

LAKE COUNTY OFFICE OF EDUCATION  
Office of the Superintendent

**School Plan for Student Achievement  
Hance Community 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 Hance 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 Hance Community School.

Report prepared by: Kate McClatchy

# 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

Hance Community School

Contact Name and Title

Kate McClatchy, Sr Dir, C and I

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 Lloyd P. Hance Community School provides an alternative learning environment for middle and high school students (7<sup>th</sup> – 12<sup>th</sup> grade) who are experiencing difficulties in a traditional school setting or who are exhibiting negative behavior patterns in school or in the community.

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.

**Hance:**

Enrollment at Hance has continued to decline during the 2017-2018 school year. At the beginning of the year 16 students were enrolled and currently (March 2018) 7 students are enrolled. 2 students graduated, 6 students transitioned back to sending districts, one student relocated and one student was incarcerated. As district alternative programs typically focus on services for students in grades 9-12, Hance has enrolled 3 students in grade 8 during the 2017-2018 school year.

**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.

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.

Hance will continue to prepare students for careers, college, and other post-secondary opportunities. Through the LCAP, Hance students will have access to a variety of career and college engagement opportunities, including dual/concurrent enrollment classes at our local community colleges, field trips to colleges and career development institutions and work-based learning experiences. Through the LCAP, we will strengthen the program to address social/emotional issues including counseling to support the needs of Hance students.

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.

Hance is a very small school, with no data for 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

- Hance was awarded Initial Accreditation status by the Western Association of Schools and Colleges.
- The majority of students who did not earn all assigned credits have high rates of absenteeism. Students who attend earn accelerated credit.
- Attendance for most students currently enrolled exceeds 70%.
- Students are assessed for Reading and Math using pre and post STAR assessments. High transiency rates make it difficult to record this data.
- Physical Education options for students have increased with the purchase of new exercise equipment that was organized into an “exersite”
- New standards-aligned materials have been purchased
- Positive Behavior Intervention and Support (PBIS) including a positive incentive program is increasing student engagement and decreasing disciplinary incidents.

**Foster and Expelled Youth Services:**

Our COE FYSCP works collaboratively with our Child Welfare Services closely monitoring our student’s placements and school changes. Working together our foster youth’s school stability has more value in placement decisions with our social workers. We have been tracking school placement changes in this first cycle of the LCAP, establishing a base line in Year One, with slight improvements in Year Two.

Our program’s Education Liaisons are a new key feature in this school year. Education Liaisons assist District Liaisons in providing education reviews and advocating for services. Our monthly check in helps students with attendance issues, by encouraging students to overcome obstacles and conflicts. Base line was established in Year One and we did see an increase in attendance in our Year Two data. Education Reviews were added in Year Two to help increase academic performance. This year we will establish a base line from which to evaluate our program’s work in increasing student’s academic performance. Our program serves our youth continuously throughout the year with our Summer Leadership Program. Student involvement with community and peers helps build confidence and connections. We held a four week program in July 2016. Students were offered a wide range of activities, field trips and life skills lessons. This connection has helped improve graduation rates with students who have participated. We had 100% graduation rate success with those students who participated with our Transition and Summer Leadership services.

LCOE will continue to implement the Expelled Youth Plan currently in place.

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?

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

**GREATEST NEEDS**

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 Hance 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
- academic performance in mathematics (specifically, 82% of Foster Youth have Not Met the Standard in Math, compared to 49% of the Overall Achievement for Non-Foster Students)

## 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 Hance:

- AmeriCorps Career Technical Education volunteer for cooking and gardening classes
- College and Career Readiness workshops, field trips and learning experiences
- on-site probation officer
- Food pantry and referrals to local health and human services

For Foster Youth:

- expanded direct, goal-oriented case management services including more communication with school administrators, leading to a prioritization of foster youth as a subgroup
- expanded Transition to Career and College program, meeting with high school youth to individually discuss future goals and options, including more career guidance curriculum tools and referral to LCOE Career and College Readiness Services

## BUDGET SUMMARY

Complete the table below. Schools may include additional information or more detail, including graphics.

### DESCRIPTION

Total School ConApp Allocation for SPSA Year (Must match District ConApp)

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List Actions/Services Funded by ConApp Allocations:  
1.

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Total School ConApp Allocation Expenditures for SPSA  
Year

\$
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# 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.

<b>Goal 1</b>	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

- Create a Career Exploration and Job Shadow program for students that exposes students to at least one career opportunity annually
- 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)
- 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

### ACTUAL

- College and Career activities during the 2017-2018 school year include: 3 College Basic Workshops and Career Exploration Student projects and exhibitions for first semester and a College Visit, Work Based Learning experience and College Exploration Student projects and exhibitions for second semester.
- Data is not available for current student growth on SBAC.
- Credit Recovery – 2 student completed graduation requirements as currently, all students are making progress towards credit recovery as outlined in ILPs.
- The CCR pathway program was not continued due to student transiency and changes in staffing. Dual enrollment options are supported, however, through College and Career readiness activities.
- Implementation of standards-aligned curriculum – 0% of students without standards-aligned curriculum – reported to local board on 10/18/17.
- CELDT and Reclassification – no EL student was tested on CELDT or Reclassified for the 17-18 school year
- Unit/Course Completion toward graduation – 35% of students did not complete all ILP assignments

- Percentage of students concurrently enrolled- Baseline established 2014 of 2/27 students (7%) - increase to 15% of students next year

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

- The pre-post assessment that we piloted was not a valid or reliable assessment, so we are researching and will implement a new assessment for the 18-19 school year**

- Percentage of students concurrently enrolled – 0%

New CA Standards curriculum and text are implemented as well as 1:1 chromebooks assuring all students have access to technology and the curriculum.

## 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"> <li>Utilize e-learning CCSS curriculum (i.e. <i>OdysseyWare</i>,) (P2, 4)</li> <li>Investigate new e-learning curriculum</li> <li>Copier cost</li> </ul>	<p>ACTUAL</p> <ul style="list-style-type: none"> <li><i>OdysseyWare</i> subscription renewed</li> <li>The copy machine lease was deemed over priced and so it was ended and the site purchased a smaller more economical machine that meets local needs</li> </ul>
Expenditures	<p>BUDGETED</p> <ul style="list-style-type: none"> <li><i>OdysseyWare</i> budgeted</li> <li>Copier Cost - 0124-5800 - \$4400</li> </ul>	<p>ESTIMATED ACTUAL</p> <ul style="list-style-type: none"> <li><i>OdysseyWare</i> –1100 - \$4,900</li> <li>Copy Machine Lease – 0124 - \$428.21</li> <li>New Copy Machine – 0124 - \$</li> </ul>

Action

2

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> <li>Develop and/or increase job shadow and job placement opportunities. (P4, 2H)</li> <li>Develop and implement variable completion opportunities i.e. A-G, alternative completion (GED, CHSPE) (P 4, P7, P8, 2H)</li> </ul>	<p>ACTUAL</p> <ul style="list-style-type: none"> <li>Job shadow activities are planned for spring 2018.</li> <li>HiSET, CHSPE and alternative school settings were offered to students as appropriate</li> </ul>
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Expenditures

BUDGETED
<ul style="list-style-type: none"> <li>Cost covered in staff salary: Teacher/Aid</li> </ul>

ESTIMATED ACTUAL
<ul style="list-style-type: none"> <li>0124 - \$89,000; 6387 - \$14,638</li> <li>0100 - \$189,400; 3010 - \$12,800; 6387 - \$6,500</li> </ul>

**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.

<p>Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.</p>	<p>At the beginning of the year the staff and stakeholders felt that there was a comprehensive plan in place to address all the pieces of this goal and to work towards initial WASC accreditation for Hance. Staff partnered with LCOE Adult Education College and Career Readiness program to provide College and Career Readiness workshops and field trips. Student projects were supported by the LCOE Ed Tech Specialist. , <i>OdysseyWare</i> was renewed and offered to all students. ILP's were created for each student.</p>
<p>Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.</p>	<p>The school received Initial WASC accreditation status and every student worked toward meeting the goals of ILPs. Very few students recovered credits through <i>OdysseyWare</i>. Every student participated in at least one College and Career Readiness workshop, project or activity. Student are using standards based materials in adopted coursework.</p>
<p>Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.</p>	<p>As student enrollment has decreased and staffing changes have resulted in inconsistency in the implementation of program goals, budgeted expenditures are higher than actual expenditures.</p>
<p>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.</p>	<p>Current dashboard data is not available. Full implementation of pre and post assessment using STAR is currently in progress.</p>

<p><b>Goal 2</b></p>	<p>LEA GOAL: Address the needs of Foster Youth to remedy challenges and prevent additional challenges when possible to ensure academic success.</p>
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**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 students engaged in their academics
- Increased attendance in tutoring and summer programs from 5 participants to 7 participants.  
 This year with the passage of AB854 we are encouraging schools to take a more active role in providing supplemental educational services. With the summer leadership program we have extended our program to all high school aged youth, including new freshman students

**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** – 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 1, 2014-15, baseline data** - 92%, calculating the positive attendance rate of all youth from the beginning of school year until April 1<sup>st</sup>. **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** - Summer Leadership had 9 enrolled and 5 active students. **Year 2, 2015-16** - Summer Leadership had 9 enrolled and 7 active students. **Year 3, 2016-17** - cannot be calculated until the end of July 2017.

**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**
- Provide professional development and support around the needs and laws related to Foster Youth

- ACTUAL**
- Shared legislative email updates with District Liaisons focused on transportation for school stability:

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

- 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
  
- Provided a training for new District Liaison and staff for Lakeport Unified School District on September 16, 2016
  
- FYSCP held the first semi-annual Executive Advisory Council meeting on October 12<sup>th</sup> 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, 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.

		<ul style="list-style-type: none"> <li>• March 14, 2017 provided AB854 training to Upper Lake Middle School Administration staff.</li> <li>• Our FYSCP team met and will continue to meet the second Thursday of every month. Professional development on case management services is provided.</li> </ul>
Expenditures	<p>BUDGETED CWS Foster Youth Local funding Resource code 9366</p> <p>2900 (Other Classified Salaries) \$24,215</p> <p>3000 (Employee benefits) \$10,525</p> <p>4300 (Supplies and Materials) \$3,500</p> <p>5200 (Travel to school sites) \$3,518</p> <p>7310 (Indirect Cost transfer) \$63,476</p>	<p>ESTIMATED ACTUAL CWS Foster Youth Local funding Resource code 9366</p> <p>2900 (Other Classified Salaries) \$24,215</p> <p>3000 (Employee benefits) \$10,525</p> <p>4300 (Supplies and Materials) \$3,500</p> <p>5200 (Travel to school sites) \$3,518</p> <p>7310 (Indirect Cost transfer) \$63,476</p>
Action 2	<p>PLANNED Provide student support for academic success:</p> <ul style="list-style-type: none"> <li>• Partner with Child Welfare Services</li> <li>• Coordinate completion and accuracy of FY student files</li> <li>• Provide education reviews</li> <li>• Create education teams to monitor success</li> <li>• Offer a summer enrichment program</li> <li>• Support for transition and mentoring for High School students</li> <li>• Complete a Transition plan for Foster Youth leaving Juvenile detention</li> </ul>	<p>ACTUAL</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

- 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.

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

4400 - \$9,190

5600 - \$1,750

5900 - \$100

Travel to school sites

5200 - \$4,140

5250 - \$7,612

5800 - \$8,100

7310 - \$11,585

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

Expenditures

**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.

Summer Leadership provides continuity with youth year round, keeping them engaged in education and college planning. 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. 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 transition and Summer Leadership Program 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**

- 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 completion rates on Personalized Individual Learning Plans (ILP) by 3% to 96% and measured individually based on completion of ILP, (reviewed and measured at end of quarters and exit interview)
- Chronic Absenteeism rate- Decrease chronic absenteeism rate by 5% to 53%
- Middle School Drop-out rate is not measured due to lack of Middle School students served

**ACTUAL**

- CCS – Williams rating of Good on FIT, Hance – Williams rating of Exemplary on FIT
- We continue to have 100% HQT staff
- Drop-out rate remained at 5%
- Attendance Rate remains low – currently 65%
- Graduation Rate – we should award 2 diplomas in June 2017 – 1 Second year senior, 1 Accelerated junior
- We continue to align LCAP data to SARC
- Individualized Learning Plans completion rate 65%
- We continue to have a small number of Middle School students so do not measure Middle School Drop-Out Rate
- An Exercite was built at the Hance site for student and staff

- Increase physical education options for students on campus
- Provide team building opportunities for students and staff and community

**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**
- Continue to develop Hance Personalized Learning Center (i.e. tutoring center, extended class labs science, CS, robotics, etc) (P1, P5, P9, 2H)
  - Maintain a safe and welcoming school campus by providing team building opportunities (ie Ropes course, school attire, guest speakers, team sports)
  - Continue to plan and install a Fit Trail on campus

- ACTUAL**
- Hance continues to develop as a Personalized Learning Center
  - Ropes course was not conducted. PBIS incentive program, including field trips implemented in spring 2018.

Expenditures

- BUDGETED**
- 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
    - 3010-2100 - \$22,822
    - 0100-2100 - \$11,017
    - 6387-2100 - \$5,509
  - Parent Meeting 0100-4300 - \$1,000
  - Fit Trail 0100-6170 - \$20,000
  - Aeries 0124-5800 - \$1760

- ESTIMATED ACTUAL**
- 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
    - 3010-2100 - \$22,822
    - 0100-2100 - \$11,017
    - 6387-2100 - \$5,509
  - Parent Meetings – 0100-4300 - \$316
  - Aeries – 0124-5800 - \$1710
  - *OdesseyWare* – listed above: 1100-5800 - \$4900



	<ul style="list-style-type: none"> <li>Contracted –<i>OdysseyWare</i> 1100-5800 - \$7,000</li> </ul>	
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Action  
2

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> <li>Develop a line of communication with West Hills staff (send quarterly emails to West Hills staff regarding student progress)to provide for a smooth transition from Mendocino County Juvenile Hall to Hance.(P1, 1H)</li> </ul>	<p>ACTUAL</p> <ul style="list-style-type: none"> <li>Hance continues to communicate with West Hills staff and has strengthened this connection with the addition of a part-time probation office on campus during the 17-18 school year</li> </ul>
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Expenditures	<p>BUDGETED</p> <p>Cost covered in staff salary</p>	<p>ESTIMATED ACTUAL</p> <p>Cost covered in staff salary</p>
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Action  
3

Actions/Services	<p>PLANNED</p> <ul style="list-style-type: none"> <li>Continue to utilize Learning Management Systems to implement the CCSS (P 1)</li> <li>Maintain Subscriptions to <i>Odysseyware</i> and <i>Aeries</i> to support student data and academics</li> <li>Investigate/create intervention programs (P2, P4, P8, 2H)</li> <li>Implement new CCSS aligned pre and post-assessments (P2, P4, P8, 2H)</li> </ul>	<p>ACTUAL</p> <ul style="list-style-type: none"> <li>Learning Management Systems were utilized</li> <li>Hance maintained subscriptions to <i>OdysseyWare</i> and <i>Aeries</i></li> <li>Hance implemented Strong Teens Program.</li> <li>Hance used STAR for pre and post assessment</li> </ul>
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Expenditures	<p>BUDGETED</p> <ul style="list-style-type: none"> <li>Curriculum Resources</li> <li>AOD's –<i>OdysseyWare</i> 0100-5800 - \$500</li> <li>Classroom Materials, Assessment, PE 6300-4300 - \$2,500</li> <li><i>Aeries</i> - previously budgeted</li> </ul>	<p>ESTIMATED ACTUAL</p> <ul style="list-style-type: none"> <li>Common Core materials – 6300</li> <li>Misc. class materials – 0100-\$257, 0124- \$185, 1100 - \$101</li> <li><i>Aeries</i> - previously budgeted</li> </ul>
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Action

Actions/Services

<p>PLANNED</p> <ul style="list-style-type: none"> <li>• 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 ILP.- (P 5, P6, P9, 2H)</li> <li>• Provide bus passes to students enrolled to access their educational program</li> <li>• Implement 1-1 devices with a variety of operating systems and programs for daily instruction, assessment, and access to content (P1, P4, H2)</li> <li>• Expand electronic book library</li> <li>• Provide concurrent enrollment offerings for all students to attend courses at the local community college in addition to local offerings at Hance School to ensure academic success. (P4, P8, 1H, 2H)</li> <li>• Offer Professional development to staff to maintain high quality instruction and HQT compliance (P1) for example:             <ul style="list-style-type: none"> <li>✓ VPSS</li> <li>✓ CCSS/Technology</li> </ul> </li> <li>• STEM/NGSS</li> </ul>
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<p>ACTUAL</p> <ul style="list-style-type: none"> <li>• Hance students continued to work in a classroom-based learning environment and had access to <i>OdysseyWare</i>, based on the Individual Learning Plan</li> <li>• Bus passes were provided for all Hance students. Monthly passes are given to students who attend seat time and punch passes are available to students on Independent Study</li> <li>• Every student had access to a device for daily instruction, assessment and access to content</li> <li>• Hance continued to expand the electronic book library</li> <li>• No students are concurrently enrolled in community college</li> <li>• The current Hance teacher has attended NGSS trainings</li> </ul>
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Expenditures

<p>BUDGETED</p> <ul style="list-style-type: none"> <li>• Cost covered in staff salary</li> <li>• Bus Passes 1100-4300 - \$5000</li> <li>• CTE 6387-2400 - \$1402</li> <li>• Currently 1-1 no cost for 2016-2017 school year library</li> <li>• Library/Tech Support             <ul style="list-style-type: none"> <li>○ 0124/4300 - \$1500</li> <li>○ 0124/4400 - \$2500</li> </ul> </li> <li>• No cost for concurrent enrollment</li> </ul>
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<p>ESTIMATED ACTUAL</p> <ul style="list-style-type: none"> <li>• Cost covered in staff salary</li> <li>• Bus Passes 1100-\$3,280</li> <li>• CTE 6387-2400 - \$1402</li> <li>• Chrome books 6387 - \$8,615</li> <li>• Library/Tech Support             <ul style="list-style-type: none"> <li>○ 0124/4300 - \$1500</li> <li>○ 0124/4400 - \$2500</li> </ul> </li> </ul>
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- Prof. Development
  - 6387-5200 - \$810
  - 0124-5200 - \$2500
- Books 0124-4200 - \$500
- Extra Duty local PD 1100-5200 - \$2500

- No cost for concurrent enrollment
- Prof. Development
  - 6387-5200 - \$810
  - 0124-5200 - \$250
- Books 0124-\$183, 1100 - \$1040
- 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.

<p>Describe your evaluation of the level of implementation of each action/service to achieve the articulated goal.</p>	<p>Upon enrolment at Hance, students with their guardian are involved in an intake meeting to go over Hance rules and expectations. Individual education plans are developed that align with the student’s transcript, skill level, and rehab plan when appropriate.</p>
<p>Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.</p>	<p>Entrance meetings are part of a well established intake process. We also believe that the addition of a psychologist/mental health specialist, support from a CTE teacher, and an on-site probation officer has helped to address some of the issues.</p>
<p>Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.</p>	<p>Due to inconsistency in staffing, decrease in student enrollment, and inability to fully implement program goals, budgeted expenditures exceed actual expenditures.</p>

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.

Goals for 2018-2019 will remain the same.

**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%
- College and Career Readiness (CCR) as measured by number of students completing the career readiness curriculum, and or concurrently enrolled. - Establish baseline
- School Climate- parent and student semester survey results continue to show Hance as "safe and welcoming"

**ACTUAL**

- Parent participation increased slightly and next year we are planning more regular family events tied to LCAP goals
- The expulsion rate maintained at 0%
- No students participated in the CCR class.
- Stakeholder input indicated that parents perceive Hance to be safe and welcoming.

**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"> <li>• Create Hance school logo and purchase Hance attire and products to promote school culture - t-shirts, pencils, etc</li> <li>• Provide/facilitate a Parents' event, quarterly i.e. FASFA night, back to school night, etc (P3)</li> <li>• Provide celebration events (1 per semester) to highlight student attendance, credit completion, concurrent enrollment and student academic success (P3, P5, P6)</li> </ul>	<p>ACTUAL</p> <ul style="list-style-type: none"> <li>• Hance school merchandise and incentive options are implemented through the PBIS program.</li> <li>• Parent's events and student celebrations were held quarterly at Hance. T</li> <li>• The staff at Hance 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.</li> </ul>
Expenditures	<p>BUDGETED</p> <ul style="list-style-type: none"> <li>• School Supplies/Personalized Learning Lab Supplies <ul style="list-style-type: none"> <li>○ 0100-4300 - \$500</li> <li>○ 0124-4300 - \$1000</li> </ul> </li> <li>• Student engagement and awards <ul style="list-style-type: none"> <li>○ 0100-4300 - \$1250</li> </ul> </li> <li>• Parent night <ul style="list-style-type: none"> <li>○ 0124-4300 - \$500</li> </ul> </li> </ul>	<p>ESTIMATED ACTUAL</p> <ul style="list-style-type: none"> <li>• School Supplies/Personalized Learning Lab Supplies <ul style="list-style-type: none"> <li>○ 0100-4300 - \$500</li> <li>○ 0124-4300 - \$1000</li> </ul> </li> <li>• Student engagement and awards <ul style="list-style-type: none"> <li>○ 0100-4300 - \$1250</li> </ul> </li> <li>• Parent night <ul style="list-style-type: none"> <li>○ 0124-4300 - \$316 (listed previously)</li> </ul> </li> </ul>
Action 2	<p>PLANNED</p> <ul style="list-style-type: none"> <li>• Develop further business/vocational partnerships via quarterly presentations to civic and service organizations to increase job shadow opportunities and College and Career Readiness. (P4, P3, P5, 3H, 4H)</li> <li>• Foster relationships with local Community Colleges i.e. articulation agreements to better support concurrent enrollment opportunities (P7, P8, 2H)</li> <li>• Provide and facilitate business trips to expose students to careers outside the local area (P4, P3,</li> </ul>	<p>ACTUAL</p> <ul style="list-style-type: none"> <li>• Business/Vocational partnerships were developed in relation to College and Career Readiness activities</li> <li>• Students will be visiting Lake County campus of Mendocino Community College spring 2018.</li> <li>• More business field trips are in the plan for 17-18</li> </ul>
Actions/Services		

	P5, 3H, 4H)	
Expenditures	BUDGETED <ul style="list-style-type: none"> <li>• Cost covered in staff salary</li> <li>• Field Trips</li> </ul> 6387-4300 - \$1000	ESTIMATED ACTUAL <ul style="list-style-type: none"> <li>• Cost covered in staff salary</li> <li>• Field Trips</li> </ul> 6387-4300 - \$500
Action	3	
Actions/Services	PLANNED <ul style="list-style-type: none"> <li>• Continue transition check-out meetings with students and guardians to evaluate progress on their ILP, educational options, and climate survey (P3, P4, 3H, 4H)</li> </ul>	ACTUAL <ul style="list-style-type: none"> <li>• Check-in/check-out meeting continue to be held with students and guardians</li> </ul>
Expenditures	BUDGETED Cost covered in staff salary	ESTIMATED ACTUAL Cost covered in staff salary

**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.

Hance continues to be a safe and welcoming environment for students who receive an individualized education. A College and Career Readiness program is in first year implementation.

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

Inconsistency in staff and decreased student enrollment has made implementation of some actions and services challenging.

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

Due to above stated inconsistencies in staffing and student enrollment, budgeted funds exceed 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.

Family involvement will continue to be an important goal related to student success and increased attendance.

**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"> <li>• Support districts in following the Expelled Youth Plan to meet the needs of students seeking alternative placements resulting from a district expulsion</li> <li>• Pre-expulsion meetings</li> <li>• Expulsion process training for new/requesting administrators</li> </ul>	<p>ACTUAL</p> <ul style="list-style-type: none"> <li>• Although the EYP will not be updated until next fall, it was discussed at superintendent meetings and support from Hance staff to district staff was given on an individual basis as needed. Hance served students from 5 of the 6 county districts</li> <li>• Pre-expulsion meetings did not occur - this will be addressed with each district and will be addressed when the EYP goes through its triennial review</li> <li>• Expulsion process training for new/requesting administrators did not occur at a county level, however individual support was provided as necessary</li> </ul>
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"> <li>• Re-Admission meeting invitation to districts for youth who may have met their rehabilitation plan and have the right to return to their district</li> </ul>	<p>ACTUAL</p> <ul style="list-style-type: none"> <li>• Re-Admission meeting paperwork was provided to districts for all students eligible to apply for readmission - Hance staff is invited to readmission hearings as deemed necessary by individual districts</li> </ul>
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 the Expelled Youth plan and actions/services related to this goal were followed throughout the year, with the exception of some pre-meetings for expelled youth.
Describe your evaluation of the effectiveness (Did it work?) of each action/service to achieve the articulated goal as measured by the school.	While paperwork was completed, some confusion resulted because of missing the pre-meeting. These meetings will be held for all expelled youth in the 17-18 school year and this will be addressed in the review of the Expelled Youth Plan.
Explain material differences between Budgeted Expenditures for Categorical Funds and Estimated Actual Expenditures.	<b>There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures</b>
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 both Hance and Creativity (CCS) where the program was described and actions for individual students were clarified.

Neither CCS nor Hance have the required number of English Learners to include an ELAC, but both schools have active school site councils. These school site councils 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 25  
Nov 22  
Dec 20  
Jan 24

**Hance:**

**Aug 8-9 Intake appointments with staff and parents**  
**Aug 8-9 CTE Meeting including LCOE and CTE staff**  
**Sept 1 Probation Meeting to review 16-17 procedures**  
**Sept 7 Staff Meeting including AmeriCorp and UPFront for planning to provide Parent Surveys**  
**Oct 11 Community Stakeholders Meeting including Probation, Lake Family Resource Center, Staff, AmeriCorp, and Parents to discuss changes**  
**in sex education regulations, school rules and an increase in teen parents**  
**Nov 8 Staff Meeting including Lake Family Resource Center to plan school Awards Ceremony, collecting resources for students in need**  
**and Project-Based Learning opportunities for students**  
**Dec 14 Parent Meeting and Awards Ceremony including 7 parents, Probation, Lake Family Resource Center and Lake County Office of Education**  
**Jan 25 Data Analysis Meeting to review Parent Surveys and credits and grades awarded**  
**Mar 20-24 Stakeholders Meeting to review data findings related to Hance Safety Plan, Single Plan for Student Achievement and LCAP**

## May 17 Expelled Youth Summit

### 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 May 10, 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?

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

**Hance:**

Review of Parent Surveys and Stakeholder Meeting feedback provided the following information:

- \*stakeholders supported Hance process to receive Initial WASC Accreditation
- \*college and career readiness was a top priority of students and parents
- \*academic opportunities, including increased use of technology for real world application
- \* food pantry and support for family health services

Based on these comments and others related to these topics, we are continuing our emphasis on school safety – the LCAP includes actions/services that provide for PBIS incentives supplies for all students. Incentives were provided in the LCAP for students who continued to follow school rules (this will be increased to include attendance incentives for the 17-18 school year).

To continue nurturing the sense of belonging, we developed an action that would provide a food closet for all Hance students. As all of our students are on free or reduced lunch, many have tenuous issues at home. This food closet will be open each Friday for students to pick up food for the weekend.

Because of stakeholder feedback on the LCAP, we placed an emphasis on academic opportunities including college and career readiness. Money was targeted in the LCAP for a community liaison who will work with local businesses and the community colleges to develop business internships and additional community college enrollment opportunities for our students.

During Intake meetings with parents, students and referring agencies, we discussed school policies and expectations. We also discussed opportunities that students would have available to them during the 16-17 school year. Many of these policies and opportunities were outlined in the 16-17 LCAP – including dress codes, internships and opportunities for accelerated credit earning.

During meetings with probation, we dealt with current procedures but also talked about opportunities for implementation during the 17-18 school year.

At our Awards Ceremony, parents shared positive feelings about student involvement at Hance Community School. Generally students and parents feel safe and connected to Hance and school staff.

**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.<sup>1</sup> The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent Community Member	Secondary Student
Kate McClatchy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jenna Rogers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Valerie Stark	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lucas Pimentel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Donna Wattenberger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<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					

<sup>1</sup> 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

<b>Goal 1</b>	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 _____
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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 <sup>th</sup> and 12 grade students took at least 1 A-G level course, including use of OdysseyWare	100% of 11 <sup>th</sup> and 12 grade students will take at least 2 A-G level courses, including use of OdysseyWare	100% of 11 <sup>th</sup> and 12 grade students will take at least 2 A-G level courses, including use of OdysseyWare	100% of 11 <sup>th</sup> 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 LCOE schools- A 1FTE Hance B Hance – CTE related costs C 3FTE CCS D CCS – Subs E Hance – Subs	Director, LCOE Human Resources	June-August 2018	Amount: A \$89,921 Hance – Tchr B \$14,638 Hance – CTEIG C \$233,679 CCS – Tchrs D \$6,092 CCS – Subs E \$1,196 Hance – 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 <b>OR</b> <input type="checkbox"/> Limited to Indicated Student Group(s)

**2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES**

<input type="checkbox"/> New <input checked="" type="checkbox"/> <b>Action/Service</b> <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	Person(s) Responsible	Task(s)/Timeline	Amount/Source
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Hire staff for oversight at LCOE schools- A .1FTE Hance B .1FTE CCS	Director, LCOE Human Resources	June-August 2018	Amount: A \$13,191 Hance B \$15,398 CCS Source: School Administration A Base B ERMHS Budget Reference: 2700 A 0124 B 6512
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**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 <b>OR</b> <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 3 .8FTE Para-professionals and 1 .72FTE Para-professional to fill positions at LCOE schools- A .72FTE Hance B 3 .875FTE CCS	Director, LCOE Human Resources	June- August 2018	Amount: A \$31,049 .58FTE Hance – Para \$7,762 .14FTE Hance – CTEIG

			B \$145,110 3 .875FTE CCS – Para C \$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**

<b>For Supplemental Actions/Services:</b>	
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 <b>OR</b> <input type="checkbox"/> Limited to Indicated Student Group(s)

**2017-2018 ACTIONS/SERVICES and BUDGETED EXPENDITURES**

Action/Service	Person(s) Responsible	Task(s)/Timeline	Amount/Source
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<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged			
Find and implement CA standards-aligned pre- and post-assessments in reading, writing and math	Lead Teacher	Sept-May 2018	Amount: A \$500 – Hance B \$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 <b>OR</b> <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
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Provide materials, resources and supplies for classroom use: A Instructional Materials – General B Instructional Materials – Core C Other Supplies	Lead Teacher	Sept-May 2018	Amount: A \$1,500 – Hance B \$2,500 – Hance \$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 <b>OR</b> <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 <b>Action/Service</b>	<b>Person(s) Responsible</b>	<b>Task(s)/Timeline</b>	<b>Amount/Source</b>
Provide staff with professional development in CA standards in ELA, ELD, math, science and social studies including a focus on UDL.	Director, LCOE Ed Specialists	Weekly staff meetings, summer professional development, embedded classroom support	<b>Amount:</b> A \$1,792 Hance – Subs B \$3,200 Hance – Travel and Conf Fees C \$200 CCS – Trainer D \$1,000 CCS – Conference <b>Source:</b> Professional Development A Lottery B Lottery C Lottery D ERMHS <b>Budget:</b> 2140 A 1100 B 1100 C 1100 D 6512

## Action 7

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

Schoolwide-HANCE

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
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged Provide release time to complete administrator duties.	Director	September-May 2018	Amount: \$1,195 Source: School Administration Base Budget: 2700 0124

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-HANCE   
 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 <b>Action/Service</b>	<b>Person(s) Responsible</b>	<b>Task(s)/Timeline</b>	<b>Amount/Source</b>
Provide <i>OdysseyWare</i> for credit recovery and a broad course of study including A-G courses	Lead Teacher, Instructional Assistant	September-May 2018	Amount: \$5,000 Hance Source: School Administration College RBG Budget: 2700 7338

**Action 9**

<b>For Supplemental Actions/Services:</b>	
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 <b>OR</b> <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 <b>Action/Service</b>	<b>Person(s) Responsible</b>	<b>Task(s)/Timeline</b>	<b>Amount/Source</b>
Hire staff for administrative positions at LCOE schools	LCOE Human Resources	June-August 2018	Amount: A \$9,311 Hance B \$27,657 CCS C \$97,202 CCS Source:

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

### 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-CREATVITIY <b>OR</b> <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 subs for the Principal as necessary	Assistant Superintendent	As needed	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 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 <b>OR</b> <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
Purchase needed office supplies

Person(s) Responsible
Administrative Assistant

Task(s)/Timeline
Submission of requisitions

Amount/Source
Amount: A \$1,000 Hance B \$1,500 CCS Source: School Administration A Base B Lottery Budget: 2700 A 0124

B 1100

Action 12

<b>For Supplemental Actions/Services:</b>	
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 <b>OR</b> <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 Hance – \$23,500 (5710) \$200 (5900)	LCOE Fiscal Services		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

[Empty box]

[Empty box]

[Empty box]

H \$7,481 – College  
Readiness BG  
Source:  
School Administration  
A Creativity Fees  
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 13

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
Ensure that school sites are clean and well-maintained	LCOE Maintenance and Facilities	Williams, FIT	Amount: A \$23,700 Hance B \$51,000 CCS Source: Plant Maintenance and House-keeping A Base B ERMHS Budget: 8100 A 0124 B 6512

New

Modified

Unchanged

**Goal 2**

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.

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.

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	100% Good or Exemplary	100% Good or Exemplary	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 <b>OR</b> <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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Hire a 1FTE psychologist-  
A .2FTE Hance  
B .8FTE CCS

LCOE Human Resources,  
Director, SELPA

Amount:  
A \$22,295 Hance  
B \$94,454 CCS  
A \$1,000 Hance – initial costs  
B \$500 Hance – supplies  
C \$200 CCS – supplies  
A \$500 Hance – mileage  
B \$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

## Action 2

<b>For Supplemental Actions/Services:</b>	
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 <b>OR</b> <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	LCOE Human Resources		Amount: \$104,611 CCS Source: Psychological Services ERMHS Budget Reference: 3120 6512

## Action 3

<b>For Supplemental Actions/Services:</b>	
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

Schoolwide - HANCE

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
Hire a .2FTE on-site probation officer	LCOE Human Resources, Director	In-Kind facilities and technology support	Amount: \$10,000 Hance (annual contract) Source: Attendance and Social Work Title 1 N and D Budget Reference: 3130 3025

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) \_\_\_\_\_

Scope of Service

Schoolwide

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 a site-appropriate behavior program including MTSS/PBIS, TIERS and Restorative Justice including professional development for staff and ongoing coaching and support.	Lead Teacher, Instructional Assistant, LCOE PBIS and Attendance support staff	Plan development and implementation, professional development	Amount: A \$0 CCS – TIERS (included in Goal 1.6) B \$0 Hance – MTSS/PBIS/RJ coach Source: Attendance and Social Work A Mental Health B LCOE Grant Supported (\$6,000) Budget Reference: 3130 A 6512 B 0100

**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 - HANCE <b>OR</b> <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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Partner with county resources to provide Tobacco/Alcohol/Drug Cessation, Sex Education and Suicide Prevention programs.

Lead Teacher, Psychologist, Director

Network meetings, regular communication, Student Support Meetings

Amount:  
\$100 Hance  
Source:  
Attendance and Social Work  
Funded through community partnerships and LCOE grants  
Budget Reference:  
3130  
0100

**Action 6**

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 -HANCE **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.	Lead Teacher, CTE Teachere	Program planning and implementation	Amount: \$700 Hance Source: Student Engagement S and C Budget Reference:

			4110 0100
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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-CREATVITY <b>OR</b> <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
<input checked="" type="checkbox"/> Develop and implement a physical education and nutrition curriculum for students.	Lead Teacher, CTE Teacher	Program planning and implementation	Amount: \$500 CCS Source: Student Engagement Lottery Budget Reference: 4110  1100

Action 8

For Supplemental Actions/Services:
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Students to be served	<input type="checkbox"/> All Students <input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children		
	<input type="checkbox"/> Other Group(s) (specify) _____		
Scope of Service	<input checked="" type="checkbox"/> Schoolwide - HANCE <b>OR</b> <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 bus passes for students, as appropriate.	Administrative Assistant	Purchase bus passes	Amount: \$5,000 Hance Source: Public Transportation S and C Budget Reference: 3600 0100

**Action 9**

For Supplemental Actions/Services:			
Students to be served	<input type="checkbox"/> All Students <input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children		
	<input type="checkbox"/> Other Group(s) (specify) _____		
Scope of Service	<input checked="" type="checkbox"/> Schoolwide - HANCE <b>OR</b> <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 team-building activities for students and staff.	Lead Teacher, Director, Psychologist	Field Trips, Class Meetings, PBIS incentives, weekly staff meetings	Amount: \$1,000 Hance – Team Building Activities \$1,000 Hance – Field Trips Source: School Engagement S and C Budget Reference: 4110 0100

Action 10

For Supplemental Actions/Services:	
Students to be served	<input type="checkbox"/> All Students <input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide - HANCE <b>OR</b> <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
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Engage parents, guardians and the community in informational meetings, celebrations and formal stakeholder meetings, including parents of unduplicated pupils and individuals with exceptional needs

Lead Teacher, Psychologist, Director

Student Awards events, Stakeholder Input Sessions, Community Network meetings

Amount:  
 A \$600 Hance Parent Meetings – Supplies  
 B \$250 Hance Parent Meetings – Awards and Recognition  
 Source:  
 Parent Engagement  
 A S and C  
 B S and C  
 Budget Reference:  
 2495  
 A 0100  
 B 0100

**Action 11**

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 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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Provide a Student Information System (Aeries) to monitor student data.

LCOE Data Specialist,  
Administrative Assistant

Provide support for data entry and data analytics

Amount:  
A \$1,760 Hance  
B \$1,760 CCS  
Source:  
School Administration  
A Base  
B Fees  
Budget Reference:  
2700  
A 0124  
B 0068

Action 12

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 -HANCE **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.	LCOE Data Specialist	Ongoing support and information	Amount: \$3,400 Hance Source: School Administration S and C Budget Reference:

			2700 0100
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**Action 13**

<b>For Supplemental Actions/Services:</b>	
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 <b>OR</b> <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 Clerical support for LCOE schools	Administrative Assistant	General	Amount: A \$15,825 Hance – .28FTE B \$14,768 CCS – .25FTE C \$44,302 CCS – .75FTE Source: School Administration A Base B ERMHS C Fees Budget Reference: 2700

A 0124  
B 6512  
C 0068

**Action 14**

<b>For Supplemental Actions/Services:</b>	
Students to be served	<input type="checkbox"/> All Students <input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children <input type="checkbox"/> Other Group(s) (specify) _____
Scope of Service	<input checked="" type="checkbox"/> Schoolwide - HANCE <b>OR</b> <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 AmeriCorp Mentors for LCOE schools	LCOE AmeriCorp Coordinator	Sept.-May 2018	Amount: \$4,500 Hance Source: Attendance and Social Work S and C Budget Reference: 3120 0100

**Action 15**

For Supplemental Actions/Services:
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Students to be served	<input type="checkbox"/> All Students <input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children		
	<input type="checkbox"/> Other Group(s) (specify) _____		
Scope of Service	<input checked="" type="checkbox"/> Schoolwide-HANCE <b>OR</b> <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 a "Speaker Series" to engage Hance students in the community	Lead Teacher, College and Career Specialist	September-May 2018	Amount: \$10,000 Hance Source: Student Engagement S and C Budget Reference: 4100 0100

**Action 16**

For Supplemental Actions/Services:			
Students to be served	<input type="checkbox"/> All Students <input checked="" type="checkbox"/> Low Income <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless Youth <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Migrant Children		
	<input type="checkbox"/> Other Group(s) (specify) _____		
Scope of Service	<input checked="" type="checkbox"/> Schoolwide -HANCE <b>OR</b> <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 a weekend Food Closet for Hance students	Administrative Assistant	Purchase and distribution, communication with families	Amount: \$18,000 Hance Source: Food Service/Nutrition S and C Budget Reference: 3700 0100

Action 17

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 <b>OR</b> <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	Lead Teacher, College and Career Specialist	September-May 2018	Amount: A \$2,000 – Hance B \$1,500 – CCS C \$500 – CCS (vehicle)

[Empty box]

[Empty box]

[Empty box]

fuel)  
 Source:  
 Instruction  
 A College RBG  
 Student Engagement  
 B Lottery  
 C ERHMS  
 Budget Reference:  
 1000  
 A 7338  
 4110  
 B 1100  
 C 6512

**Action 18**

**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-HANCE **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
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Stock the student stores with incentives related to TIERS and PBIS

Administrative Assistant

Purchase and support for distribution

Amount:  
\$500 Hance  
Source:  
Student Engagement  
S and C  
Budget Reference:  
4110  
0100

New       Modified       Unchanged

### 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.  
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	2 students graduated	Graduate 90% of all students	Graduate 90% of all students	Graduate 90% of all



Graduation Rate		who arrive in their junior year and complete their senior year	who arrive in their junior year and complete their senior year	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 <b>OR</b> <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
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.	Lead Teacher, College and Career Specialist	Workshops, Projects, Activities, Field Trips September-May 2018	Amount: \$800 Hance – College Tuition \$1,000 Hance – PSAT, test prep 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-HANCE <b>OR</b> <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
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Develop opportunities for students to take part in College and Career Readiness activities including career exploration, job shadowing, college field trips and college preparation opportunities.	Lead Teacher, College and Career Specialist	Workshops, Projects, Activities, Field Trips September-May 2018	Amount: \$6,000 Hance – van rental \$2,000 Hance – supplies Source: Instruction College RBG Budget Reference: 1000 7338
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**Action 3**

<b>For Supplemental Actions/Services:</b>	
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-HANCE <b>OR</b> <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 develop and coordinate opportunities for students to take part in College Readiness Activities	Director	Fall 2017	Amount: A \$56,708 Hance – College and Career Coordinator B \$8,621 Hance – College and Career Coordinator

Source:  
Instruction  
A College RBG  
B CTEIG Budget  
Reference:  
1000  
A 7338  
B 6387

**Action 4**

<b>For Supplemental Actions/Services:</b>	
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-HANCE <b>OR</b> <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
Complete WASC accreditation in order to provide students with additional post-secondary opportunities	Director, Lead Teacher, Classroom Assistant	Fall 2017 Implementation of Key findings 2017-2019.	Amount: \$2,000 Hance – WASC Source: Instruction College Readiness Grant Budget Reference: 1000 7338

## Action 5

<b>For Supplemental Actions/Services:</b>	
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 <b>OR</b> <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
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged Provide check-in and check-out transitions for all students upon entering and leaving LCOE schools.	Foster Youth Office, Site staff, Director	Transition Plans, Entrance ILP meeting, exit interview and plan	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

State and/or Local Priorities Addressed by this Goal

STATE  1  2  3  4  5  6  7  8  
 COE  9  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	Weekly contact regarding status of students 1 annual training for CWS	Continue and formalize process for: Weekly contact regarding	Continue: Weekly contact regarding status of students	Continue: Weekly contact regarding status of students

assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports.	Executive Advisory Council meets yearly Student Progress Reports requested 3 times per year Information shared with Juvenal Court School	status of students 1 annual training for CWS Executive Advisory Council meets yearly Student Progress Reports requested 3 times per year Information shared with Juvenal Court School	1 annual training for CWS Executive Advisory Council meets yearly Student Progress Reports requested 3 times per year Information shared with Juvenal Court School	1 annual training for CWS Executive Advisory Council meets yearly Student Progress Reports 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 <b>OR</b> <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 professional development and support around the needs and laws related to foster youth with District Liaisons, school administrators, probation and agency stakeholders.	Director, Foster Youth Office	Weekly staff meetings, Summer workshops	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 <b>OR</b> <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 <b>Action/Service</b>	<b>Person(s) Responsible</b>	<b>Task(s)/Timeline</b>	<b>Amount/Source</b>
Work collaboratively with Child Welfare Services social workers on school stability and the Continuum of Care Reform mandates.	Lead Teacher, Psychologist, Administrative Assistant LCOE Attendance Staff, Foster Youth Office, Director	Student Support Team, Ongoing monitoring of student success, close communication with families	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

<b>For Supplemental Actions/Services:</b>	
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 <b>OR</b> <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
Coordinate Education Liaisons support for foster youth.	School Psychologist, LCOE Foster Youth Liaison office, site staff	Ongoing coordinated services, close communication with guardians/foster families.	Amount: \$179,153 Source: Resource 9366, 7366 Budget Reference: Resource 9366 Duplicated Expenditures Action 1 Resource 7366 Duplicated Expenditures Action 2

**Action 4**

For Supplemental Actions/Services:	
Students to be served	<input checked="" 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 <b>OR</b> <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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<ul style="list-style-type: none"> <li>• Provide student support for academic success: (Attendance and Academics):</li> <li>• Partner with Child Welfare Services</li> <li>• Coordinate completion and accuracy of FY student files</li> <li>• Monitor Attendance</li> <li>• Review Academic Progress Reports and credits earned</li> <li>• Coordination of records and services with Department of Juvenile Justice (DJJ)</li> </ul> <p>Monthly, or more as needed, student check in for goal oriented case management services.</p>	<p>Lead Teacher, School Psychologist, Administrative Assistant, Director</p>	<p>Develop and implement PBIS including attendance component. Maintain accurate and current student data files through Aeries. Maintain communication with probation and LCOE Attendance officer.</p>	<p>Amount: \$134,153 Source: Resource 7366 Budget Reference: Duplicated Expenditures Resource 7366 Action 2</p>
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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 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 <b>OR</b> <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
<p>Offer transition services for high school youth with a focus on college and career options. Provide continuity of services with a summer Leadership Program. Engaging foster youth with peers and connections to supportive adults will help with stability and build</p>	<p>Director, Lead Teacher, Ed Specialist, College and Career</p>	<p>September-May Development of ILPs, College and Career Readiness Program, Implement curriculum and activities.</p>	<p>Amount: \$45,000 Source: Resource 9366 Budget Reference:</p>

confidence.

Duplicated Expenditures  
Action 1

New       Modified       Unchanged

## 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 x 10  
LOCAL \_\_\_\_\_

Identified Need from the Annual  
Evaluation and Analysis

Students who are expelled from their District need an educational setting designed to meet their individual education and social/emotional needs (please see Expelled Youth Plan – available locally upon request).

### 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-	Rating of 2.5 on 80% of	Rating of 4 (Full	Rating of 4 (Full	Rating of 4 (Full

Survey	Surveys	Implementation) on 80% of Surveys	Implementation) on all aspects of Surveys	Implementation) on all aspects of Surveys
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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 <b>OR</b> <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
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 <b>OR</b> <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
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			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 #:

<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date <sup>2</sup>  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.

<sup>2</sup> 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"/> <b>California School Age Families Education (Carryover only)</b> Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only)</b> Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Economic Impact Aid/Limited-English Proficient (EIA-LEP) (Carryover only)</b> Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> <b>Peer Assistance and Review (Carryover only)</b> Purpose: Assist teachers through coaching and mentoring	\$	<input type="checkbox"/>

<input type="checkbox"/>	<b>Professional Development Block Grant (Carryover only)</b> Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>School Safety and Violence Prevention Act (Carryover only)</b> Purpose: Increase school safety	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>List and Describe Other State or Local Funds</b> (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"/>	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Title I, Part A: Parental Involvement</b> (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"/>	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$	<input type="checkbox"/>

<input type="checkbox"/>	<b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> 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 <sup>3</sup>
<input type="checkbox"/>	<b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (list and describe)	\$	<input type="checkbox"/>
<input type="checkbox"/>	<b>Other federal funds</b> (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.

<sup>3</sup> 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: .January 17, 2018

Attested:

Kate McClatchy \_\_\_\_\_

Typed name of School Principal

Signature of School Principal

Date

Jenna Rogers \_\_\_\_\_

Typed name of SSC Chairperson

Signature of SSC Chairperson

Date