviews
- Create education teams to monitor success
- Offer a summer enrichment program
- Support for transition and mentoring for High School students
- Complete a Transition plan for Foster Youth leaving Juvenile detention

ACTUAL

- Lake County Office of Education Foster Youth Services CP partnered with Child Welfare Services (CWS) in providing educational services to all school age foster youth and transition services which includes coordinating the Independent Living Program (ILP), with an emphasis on careers to college. With this partnership, the FYSCP Coordinator was on-sight at CWS 4 hours per week to answer educational questions from social workers, enter academic information into the Child Management System, monitor academic progress, and keep an active file on each foster youth.
- The FYSCP Education Liaisons provided goal oriented case management services directly with the foster youth. We met monthly or more to assist youth to be successful in their academic endeavors. The Education Liaisons are in each school district and review grades and attendance and work with school staff to put services in place.

Referrals were received from the Lake County Juvenile Probation Department, and West Hills Juvenile Hall School, for education services.

Expenditures

BUDGETED
7366- Foster Youth Fiscal Resource Code

2300 - \$10,871

2400 - \$10,457

2900 - \$53,970

3000 - \$27,369

Office Materials/supplies

4300 (Supplies and Materials) - \$4,856

ESTIMATED ACTUAL
7366- Foster Youth Fiscal Resource Code

2300 - \$10,871

2400 - \$10,457

2900 - \$53,970

3000 - \$27,369

Office Materials/supplies

4300 (Supplies and Materials) - \$4,856

4400 - \$9,190
5600 - \$1,750
5900 - \$100
Travel to school sites
5200 - \$4,140
5250 - \$7,612
5800 - \$8,100
7310 - \$11,585

4400 - \$9,190
5600 - \$1,750
5900 - \$100
Travel to school sites
5200 - \$4,140
5250 - \$7,612
5800 - \$8,100
7310 - \$11,585

Evaluation

Complete a copy of the following table for each of the school’s goals from the prior year SPSA. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

School stability is vital for academic success. Our actions and services helped build school district and agency awareness of the transiency rates of our youth. This impacts their education. Awareness of the issue has helped in credit recovery, graduation rights, and additional school site mentoring. Our program has been very impactful in helping youth register and remain in school. We monitor attendance throughout the year, and connect with students who are having problems attending school.

Our summer school program at CCS provides continuity with youth year round, keeping them engaged in education and helping to retain skills learned throughout the year. This has been successful with several youth maintaining their interest in school and several youth going on to college.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

School stability is hard to maintain with foster youth. This year we were impacted with youth entering our county during the school year. This brought our cumulative stability percentage down. For in-county youth, we advocated for stability with appropriate placements.

Our program is very effective in persuading foster youth who have challenges to remain in school. Our program offers youth incentives for good attendance, including weekly "outings" (field trips) based on attendance and behavior. Our continuous case management and engagement with our youth has increased cumulative rates from baseline 92% to 95% for year two and year three.

Our program flexibility and Extended School Year programs have been very effective. We had 100% graduation rates with those foster youth that participated in our program.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

There were no material differences between our Budgeted Expenditures and our Estimated Actual Expenditures.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Our stated goal, improve educational outcomes for foster youth, remains the same, We are fine tuning our actions and services, but basically they remain the same, as well. One of our biggest issues is a lack of Foster placements in Lake County. Late this spring five families started working to become foster youth providers. We believe this will help in providing a more stable environment for Lake County Foster Youth.

Goal 3

LEA GOAL: Provide a learning environment conducive to student and community academic and social needs.
 SCHOOL GOAL: Provide a learning environment conducive to student and community academic and social needs.

State and or Local Priorities Addressed by This Goal

STATE 1 2 3 4 5 6 7 8

LOCAL ____ 1H, 2H _____

Annual Measureable Outcomes

EXPECTED

ACTUAL

- Williams- Maintain a rating of "good" on the FIT
- HQT- Maintain 100% HQT qualified staff
- Drop-out Rates measured at the local level due to small enrollment numbers. Maintain >5% or equal to our current 0% rate
- Attendance Rate- maintain attendance of 82%
- High School Graduation Rates- Maintain a count of diplomas awarded
- LCAP data will align to SARC (available at the local level)
- Increase successful completion rates of TIERS program from 30 - 35% annually. This will be measured by progress on IEP goals as well as the level the student is on as part of the TIERS program.
- Chronic Absenteeism rate- Decrease chronic absenteeism rate by 5% to 3%
- Increase physical education options for students on campus

Provide team building opportunities for students and staff and community

- CCS – Williams rating of Good on FIT,
- We continue to have 100% HQT staff
- Drop-out rate remained at 5%
- Attendance Rate summary – currently 83%
- Graduation Rate – approx. 30% CCS students successfully graduate from our program.
- We continue to align LCAP data to SARC
- The chronic absenteeism rate is 5%

ACTIONS/SERVICES

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED

- Maintain a safe and welcoming school campus by providing enrichment opportunities and a positive school climate.
- Fun and engaging Honors Room activities
- Weekly outings need to be incorporated into the schedule as part of the TIERS program.

ACTUAL

- Safe and welcoming school campus was maintained and enhanced. I.E., school garden was reestablished, landscaping was updated, and continued maintenance allowed the school to have a welcoming appeal.
- Honors Room Activities continue to serve as a reward and incentive for improving student behavior.
- Weekly outings occurred to a variety of local businesses for students in the 2nd and 3rd level of the TIERS program.

Expenditures

BUDGETED
<ul style="list-style-type: none"> • Staff Salary Lead Teacher 0124-1300 - \$10,391 • Teacher 0124-1100 - \$82,504 • Subs 0124-1190 - \$4090 • Clerical 0124-2400 - \$15,289 • Extra Clerical 0124-2490 - \$584 • Teacher CTE 6387-1100 - \$13,545 • CTE Outreach Specialist 6387-1900 - \$8342 • Para <ul style="list-style-type: none"> ○ 3010-2100 - \$22,822 ○ 0100-2100 - \$11,017 ○ 6387-2100 - \$5,509 • Parent Meeting 0100-4300 - \$1,000 • Aeries 0124-5800 - \$1760 <p>Contracted –<i>MobyMax</i> 1100-5800 - \$299</p>

ESTIMATED ACTUAL
<ul style="list-style-type: none"> • Costs of teacher, aide and clerical listed in Goal 1 • Teacher 0124-1100 - \$82,504 • Subs 0124-1190 - \$3965 • Clerical 0124-2400 - \$15,289 • Extra Clerical 0124-2490 - \$584 • Teacher CTE 6387-1100 - \$13,545 • No Specialist hired - \$0 • Para <ul style="list-style-type: none"> ○ 3010-2100 - \$22,822 ○ 0100-2100 - \$11,017 ○ 6387-2100 - \$5,509 • Parent Meetings – 0100-4300 - \$316 • Exersite – 0100-6170 - \$16,673 • Aeries – 0124-5800 - \$1710 <p><i>MobyMax</i> listed above: 1100-5800 - \$299</p>

Action
3

Actions/Services

PLANNED
<ul style="list-style-type: none"> • Purchase of three subject area online support for each teacher using Moby Max. • Maintain Subscriptions to Aeries to support student data and academics. • Investigate/create intervention programs (P2, P4, P8, 2H) • Implementation of new CCSS aligned pre and post-assessment benchmark measures.

ACTUAL
<ul style="list-style-type: none"> • Moby Max purchased for each teacher • Learning Management Systems were utilized • Clearlake Creativity maintained subscriptions to Aeries • CCS continued to utilize effective intervention programs such as Read Naturally. Baseline data using the BPST for ELA and ___ for math were used to monitor student growth.

Expenditures

BUDGETED
<ul style="list-style-type: none"> • Curriculum Resources • Fountas and Pinnell 0100-5800 - \$500

ESTIMATED ACTUAL
<ul style="list-style-type: none"> • 3rd Mill Rehab 0100-5800 - \$240 • Fountas and Pinnell -

- Classroom Materials, Assessment, PE 6300-4300 - \$2,500
 - Aeries - previously budgeted

- Common Core materials – 6300 - \$715
- Misc. class materials – 0100-\$257, 0124- \$185, 1100 - \$101
- Aeries - previously budgeted

Action
4

Actions/Services

- PLANNED
- Continue to develop and implement an online/blended learning environment in addition to the classroom based learning environment to address the needs of the students according to their IEP.- (P 5, P6, P9, 2H)
 - Provide door to door transportation to students enrolled to access their educational program
 - Implement technology for student use, utilizing a variety of operating systems and programs for daily instruction, assessment, and access to content (P1, P4, H2)
 - Expand leveled literacy materials.
 - Offer Professional development to staff to maintain high quality instruction and HQT compliance (P1) for example:
 - ✓ VPSS
 - ✓ CCSS/Technology
 - STEM/NGSS

- ACTUAL
- Clearlake Creativity students continued to work in a highly engaging environment that focused on individualized learning based on student IEP goals as well as project based learning.
 - Door to door transportation was provided to every student.
 - Students had access to computers and software programs to be used for daily instruction, assessment and access to core content.
 - CCS purchased Fontas and Pinnel leveled literacy components for classroom libraries.
 - Ongoing Professional development targeting NGSS, TIERS implementation, data collection and SBAC.

Expenditures

- BUDGETED
- Cost covered in staff salary
 - Transportation provided via student's home district
 - CTE 6387-2400 - \$1402
 - Currently 1-1 no cost for 2016-2017 school year library
 - Library/Tech Support

- ESTIMATED ACTUAL
- Cost covered in staff salary
 - Students were transported by home district's transportation department.
 - CTE 6387-2400 - \$1402
 - Chrome books 6387 - \$8,615

- 0124/4300 - \$1500
- 0124/4400 - \$2500
- No cost for concurrent enrollment
- Prof. Development
 - TIERS training - \$2000
 - 0124-5200 - \$2500
- Books Fountas and Pinnel leveled literacy- \$
- Extra Duty local PD 1100-5200 - \$2500

- Library/Tech Support
 - 0124/4300 - \$1500
 - 0124/4400 - \$2500
- No cost for concurrent enrollment
- Prof. Development
 - TIERS training - \$2000
 - 0124-5200 - \$250
- Books Fountas and Pinnel leveled literacy -
- Ex. Duty 3010- \$1,574

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Upon enrollment at CCS, students and their guardian are involved in an IEP transition meeting to go over CCS rules and TIERS program components. Individual education plans are developed that support student's learning, based on assessment data used during the IEP process.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

The effectiveness of our program is determined in large part by students being able to better regulate and communicate their emotional needs, as well as academic success. Emotional deregulation has interfered with students' ability to make progress in academics. Close monitoring of emotional/behavioral goals as well as weekly therapy and an on staff psychologist have all contributed to the increased effectiveness of the program.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

Copy costs exceeded allotted amount by approximately \$300. as of February. An additional \$700. was moved into the account to allow for an increase in copies through the end of the year.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Alternative schools such as the Creativity School are not being included in the California School Dashboard until the fall of 2018. However, school data that was collected during the 2017/18 school year indicates that most of our students are behind academically. We decided to divide this goal into two goals, one related to academic achievement and one related to emotional/social growth for the 2017-18 school year.

Goal 4

LEA GOAL: Serve as a thriving center for learning within the Lake County community

SCHOOL GOAL: Serve as a thriving center for learning within the Lake County community

State and or Local Priorities Addressed by This Goal

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 Local: 1H, 3H, 4H

Annual Measureable Outcomes

EXPECTED

- Parent participation measured by attendance at school events
- Suspension rate reduce from 8.3% by <1% to 7.3%
- Maintain expulsion rate of 0%
- School Climate- parent and student semester survey results continue to show CCS as "safe and welcoming"

ACTUAL

- Parent participation increased slightly and next year we are planning more regular family events tied to LCAP goals
- Suspension rate decreased by 8% district wide from 2016-17 to 2017-18 school years.
- The expulsion rate maintained at 0%
- Student survey results continue to show that most students at CCS feel as though the staff "cares about them" and "tries to support/help students".

ACTIONS/SERVICES

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED

- Create CCS school logo and purchase CCS attire and products to promote school culture - tshirts, pencils, etc

ACTUAL

- CCS school logo merchandise was made available to staff and students: T-Shirts, back packs, note pads, string packs. Alternative clothing was purchased and available for

- Provide/facilitate a Parents' event, quarterly i.e. Nurturing Families parenting class, back to school night, Thanksgiving and Christmas celebrations with families, as well as graduation/promotion celebrations.
- Provide celebration events (1 per semester) to highlight student attendance, credit completion, concurrent enrollment and student academic success

students who needed additional clothing to meet dress code needs: shorts, shoes, shoestrings, hair ties.

- Parent events and student celebrations were held quarterly at CCS. The biggest celebrations include December and May dates. These events are attended by community stakeholders as well as parents, students, staff and LCOE.

The staff at CCS maintain an “open door” policy for parents and other stakeholders. Parents often call, text and drop by to voice concerns and check on individual student progress.

Expenditures

- BUDGETED**
- School Supplies/Personalized Learning Lab Supplies
 - 0100-4300 - \$500
 - 0124-4300 - \$1000
 - Student engagement and awards
 - 0100-4300 - \$1250
 - Parent night
 - 0124-4300 - \$500

- ESTIMATED ACTUAL**
- School Supplies/Personalized Learning Lab Supplies
 - 0100-4300 - \$500
 - 0124-4300 - \$1000
 - Student engagement and awards
 - 0100-4300 - \$1250
 - Parent night
 - 0124-4300 - \$316 (listed previously)

Action

2

Actions/Services

- PLANNED**
- Develop further business/vocational partnerships via LCOE's Workability Program to civic and service organizations to increase job shadow opportunities and College and Career Readiness. (P4, P3, P5, 3H, 4H)
 - Foster relationships with local Community Colleges i.e. articulation agreements to better support concurrent enrollment opportunities (P7, P8, 2H)
 - Provide and facilitate business trips to expose students to different careers. (P4, P3, P5, 3H, 4H)

ACTUAL

- Business/Vocational partnerships were not developed in 17-18 for our students as they did not meet criteria.

More business field trips are in the plan for the remainder of 17-18 and 18-19.

Expenditures	<p>BUDGETED</p> <ul style="list-style-type: none"> • Cost covered in staff salary • Field Trips 6387-4300 - \$1000 	<p>ESTIMATED ACTUAL</p> <ul style="list-style-type: none"> • Cost covered in staff salary • Field Trips 6387-4300 - \$500
Action 3	<p>PLANNED</p> <ul style="list-style-type: none"> • Continue daily behavior sheets to facilitate communication between students and guardians. to evaluate progress on behavior goals. • climate surveys to inform CCS of student satisfaction/concern regarding their enrollment at CCS. (P3, P4, 3H, 4H) 	<p>ACTUAL</p> <ul style="list-style-type: none"> • Daily behavior sheets continue to be utilized. • Quarterly climate surveys being conducted by students.
Expenditures	<p>BUDGETED</p> <p>Cost covered in staff salary</p>	<p>ESTIMATED ACTUAL</p> <p>Cost covered in staff salary</p>

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Clearlake Creativity School continues to be a safe and welcoming environment for students who receive an individualized education. Strides have been made in the area of college and career readiness, with the enrollment of several students in community college and several field trips to local businesses.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

We feel like we were effective in the actions/services related to this goal, as students, parents and the community report a feeling of connectedness to the school and its staff.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

All money was spent in the appropriate locations, however not all the money was spent. Copy costs went over budget. Allotted Americorp money was used instead to pay for subs, as no Americorp volunteers were available and the sub budget was depleted.

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

Parent participation, school climate and college and career readiness are still very important to the overall success of the students at CCS, however the goal has been rewritten for the 2017-2018 school year.

Goal 5

LEA GOAL: Provide educational opportunities for expelled youth
 SCHOOL GOAL: Provide educational opportunities for expelled youth

State and or Local Priorities Addressed by This Goal

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Annual Measureable Outcomes

EXPECTED

- Attendance Rates for mandatory expelled youth
 - Credits recovered for expelled youth
 - Attendance by districts at Re-Admission meetings
- County-wide Expelled Youth Plan (available locally upon request)

ACTUAL

- Attendance Rates for mandatory expelled youth remained at less than 65%
 - Credits recovered for expelled youth remained at less than 40%
 - Attendance by districts at Re-Admission meetings was 100%
- County-wide Expelled Youth Plan (available locally upon request)

ACTIONS/SERVICES

Duplicate the Actions/Services from the prior year SPSA and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> Support districts in following the Expelled Youth Plan to meet the needs of students seeking alternative placements resulting from a district expulsion Transition meetings 	<p>ACTUAL</p> <ul style="list-style-type: none"> Several of the students at CCS have been expelled from their home district. CCS provides an opportunity for these students to obtain their education while receiving pro social skills training. Transition meetings occurred - incoming students or students potentially ready to exit the program had transition meetings to ensure proper support and make sure goals were met.
Expenditures	<p>BUDGETED</p> <p>Cost covered in Alt Ed Admin Salary</p>	<p>ESTIMATED ACTUAL</p> <p>Cost covered in Alt Ed Admin Salary</p>

Action

2

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> Re-Admission meeting invitation to districts for youth who may have met the components of the TIERS program and are ready to return to their district 	<p>ACTUAL</p> <ul style="list-style-type: none"> IEP meetings were held for students who met the components of the TIERS program and were ready to return to their home district.
Expenditures	<p>BUDGETED</p> <p>Cost covered in LCOE staff salary</p>	<p>ESTIMATED ACTUAL</p> <p>Cost covered in LCOE staff salary</p>

Evaluation

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the California School Dashboard, as applicable.

Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.

Implementation of behavioral goals for CCS students and actions/services related to this goal were followed throughout the year, with careful monitoring of progress toward goals.

Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.

While behavioral data was tracked and monitored, student goals and Behavior Intervention Plans were also amended as necessary to support student growth.

Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures

Based on this evaluation, an analysis of the California School Dashboard, and the school's needs assessment, describe any changes made to this goal, to the expected outcomes, the metrics, or the actions and services to achieve this goal. Identify where those changes can be found in the SPSA.

There will be no changes to this goal or the associated metrics.

NEEDS ASSESSMENT -- STAKEHOLDER ENGAGEMENT

SPSA Year

2017-2018

2018-2019

2019-2020

INVOLVEMENT PROCESS FOR SPSA AND ANNUAL EVALUATION

How, when, and with whom did the school consult as part of the planning process for this SPSA development, evaluation, and analysis? (e.g., SSC and/or ELAC elections, trainings, meeting dates, etc., aligned to agendas and minutes)

At each of the following meetings, school and/or LCOE staff, including teachers, para-educators, classified personnel and administration, met with a variety of stakeholders to share the LCAP and discuss the actions and services that will be provided during the 17-18 school year. This included intake meetings for students at Creativity (CCS) where the program was described and actions for individual students were clarified. CCS does not have the required number of English Learners to include an ELAC, but CCS does have an active school site council. The school site council does take on responsibilities for the PAC. Finally, the Lake County Office of Education does not have a bargaining unit for either the classified or certificated members.

Lake County Board of Education:

The Board of Education met and discussed the LCOE LCAP on:

- Sept 20
- Oct 18
- Nov 15
- Dec 13
- Jan 17
- Feb 21
- March 21

Clearlake Creativity School:

New students, their families and staff meet for Family Involvement events each time a student is enrolled at CCS. Twenty-nine IEPs were held in the 17-18 school year.

- Sept. 7 Back to School/Family Night
 - Sept. 29 School Site Council Meeting to discuss LCAP goals
 - April 24 Staff Meeting to discuss LCAP goals
 - Oct. 31 Halloween Carnival, parents invited
 - Nov. 17 Thanksgiving Celebration with Families
 - Dec. 15 Christmas Brunch with Families
 - March 2 Dr. Seuss Day - parents encouraged to come and read
 - TBD Open House/Family Night
- Nurturing Families – an eight week program through Healthy Start was attended 5 parents beginning on January 22, 2018

Foster and Expelled Youth:

FYSCP Executive Advisory Council (EAC) meets bi- annually to discuss services related to the LCAP. Our first meeting was October 12, 2016. Members

include: CWS Director, Lake County Superintendent of Schools, Assistant Superintendent of Schools, District Liaisons, Foster Family Agency Staff, Lake County Probation Officers, District Liaisons, Education Liaisons, LCOE Director School and District Support and foster youth.

FYSCP has a standing agenda item on the Healthy Start Collaborative. Every meeting we present and encourage input to improve our services for students, adding their input to our LCAP. Members include: Community Agency Stakeholders, Behavioral Health, Education Partners, Child Development, Safe Schools, Public Health, Local Health Clinic Directors, Tribal Health, Child Welfare Services, Lake County Probation, Elected Officials and agents of the courts. Collaborative meetings are held quarterly: September 13, 2016, December 14, 2016, March 8, 2017 and May10, 2017.

State and Regional Meetings for County Foster Youth Coordinators update us on our legal obligations of services under AB854 and always have a LCAP component. We share ideas at these meetings to improve services and indicators for our LCAPS

- October 27, 2016 in Redding Region 1 Meeting
- November 9, 2016 State Coordinators Meeting Sacramento – Technical Assistance Meeting
- March 2, 2017 Region 1 Meeting in Santa Rosa
- March 14 FYSCP facilitated a meeting for ESSA transportation to school of origin, between CWS and LCOE administrators. Framework for county agreement was discussed.
- April 18 and 19 2017 California Foster Youth Education Summit
- May 17, 2017 Foster Youth Summit
- May 25, 2017 Executive Advisory Council

Our FYSCP team met and will continue to meet the second Thursday of every month. Professional development on case management services is provided. This includes discussions on how to improve services for our youth to add to our LCAP. Our entire team went to the Ed Summit to share ideas and program improvement.

Past and Present foster youth also, have input on our program. We took two college students with us to the State Ed Summit and they are planning on working with us to improve our program.

On May 17 we hosted a Foster Youth Summit and an Expelled Youth Summit attended by LCOE staff, Foster Youth Services, Healthy Start and District personnel. We reviewed the self-study survey provided by CDE for the Local Indicators, Priorities 9 and 10. This information will be shared with the County Board and will be used to strengthen the Foster and Expelled Youth Services Plans.

IMPACT ON SPSA AND ANNUAL EVALUATION AND ANALYSIS

How did these consultations impact the SPSA for the upcoming year?

Our Stakeholder Meetings impacted planning for our LCAP work for the 17-18 school year.

Clearlake Creativity School (CCS):

Our Stakeholder Meetings impacted our LCAP in a number of ways. Because 17-18 is the first year that CCS is included in the LCAP, much of the feedback from staff and parents asked for continued or improved mental health services for students. Based on this feedback, we put additional funding into the LCAP for Mental Health support for all CCS students.

At each intake meeting staff meets with students, parents and special education staff from the referring agency. The IEP is reviewed to ensure that CCS is able to meet the needs of the student. At that time students and parents are provided with information on “how this school works” including information on school resources, behavioral expectations, and other supports provided.

Throughout the school year, Creativity staff are in regular contact with parents and guardians. Weekly academic/behavior reports are sent home as the staff works with the family to ensure that behavioral supports and modifications that are used at school are reinforced at home.

During these meetings, staff and families discuss gaps or concerns that the family has. One issue that came up on a regular basis was the lack of fencing around the school site. With a busy street in front of the school, and its location only two blocks from a major highway, a fence was erected during the 16-17 school year.

Foster and Expelled Youth:

Our FYSCP values the input from our stakeholders and foster youth students. We adjust our program to needs identified by our community. One specific new goal this year was to work with our youth to improve math scores. This new goal impacted the amount of time and volume of work our Education Liaisons performed.

Our LCAP will be aligning with our FYSCP state plan under AB854. This cycle of the LCAP will be more data driven with information coming from the Dashboard and CALPADS reports. The data we will be gathering will help us fine tune our program to meet the needs of our youth.

The May 17 Foster and Expelled Youth Summits impacted our LCAP by providing a common message to all attendees. This message will be strengthened in the LCAP and related Foster and Expelled Youth Plan.

School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.¹ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent Community Member	Secondary Student
Shelley Tan	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yvonne Oldbury	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Maria Martinez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Julie Franklin	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wendy Newsome	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Jordan Alger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
	<input type="checkbox"/>				
Number of members in each category	1	1	1	1	2

¹ EC Section 52852

Goals, Actions, and Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 1	LEA GOAL: Lake County Office of Education (LCOE) schools will ensure that ALL students receive an individualized, rigorous, standards-based instructional program leading to mastery of standards and graduation from high school. SCHOOL GOAL: Lake County Office of Education (LCOE) schools will ensure that ALL students receive an individualized, rigorous, standards-based instructional program leading to mastery of standards and graduation from high school.
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State and/or Local Priorities Addressed by this Goal

STATE	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
LOCAL	_____							

Identified Need from the Annual Evaluation and Analysis	Students are behind their peers in English/Language Arts, mathematics and other core subjects when entering our programs and often have not had consistent access to a rigorous, standards-based instructional program.
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EXPECTED ANNUAL MEASURABLE OUTCOMES (Include at least one metric/indicator for each priority checked above. Where performance gaps have been identified, outcomes for student groups should demonstrate gap closure.)

Metrics/Indicators	Baseline	2017-2018	2018-2019	2019-2020
Performance on Local Benchmark Tests	33% are close to grade level in mathematics 15% are close to grade level in ELA	Based on alternative measures, increase in performance of 5%	Based on alternative measures, increase in performance of 5%	Based on alternative measures, increase in performance of 5%
English Learner Progress	0% of students were given the CELDT	10% of students will make EL progress	15% of students will make EL progress	20% of students will make EL progress
English Learner Reclassification	0% of students were reclassified	5% of students will be reclassified	10% of students will be reclassified	20% of students will be reclassified

Early Assessment Program	0% of students scored at level 3 or 4 on ELA or math	5% of students will score at level 3 or 4 on ELA or math	10% of students will score at level 3 or 4 on ELA or math	20% of students will score at level 3 or 4 on ELA or math
High School Graduation Rate	2017 – 2 students graduated	Increase graduation rate by 5%	Increase graduation rate by 5%	Increase graduation rate by 5%
Access to standards-aligned instructional materials	100%	100%	100%	100%
Rate of Teachers appropriately assigned and fully credentialed	100%	100%	100%	100%
Implementation of ELA Standards	75% of teachers self-report implementation of standards	100% of teachers self-report implementation of standards	100% of teachers self-report implementation of standards	100% of teachers self-report implementation of standards
Implementation of Math Standards	75% of teachers self-report implementation of standards	100% of teachers self-report implementation of standards	100% of teachers self-report implementation of standards	100% of teachers self-report implementation of standards
Implementation of ELD Standards	75% of teachers self-report implementation of standards	100% of teachers self-report implementation of standards	100% of teachers self-report implementation of standards	100% of teachers self-report implementation of standards
Completion of Smarter Balanced Assessment	90% of appropriate students completed all sections of math, ELA and science	95% of appropriate students will complete all sections of math, ELA and science	95% of appropriate students will complete all sections of math, ELA and science	95% of appropriate students will complete all sections of math, ELA and science
Dual/Concurrent Enrollment	6 students (30% of eligible students), 15% completion	40% of eligible students, 20% completion	50% of eligible students, 25% completion	60% of eligible students, 30% completion
A-G	100% of 11 th and 12 grade students took at least 1 A-G level course, including use of OdysseyWare	100% of 11 th and 12 grade students will take at least 2 A-G level courses, including use of OdysseyWare	100% of 11 th and 12 grade students will take at least 2 A-G level courses, including use of OdysseyWare	100% of 11 th and 12 grade students will take at least 2 A-G level courses, including use of OdysseyWare

NA – API, AP Course Work	NA	NA	NA	NA
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PLANNED ACTIONS/SERVICES

Complete a copy of the following table for each of the school's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Indicated Student Group(s)

2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged Action/Service	Person(s) Responsible	Task(s)/Timeline	Amount/Source
Hire staff to fill positions at CCS school- A 3FTE CCS B CCS – Subs			Amount: A \$233,679 CCS – Tchrs B \$6,092 CCS – Subs Source: Instruction A Base Funds B CTEIG

			C Fees D \$2,031 ERMHS \$4,061 Fees E Base Budget Reference: 1000 and 1110 A 0124 B 6387 C 0068 D 6512 0068 E 0124
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Action 2

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Indicated Student Group(s)

2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged			
Action/Service	Person(s) Responsible	Task(s)/Timeline	Amount/Source

Hire staff for oversight at LCOE schools-
A .1FTE CCS

Amount:
A \$15,398 CCS
Source:
School Administration
A Base
B ERMHS
Budget Reference:
2700
A 0124
B 6512

Action 3

For Supplemental Actions/Services:

Students to be served All Students Low Income Foster Youth Homeless Youth English Learners Migrant Children
 Other Group(s) (specify) _____

Scope of Service Schoolwide **OR** Limited to Indicated Student Group(s)

2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged Action/Service	Person(s) Responsible	Task(s)/Timeline	Amount/Source
Hire 3 .8FTE Para-professionals and 1 .72FTE Para-professional to fill positions at CCS school- A 3 .875FTE CCS			Amount: A \$145,110 3 .875FTE CCS – Para B \$1,208 CCS Para Subs Source: Instruction

			A S and C CTEIG B Fees C Fees Budget Reference: 1000 and 1110 A 0100 6387 B 0068 C 0068
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Action 4

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Indicated Student Group(s)

2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged Action/Service	Person(s) Responsible	Task(s)/Timeline	Amount/Source
Find and implement CA standards-aligned pre- and post-assessments in reading, writing and math	Shelley Tan Jenna Rogers		Amount: A \$500 – CCS Source: A Base

B Lottery IMF
Budget:
A 0124
B 6300

Action 5

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Indicated Student Group(s)

2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Action/Service <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
Provide materials, resources and supplies for classroom use: A Instructional Materials – General B Instructional Materials – Core C Other Supplies	Shelley Tan	Fall 2018	Amount: A \$1,500 – CCS B \$4,000 – CCS C \$2,500 – CCS Source: Instruction A Base B \$2,500 IMF Lottery \$4,000 Fees C Lottery

			Budget: 1000 and 1110 A 0124 B 6300 0068 C 1100
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Action 6

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Indicated Student Group(s)

2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged Action/Service	Person(s) Responsible	Task(s)/Timeline	Amount/Source
Provide staff with professional development in CA standards in ELA, ELD, math, science and social studies including a focus on UDL.	Shelley Tan Jenna Rogers	Fall, 2018	Amount: A \$200 CCS – Trainer B \$1,000 CCS – Conference Source: Professional Development A Lottery B Lottery

			C Lottery D ERMHS Budget: 2140 A 1100 B 1100 C 1100 D 6512
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Action 7

For Supplemental Actions/Services:	
Students to be served	<input type="checkbox"/> All Students <input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input checked="" type="checkbox"/> Other Group(s) (specify) __Students with Disabilities_____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide- Creativity OR <input type="checkbox"/> Limited to Indicated Student Group(s)

2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged Action/Service	Person(s) Responsible	Task(s)/Timeline	Amount/Source
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged Provide out-of-school intervention and enrichment opportunities for students.	Shelley Tan	Ongoing - weekly outings and daily tutoring.	Amount: A \$7,110 CCS – Tchr B \$5,147 CCS – Para C \$790 CCS – Supplies D \$5,336 CCS – Rehab Specialists Source: Instruction

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A Title 1
B Title 1
C Title 1
D Title 1
Budget:
1110
A 3010
B 3010
C 3010
D 3010

Action 8

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Indicated Student Group(s)

2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged Action/Service	Person(s) Responsible	Task(s)/Timeline	Amount/Source
Hire staff for administrative positions at LCOE schools			Amount: A \$27,657 CCS C \$97,202 CCS Source:

			School Administration A Base B ERMHS C Fees Budget: 2700 A 0124 B 6512 C 0068
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Action 9

For Supplemental Actions/Services:	
Students to be served	<input type="checkbox"/> All Students <input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input checked="" type="checkbox"/> Other Group(s) (specify) _Students with disabilities_____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide-CREATVITIY OR <input type="checkbox"/> Limited to Indicated Student Group(s)

2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged Action/Service	Person(s) Responsible	Task(s)/Timeline	Amount/Source
Provide subs for the Principal as necessary			Amount: A \$448 CCS B \$1,125 CCS Source: School Administration

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A ERMHS B Fees Budget: 2700 A 6512 B 0068
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Action 10

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Indicated Student Group(s)

2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Action/Service <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
Purchase needed office supplies			Amount: A \$1,500 CCS Source: School Administration A Base B Lottery Budget: 2700 A 0124 B 1100

Action 11

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Indicated Student Group(s)

2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Action/Service <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
Provide Indirect Costs for LCOE programs Clearlake Creativity School	Business office - LCOE	ongoing	Amount: A \$55,299 – CCS Fees B \$8,911 – S and C C \$17,374 – Base D \$5,588 – Title 1 E \$9,748 – Mental Health – IDEA F \$3,388 – CTEIG G \$31,344 – Mental Health H \$7,481 – College Readiness BG Source: School Administration A Creativity Fees

[Empty box]

[Empty box]

[Empty box]

- B LCAP S and C
- D LCFF Base
- D Title 1
- E Mental Health IDEA
- F CTEIG
- G Mental Health
- H College Readiness BG
- Budget:
- 2700
- A 0068
- B 0100
- C 0124
- D 3010 and 3025
- E 3327
- F 6387
- G 6512
- H 7338

Action 12

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Indicated Student Group(s)

2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Action/Service <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
Ensure that school sites are clean and well-maintained	Maintenance department - LCOE	As needed, ongoing	Amount: A \$51,000 CCS Source: Plant Maintenance and House-keeping A Base B ERMHS Budget: 8100 A 0124 B 6512

New Modified Unchanged

<h2>Goal 2</h2>	<p>LEA GOAL: Lake County Office of Education (LCOE) schools will develop and implement a comprehensive, tiered support and intervention framework to address ALL students' social, emotional, and behavioral needs in an environment that allows staff, students and stakeholders to feel safe and included so they can participate fully in student learning and the school community.</p> <p>SCHOOL GOAL: Lake County Office of Education (LCOE) schools will develop and implement a comprehensive, tiered support and intervention framework to address ALL students' social, emotional, and behavioral needs in an environment that allows staff, students and stakeholders to feel safe and included so they can participate fully in student learning and the school community.</p>
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State and/or Local Priorities Addressed by this Goal

STATE 1 2 3 4 5 6 7 8
 LOCAL _____

Identified Need from the Annual Evaluation and Analysis Lake County students, specifically Foster Youth and students attending Creativity and Hance, have a higher than average reporting of Adverse Childhood Experiences.

EXPECTED ANNUAL MEASURABLE OUTCOMES (Include at least one metric/indicator for each priority checked above. Where performance gaps have been identified, outcomes for student groups should demonstrate gap closure.)

Metrics/Indicators	Baseline	2017-2018	2018-2019	2019-2020
School Attendance Rate	65%	70%	75%	75%
Chronic Absenteeism Rate	73%	65%	60%	50%
Middle School Dropout Rate	0%	0%	0%	0%
High School Dropout Rate	0%	0%	0%	0%
Student Suspension Rate	20% of students were suspended during the year 10% Hance 30% CCS	Decrease students suspended to 16%	Decrease students suspended to 12%	Maintain students suspended at 12%
Student Expulsion Rate	0%	0%	0%	0%
Efforts to Seek Parent Input including parents of unduplicated pupils and individuals with exceptional needs	Parents were invited to 2 events	Parents will be invited to 4 events	Parents will be invited to 4 events	Parents will be invited to 5 events
Promotion of Parent Participation including parents of unduplicated pupils and individuals with exceptional needs	100% of parents or guardians meet with school officials at least 1 time each year	100% of parents or guardians meet with school officials at least 2 times each year	100% of parents or guardians meet with school officials at least 4 times each year	100% of parents or guardians meet with school officials at least 5 times each year

Facilities in Good Repair	100% Good or Exemplary			
CA Healthy Kids Survey	80% of students feel safe and connected to school	85% of students feel safe and connected to school	90% of students feel safe and connected to school	90% of students feel safe and connected to school

PLANNED ACTIONS/SERVICES

Complete a copy of the following table for each of the school's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
	Scope of Service <input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Indicated Student Group(s)

2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged Action/Service	Person(s) Responsible	Task(s)/Timeline	Amount/Source
Hire a 1FTE psychologist- A .8FTE CCS			Amount: A \$94,454 CCS B \$200 CCS – supplies C \$500 CCS – mileage Source:

			Psychological Services A Title 1 B Fed Mental Health Psychological Services A Title 1 B Title 1 C ERMHS Psychological Services A S and C B ERMHS Budget Reference: 3120 A 3010 B 3327 3120 A 3010 B 3010 C 6512 3120 A 0100 B 6512
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Action 2

For Supplemental Actions/Services:	
Students to be served	<input type="checkbox"/> All Students <input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input checked="" type="checkbox"/> Other Group(s) (specify) students with Disabilities _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide-CREATVITY OR <input type="checkbox"/> Limited to Indicated Student Group(s)

2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged Action/Service	Person(s) Responsible	Task(s)/Timeline	Amount/Source
Hire a 3 .875 FTE rehab specialists			Amount: \$104,611 CCS Source: Psychological Services ERMHS Budget Reference: 3120 6512

Action 3

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Indicated Student Group(s)

2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged Action/Service	Person(s) Responsible	Task(s)/Timeline	Amount/Source
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Develop a site-appropriate behavior program including MTSS/PBIS, TIERS and Restorative Justice including professional development for staff and ongoing coaching and support.

Staff
Principal

ongoing

Amount:
A \$0 CCS – TIERS (included in Goal 1.6)
Attendance and Social Work
A Mental Health
B LCOE Grant Supported (\$6,000)
Budget Reference:
3130
A 6512
B 0100

Action 4

For Supplemental Actions/Services:

Students to be served All Students Low Income Foster Youth Homeless Youth English Learners Migrant Children
 Other Group(s) (specify) __Students with Disabilities_____

Scope of Service Schoolwide-CREATVITY **OR** Limited to Indicated Student Group(s)

2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged Action/Service	Person(s) Responsible	Task(s)/Timeline	Amount/Source
Develop and implement a physical education and nutrition curriculum for students.	Shelley Tan staff		Amount: \$500 CCS Source: Student Engagement Lottery

			Budget Reference: 4110 1100
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Action 5

For Supplemental Actions/Services:			
Students to be served	<input type="checkbox"/> All Students <input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children		
	<input checked="" type="checkbox"/> Other Group(s) (specify) __Students with Disabilities_____		
Scope of Service	<input checked="" type="checkbox"/> Schoolwide-CREATIVITY	OR	<input type="checkbox"/> Limited to Indicated Student Group(s)

2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	Action/Service	Person(s) Responsible	Task(s)/Timeline	Amount/Source
	Engage parents, guardians and the community in informational meetings, celebrations and formal stakeholder meetings including parents of unduplicated pupils and individuals with exceptional needs.	Shelley Tan staff	Sept. 2017 Oct. 2017 Nov. 2017 Dec. 2017 Jan. 2018 - weekly May 2018	Amount: A \$450 CCS Parent Meetings – Supplies B \$400 CCS Parent Meetings – Events Source: Parent Engagement A Lottery B Lottery Budget Reference: 2495 A 1100 B 1100

Action 6

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Indicated Student Group(s)

2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged Action/Service	Person(s) Responsible	Task(s)/Timeline	Amount/Source
Provide a Student Information System (Aeries) to monitor student data.	IT department		Amount: A \$1,760 CCS Source: School Administration A Base B Fees Budget Reference: 2700 A 0124 B 0068

Action 7

For Supplemental Actions/Services:	
Students to be served	<input type="checkbox"/> All Students <input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input checked="" type="checkbox"/> Other Group(s) (specify) _Students with Disabilities_____

Scope of Service

Schoolwide-CREATIVITY

OR

Limited to Indicated Student Group(s)

2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged Action/Service	Person(s) Responsible	Task(s)/Timeline	Amount/Source
Provide Aeries Analytics to closely monitor student data.			Amount: \$3,400 CCS Source: School Administration Fees Budget Reference: 2700 0058

Action 8

For Supplemental Actions/Services:

Students to be served

All Students Low Income Foster Youth Homeless Youth English Learners Migrant Children

Other Group(s) (specify) _____

Scope of Service

Schoolwide

OR

Limited to Indicated Student Group(s)

2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged Action/Service	Person(s) Responsible	Task(s)/Timeline	Amount/Source
Provide Clerical support for CCS		ongoing	Amount: A \$14,768 CCS – .25FTE B \$44,302 CCS – .75FTE Source: School Administration A Base B ERMHS C Fees Budget Reference: 2700 A 0124 B 6512 C 0068

Action 9

For Supplemental Actions/Services:	
Students to be served	<input type="checkbox"/> All Students <input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input checked="" type="checkbox"/> Other Group(s) (specify) _Students with Disabilities_____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide-CREATIVITY OR <input type="checkbox"/> Limited to Indicated Student Group(s)

2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged Action/Service	Person(s) Responsible	Task(s)/Timeline	Amount/Source
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Provide Mental Health Services at CCS	Sally Riley Lilli Edson	ongoing	Amount: \$ 81,074 CCS Source: Psychological Services ERMHS Budget Reference: 3120 6512
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Action 10

For Supplemental Actions/Services:	
Students to be served	<input type="checkbox"/> All Students <input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input checked="" type="checkbox"/> Other Group(s) (specify) __ Students with disabilities _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide-CREATIVITY OR <input type="checkbox"/> Limited to Indicated Student Group(s)

2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged Action/Service	Person(s) Responsible	Task(s)/Timeline	Amount/Source
Provide AmeriCorp Mentors for LCOE schools	Gilbert Rangel	This did not happen. No volunteers were available as of 12/2017 so money was used for substitutes.	Amount: \$4,500 CCS Source: Attendance and Social Work ERMHS Budget Reference: 3120 6512

Action 11

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Indicated Student Group(s)

2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged Action/Service	Person(s) Responsible	Task(s)/Timeline	Amount/Source
Provide field trips to engage students at LCOE schools	Shelley Tan	Weekly - ongoing	Amount: A \$1,500 – CCS B \$500 – CCS (vehicle fuel) Source: Instruction A College RBG Student Engagement B Lottery C ERHMS Budget Reference: 1000 A 7338 4110 B 1100 C 6512

Action 12

For Supplemental Actions/Services:	
Students to be served	<input type="checkbox"/> All Students <input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input checked="" type="checkbox"/> Other Group(s) (specify) __Students with disabilities_____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide-CREATIVITY OR <input type="checkbox"/> Limited to Indicated Student Group(s)

2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged Action/Service	Person(s) Responsible	Task(s)/Timeline	Amount/Source
Stock the student stores with incentives related to TIERS and PBIS	Shelley Tan teachers	ongoing	Amount: \$1,000 CCS Source: Student Engagement Lottery Budget Reference: 4110 1100

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
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Goal 3	LEA GOAL: Lake County Office of Education (LCOE) schools will provide ALL students with an education that fosters critical thinking, collaboration, creativity and communication skills, enabling them to access post-secondary success.
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SCHOOL GOAL: Lake County Office of Education (LCOE) schools will provide ALL students with an education that fosters critical thinking, collaboration, creativity and communication skills, enabling them to access post-secondary success.

State and/or Local Priorities Addressed by this Goal

STATE 1 2 3 4 5 6 7 8
 LOCAL _____

Identified Need from the Annual Evaluation and Analysis

LCOE students come to our programs behind in academic achievement and credits. With these challenges, many students fail to graduate and upon graduation, are ineligible to enter or able to complete post-secondary opportunities.

EXPECTED ANNUAL MEASURABLE OUTCOMES (Include at least one metric/indicator for each priority checked above. Where performance gaps have been identified, outcomes for student groups should demonstrate gap closure.)

Metrics/Indicators	Baseline	2017-2018	2018-2019	2019-2020
Students meeting Prepared or Approaching Prepared on the CCI	0% of students met the CCI	20% of students met the CCI	30% of students met the CCI	40% of students met the CCI
High School Graduation Rate	2 students graduated	Graduate 90% of all students who arrive in their junior year and complete their senior year	Graduate 90% of all students who arrive in their junior year and complete their senior year	Graduate 90% of all students who arrive in their junior year and complete their senior year
Student Access and Enrollment in Required Areas of Study	100% of needed courses for graduation were available	100% of needed courses for graduation are available	100% of needed courses for graduation are available	100% of needed courses for graduation are available
Student Performance in Required Areas of Study	65% ILP Credit completion	70% ILP Credit Completion	75% ILP Credit Completion	80% ILP Credit Completion
Dual/Concurrent Enrollment	30%	40%	45%	50%

PLANNED ACTIONS/SERVICES

Complete a copy of the following table for each of the school's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Indicated Student Group(s)

2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Action/Service <input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
Develop opportunities for students to take part in College and Career Readiness activities including e-learning, A-G classes, dual and concurrent enrollment, and alternative completion.	Workability Coordinators	ongoing	Amount: Source: Instruction College RBG Budget Reference: 1000 7338

Action 2

For Supplemental Actions/Services:

Students to be served	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children		
	<input type="checkbox"/> Other Group(s) (specify) _____		
Scope of Service	<input checked="" type="checkbox"/> Schoolwide	OR	<input type="checkbox"/> Limited to Indicated Student Group(s)

2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged Action/Service	Person(s) Responsible	Task(s)/Timeline	Amount/Source
Provide check-in and check-out transitions for all students upon entering and leaving LCOE schools.	CCS staff Therapist psychologist	ongoing	Amount: \$0 Source: Cost included in staff salaries Budget Reference: NA

New
 Modified
 Unchanged

Goal 4	LEA GOAL: Improve Educational Outcomes for Foster Youth SCHOOL GOAL: Improve Educational Outcomes for Foster Youth
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State and/or Local Priorities Addressed by this Goal

STATE	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8
COE	<input type="checkbox"/> 9	<input type="checkbox"/> 10						
LOCAL	_____							

Identified Need from the Annual Evaluation and Analysis

Foster youth have higher school placements than the general student population. To improve educational outcomes school stability is essential.

Good attendance is vital for improving educational outcomes. Foster youth miss school for therapy sessions, medical appointments, court ordered visits and miss school when moving between placements. Every day counts and foster youth need to improve their attendance to succeed.

Foster youth, as a whole, have lower testing scores than the general student population. Foster youth need guidance in accessing their education opportunities.

EXPECTED ANNUAL MEASURABLE OUTCOMES (Include at least one metric/indicator for each priority checked above. Where performance gaps have been identified, outcomes for student groups should demonstrate gap closure.)

Metrics/Indicators	Baseline	2017-2018	2018-2019	2019-2020
School Stability - minimize changes in school placement	27 out of 75 Identified Foster Youth remained in their school of origin the entire school 2016-17 school year; only 36% of youth had school stability	45%	50%	55%
School Attendance Rate	Attendance rate was 95%	95%	95%	95%
Academics – Average GPA	2.0 GPA Math 2.25 GPA ELA	Improve by .25 GPA in Math and ELA	Improve by .25 GPA in Math and ELA	Improve by .25 GPA in Math and ELA
Foster Youth Self-Survey	Rating of 3.0 on 80% of aspects of the Survey	Rating of 4 (Full Implementation) on 80% of aspects of Survey	Rating of 4 (Full Implementation) on all aspects of Survey	Rating of 4 (Full Implementation) on all aspects of Survey
Provide education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and	Weekly contact regarding status of students 1 annual training for CWS Executive Advisory Council meets yearly Student Progress Reports requested 3 times per year	Continue and formalize process for: Weekly contact regarding status of students 1 annual training for CWS Executive Advisory Council meets yearly	Continue: Weekly contact regarding status of students 1 annual training for CWS Executive Advisory Council meets yearly Student Progress Reports	Continue: Weekly contact regarding status of students 1 annual training for CWS Executive Advisory Council meets yearly Student Progress Reports

progress information that is required to be included in court reports.	Information shared with Juvenal Court School	Student Progress Reports requested 3 times per year Information shared with Juvenal Court School	requested 3 times per year Information shared with Juvenal Court School	requested 3 times per year Information shared with Juvenal Court School
Establish a process for efficient expeditious transfer of health and education records and the health and education passport.	Progress reports requested 3 times a year Information is entered into CWS Case Management System – dropped into Health Passport	Continue and formalize process for: Progress reports requested 3 times a year Information is entered into CWS Case Management System – dropped into Health Passport	Continue: Progress reports requested 3 times a year Information is entered into CWS Case Management System – dropped into Health Passport	Continue: Progress reports requested 3 times a year Information is entered into CWS Case Management System – dropped into Health Passport

PLANNED ACTIONS/SERVICES

Complete a copy of the following table for each of the school's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Supplemental Actions/Services:	
Students to be served	<input type="checkbox"/> All Students <input type="checkbox"/> Low Income <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
	Scope of Service <input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Indicated Student Group(s)

2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
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Provide professional development and support around the needs and laws related to foster youth with District Liaisons, school administrators, probation and agency stakeholders.

Amount:		
\$45,000		
Source:		
Resource 9366		
Budget Reference:		
2000	Classified Salaries	24619.84
3000	Benefits	8521.40
4000	Materials & Supplies	3762.19
5000	Travel & Conference	800.00
	Direct Costs Transfer	800.00
	Consulting	2287.00
7000	Indirect	4209.57

Action 2

For Supplemental Actions/Services:	
Students to be served	<input type="checkbox"/> All Students <input type="checkbox"/> Low Income <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children
	<input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Indicated Student Group(s)

2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	Action/Service	Person(s) Responsible	Task(s)/Timeline	Amount/Source
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Work collaboratively with Child Welfare Services social workers on school stability and the Continuum of Care Reform mandates.

Amount:
 \$179,153
 Source:
 Resource 9366, 7366
 Budget Reference:
 \$45,000 Resource 9366 Duplicated
 Expenditures Action 1

\$134,153 Resource 7366

2000	Classified Salaries	77274.71
3000	Benefits	29291.36
4000	Materials & Supplies	2317.45
5000	Travel & Conference	5777.00
	Rentals & Leases	1750.00
	Direct Costs Transfer	648.00
	Consulting	4345.00
	Communications	200.00
7000	Indirect	12549.48

Action 3

For Supplemental Actions/Services:

Students to be served

All Students
 Low Income
 Foster Youth
 Homeless Youth
 English Learners
 Migrant Children

Other Group(s) (specify) _____

Scope of Service

Schoolwide
 OR
 Limited to Indicated Student Group(s)

2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Action/Service <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
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Action 4

For Supplemental Actions/Services:	
Students to be served	<input type="checkbox"/> All Students <input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Indicated Student Group(s)

2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Action/Service <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
<ul style="list-style-type: none"> • Provide student support for academic success: (Attendance and Academics): • Partner with Child Welfare Services • Coordinate completion and accuracy of FY student files • Monitor Attendance • Review Academic Progress Reports and credits earned • Coordination of records and services with Department of Juvenile Justice (DJJ) <p>Monthly, or more as needed, student check in for goal oriented case management services.</p>	Yvonne Oldbury	ongoing	Amount: \$134,153 Source: Resource 7366 Budget Reference: Duplicated Expenditures Resource 7366 Action 2

Action 5

For Supplemental Actions/Services:

Students to be served All Students Low Income Foster Youth Homeless Youth English Learners Migrant Children
 Other Group(s) (specify) _____

Scope of Service Schoolwide **OR** Limited to Indicated Student Group(s)

2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged Action/Service	Person(s) Responsible	Task(s)/Timeline	Amount/Source
Offer transition services for high school youth with a focus on college and career options. Provide continuity of services through ESY (extended school year) Engaging all youth with peers and connections to supportive adults will help with stability and build confidence.	Shelley Tan	June 2018	Amount: \$45,000 Source: Resource 9366 Budget Reference: Duplicated Expenditures Action 1

New Modified Unchanged

Goal 5 LEA GOAL: NA
SCHOOL GOAL: NA

State and/or Local Priorities Addressed by this Goal

STATE 1 2 3 4 5 6 7 8
 COE 9 x 10
 LOCAL _____

Identified Need from the Annual Evaluation and Analysis

NA

EXPECTED ANNUAL MEASURABLE OUTCOMES (Include at least one metric/indicator for each priority checked above. Where performance gaps have been identified, outcomes for student groups should demonstrate gap closure.)

Metrics/Indicators	Baseline	2017-2018	2018-2019	2019-2020
School Attendance Rate	65%	70%	75%	80%
Credit Recovery	65% earn all credits assigned	70% earn all credits assigned	75% earn all credits assigned	80% earn all credits assigned
Admin Attendance at Transition Meetings	Less than 50% of districts attended transition meetings for Expelled Youth	55% will attend transition meetings for Expelled Youth	65% will attend transition meetings for Expelled Youth	75% will attend transition meetings for Expelled Youth
Expelled Youth Self-Survey	Rating of 2.5 on 80% of Surveys	Rating of 4 (Full Implementation) on 80% of Surveys	Rating of 4 (Full Implementation) on all aspects of Surveys	Rating of 4 (Full Implementation) on all aspects of Surveys

PLANNED ACTIONS/SERVICES

Complete a copy of the following table for each of the school's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____

Scope of Service	<input checked="" type="checkbox"/> Schoolwide	OR	<input type="checkbox"/> Limited to Indicated Student Group(s)
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2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Action/Service <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
Support districts in following the Expelled Youth Plan to meet the needs of students seeking alternative placements resulting from a district expulsion. <input type="checkbox"/> Pre-expulsion meetings <input type="checkbox"/> Expulsion process training for new/requesting administrators			Amount: \$0 Source: Cost included in staff salary Budget Reference: NA

Action 2

For Supplemental Actions/Services:	
Students to be served	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> Low Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Indicated Student Group(s)

2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES

Action/Service	
<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Transition meeting invitation to districts for youth who have been expelled or have met their rehabilitation plan and have the right to return to their district	

Person(s) Responsible
IEP team

Task(s)/Timeline
As needed

Amount/Source
Amount: \$0 Source: Cost included in staff salary Budget Reference: NA

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

² List the date an action will be taken, or will begin, and the date it will be completed.

Programs Included in this Plan

Check the box for each state and federal program in which the school participates. Enter the amounts allocated for each program in which the school participates and, if applicable, check the box indicating that the program's funds are being consolidated as part of operating a schoolwide program (SWP). The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: For many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility) with information available at <http://www.cde.ca.gov/fg/ac/co/documents/sbx34budgetflex.doc>.

Of the four following options, please select the one that describes this school site:

- This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
- This site operates a SWP but does not consolidate its funds as part of operating a SWP.
- This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
- This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>

<input type="checkbox"/>	Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school		\$	

Federal Programs		Allocation	Consolidated in the SWP
<input type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>

<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$	Title III funds may not be consolidated as part of a SWP ³
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	Other federal funds (list and describe)	\$	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$	
Total amount of state and federal categorical funds allocated to this school		\$	

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

³ Title III funds are not a school level allocation even if allocated by the district to a school site. The LEA is responsible for fiscal reporting and monitoring and cannot delegate their authority to a site at which the program is being implemented. If Title III funds are spent at a school site, they must be used for the purposes of Title III and only for those students the LEA has identified for services. For more information please contact the Language Policy and Leadership Office at 916-319-0845.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:
 - State Compensatory Education Advisory Committee _____ Signature
 - English Learner Advisory Committee _____ Signature
 - Special Education Advisory Committee _____ Signature
 - Gifted and Talented Education Advisory Committee _____ Signature
 - District/School Liaison Team for schools in Program Improvement _____ Signature
 - Compensatory Education Advisory Committee _____ Signature
 - Departmental Advisory Committee (secondary) _____ Signature
 - Other committees established by the school or district (list) _____ Signature
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: _____ .

Attested:

Typed name of School Principal

Typed name of SSC Chairperson

Signature of School Principal

Signature of SSC Chairperson

3/7/18
Date

3/7/18
Date